

TEST ADMINISTRATION GUIDE

2008 High Schools That Work Assessment

(Updated for 2008)

DRAFT (Do not use for actual assessment)

Southern Regional Education Board

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Table of Contents

1. INTRODUCTION.....	3
1.1 What Is the <i>HSTW</i> Assessment?	3
1.2 What is New in 2008?	3
1.3 Components of the Assessment.....	4
1.4 Assessment Administration Materials.....	5
1.5 When do I need to give the Assessment?	5
1.6 Test Security.....	6
2. STUDENT PARTICIPATION	6
2.1 Who should participate in the 2008 Assessment?.....	6
2.2 Students with Disabilities.....	6
2.3 Student Roster Form.....	7
3. PREPARING FOR THE ASSESSMENT.....	7
3.1 Communicating with Students	7
3.2 Student Survey (Section 1 – Course Experience Component).....	8
3.3 Procedure for Checking Materials as Soon as They Arrive	9
3.4 Procedure for Assigning Answer Documents to Students	9
3.5 Scheduling the Session.....	10
4. CONDUCTING THE ASSESSMENT	11
4.1 Setting Up.....	11
4.2 What to Tell Students to Bring to the Session	12
4.3 Test Room Regulations	12
4.4 Student Check-in	13
4.5 Defective Test Materials	13
4.6 Supervising the Session.....	14
4.7 Test Administration Irregularities	15
4.8 The Administration Scripts	16
4.9 Answer Document Information.....	17
5. PREPARING MATERIALS FOR RETURN TO ETS.....	18
5.1 Verifying Information on the Answer Document	18
5.2 Used and Unused Answer Document Return Instructions.....	18
5.3 Used and Unused Assessment Materials Return Instructions.....	18
APPENDIX I: The Student Survey.....	19
APPENDIX II: The Mathematics Test.....	26
APPENDIX III: The Science Test	30
APPENDIX IV: The Reading Test	34
APPENDIX V: School Header	38
APPENDIX VI: Sample Answer Document (Page 1)	39
APPENDIX VII: Test Supervisor Comment Sheet.....	40
APPENDIX VIII: Calculator Policy (Revised for 2008)	41
APPENDIX IX: Glossary.....	42
APPENDIX X: Master List of Site Codes	44
APPENDIX XI: Sample Letter to Students	58

WHOM TO CONTACT:

If you have any questions or concerns about administering the test, please contact ETS.

Lisa Rion

Phone: (609) 734-5646

Email: lrion@ets.org

Monday through Friday, 7:30 a.m. to 4:00 p.m. (Eastern Standard Time)

Questions will be answered within 24 hours.

If you have questions about participating in the *High Schools That Work* Assessment or sampling students, please contact SREB.

Allison Timberlake

Phone: (404) 879-5575

Email: allison.timberlake@sreb.org

Please check the SREB website periodically for news and information about the assessment at <http://www.sreb.org/programs/hstw/Assessment/assessindex.asp>

1. INTRODUCTION

1.1 What Is the *HSTW* Assessment?

The *High Schools That Work (HSTW)* Assessment for high school seniors consists of a student survey (asking about courses taken and about experiences related to teaching and learning) and subject tests in reading, mathematics and science. Results from these instruments are used to produce a detailed school-level report for each participating school. The report disaggregates group test performance according to the curriculum taken and the high school experiences recorded in response to the student survey. The report also indicates the progress a school is making toward meeting the *HSTW* readiness goals in the three subject areas. The assessment is administered at the beginning of the calendar year (so that it can reflect as much of a senior's entire high school career as possible). Reports are typically mailed to schools by the end of August.

1.2 What is New in 2008?

The three subject tests (reading, mathematics and science) have been redeveloped for the 2008 administration. The bulletin entitled *Information for Sites*, included as part of the Assessment Administration Materials, describes why and how these updated tests were developed.

Another significant change is that, in addition to the site-level reports mentioned above, individual student reports will be issued for the first time in 2008. SREB and ETS have worked with panels of *HSTW* stakeholders at the school, district and state levels as well as with stakeholders from the community college and employer communities to build tests that would be relevant to measuring

college and career readiness as well as continuous improvement at *HSTW* schools. It is hoped that the added value of the individual report will help motivate students when they take the assessment. For a detailed description of the student reports, please see the *Information for Sites* Bulletin mentioned above.

In addition to the new tests, the student survey has been revised. Questions have been re-organized and slightly re-worded for greater ease and speed in reading. Questions that were confusing, not predictive of student achievement or not essential to school improvement efforts have been removed. In addition, all questions related to transcript matters have been concentrated in the first section of the survey. Finally, the career/technical concentrations have been updated to align with the 16 clusters and 31 pathways identified by the U.S. Department of Education.

Despite these changes, administration of the assessment will be very similar to what it has been in the past. Special care will need to be given to matters of test security and test-room conduct because the tests now have consequences for individual students. In addition, the Student Survey Report form has been replaced by a new Header Sheet that will help ensure that students' individual reports are sent to the correct schools. There are also some small changes to the answer document (e.g., there is no longer any need for test administrators to record whether or not students completed the survey or the tests). These changes will be described within this Test Administration Guide, where appropriate.

1.3 Components of the Assessment

Student Survey

The student survey is composed of two sections. The first section includes questions about students' course-taking patterns and the number of credits earned in high school. The second section includes questions about students' perceptions of academic and work-based learning experiences in high school, their reactions to teaching practices, extra help and guidance services, and their plans after graduation. Transcripts or course histories and spring course schedules are required to complete the first section. It is strongly recommended that school personnel complete this section for their students. Doing so will significantly reduce administration time for the students and will result in more accurate curriculum information. It is important to note that the Award of Educational Achievement is based not only upon test performance but also upon fulfillment of curricular requirements. All curriculum data come from the first part of the student survey. Inaccurate or incomplete information from this section may result in a qualified student not receiving an award.

Reading Test

The reading test is composed of three sections. Students will be assessed on their understanding of two types of text: informational and literary nonfiction. The reading test contains both multiple-choice and open-ended questions. The open-ended questions are not in a separate section but are embedded among the multiple-choice questions.

Mathematics Test

The mathematics test is composed of three sections: two multiple-choice sections and one section of open-ended questions. The content areas assessed are number properties and operations; measurement/geometry; data analysis, statistics and probability; and algebra. Calculators are permitted for two of the three sections of the test. The calculator policy (revised for 2008) can be found in Appendix VIII of this Guide.

Science Test

The science test is composed of three sections: two multiple-choice sections and one section of open-ended questions. The content areas assessed are life sciences, physical sciences, and earth and space sciences.

Detailed information on the subject tests can be found in the *Test Description Guide and Sample Questions* Booklet as well as in the *Information for Sites* Bulletin included as part of the Assessment Administration Materials.

1.4 Assessment Administration Materials

The Assessment Administration Materials were emailed to you after you ordered test materials for the *HSTW* Assessment. The materials are also available on the SREB website. The materials include the following documents:

- Tasks and Timelines
- Sampling Instructions
- Student Roster Form
- Checklist for Test Coordinators
- Course Description Guide (including instructions for classifying courses)
- Course Matching Chart
- Information for Sites Bulletin (a full bulletin describing the new 2008 *HSTW* Assessment)
- Test Description with Sample Question Booklet (a shorter version of the “Information for Sites” bulletin containing essential information for students who will be taking the *HSTW* Assessment)
- Test Administration Guide (draft)

If you did not receive these materials via email and cannot download it from the SREB website, please call Lisa Rion at (609) 734-5646.

1.5 When do I need to give the Assessment?

The assessment must be administered between January 7 and February 1, 2008. All testing must be completed and materials postmarked for return to ETS no later than February 1, 2008. ***If completed answer documents are not postmarked and returned by February 1, students and sites will not receive reports.*** Please note that teacher survey materials must be postmarked by February 15 to a different location. Instructions for return will be included with your teacher survey materials.

It is recommended that the assessment be administered over a minimum of two days. A sample schedule follows. Please be sure to schedule time for makeup sessions in case of unplanned circumstances such as snow storms.

Day 1

- Student Survey (untimed, but typically takes 1 hour and 30 minutes to 1 hour and 45 minutes to administer; time can be cut in half if school personnel complete the first part of the survey — the transcript section — for the students)

- Mathematics Test (70 minutes)

Day 2

- Reading Test (90 minutes)
- Science Test (70 minutes)

1.6 Test Security

Test coordinators are responsible for the security of all test materials. The assessment books are confidential and may not be photocopied or given to anyone who is not directly involved in the assessment. From the time of delivery to the time test materials are returned, test materials should be protected from loss or unauthorized access. To meet this responsibility, test coordinators should take the following actions:

1. Arrange a secure location to store materials. Test materials are considered to be in secure storage when they are locked in a container, compartment or area. You must take care to ensure that the location is accessible only to test coordinators or school administrators.
2. Check shipments of test materials within 24 hours after receipt to ensure that the full shipment has arrived and is free from tampering or damage. Report any irregularities to ETS immediately.
3. Make certain that no student has access to the test before or after the administration.
4. Ensure that the test materials are distributed to and collected from each student individually.
5. Account for all test materials prior to the dismissal of students.
6. Ensure that all test books are returned to ETS using the materials and instructions provided.

2. STUDENT PARTICIPATION

2.1 Who should participate in the 2008 Assessment?

The assessment should only be administered to seniors. Both academic and career/technical students may participate, as determined by the school at the time orders are placed. Double-check your order if you are unclear as to who should participate. Sampling instructions were included in the Assessment Administration Materials emailed to schools shortly after orders were placed. Schools that are not testing their entire senior class must select a random sample of at least 60 students. If your school has fewer than 60 seniors, you should test the entire senior class. If you have not yet selected a sample of students to participate in the assessment, you should do so at this time.

2.2 Students with Disabilities

All students who are routinely included in state-mandated assessments and can function in a testing environment must be included in the pool of students from which a school's random sample of *HSTW*

test-takers is drawn. In compliance with 1997 IDEA regulations, this means that students with Individual Education Plans (IEPs) must be included in the sampling. All schools must abide by federal, state and local regulations regarding testing students with disabilities. If a student's IEP calls for an amanuensis to assist with testing, it is a school's responsibility to provide this service. ETS will provide Braille, Cassette and Large Print editions of the student survey and all three subject tests upon request. ***Please note that requests for special versions of the survey and tests must be submitted to ETS by October 31, 2008.***

Students who are English language learners (ELL) must also be included in sampling. English language learners may use a dual-language dictionary when answering the student survey and when taking the mathematics and science tests. Students who need this accommodation must provide their own dual-language dictionaries. Please be aware that dual-language dictionaries are NOT permitted for the reading test because that test is measuring reading proficiency in English.

You must code an F-9 on the first page of the answer document for each student who takes the assessment under non-standard test conditions as permitted by an IEP filed with your school. There is also a question on the first page of the answer document (pages 1, 6 and 9) for the student survey, mathematics and science asking ELL students whether they will be using a dual-language dictionary for those portions of the tests. ELL information and F-9 codes are used to identify student answer documents for statistical purposes only. Data for students who are provided accommodations will be included in all state, school and student reports.

2.3 Student Roster Form

The Student Roster Form, included in the Assessment Administration Materials, is your main control sheet for use during testing. The names of all students you plan to assess and five alternates should be listed on the roster. **The completed roster must be filed with your school or district testing records for five years. Please do not send the roster to ETS or SREB. You will need this roster to conduct the Follow-Up Survey of 2008 Graduates next year.**

3. PREPARING FOR THE ASSESSMENT

3.1 Communicating with Students

It is important to communicate fully with your students about the nature and purpose of the assessment. Informing students about the assessment is not only a fundamental courtesy but also a standard practice expected by all psychometric associations and measurement organizations. Appendix XI of this Guide offers a sample communication for students that may be modified to better reflect your school's needs.

You may wish to meet with your selected students before the assessment to explain the purpose and importance of their participation and what they should expect in terms of content and question format. The *Test Description with Sample Questions* booklet included in your Assessment Administration Materials should help greatly in this effort. You may want to consult the longer *Information for Sites* bulletin in order to provide yourself with more background on the new 2008 HSTW Assessment before talking with students. Your conversation with the participants should help them understand how important it is for them to give their best effort when they take the tests and

complete the student survey. Among the successful appeals made by teachers has been the forthright assertion that the staff is dedicated to improving the school and that this assessment is an important way to show students, parents and staff that the changes that have been made are working. Another approach is to emphasize the fact that the students have been selected to represent their school by responding to the survey and taking the tests. The fact that the students will now be receiving individual reports might also serve as a good motivator for doing their best.

3.2 Student Survey (Section 1 – Course Experience Component)

Section 1 of the student survey is the course experience component. Students are asked to refer to their transcripts or course histories to complete a series of questions related to the courses they have taken during high school and the number of credits earned in those courses. Alternatively, the course experience component of the survey may be completed by school personnel prior to administration of the assessment. In this case, you need administer only section 2 of the student survey to students.

In order to prepare for the course experience survey, collect a copy of the transcript or course history and current course schedule (including spring courses) for each student participating in the assessment. Be certain that grades from the previous marking period have been posted before transcripts are retrieved and prepared for the assessment.

You will also need the completed Course Matching Chart, which will be used by students or school personnel to match local course titles with common SREB course titles. This chart has been sent to your school as part of the Assessment Administration Materials. Also included in that packet are directions for course matching and a Course Description Guide to facilitate the process. If you do not have these materials, contact Lisa Rion by phone at (609) 734-5646 or by email (lrion@ets.org) immediately.

The time needed to have students complete the course experience survey is 30 to 45 minutes and may even take a little longer, given that all the curriculum-related questions are now in the first part of the survey. You may extend the time as needed. Test coordinators must be available to help the students with this section of the survey. You may wish to have your school's guidance counselor present as well.

As has been mentioned before in this Test Administration Guide, it is strongly recommended that schools complete section 1 of the student survey for their students. This labor performed before the administration reduces administration time as well as student angst and results in much more accurate transcript data.

PLEASE BE AWARE that if the first section of the student survey is not completed, the curriculum data needed to evaluate student progress will not be available, reducing the value of your school's site report. Also, it will not be possible to tell which students qualify for the Award of Educational Achievement. This award is given by SREB on the basis not only of test performance but also of curriculum completion.

3.3 Procedure for Checking Materials as Soon as They Arrive

1. The shipping notice packed with your shipment lists all materials sent to you. You will need this information to complete the Survey Control Form (Appendix V of this Guide).
2. **Save the boxes in which the materials arrived** – they will be used to return the materials at the end of the assessment.
3. Verify the book count that appears on the shipping notice.
4. Indicate the number of books you received for each subject in the portion of the Survey Control Form marked: # RECEIVED AT SCHOOL.
5. Check your shipment as soon as possible and contact ETS immediately if:
 - Your counts do not match the totals given on the shipping notice
 - You are missing any of the materials listed on the shipping notice or
 - You do not have enough books for all students participating
6. If the number of books you ordered is divisible by 10, you should receive that exact number. If the number you ordered is not divisible by 10, ETS rounds up to the next multiple of 10. You will, however, receive an extra 10 answer documents.

3.4 Procedure for Assigning Answer Documents to Students

Each student will complete the student survey, the reading test, the mathematics test and the science test. To ensure that the elements of each student's complete assessment are properly matched, you must assign one answer document to each participating student before the first session and ensure that the student gets the same answer document during each subsequent session.

1. With your Student Roster Form in front of you, open the first packet of answer documents. Find the six-digit Student ID number located in the upper right corner of the answer document.
2. Assign the answer document to the first student on the Student Roster Form by writing the student's name on the answer document and by writing the six-digit Student ID number in column D of the Student Roster Form. **Do not use labels on the answer document.**
3. The next student on the roster should be assigned the second document in the bundle and so on until all students on the Student Roster have been assigned a six-digit ID number (see Appendix VI for a facsimile of the first page of the answer document).
4. Complete the box under the student name box with your school's name and your state.
5. Be sure to write your site code number as indicated on the answer document and to fill in the appropriate bubble under each digit. **REPORTS CANNOT BE PRODUCED WITHOUT THIS CRITICAL SITE CODE NUMBER INFORMATION.**

6. If your school ordered special composite reports, you may complete the “Optional” box of the answer document at this time by including the appropriate E or F code for the students involved.

3.5 Scheduling the Session

1. Act early to select dates to administer the assessment (including makeup dates). Schedule these dates early in the testing window in case unplanned emergencies, such as snow closings, occur to prevent testing on the originally scheduled dates.
2. Check the Student Roster to verify the total number of participating students. If it is a large number, you may want to divide the students into several assessment groups. The Student Roster Form (or photocopy) must be available for each session so that attendance can be monitored in columns E, F, G and H.
3. The student survey consists of two sections. Section 1 will take about 30 to 45 minutes to complete, and Section 2 will take about 60 minutes to complete. Students have 70 minutes to complete the mathematics test, 70 minutes to complete the science test and 90 minutes to complete the reading test. Test administration procedures (e.g., handing out and collecting answer documents and test books, answering procedural questions and so on) can add approximately 15 minutes to each testing session. It is also recommended that students be given a ten minute break between tests.
4. The entire assessment will take about five and a half hours (and may take slightly longer, depending on how long it takes to complete section 1 of the student survey, how much time it takes to answer procedural questions and so on). To prevent student fatigue, schedule at least two days to administer the assessment (some schools schedule the assessment over three or four days).
5. Find a location that is suitable for testing.
6. Select a time that does not conflict with other activities.
7. Notify selected students ahead of time about the date, time, location and purpose of the assessment.
8. Notify students and teachers that calculators will be used in two sections of the mathematics test. The Calculator Policy can be found in Appendix VIII of this Guide. Note that this has been revised for 2008.
9. Inform the principal and appropriate teachers well ahead of time about the assessment so that there are no surprises.
10. Remind students on the first day of the assessment to be present for the entire assessment, including all subsequent sessions.

11. When a student is absent, a makeup session must be scheduled if the student is expected back in school within five days. If the student is not expected to return within five days, select the next alternate on your roster.
12. Assessments, including makeup sessions, must be completed between **January 7 and February 1, 2008**. All makeup sessions should be conducted within one week of the initial administration.
13. Mail all assessment materials to ETS as instructed in Section 5 of this Guide, "Preparing Materials for Return to ETS." **Please note that if materials are postmarked after February 1, 2008, students and sites will not receive reports.**

IMPORTANT: To ensure that your school receives a report, it is critical that all students complete all *four* components of the assessment.

4. CONDUCTING THE ASSESSMENT

4.1 Setting Up

Before the assessment begins, check the room that will be used to make sure there is enough space for the number of students who will be assessed. If space and the number of desks permit, separate students from one another to ensure that they do their own work. If at all possible, erase the blackboards and cover any material in the room that may distract the students. Provide an environment with appropriate temperature control, reasonable furniture, adequate lighting and workspace, low noise levels and few disruptions. If necessary, make accommodations to provide access for students with disabilities.

You should have the following materials with you for each assessment session:

1. Test Administration Guide with scripts
2. Completed Student Roster Form (or photocopy)
3. Pre-assigned answer documents
4. Number two pencils with erasers
5. Reliable wristwatch with a second hand or timer

For the student survey only (YOU WILL NOT NEED THE FOLLOWING IF YOU HAVE COMPLETED THE FIRST PART OF THE STUDENT SURVEY FOR THE STUDENTS):

6. Course Description Guide, Course Matching Chart and student transcripts and course schedules (if students are completing the course experience section of the student survey).

For the mathematics test only:

7. Calculators (graphing or scientific; see Appendix VIII)

It is important that the individuals who supervise the assessment have prior experience in administering standardized tests (see Section 4.6).

4.2 What to Tell Students to Bring to the Session

When you communicate with the students about the nature and purpose of the assessment, please talk to them about what to bring to the test room and about test room regulations. They should bring:

1. Number 2 lead pencils with erasers, which are required for filling in the machine-readable answer document. Even though schools are asked to have a supply of these pencils on hand, students should also be asked to bring a few Number 2 lead pencils with them.
2. Watches WITHOUT audible alarms (although the test administrator should also ensure that students always know how much time they have left, whether or not they have brought watches).
3. A scientific or graphing calculator to the mathematics testing session. The mathematics test permits the use of calculators for two of its three sections. For one of these sections, calculators may provide an advantage. Please be aware that the test has been designed so that a student with a graphing calculator will not have an advantage over a student with a scientific calculator. Students with a four-function calculator may be at a slight disadvantage.
4. OPTIONAL: State ID number (written down if the student has not memorized this number). This number may also be provided by the school. During the first testing session, students will have the opportunity to enter this number on the first page of the answer document. Capturing these ID numbers will enable schools, districts, states and SREB to do research correlating performance on the *HSTW* Assessment with performance on state-mandated standards tests. Results of such research will report group-level data only; no student's individual scores or ID information will ever be published.

4.3. Test Room Regulations

Books, rulers, papers of any kind, and electronic, recording or photographic devices are not allowed into the testing room. This includes PDAs, cell phones, etc.

Exceptions: ELL students who are receiving the accommodation of a dual-language dictionary may bring that book into the test room.

Please note that students are permitted to use scientific or graphing calculators on two of the three sections of the mathematics test.

Students may be dismissed from the test if they use notes or give or receive help during the test; fail, after being warned, to follow the test supervisor's instructions; work on one section of the test during the time allotted for another section; cause undue disturbance; attempt to copy test materials; or remove test materials from the room.

SREB reserves the right to cancel any test score if the test taker engages in misconduct or if there is a testing irregularity. Because there is an obligation to report scores that accurately reflect the performance of each test taker, test administration and test security standards have been designed to assure that all test takers are given the same opportunity to demonstrate their abilities and to prevent some test takers from gaining an unfair advantage over others because of testing misconduct. All testing irregularities as well as test scores believed to be earned under unusual or nonstandard circumstances are routinely reviewed.

Students may leave the room briefly during the test to use the rest room, but they must have the test administrator's permission to do so. Only one person at a time is permitted to leave the test in order to use the rest room. Students will not be permitted to make up the time they lose while they are out of the test room.

4.4 Student Check-in

As each student arrives:

1. Verify that the student's name appears on the Student Roster Form.
2. Check that a Student ID number has been entered for each student in column D of the Student Roster Form.
3. Ask students you do not know to identify themselves before giving them an answer document.
4. Send any student whose name does not appear on the Student Roster Form back to his or her regular class.
5. Note student absences on the Student Roster Form. A makeup session must be scheduled for these students.
6. If a student arrives late, but before testing starts, you should give the student an answer document and help the student fill out the information on page 1.
7. Once students open their books, no late arrivals should be admitted. Students who arrive after this point should be counted as absent and scheduled to attend a makeup session.

4.5 Defective Test Materials

If you discover a defective book before the assessment begins:

1. Give the student another book. If no extra test books are available, contact ETS immediately at (609) 734-5646 for instructions.
2. Mark an X on the entire front cover of the defective book and write "DEFECTIVE BOOK" on the cover.
3. Report the information on the Test Supervisor Comment Sheet (see Appendix VII).

If a student discovers a defective book after beginning work, replace the book with another of the same subject. If defective materials cause a loss of time, make certain the affected student is permitted to make up the time at the end of the test administration.

4.6 Supervising the Session

Testing session supervisors should be school administrators, school faculty or state or district education agency staff with prior experience in administering standardized tests. Supervisors should conduct all test-taking activities in an entirely nondiscriminatory manner to ensure that all students receive equal treatment. All students are to take the assessment under a uniform set of prescribed conditions. No one is to suffer a disadvantage or gain an advantage because of race, religion, gender or disability. All students are to be protected from disturbance. The following are a few suggestions to provide a positive testing environment:

- Greet students in a friendly manner.
- Tolerate a reasonable amount of talking during admission, seating and other activities before the start of the test.
- Be patient, prompt, sensitive and courteous in responding to questions.
- Treat all students equally.
- Dismiss students in a friendly manner.

Additional Guidelines:

1. You may answer questions about the content of the student survey, but you may not answer any questions about the content of the items in the mathematics, science or reading portions of the assessment. Do not assist students by reading the directions or the item choices for any of the subject area tests (unless reading assistance is required per the student's IEP). For students who are not allowed reading assistance, the best response to any such requests is, "I'm sorry. I cannot answer any questions. Just do your best with the question."
2. If students have questions you cannot answer regarding the content, development or scoring of the reading, mathematics or science tests, please instruct them to write: *HSTW*, Educational Testing Service, Rosedale Road, MS 20D, Princeton, NJ 08541. If a student's question involves a problem or issue with a particular test question, you can record the student's concern on the Test Supervisor Comment Sheet (Appendix VII). In such a case, you will receive a response from ETS test specialists that you can share with the student. If students have questions regarding the student survey, please instruct them to write: SREB, 592 10th Street, NW, Atlanta, GA 30318.
3. Be sure that all students understand what they are to do and that they know how to record their answers on the answer document. You may answer student questions about these matters.
4. As students are working, you should move about the room to ensure that they are following directions and answering questions on the appropriate part of the answer document.
5. If a student finds an error in a test or survey item, please report the name of the test, the item number and the nature of the problem on the Test Supervisor Comment Sheet (Appendix VII).

6. Students may leave a session only in an emergency situation. If a student cannot complete the session (e.g., he or she becomes ill), collect the student's test book and answer document and record this information on the student roster. No additional time should be provided.
7. Students are not required to take the assessment, but all students should be encouraged to do so. If a student refuses to participate before the assessment begins, mark that student as "other" on the Student Roster Form. Select the next alternate from the sampling list. A student who refuses to continue with the assessment after answering questions in at least one section of a book should be considered to have completed that assessment. The student may or may not receive an individual report for the assessment in question or be included in the site report cohort depending on how much of the test he or she has taken.
8. Students should try to answer every question even if they have to guess. There is no penalty for incorrect answers. They should be sure to attempt all open-ended questions because an open-ended question carries more weight than a multiple-choice question, and it is possible to earn partial credit. The open-ended questions for the mathematics and science tests are in separately timed sections in order to encourage students to attempt them. The reading test could not be organized this way because both the open-ended and multiple-choice questions refer to the same reading passages.
9. On rare occasions, a disturbing situation may arise in a testing room. For example, a student may faint or have a nosebleed and several other students may stop their work to help. Remedy the situation in the most practical way possible using the following guidelines:
 - Stay calm.
 - Ask all students to close their test books until the situation is resolved.
 - Record any time lost and adjust the testing time accordingly.
 - Collect test materials from each student individually and return them to each student individually if a move to another room is necessary.

4.7 Test Administration Irregularities

Group Irregularities – Group irregularities are any deviation from or disruption of normal testing that affects all or most of the students in a testing room or at a testing site. You must report any irregularities on the Test Supervisor Comment Sheet (Appendix VII). Examples of group irregularities follow:

Mistimings – Whenever possible, correct an undertiming before the students have been dismissed. If additional testing time is warranted, offer all students the same amount of additional time for a test, even if they have finished testing. If an overtiming occurs, you cannot make an adjustment. Report any mistimings on the Test Supervisor Comment Sheet and be sure to indicate whether the incident is an undertiming or an overtiming, the amount of time involved and whether or not the mistiming was corrected.

Emergencies – Emergencies include storms, floods, power failures or other unusual events that disrupt the assessment and are beyond your control. In such a situation, decide whether to cancel the assessment or to find an alternate location. In case of emergency evacuation, your primary concern

should be the safety of the students and your staff. When an emergency occurs, you should immediately:

- note the time remaining and, if time permits, ask students to close their books and leave them on their desks;
- evacuate the students and staff; and
- if time permits, collect answer documents and test books.

Individual Irregularities – Individual irregularities are any deviation from or disruption of normal testing that affects one or several students in a testing room or at a testing site. Report any individual irregularity on the Test Supervisor Comment Sheet and be sure to include the affected test, the testing room, the affected student’s name, timing details as appropriate and the action taken. Examples of individual irregularities follow:

Defective Test Materials – See Section 4.5.

Answers Misplaced on the Answer Document – Give an unused answer document to a student who has marked answers in the wrong section of the answer document and instruct him or her to continue the test in the appropriate place. If it is not possible to take corrective action at the test site, include on the Test Supervisor Comment Sheet a complete explanation, including the affected test and question number(s) and where the misplacement took place. Attach the affected answer document(s) to the Test Supervisor Comment Sheet.

Absence Due to Illness – If a student becomes ill during the test, collect his or her test book and answer document. If the student is able to return, hand back the same test materials. You must allow the student full testing time. If a student must withdraw permanently from the testing room because of illness, collect his or her test book and answer document and record the information on the Test Supervisor Comment Sheet. Mark the answer document “other” for the assessment status (see Section 5.1).

Any of the Infractions Noted in Section 4.3 (Test Room Regulations) Above - If a student is dismissed for giving or receiving information, working on one section of an examination during time allotted for another section, etc., please attach the student’s answer document to a Test Supervisor Comment Sheet and provide a full explanation of the situation on that sheet. You may include extra sheets of paper for your explanation if necessary.

4.8 The Administration Scripts

Four appendices in this Guide provide scripts for administering the student survey and each of the three subject tests.

- Appendix I: The Student Survey
- Appendix II: The Mathematics Test
- Appendix III: The Science Test
- Appendix IV: The Reading Test

The scripts provide specific instructions for conducting and timing each session as well as standardized directions to read to students. These directions appear in text boxes.

Please read the directions in the text boxes word for word to ensure that all sessions are administered in the same way.

4.9 Answer Document Information

Each answer document has a Student ID number printed in the upper right-hand corner of the cover (see Appendix VI). Each student will use one answer document to complete the student survey and all three subject tests.

The box labeled “STUDENT NAME” is where the test coordinator or testing session supervisor will write each student’s name when assigning answer documents (see Section 3.4). Below the box labeled “SCHOOL NAME” is an area where the coordinator or supervisor will write the school’s name and your state abbreviation. You should then write and fill in the circles with your school’s five-digit site code number. Your site code can be found on the shipping notice that accompanied your materials or in Appendix X of this Guide.

Unlike *HSTW* answer documents of the past, the 2008 answer document has no “Assessment Status” box requiring test administrators to determine who has and has not made a good-faith effort to take the assessment. Any student who attempts a subject will get an individual report providing that some minimal portion of the test has been completed. Whether or not a student’s data are included in compiling the group statistics for a school’s site report depends on the amount of the survey and the three tests the student has completed; ETS statisticians will perform analyses to determine which students have completed enough of the assessment to make their inclusion in the site report meaningful and fair to any given school.

In place of the “Assessment Status” box are two new items. The first is a question for ELL students about whether they will be using a dual-language dictionary to assist with the survey portion of the assessment (this same question appears on page 6 and 9 for the mathematics and science portions of the assessment). ETS statisticians must keep track of this accommodation, as they keep track of other accommodations, so they can do their calibrations properly. No student’s score will be in any way affected because of this or any of the other accommodations (that are recorded via the F-codes). The second new option is a grid where students can write and fill in the appropriate circles for their state ID numbers. Recording this number is optional. Doing so will facilitate research by schools, states and SREB correlating performance on the *HSTW* Assessment with performance on various state-mandated assessments.

Another new feature of the 2008 answer document is the replacement of the box where students used to sign to confirm their names and addresses with a box where students can write their email addresses. This is another optional feature. By providing this information, students will be providing SREB with one more way to track them for the important Follow-Up Survey SREB conducts in order to evaluate the correlation between performance on the *HSTW* Assessment and success in college or the workforce after graduating from a school implementing the *HSTW* reform design.

The final new feature of the 2008 answer document is a column of three circles labeled “A,” “B” and “C” near the top of the answer document pages where the mathematics and science tests begin. Each mathematics and science test booklet has an “A,” a “B” or a “C” printed on its front cover in a prominent place. IT IS CRUCIAL FOR STUDENTS TO DETERMINE WHETHER THEY HAVE

AN “A,” “B” OR “C” TEST BOOKLET FOR THE MATHEMATICS AND SCIENCE TESTS AND TO FILL IN THE APPROPRIATE CIRCLE ON THEIR ANSWER DOCUMENTS. The reading test does not have “A,” “B” and “C” booklets.

Please be careful that answer documents are not torn and that students do not use a pen or white-out on them. These conditions make it impossible to scan the document and thus prevent student data from being reported or included in your assessment results.

5. PREPARING MATERIALS FOR RETURN TO ETS

5.1 Verifying Information on the Answer Document

Verify that each student has accurately recorded your school’s site code number on page 1 of his or her answer document if they completed this information. Without this number, the student’s will not receive reports nor will they be included in your school report.

In addition, make certain that students’ names are recorded and filled in accurately on page 3 of the answer document. This helps ensure that the names are correct on the individual student reports and Award of Educational Achievement certificates prepared for qualifying (does this imply now that students qualify for a student award?) students.

If you ordered special composite reports, do not forget to enter the appropriate “E” or “F” code numbers assigned by ETS in the “OPTIONAL” section of the answer document. Enter these codes for *each* student who is to be included in a special composite report. Each oval within this section, labeled “E” and “F,” accommodates a single digit from 0-9. The code F-9 should be used if students received accommodations during testing as specified by their IEP or ELL.

5.2 Used and Unused Answer Document Return Instructions

INSTRUCTIONS WILL BE PROVIDED IN FINAL TEST ADMINISTRATION GUIDE SENT WITH TEST MATERIALS.

5.3 Used and Unused Assessment Materials Return Instructions

INSTRUCTIONS WILL BE PROVIDED IN FINAL TEST ADMINISTRATION GUIDE SENT WITH TEST MATERIALS.

APPENDIX I: The Student Survey

These instructions are based on the assumptions that each part of the assessment is administered on a separate day (or in a separate session) and that the student survey is administered first. Read students the assessment overview in Box 1 prior to administration.

The boxes that follow contain directions that should be read aloud to students. Please do not deviate from these directions. You may answer questions regarding testing procedure or the content of the student survey. However, you should politely decline to answer any questions regarding the content of the mathematics, science or reading tests.

Materials you will need for this session:

- Pencils
- Timer
- Student Roster Form
- Site Code Number (display clearly in the front of the room). You should already have filled out this number on each student's answer document, but it will be wise to have the students check the accuracy of this crucial piece of information.
- Student Survey books
- A pre-assigned answer document for each student in this session
- Copies of the completed Course Matching Chart for each student*
- Copies of transcripts or course histories and course schedules for each student*

*It is strongly recommended that the course experience portion of the student survey (section 1) be completed by school personnel prior to the administration of the assessment. If this is the case at your school, students will not need copies of the Course Matching Chart or of their transcripts and course schedules.

The administration of the student survey differs from the administration of all other parts of the assessment because the survey contains no cognitive questions. Therefore, no timing is provided for any of the sections. It will take 90 to 105 minutes to complete the student survey; however, you can give students as much time as they need. Students should complete all sections accurately, with the assurance that their privacy has been respected.

Box 1

I am _____ (tell the students your name and position if the students do not already know you). Today you will be participating in the *High Schools That Work* Assessment and Student Survey. Our school is part of a project to find new ways to improve our programs and services to students. We are administering the assessment in order to measure our progress and the effectiveness of the improvements we are making. It is important that you work carefully and follow all directions so that we get an accurate measure of what we are doing well and what we could be doing even better to help our students.

The assessment will be given in four parts. The first part is not a test. It is called the Student Survey and is a questionnaire about your experiences in school and your plans after graduation. After the Student Survey, there will be three tests: one in mathematics, one in science and one in reading.

Some of the questions on these tests are multiple-choice questions that require you to select one correct answer from the alternatives given. You should try to answer all of these questions, even if you are not sure of the correct answer. You will get credit for every question you answer correctly, but you will not lose credit for incorrect answers. It is a good idea to try to narrow the alternatives down as best you can and then use your best judgment to pick your final answer.

Other questions are open-ended and will ask that you write your own response to a question or show your work for a problem. Even if you are not sure of the answer, you should respond to each of these open-ended questions because you may be able to earn partial credit. Each open-ended question carries more weight than a multiple-choice question. Partial credit for an answer to an open-ended question can actually be worth more than a correct answer to a multiple-choice question. On the mathematics and science tests, you will find that the open-ended questions are in their own, separately-timed sections. There are two open-ended questions on each test. On the reading test, the open-ended questions are embedded among the multiple-choice questions. This is because all of the questions on the reading test refer to reading passages, so the open-ended questions could not be separated from the multiple-choice questions. There are two open-ended questions on the reading test.

The most important point to remember is to try to answer every question on every test. You will find some questions easy and some more difficult, but do your best and try to answer them all. By doing your best, you will be helping future students benefit from the changes we make as a school based on the assessment results.

The results we receive will be for the entire group of students taking these tests. No individual student results or survey responses will be reported to our school in the school report we will get. However, each of you will get an individual report showing your overall level of performance on each of the three subject tests and also noting whether you completed the rigorous curriculum recommended by the *High Schools that Work* program. Only by trying to answer every question on the survey and on the three tests can you ensure that your individual report is complete and accurate.

Your individual report will be mailed to us in early June. We will mail or otherwise distribute the reports to you as soon as we possibly can, whether that is right after we get them or early in the fall after school is back in session.

The student survey and the three tests are produced by Educational Testing Service and go through many quality-control checks. In spite of this thoroughness, on rare occasions typographical errors or flaws in questions may be found. If you suspect a problem, please raise your hand. If you have a defective book, I will give you a replacement. If there is a problem with a question, I will assist you in reporting your concern.

If students report any concerns about a test or a survey question, please describe the concern on the Test Supervisor Comment Sheet (Appendix VII). Please continue:

Box 2

I will soon distribute an answer document and the student survey. Before I begin passing out materials, clear your desk of anything you may have brought with you except a sharpened number two pencil with a good eraser. Does anyone need a pencil?

Distribute pencils if needed.

Box 3

Now I will distribute the student survey and your answer document. When you receive your survey book, please do not open it.

First distribute the student survey books. Then distribute the answer documents. Make sure that each student receives the answer document with his or her name on it. If a student is absent, set that student's answer document aside.

If students will be completing the Course Experience Survey (Section 1), you should distribute copies of the Course Matching Chart, transcripts and/or course schedules after you have distributed the student survey books and the answer documents.

When you have finished distributing materials, check to see that your school's site code is written clearly on the board. Then say:

Box 4

Please turn to your answer document and look at the front. Please provide the information called for in the box below "School Name and State." Copy the site code number that I have put on the board into the five boxes and fill in the corresponding circles. Please be sure to fill in the circles completely. If the site code number is already filled in, please check to make sure it is accurately written and that the correct circles are filled in as well.

If your school ordered special composite break-out reports and has been provided special codes from ETS, staff in your school should already have completed the "Optional" box with those codes. Please continue:

Box 5

Now open your survey book to the directions on the inside front cover. Please read the directions and review the sample questions.

Give the students time to read and review the sample questions. Offer to answer any questions they have at this time.

If your school is having students complete Section 1 of the survey, proceed directly to the instructions for Section 1 below.

If your school completed Section 1 of the Student Survey for students, proceed to Box 11 after saying the following:

Box 6

Our school has completed section 1 of the student survey for you. Please turn to page 2 of your answer document and to page 11 of your survey booklet.

Section 1

This section takes approximately 30 to 45 minutes to complete but may take longer depending on the complexity of the mapping between the SREB course nomenclature and your school's nomenclature.

Because your site is having students complete this section, you may wish to have the guidance counselor available to assist you.

You will need to tailor your administration of this section to your local transcript or course history format. Some transcripts list courses by semester, beginning with the first year of high school. Others list courses by subject, such as mathematics, English or science.

Our recommendation is to lead students through the subject listings one by one. Be sure that students enter all courses including those that may have yet to be posted on their transcripts. These may include courses that they took during the previous marking period or those they are currently taking.

A great deal of time can be saved if you take a moment to familiarize the students with those aspects of the transcript or course history that they will actually use. Students will be looking for course names and the credits earned or recorded. It is important to take note of the format by which courses are presented (e. g., semester, year, by subject) to facilitate their searching for course titles.

The Course Matching Chart is also an essential tool. Using this chart, you and your students can find your school's title for each course mentioned in the survey. Then the students can look for that title in their own transcripts or course history documents.

Box 7

Please turn to section 1. Before you begin, please check to make sure that you have been given the correct transcript.

It is important to pay attention to what we are doing while completing section 1. I will read the course titles included in question 1: Basic, Fundamental, Practical, or Essential Mathematics; General Mathematics; Consumer Mathematics or Business Mathematics. Using the Course Matching Chart, I will now read the names of the courses at our school that correspond to these titles (**READ YOUR COURSE TITLES NOW**).

Can you find any of these titles on your transcript or course history document? If you can, that means you have taken the course. If you have taken any of these courses, please answer question 1 by filling in the appropriate oval on your answer document. Your transcript or course history document will tell you how many credits you earned for each course. If you took more than one of the courses I read for question 1, just add the credits for each course to get the total number of credits. If you have not taken any of the courses I read for question 1, leave this question blank.

As we go through section 1 of the survey question by question, I will use the Course Matching Chart to read our school's titles for the courses listed in the survey. Your task is to find the course titles that I read to you on your transcript. If you find the title, that means you have taken the course. Look at your transcript or course history document to find the number of credits you earned. Then answer the question by filling in the appropriate oval on your answer document. If you have taken more than one course in a given category, add the credits together and fill in the appropriate oval.

Courses you plan to take but have not yet taken count for credit on this survey. If you plan to take one of the courses I read, please answer the question as if you have already taken that course. If you do not know how many credits you earned for a course, please raise your hand, and I will assist you.

If your school is on block scheduling, you may want to emphasize the need to include courses planned but not yet taken.

Box 8

Are there any questions? It is important to be careful in your work so that you can be recognized for the coursework you have completed.

Pause for a moment to answer any questions.

Then proceed with question 2.

Box 9

Question 2. Pre-algebra, Algebra Foundations. According to the Course Matching Chart, our courses that correspond to this title are _____ (**READ YOUR COURSE TITLES NOW**). Have you taken any of these courses? If so, fill in the oval indicating the number of credits you received. If you do not find any of these courses on your transcript or course history document, leave question 2 blank.

Continue this process through question 66. After question 66 are some questions (67 – 73) on “concentrations” that require students to sum credits and to categorize courses as “college prep” or “honors,” and so on. Students may need individual assistance to answer these questions accurately.

Question 73 is for career/technical students only. It asks them to identify their career/technical area of concentration and is organized according to the 16 clusters and 31 pathways identified by the U.S. Department of Education. Most career/technical concentrations should fall into one of these 16 categories. Please assist your students in matching your school's concentration title to the titles

included in the survey. Typically, a “concentration” means at least four credits in a planned sequence of courses. If your state requires only three credits for a concentration, please advise students accordingly. If a student cannot find his or her concentration listed, that student should mark “other career/technical concentration (73 Q). If a student is NOT a CT student, they should mark 73 R.

The following box tells you what to say about question 73.

Box 10

Most career/technical concentrations can be classified under items A through P. In the rare instance that your concentration is not listed or cannot be classified, please fill in circle Q for “Other Career/Technical Concentration” on the answer document. If you do not have a career/technical concentration, fill in circle R: “When I graduate, I will not have completed four or more credits in any career/technical area.”

If you entered a response in items A through Q, for the remainder of the survey, you are considered a career/technical student and should answer all questions on the survey that refer to career/technical students. If you filled in oval R, please do not answer questions that specify “career/technical or CT students only.”

You will not need to refer to your school transcripts or course history documents to complete the rest of the survey. Place them on the corner of your desk. I will pick them up at the end of the session.

Remember, students cannot complete section 1 of the student survey without knowing how the department chairs classified courses offered at your school. The Course Matching Chart (which your school completed with the help of the Course Description Guide) is the only document that can connect local course titles to those listed in the Student Survey.

Section 2

This section takes approximately 45 to 60 minutes to complete.

Box 11

You will now complete section 2 of the student survey. This section will take you about 45 minutes to an hour to complete. Fill in only one circle for each question on the answer document unless the question instructs you otherwise (for example, some questions ask you to fill in a circle for all options that apply to you). Please answer all the questions in section 2 of the student survey that are relevant to you. If you are a career/technical student, please complete all questions related to career/technical or CT students. If you are not a career/technical student, there are several questions that you will be instructed to skip.

The last question in the survey is question 244. You will notice that item 245 on your answer document requires you to fill in your name and address. Your name is needed for your individual report showing how you performed on the assessments and whether you met the recommended *HSTW* curriculum requirements. Students who meet certain standards on all three tests and also fulfill the curriculum requirements receive an Award of Educational Achievement from SREB. Your name

is also needed for your award certificate, should you qualify for the award. Although neither individual reports nor award certificates will be sent to your home address, your address provides useful additional identifying information to help ensure that your assessment results are associated with the correct school.

Item 246 of the answer document asks you to write your email address. Filling in this item is optional. Doing so will be a big help to SREB. SREB conducts a Follow-up Survey of Graduates every few years to determine how students who graduate from *HSTW* schools are doing in college, in the military and/or in the workforce. This information helps SREB and all the network schools evaluate the effectiveness of the *HSTW* program. SREB works with your school to distribute the Follow-up Survey to recent graduates. Because finding recent graduates is not always easy, pieces of information such as home addresses and email addresses often prove helpful. We encourage you to provide this information.

If you are continuing with another assessment and it appears that all students have completed the student survey, collect an answer document and book from each student. Once materials have been collected and accounted for, allow students a ten minute break.

If you have completed testing for the day and it appears that all students have completed the student survey, collect an answer document and book from each student. Once all materials have been collected and accounted for, thank students cordially for their participation. Use standard procedures to return students to classes or proceed with the next part of the assessment as scheduled.

APPENDIX II: The Mathematics Test

The following are instructions for administering the mathematics test of the *High Schools That Work* Assessment. The mathematics test contains three timed sections. The total testing time is 70 minutes. Test administration procedures (e. g., handing out and collecting answer documents and test books, answering procedural questions) can add approximately 15 minutes to the testing session.

The use of calculators is allowed only for Sections 2 and 3 of the test. Students may not use calculators for Section 1.

Section 2 of the mathematics test has been designed for completion with a graphing or scientific calculator. A four-function calculator may put a student at a slight disadvantage. Section 3 (the open-ended section) can be completed with or without a calculator; calculators are permitted on this section because they may be useful to students. Sharing of calculators during the test is not permitted.

Please be sure to have your Student Roster Form with you before administering this test.

Distribution of Test Materials

Box 1

I am _____ (tell the students your name and position if the students do not already know you). This section of the *High Schools That Work* Assessment is a mathematics test. This test is divided into three timed sections. The total testing time is 70 minutes. You will be allowed to use a graphing or scientific calculator for sections 2 and 3. Section 2 has been designed for completion with a calculator. You may or may not find a calculator useful for section 3, but you may use one if you wish. You are not allowed to use a calculator for Section 1 of the test.

Before I distribute the testing materials, please clear your desk of anything you may have brought with you. Put your calculators under your seat or beside your desk. I will tell you when it is time to get them out.

In order to fill in answers on your answer document, you will need a sharpened number two pencil with a good eraser. Does anyone need a pencil?

Distribute pencils if needed. If your school is providing calculators for students who do not have them, you may also distribute them at this time.

Box 2

Now I will distribute the test materials. When you receive your test book and answer document, place them face down on your desk. Do not open them.

Distribute the answer documents and test books one at a time. Make sure that you give each student his or her own answer document. If a student is absent, set that student's answer document aside. Mark your Student Roster Form accordingly. When all the test materials have been distributed, say:

Box 3

You will find two types of questions on the mathematics test. Sections 1 and 2 consist of multiple-choice questions that require you to select one correct answer from the alternatives given. Section 3 consists of two open-ended questions that require you to show your work and write your own responses. You should respond to all questions in your answer document. You will not get credit for anything you write in your test book. When answering the multiple-choice questions, remember to fill in the circle corresponding to your answer choice fully and evenly. If you need to erase a circle you have filled in, do so as completely as possible. When answering the open-ended questions, be sure to write your responses inside the boxes provided on your answer document.

You should try to answer all questions on the test, even if you are not sure of the answer. You will get credit for every multiple-choice question you answer correctly. You will not lose credit for incorrect answers. It is a good idea to narrow down the alternatives as best you can and then use your best judgment to pick your final answer. For the open-ended questions, you may be able to earn partial credit even if you are not sure about how to answer. The most important point to remember is to do your best and try to answer every question on the test.

However, you should not spend too much time on a question that is giving you trouble. In general, work as quickly as you can without becoming careless. Answer all the questions you are sure of in a section first, skipping those that are difficult for you. Then come back to the difficult questions and do your best to answer them.

Scrap paper is not allowed, but you may use your test book to work out answers. Just remember to record all of your final answers on your answer document.

Please open your answer document to page 6. Look at the cover of your test booklet. You will see the letter “A,” “B” or “C” prominently displayed. On your answer document, copy the corresponding letter on the front cover of your test booklet in the box and fill in the circle marked “A,” “B” or “C.”. Check to make sure you have filled in the correct circle. **YOUR TEST CANNOT BE SCORED IF YOU FAIL TO FILL IN THE CORRECT CIRCLE.**

If you are an English Language Learner, please answer the question that follows the form code.

Now open your test book to the directions on the inside of the cover page. Please read the directions and review the sample questions. Look up at me when you are done.

Give the students time to read and review the sample questions. Answer any procedural questions students may have. Politely decline to answer any questions regarding test content. After you have answered questions, read Box 4.

Box 4

This test is divided into three sections. At the beginning of each section, I will tell you how much time you will have and when to begin. I will also tell you when to stop work on each section. Do not go on to the next section until you are instructed to do so. You may work on only one section at a time (that is, you may NOT work on Sections 2 or 3 during the time allotted for Section 1 and so on).

Remember that calculators are allowed only for Sections 2 and 3. If you need another pencil during the test, please raise your hand and I will give you one.

Please turn to Section 1 in your test book. You have 28 minutes to complete this section. You may begin now.

Set the timer for 28 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 5

You have five minutes remaining for this section.

At the end of 28 minutes, say:

Box 6

Please stop working and put your pencils down. Now turn to Section 2 in your test book. You have 27 minutes to complete this section. You may use a graphing or scientific calculator. Please take out your calculators now.

Pause to allow all students to get their calculators.

Box 7

You may begin now.

Set the timer for 27 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 8

You have five minutes remaining for this section.

At the end of 27 minutes, say:

Box 9

Please stop working and put your pencils down. Now turn to Section 3 of your test book. You have 15 minutes to complete this section. You may use a graphing or scientific calculator. You may begin now.

Set the timer for 15 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers in the correct section on the answer document.

When there are five minutes remaining, say:

Box 10

You have five minutes remaining for this section.

At the end of 15 minutes, say:

Box 11

Stop working and close your test books and answer documents. Please sit quietly while I collect the test materials. Thank you for your cooperation and effort on the mathematics test.

If you are continuing with another test, collect an answer document and book from each student. Once materials have been collected and accounted for, allow students a ten minute break.

If you have completed testing for the day, collect an answer document and test book from each student. Once all materials have been collected and accounted for, use standard procedures to return students to classes.

APPENDIX III: The Science Test

The following are instructions for administering the science test of the *High Schools That Work* Assessment. The science test contains three timed sections. The total testing time is 70 minutes. Test administration procedures (e. g., handing out and collecting answer documents and test books, answering procedural questions) can add approximately 15 minutes to the testing session.

Please be sure to have your Student Roster Form with you before administering this test.

Distribution of Test Materials

Box 1

I am _____ (tell the students your name and position if the students do not already know you). This section of the *High Schools That Work* Assessment is a science test. This test is divided into three timed sections. The total testing time is 70 minutes.

Before I distribute the testing materials, please clear your desk of anything you may have brought with you.

In order to fill in answers on your answer document, you will need a sharpened number two pencil with a good eraser. Does anyone need a pencil?

Distribute pencils if needed.

Box 2

Now I will distribute the test materials. When you receive your book and answer document, place them face down on your desk. Do not open them.

Distribute the answer documents and test books one at a time. Make sure that you give each student his or her own answer document. If a student is absent, set that student's answer document aside. When all the test materials have been distributed, say:

Box 3

You will find two types of questions on the science test. Sections 1 and 2 of the test consist of multiple-choice questions that require you to select one correct answer from the alternatives given. Section 3 consists of two open-ended questions that require you to write your own responses. You should respond to all questions in your answer document. You will not get credit for anything you write in your test book. When answering the multiple-choice questions, remember to fill in the circle corresponding to your answer choice fully and evenly. If you need to erase a circle you have filled in, do so as completely as possible. When answering the open-ended questions, be sure to write your responses inside the boxes provided on your answer document.

You should try to answer all questions on the test, even if you are not sure of the answer. You will get credit for every multiple-choice question you answer correctly. You will not lose credit for incorrect answers. It is a good idea to narrow down the alternatives as best you can and then use your best judgment to pick your final answer. For the open-ended questions, you may be able to earn partial credit even if you are not sure of how to answer. The most important point to remember is to do your best and try to answer every question on the test.

However, you should not spend too much time on a question that is giving you trouble. In general, work as quickly as you can without becoming careless. Answer all the questions you are sure of first, skipping those that are difficult for you. Then come back to the difficult questions and do your best to answer them.

Scrap paper is not allowed, but you may use your test book to work out answers. Just remember to record all of your final answers on your answer document.

Please open your answer document to page 9. Look at the cover of your test booklet. You will see the letter “A,” “B” or “C” prominently displayed. On your answer document, copy the corresponding letter on the front cover of your test booklet in the box and fill in the circle marked “A,” “B” or “C.” Check to make sure you have filled in the correct circle. **YOUR TEST CANNOT BE SCORED IF YOU FAIL TO FILL IN THE CORRECT CIRCLE.**

If you are an English Language Learner, please answer the question that follows the form code.

Now open your test book to the directions on the inside of the cover page. Please read the directions and review the sample questions. Look up at me when you are done.

Give the students time to read and review the sample questions. Answer any procedural questions students may have. Politely decline to answer any questions regarding test content. After you have answered questions, read Box 4.

Box 4

This test is divided into three sections. At the beginning of each section, I will tell you how much time you will have and when to begin. I will also tell you when to stop work on each section. Do not go on to the next section until you are instructed to do so. You may work on only one section at a time (that is, you may NOT work on Sections 2 or 3 during the time allotted for Section 1 and so on).

If you need another pencil during the test, please raise your hand and I will give you one.

Please turn to Section 1 in your test book. You have 28 minutes to complete this section. You may begin now.

Set the timer for 28 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 5

You have five minutes remaining for this section.

At the end of 28 minutes, say:

Box 6

Please stop working and put your pencils down. Now turn to Section 2 in your test book. You have 27 minutes to complete this section. You may begin now.

Set the timer for 27 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 7

You have five minutes remaining for this section.

At the end of 27 minutes, say:

Box 8

Please stop working and put your pencils down. Now turn to Section 3 of your test book. You have 15 minutes to complete this section. You may begin now.

Set the timer for 15 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers in the correct section on the answer document.

When there are five minutes remaining, say:

Box 9

You have five minutes remaining for this section.

At the end of 15 minutes, say:

Box 10

Stop working and close your test books and answer documents. Please sit quietly while I collect the test materials. Thank you for your cooperation and effort on the science test.

If you are continuing with another test, collect an answer document and book from each student. Once materials have been collected and accounted for, allow students a ten minute break.

If you have completed testing for the day, collect an answer document and test book from each student. Once all materials have been collected and accounted for, use standard procedures to return students to classes.

APPENDIX IV: The Reading Test

The following are instructions for administering the reading test of the *High Schools That Work* Assessment. The reading test contains three timed sections. The total testing time is 90 minutes. Test administration procedures (e. g., handing out and collecting answer documents and test books, answering procedural questions) can add approximately 15 minutes to the testing session.

Please be sure to have your Student Roster Form with you before administering this test.

Distribution of Test Materials

Box 1

I am _____ (tell the students your name and position if the students do not already know you). This section of the *High Schools That Work* Assessment is a reading test. This test is divided into three timed sections. The total testing time is 90 minutes.

Before I distribute the testing materials, please clear your desk of anything you may have brought with you.

In order to fill in answers on your answer document, you will need a sharpened number two pencil with a good eraser. Does anyone need a pencil?

Distribute pencils if needed.

Box 2

Now I will distribute the test materials. When you receive your book and answer document, place them face down on your desk. Do not open them.

Distribute the answer documents and test books one at a time. Make sure that you give each student his or her own answer document. If a student is absent, set that student's answer document aside. When all the test materials have been distributed, say:

Box 3

The reading test consists of a number of passages with sets of questions based on each passage. You will find two types of questions in these sets. Most are multiple-choice questions that require you to select one correct answer from the alternatives given. Two are open-ended questions that require you to write your own responses. The open-ended questions are mixed in with the multiple-choice questions. There are more than two passages on the test, so not every set of questions contains an open-ended question.

You should respond to all questions in your answer document. You will not get credit for anything you write in your test book. When answering the multiple-choice questions, remember to fill in the circle corresponding to your answer choice fully and evenly. If you need to erase a circle you have

filled in, do so as completely as possible. When answering the open-ended questions, be sure to write your responses inside the boxes provided on your answer document.

You should try to answer all questions on the test, even if you are not sure of the answer. You will get credit for every multiple-choice question you answer correctly. You will not lose credit for incorrect answers. It is a good idea to narrow down the alternatives as best you can and then use your best judgment to pick your final answer. For the open-ended questions, you may be able to earn partial credit even if you are not sure of how to answer. The most important point to remember is to do your best and try to answer every question on the test.

However, you should not spend too much time on a question that is giving you trouble. In general, work as quickly as you can without becoming careless. Answer all the questions you are sure of first, skipping those that are difficult for you. Then come back to the difficult questions and do your best to answer them.

Scrap paper is not allowed, but you may use your test book to work out answers. Just remember to record all of your final answers on your answer document.

Please open your answer document to page 12.

Now open your test book to the directions on the inside of the cover page. Please read the directions and review the sample questions. Look up at me when you are done.

Give the students time to read and review the sample questions. Answer any procedural questions students may have. Politely decline to answer any questions regarding test content. After you have answered questions, read Box 4.

Box 4

This test is divided into three sections. At the beginning of each section, I will tell you how much time you will have and when to begin. I will also tell you when to stop work on each section. Do not go on to the next section until you are instructed to do so. You may work on only one section at a time (that is, you may NOT work on Sections 2 or 3 during the time allotted for Section 1 and so on).

If you need another pencil during the test, please raise your hand and I will give you one.

Please turn to Section 1 in your test book. You have 25 minutes to complete this section. You may begin now.

Set the timer for 25 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 5

You have five minutes remaining for this section.

At the end of 25 minutes, say:

Box 6

Please stop working and put your pencils down. Now turn to Section 2 in your test book. You have 40 minutes to complete this section. You may begin now.

Set the timer for 40 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers on the correct section of the answer document.

When there are five minutes remaining, say:

Box 7

You have five minutes remaining for this section.

At the end of 40 minutes, say:

Box 8

Please stop working and put your pencils down. Now turn to Section 3 of your test book. You have 25 minutes to complete this section. You may begin now.

Set the timer for 25 minutes.

IMPORTANT: Walk around the room to be certain that students are placing their answers in the correct section on the answer document.

When there are five minutes remaining, say:

Box 9

You have five minutes remaining for this section.

At the end of 25 minutes, say:

Box 10

Stop working and close your test books and answer documents. Please sit quietly while I collect the test materials. Thank you for your cooperation and effort on the reading test.

If you are continuing with another test, collect an answer document and book from each student. Once materials have been collected and accounted for, allow students a ten minute break.

If you have completed testing for the day, collect an answer document and test book from each student. Once all materials have been collected and accounted for, use standard procedures to return students to classes.

APPENDIX V: School Header

THE OLD SURVEY CONTROL FORM IS BEING REPLACED BY A SIMPLER SCHOOL HEADER. INSTRUCTIONS FOR HOW TO FILL OUT THE HEADER AS WELL AS A FACSIMILE OF THE HEADER WILL APPEAR IN THE FINAL VERSION OF THE TEST ADMINISTRATION GUIDE THAT WILL BE MAILED WITH YOUR TEST MATERIALS.

APPENDIX VI: Sample Answer Document (Page 1)

THE ANSWER DOCUMENT IS BEING REVISED AT THIS TIME TO REFLECT CHANGES PREVIOUSLY MENTIONED. A SAMPLE WILL APPEAR IN THE FINAL VERSION OF THE TEST ADMINISTRATION GUIDE THAT WILL BE MAILED WITH YOUR TEST MATERIALS.

APPENDIX VII: Test Supervisor Comment Sheet
 (To be returned with used answer documents)

Name of School: _____ **Site Code #:** _____

Test Coordinator's Name: _____

Item Problems:

Student's Name	Test Book Form	Test Book Number	Item/Question	Problem

Irregularities During the Test Administration:

Describe Irregularity	Students Involved

Test Coordinator Comments:

APPENDIX VIII: Calculator Policy (Revised for 2008)

Students may use a calculator (either graphing or scientific) for Sections 2 and 3 only of the mathematics test. While the use of a graphing calculator instead of a scientific calculator will not present an advantage, the use of a four-function calculator may place students at a slight disadvantage. Calculators are NOT permitted for the first section of the mathematics test or for the other subject tests in the *High Schools That Work* Assessment.

The following devices are NOT permitted: cell phones, pocket organizers, “hand-held” and laptop computers, electronic writing pads and pen-input devices, calculators with QWERTY (i.e., typewriter-like) keypads, calculators that require paper tapes, calculators that make noise or “talk” and calculators that require electrical outlets. Students may not share calculators during the test.

To minimize the chance of a calculator malfunction, it is recommended that each calculator be equipped with fresh batteries and checked for proper functioning prior to the start of the assessment. Test coordinators cannot assist students if their calculators malfunction during testing. Students may bring batteries and/or backup calculators to the test.

APPENDIX IX: Glossary

Administration Scripts: The scripts provide specific instructions for administering the student survey and the three subject tests and can be found in Appendices I-IV. The instructions that are to be read aloud to the students appear in boxes. Please read the boxed text word for word to ensure that all sessions are administered in the same way.

Answer Document: The students will enter their responses for both multiple-choice and open-ended questions for the student survey and the three subject tests on the answer document.

Assessment Group: Check the Student Roster to verify the total number of participating students. If the assessment group is large, you may want to divide the students into several smaller assessment groups.

Assessment Session: The entire assessment will take about five and a half to six hours. To prevent student fatigue, schedule at least two assessment sessions.

Award of Educational Achievement: The *High Schools That Work* Assessment will identify students who qualify for the Award of Educational Achievement. You can find details on what a student must do to qualify for this award in the *Information for Sites* bulletin emailed to your school shortly after you ordered your test materials.

Student ID number: The six-digit ID number is the number sequence that appears on the upper right-hand corner of the answer document. (See Appendix VI for the location of this number on the answer document.) Each student on the Student Roster must be assigned an answer document; the six-digit ID number on the document should be copied beside the student's name. This number now becomes the student's ID number. Please make sure that each student uses the same answer document for all four parts of the assessment.

School Header Sheet (NEW in 2008): Test coordinators use this form to record the number of used answer documents returned to ETS for scoring. *This replaces the Survey Control Form used for previous administrations.* You must still return all used and unused test books and all unused answer documents, but you no longer need to record all these numbers on a Survey Control Form. ETS has installed a new close-looped tracking system to ensure they receive everything they shipped out. ETS will contact your school if this system indicates that any test books or answer documents sent out to you have not been received.

Shipping Notice: The shipping notice is included with your shipment of test materials and is used to verify that all materials have been received.

Site Code: The Site Code is sometimes referred to as your test center number. It is issued by ETS and is a unique identifying number for your school. Your Site Code can be found on the shipping notice as well as in Appendix X of this guide. If your site code is not listed, call Lisa Rion at (609) 734-5646.

Student Survey: The purpose of the student survey is to collect information about student variables that may be associated with achievement and to document certain courses that students have taken during high school.

Student Roster Form: The Student Roster Form is your main control sheet, and all students whom you intend to assess must be listed on it.

APPENDIX X: Master List of Site Codes

Each school has a unique site code. This site code must be accurately transcribed on every used answer document in order for your school to receive an accurate site report.

If you are testing for the first time this year, your site code number may not be listed in this appendix. Contact Aaron Boyd at 404-879-5611 or aaron.boyd@sreb.org if you are a new school or if you cannot find your site code in this appendix.

Alabama

Ben C. Rain High School	01080
Columbia High School	01081
Green County High School	01078
Huntsville Ctr for Technology	01082
J.B. Pennington High School	01079
James Oliver Johnson High School	01037
Jemison High School	01044
L.B. Williamson High School	01049
Lee High School	01036
S.R. Butler High School	01009
Vincent High School	01076
Walker County Center for Technology	01041

Alaska

James T. Hutchison High School	02002
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Arizona

Tombstone High School	03001
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Arkansas

Arkadelphia Public School	04033
Arkansas Senior High School	04040
Bauxite High School	04050
Benton High School	04051
Bentonville High School	04031
Bismarck High School	04052
Blytheville High School	04049
Bryant High School	04053
Cabot High School	04041
Centerpoint High School	04066
Central High School (Little Rock)	04036
Cutter-Morning Star High School	04054
Delight High School	04055
Drew Central High School	04045
El Dorado High School	04021
Fayetteville HS – East Campus	04043
Fayetteville HS – West Campus	04004
Fordyce High School	04056
Fort Smith Northside High School	04006
Fort Smith Southside High School	04007
Fountain Lake High School	04035
Glen Rose High School	04057
Gurdon High School	04047

Arkansas (continued)

Hall High School (Little Rock)	04037
Hamburg High School	04008
Har-Ber High School	04046
Harmony Grove High School	04058
Hope High School	04048
Hot Springs High School	04067
J.A. Fair Systems Magnet HS	04022
Jessieville High School	04059
Kirby High School	04060
Lake Hamilton High School	04011
Lakeside High School (Hot Springs)	04061
Lee County High School	04012
Lincoln High School	04032
Magnet Cove High School	04023
Malvern High School	04013
McClellan Magnet High School	04039
Mountain Home High School	04042
Mountain Pine High School	04062
Murfreesboro High School	04063
Osceola High School	04015
Ouachita High School	04064
Parkview Arts/Science Magnet HS	04038
Pine Bluff High School	04016
Poyen High School	04065
Rogers High School	04017
Siloam Springs High School	04044
Springdale High School	04018

Colorado

Sierra Grande High School	06002
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Delaware

Delcastle Technical High School	08002
Dover High School	08009
Howard High School of Technology	08004
Lake Forest High School	08010
Paul M. Hodgson Vocational Tech HS	08003
POLYTECH High School	08001
Sussex Technical High School	08005
Woodbridge High School	08007

Florida

Belleview High School	10015
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Florida (continued)

Chipley High School	10076
Dunnellon High School	10063
Freeport High School	10070
G. Holmes Braddock Sr. High School	10074
Hialeah Senior High School	10066
John A. Ferguson High School	10078
Lake Weir High School	10068
Marion Technical Institute	10079
Miami Beach Senior High School	10013
Miami Central Senior High School	10083
Miami Edison Senior High School	10053
Miami Jackson Senior High School	10084
Miami Norland Senior High School	10067
Miami Senior High School	10052
North Marion High School	10046
Okeechobee High School	10007
Piper High School	10080
Plantation High School	10082
Robert Morgan Educational Center	10077
South Dade Senior High School	10064
Walton High School	10071
West Port High School	10081
William Turner Technical HS	10054

Georgia

A.A. Crim High School	11122
Albany High School	11068
Alfred E. Beach High School	11023
Americus-Sumter HS – North Campus	11230
Americus-Sumter HS – South Campus	11231
Apalachee High School	11183
Armuchee High School	11238
Avondale High School	11134
Bacon County High School	11147
Benjamin Banneker High School	11217
Benjamin E. Mays High School	11097
Booker T. Washington High School	11003
Bradwell Institute	11174
Buford High School	11015
Callaway High School	11094
Camden County High School	11165
Campbell High School	11033
Carrollton High School	11261
Cartersville High School	11199
Cedar Grove High School	11139
Centennial High School	11257
Central High School (Bibb County)	11503
Chamblee Charter High School	11209
Chapel Hill HS (Douglas County)	11158
Chestatee High School	11207
Clarkston High School	11079
Claxton High School	11101
Clinch County High School	11190

Georgia (continued)

Colquitt County High School	11239
Columbia High School	11135
Commerce High School	11129
Coosa High School	11240
Creekside High School	11044
Cross Keys High School	11080
D.M. Therrell High School	11013
Dacula High School	11206
Dade County High School	11241
Dalton High School	11187
Dawson County High School	11205
DeKalb Early College Academy	11262
DeKalb School of Arts	11242
Dodge County High School	11143
Dougherty Comprehensive HS	11069
Druid Hills High School	11210
Dublin High School	11223
Dunwoody High School	11081
Eagle's Landing High School	11184
East Paulding High School	11055
Echols County Mid/High School	11243
Etowah HS (Cherokee County)	11194
Fitzgerald High School	11244
Flowery Branch High School	11200
Forest Park High School	11004
Franklin County High School	11237
Frederick Douglass High School	11123
Gordon Lee High School	11189
Greene County High School	11047
Greenville High School	11092
Griffin High School	11090
Haralson County High School	11235
Harlem High School	11107
Harris County High School	11197
Hart County High School	11245
Henry County High School	11186
Henry W. Grady High School	11124
Hiram High School	11156
Houston County High School	11176
The Hutchings Career Center	11229
Jackson County Comprehensive HS	11112
Jackson High School	11246
Jefferson County High School	11166
Johnson High School (Chatham County)	11026
Lakeside High School	11108
Lakeview-Fort Oglethorpe High School	11234
Lanier County High School	11236
Lithonia High School	11082
Lovejoy High School	11247
Manchester High School	11093
Martin Luther King Jr. High School	11211
McNair High School	11178
Mill Creek High School	11248

Georgia (continued)

Miller Grove High School	11233
Model High School	11249
Monroe Comprehensive High School (Albany)	11070
Mount Zion High School-Clayton County Public Schools (Jonesboro)	11032
Mundy's Mill High School	11226
New Schools of Carver-School of Entrepreneurship	11259
Norcross High School	11250
North Atlanta High School	11126
North Hall High School	11050
North Springs High School	11008
Northeast Health Science Magnet HS	11501
Northview High School (Fulton County)	11193
Northwest Whitfield High School	11117
Open Campus HS – DeKalb County	11179
Osborne High School	11163
Paulding County High School	11056
Peachtree Ridge High School	11213
Pebblebrook High School	11154
Pepperell High School	11251
Pike County High School	11260
Putnam County High School	11220
Randolph Clay High School	11167
Redan High School	11038
Ringgold High School	11172
Riverdale High School	11100
Rockdale County High School	11059
Rutland High School	11212
Salem High School	11201
Screven County High School	11076
Shiloh High School	11153
Social Circle High School	11182
South Atlanta High School	11127
South Cobb High School	11007
Southeast Bulloch High School	11144
Southside High School	11098
Southwest DeKalb High School	11138
Southwest Magnet High School and Law Academy	11504
Spalding High School	11208
Sprayberry High School	11256
Stephens County High School	11157
Stephenson High School	11109
Stewart-Quitman High School	11252
Stone Mountain High School	11216
Sumter County High School	11133
Towers High School	11215
Tri-Cities High School	11258
Trion High School	11253
Tucker High School	11214
Union County High School	11170

Georgia (continued)

Union Grove High School	11185
Upson-Lee High School	11164
Valdosta High School	11232
West Hall High School	11051
Westover Comprehensive High School	11071
Westside High School	11173
Wheeler County High School	11192
Whitfield County Career Academy	11254
Wilkinson County High School	11255
Woodland High School (Stockbridge)	11263

Hawaii

James Campbell High School	12022
Kahuku High & Intermediate School	12008
Kailua High School	12009
King Kekaulike High School	12021
Lahainaluna High School	12015
Molokai High & Intermediate School	12017
W.R. Farrington High School	12001
Waimea High School	12023
Waipahu High School	12024

Idaho

Filer High School	13007
Glenns Ferry High School	13014
Gooding High School	13015
Highland Senior High School	13003
Jerome High School	13006
Lakeside High School	13009
Minico High School	13008
Twin Falls High School	13004
Wendell High School	13016

Illinois

Calhoun High School	14017
Carlinville High School	14010
Charleston High School	14012
Corliss High School	14023
Crete-Monee High School	14026
East Alton Wood River High School	14027
George W. Collins High School	14006
Gordon Tech High School	14015
Harold L. Richards High School	14025
Joliet Central High School	14007
Joliet West High School	14008
John Marshall High School	14024
Kankakee High School	14016
LaSalle-Peru Twp. High School	14028
Litchfield High School	14029
Morton East High School	14013
Morton West High School	14014
Paris High School	14030
Prophetstown High School	14031

Illinois (continued)

Richards Career Academy	14004
Streamwood High School	14005
Thornridge High School	14002
Thornton Township High School	14001
Thornwood High School	14003
Waverly High School	14011
Woodstock High School	14032

Indiana

Bremen Senior High School	15013
Center Grove High School	15051
Central Nine Career Center	15052
Century Career Center/Logansport HS	15045
Evansville Central High School	15031
Evansville North High School	15029
F.J. Reitz High School	15002
Forest Park Jr./Sr. High School	15034
Gavit Middle/High School	15035
Hagerstown High School	15015
Heritage Hills High School	15027
IPS Arlington High School	15043
IPS Career & Technology Center	15036
McKenzie Career Center	15003
New Prairie High School	15016
North Posey High School	15041
Owen Valley High School	15007
Rensselaer Central High School	15017
South Newton High School	15020
South Ripley Jr./Sr. High School	15042
South Spencer High School	15050
Southeastern Career Center	15009
Taylor High School	15039
Tell City High School	15047
Warsaw Community High School	15024
Washington High School	15030
Wheeler High School	15023
William Henry Harrison High School	15049

Iowa

Carroll High School	16005
Columbus Community High School	16007
Estherville Lincoln Central HS	16003
Hartley-Melvin-Sanborn	16008
Indianola Community High School	16004
Jefferson-Scranton High School	16010
Maple Valley/Anthon-Oto High School	16006
North High School	16009
Ottumwa High School	16011
Perry High School	16013
Southeast Webster Community School	16001
Storm Lake High School	16012
West High School (Davenport)	16014
Woodward-Granger High School	16002

Kansas

Garden City High School	17004
Great Bend High School	17011
Wichita West High School	17013

Kentucky

Allen County High School	18010
Apollo High School	18049
Atherton High School	18133
Barren County High School	18011
Belfry High School	18093
Bell County Area Tech Center	18154
Boone County High School	18106
Boyd County High School	18142
Boyle County High School (Garrard County)	18012
Breathitt County High School	18013
Butler County Area Tech Center	18146
Campbell County High School	18131
Clark County Area Tech Center	18147
Conner High School	18108
Corbin High School	18109
Daviess County High School	18016
Doss High School Magnet Career Academy	18137
East Ridge High School (Pike County)	18128
Eastern High School	18129
Eastside Technology Center	18148
Edmonson County High School	18126
Estill County High School	18017
Fairdale High School Magnet Academy	18001
Fern Creek Traditional High School	18051
Frankfort Independent High School	18143
Franklin County High School	18018
Graves County High School	18104
Hancock County High School	18116
Harrison County High School	18054
Hazard High School	18132
Henderson County High School	18144
Henry County High School	18072
Highlands High School	18020
Hughes-Jones Area Tech Center	18149
Iroquois High School Magnet Career Academy	18115
J. D. Patton Area Technology Center	18150
Jackson City School	18120
Jackson County High School	18022
Jeffersontown High School Magnet Career Academy	18118
Knott County Central High School	18024
Lawrence County High School	18084
Lee County High School	18027
Leslie County High School	18140
Letcher County Area Tech Center	18151

Kentucky (continued)

Lewis County High School	18029
Lincoln County High School	18117
Logan County High School	18124
Madison Central High School	18087
Madison Southern High School	18030
Magoffin County High School	18067
McCreary Central High School	18125
Mercer County High School	18031
North Laurel High School	18025
Owen County High School	18098
Owsley County High School	18086
Perry County Central High School	18145
Pleasure Ridge Park High School	18136
Providence High School	18141
Rockcastle High School	18038
Ryle High School	18122
Scott County High School	18040
Shelby County Area Tech Center	18152
South Laurel High School	18026
Southside Technology Center	18153
Spencer County High School	18090
Trigg County High School	18002
Waggener Traditional High School & Magnet Career Academy	18139
Warren East High School	18103
Western Hills High School	18060
Western MST Magnet High School	18023
Wolfe County High School	18112
Woodford County High School	18044

Louisiana

Assumption High School	19007
Caddo Career & Technology Center	19077
Calcasieu Career Center	19103
Clinton High School	19070
Covington High School	19025
Delhi High School	19097
Delta High School	19068
Destrehan High School	19067
East Iberville School	19066
East St. John High School	19028
Ellender Memorial High School	19008
Jackson High School	19095
Madison High School	19104
Mangham High School	19100
North DeSoto High School	19009
North Iberville High School	19055
Northwest High School	19053
Pelican All Saints High School	19107
Plaquemine High School	19040
Red River High School	19093
St. Amant High School	19041
St. James High School	19018

Louisiana (continued)

Stanley High School	19106
Terrebonne High School	19105
Warren Easton Fundamental Sr. High School (New Orleans)	19087
West St. John High School	19046
West St. Mary High School	19102
White Castle High School	19045
Woodlawn High School Magnet and Career Academies	19002

Maryland

Arundel High School	21051
Caroline County Public Schools	21008
Carver Vocational-Technical High Sch.	21019
Dundalk High School	21025
Elkton High School	21039
Forest Park Senior High School	21017
Glen Burnie High School	21048
Henry E. Lackey High School	21050
Kent County High School	21012
Kent Island High School	21023
Joppatowne High School	21058
Meade Senior High School	21047
Mergenthaler Vocational-Technical High School	21006
Milford Mill Academy	21057
North County High School	21056
North East High School	21040
Northwestern High School	21046
Old Mill High School	21053
Patterson High School	21024
Queen Anne's County High School	21007
Talbot County High Schools	21013

Massachusetts

Attleboro High School	22025
Blackstone Valley Regional Voca. Technical High School	22001
Bristol-Plymouth Regional Technical School	22026
Charles H. McCann Technical School	22036
Chicopee Comprehensive High School	22020
Chicopee High School	22041
Greater Lawrence Technical School	22017
Joseph P. Keefe Technical High Sch.	22029
Montachusett Regional Vocational Technical School	22034
Nashoba Valley Technical High Sch.	22035
Norfolk County Agricultural HS	22021
Northern Berkshire Vocational Regional School District	22039
Northeast Metropolitan Regional Vocational High School	22030

Massachusetts (continued)

Pathfinder Regional Vocational Technical High School	22037
Peabody Veterans Memorial High Sch	22042
Pittsfield High School	22022
Smith Vocational & Agricultural HS	22014
Somerset High School	22018
South High Community School	22033
Southeastern Regional Vocational HS Taconic High School	22038 22005
Stoughton High School	22040
Tri County Regional Vocational Technical High School	22009
Westfield Vocational Technical HS	22032
Westport Academy High School	22010

Michigan

Arthur Hill High School	23017
Bendle High School	23005
Birch Run High School	23008
Buena Vista High School	23009
Carrollton High School	23010
Chesaning Union High School	23011
Everett High School	23002
Frankenmuth High School	23012
Freeland Middle/High School	23013
Hemlock High School	23014
Heritage High School	23016
J.W. Sexton High School	23003
Merrill High School	23015
Pontiac Central High School	23007
Pontiac Northern High School	23006
Saginaw Arts and Sciences Academy	23019
Saginaw Career Complex	23020
Saginaw High School	23018
St. Charles Community High School	23021
Swan Valley High School	23022
Willow Run High School	23004

Mississippi

Bailey Magnet High School for Health-Related Professions	25017
Brandon High School	25012
Callaway High School	25021
Canton High School	25025
Career Development Center	25024
Crystal Springs High School	25016
Florence High School	25031
Forest Hill High School	25027
Lanier High School	25018
McLaurin High School	25034
Meridian High School	25008
Murrah High School	25028
Northwest Rankin High School	25022

Mississippi (continued)

Pearl River Central High School	25029
Pelahatchie Attendance Center	25033
Picayune Memorial High School Career & Technology Center	25023
Pisgah High School	25026
Provine High School	25019
Puckett Attendance Center	25032
Richland High School	25030
West Point High School – CSRD	25001
Wingfield High School	25020

Missouri

Arcadia Valley High School	26007
Arcadia Valley Career Tech Center	26050
Ava High School	26037
Bismarck High School	26049
Bunker High School	26028
Cape Girardeau Career Tech Center	26051
Carthage Technical Center	26010
Caruthersville School District #18	26020
Cassville High School	26025
Central R-III High School	26008
Clyde C. Miller Career Academy	26030
East Newton High School	26038
Farmington Senior High School	26033
Fatima High School	26039
Fredericktown High School	26022
Hazelwood Central High School	26034
Hazelwood East High School	26035
Hazelwood West High School	26036
Hickman Mills High School	26045
Holden High School	26015
Iron County C-4 School District	26019
Jackson High School	26024
Lake Career & Technical Center	26002
Lee's Summit High School	26021
Lee's Summit North High School	26013
Lee's Summit West High School	26023
Linn High School (Osage R-II)	26003
Mehlville High School	26014
Monett High School	26040
Moniteau County R-6 (Tipton)	26018
North Technical High School	26005
Odessa R-VII High School	26029
Perryville Career Tech Center	26052
Pike-Lincoln Technical Center	26016
Pleasant Hill High School	26041
Poplar Bluff High School	26027
Raymore-Peculiar High School	26047
Ritenour High School	26001
Ruskin High School	26046
Seneca High School	26042
South Central Area Career Center	26043

Missouri (continued)

South Technical High School	26011
Southwest High School	26048
Truman High School	26032
Webb City High School	26017
West County High School	26026
William Chrisman High School	26031
Willow Springs R-IV Schools	26009
Winfield High School	26044

New Jersey

Abraham Clark High School	31018
Bergenfield High School	31020
Bridgeton Senior High School	31029
Burlington Township High School	31013
Camden High School	31010
Cape May County Technical HS	31009
Cicely Tyson School of Performing & Fine Arts	31005
Creative Arts High School	31001
Cumberland Regional High School	31028
Cumberland Co Tech Edu. Center	31030
Dwight Morrow High School	31019
East Orange Campus High School	31011
Eastside High School	31023
Hunterdon Co Polytechnical Center	31032
John F. Kennedy High School	31024
Keansburg High School	31006
Linden High School	31022
Long Branch High School	31002
Lower Cape May Regional HS	31014
Memorial High School	31025
Mercer Co Tech Edu. Center	31031
Millville Senior High School	31026
Mount Olive High School	31016
Performing Arts Academy	31015
Randolph High School	31021
Vineland Senior High School	31027
Wildwood High School	31012
Woodrow Wilson High School	31008

New Mexico

Bernalillo High School	32003
Career Prep High School	32014
Cibola High School	32002
Dexter High School	32013
Farmington High School	32004
Laguna Acoma High School	32006
Lake Arthur High School	32012
Loving High School	32008
Lovington High School	32009
Pecos High School	32010
Piedra Vista High School	32005
Robertson High School	32007

New York

Abrookin Center/AHS Albany City SD	33019
Alfred E. Smith CTE High School	33022
Beach Channel High School	33029
Broome-Tioga BOCES Career & Technical High School	33006
Chelsea High School	33024
Christopher Columbus High School	33030
Columbia-Greene Educational Center – Questar III BOCES	33004
De Witt Clinton High School	33031
Finger Lakes Technical & Career Ctr	33008
Grace Dodge CTE High School	33021
High School of Graphic Communication Arts	33023
Mohonasen High School	33009
Norman Thomas High School	33028
Orange-Ulster BOCES CTEC	33002
Queens Vocational and Technical HS	33026
Rensselaer Educational Center – Questar III BOCES	33003
Ulster County BOCES Career & Technology Center	33014
Wayne Technical & Career Center	33015
William E. Grady Tech High School	33027
William H. Maxwell Career and Technical High School	33025

North Carolina

Andrews High School (Cherokee County)	34077
Ben L. Smith High School	34527
Dudley High School	34062
East Lincoln High School	34532
East Rowan High School	34073
Eastern Guilford High School	34022
Enka High School	34070
Fairmont High School	34063
Grimsley High School	34083
High Point Central High School	34041
Hiwassee Dam High School	34076
Hoke County High School	34004
Jones Senior High School	34084
Lincolnton High School	34536
Lumberton Sr. High School	34019
Monroe High School	34067
Morehead High School	34093
Murphy High School	34072
North Lincoln High School	34108
North Rowan High School	34095
Northeast Guilford High School	34045
Northwest Guilford High School	34086
Northwest Halifax High School	34104
Orange High School	34109

North Carolina (continued)

Page High School	34540
Plymouth High School	34075
Purnell Swett High School	34047
Ragsdale High School	34088
Randleman High School	34105
Richmond Senior High School	34080
Roanoke High School	34031
Salisbury High School	34102
South Robeson High School	34050
South Rowan High School	34066
Southeast Guilford High School	34051
Southeast Halifax High School	34106
Southern Alamance High School	34087
Southern Guilford High School	34053
Southwest Guilford High School	34054
St. Pauls High School	34055
Swain County High School	34002
T.W. Andrews High School	34036
Wallace Rose Hill High School	34012
Washington High School	34107
West Brunswick High School	34058
West Lincoln High School	34545
West Rowan High School	34103
Western Guilford High School	34060
Williamston High School	34068

North Dakota

Four Winds Community High School	35001
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Ohio

Akron Buchtel High School	36083
Akron Central-Hower High School	36084
Akron East High School	36031
Akron Ellet High School	36090
Akron Firestone High School	36117
Akron Garfield High School	36030
Akron Kenmore High School	36091
Akron North High School	36092
Apollo Career Center	36080
Ashland County-West Holmes JVSD	36058
Bethel-Tate High School	36035
Bloom Carroll High School	36118
Bowsher High School	36061
Briggs High School	36081
Brookside High School	36032
Buckeye Career Center	36099
Caldwell High School	36119
Cardington-Lincoln High School	36120
Carlisle High School	36021
Clermont Northeastern High School	36005
Collins Career Center	36100
Columbiana County Career & Technical Center	36036

Ohio (continued)

Continental High School	36103
Cuyahoga Valley Career Center	36094
D. Russell Lee Career/Technical Center	36067
Dawson-Bryant High School	36037
Deer Park High School	36020
Delaware Area Career Center	36062
Diamond Oaks Career Development Campus	36048
East High School	36039
EHOVE Career Center	36015
Fineytown High School	36136
Firelands High School	36038
Four County Career Center	36065
Franklin High School	36010
Garfield Heights High School	36095
Girard High School	36077
Granville High School	36114
Greene County Career Center	36056
Greentree Healthy Science Academy	36137
Hamilton Township High School	36011
Hicksville High School	36121
Independence High School	36110
Jefferson County Joint Vocational Sch.	36082
Laurel Oaks Career Development Campus	36049
Libbey High School	36096
Licking County Joint Vocational Sch.	36101
Little Miami High School	36006
Live Oaks Career Development Campus	36050
Madison Comprehensive High School	36022
Mahoning County Career & Technical Center	36064
Mansfield City Schools	36122
Marion-Franklin High School	36040
Miami Valley Career Technology Ctr	36014
Mideast Career & Technology Center (Buffalo Campus)	36111
Mid-East Career and Technology Center (Zanesville Campus)	36112
Mifflin High School	36041
Monroeville High School	36045
Morgan High School	36102
Mt. Healthy High School	36009
National Trail High School	36123
Newark High School	36070
Northland High School	36132
Norwalk High School	36017
Norwood High School	36131
Ohio Hi-Point Career Center	36130
Paint Valley High School	36023
Patrick Henry High School	36069

Ohio (continued)

Penta Career Center	36115
Pioneer Career & Technology Center	36033
Portsmouth High School	36072
Reading Jr/Sr High School	36124
Scarlet Oaks Career Development Campus	36051
Scott High School	36097
Shroder High School	36140
South Point High School	36074
Springboro High School	36125
Springfield Clark Joint Voc. School	36057
St. Bernard-Elmwood Place High Sch	36139
Sylvania Northview High School	36053
Sylvania Southview High School	36073
Talawanda High School	36002
Timken Senior High School	36059
Tri-County North High School	36107
Tri-Rivers Career Center	36026
Trumbull Career & Technical Center	36068
Twin Valley South High School	36141
Van Wert High School	36104
Vantage Career Center	36105
Vermillion High School	36046
Walnut Ridge High School	36129
Warren County Career Center	36025
Warren Local High School	36078
Washington County Career Center	36018
Wayne County Schools Career Center	36116
Wayne Trace High School	36106
Waynesville High School	36079
West High School	36042
Western Reserve High School	36127
Whitmer High School	36054
Willard High School	36060
Williamsburg High School	36003
Wilmington High School	36128
Winton Woods High School	36019
Xenia High School	36088
Youngstown Chaney High School	36076
Youngstown Choffin Career & Technical Center	36086
Youngstown Rayen High School	36087
Youngstown Wilson High School	36085

Oklahoma

Altus High School	37011
Anadarko High School	37029
Atoka High School	37033
Boise City High School	37032
Broken Bow High School	37037
Cache High School	37028
Capitol Hill High School	37102
Catoosa High School	37086

Oklahoma (continued)

Charles Page High School	37088
Choctaw High School	37012
Claremore High School	37035
Clayton High School	37013
Daniel Webster High School	37034
Del City High School	37089
Douglass High School	37103
Drumtight High School	37014
Durant High School	37015
East Central High School	37101
Hydro-Eakly High School	37027
John Marshall High School	37104
Lawton High School	37019
Millwood High School	37041
Moore High School	37091
Mountain View-Gotebo High School	37108
Norman High School	37036
Norman North High School	37050
Northeast High School	37105
Northwest Classen High School	37106
Panama High School	37107
Piedmont High School	37109
Putnam City High School	37025
Putnam City West High School	37040
Shawnee High School	37098
Southeast High School	37094
Southwest Technology Center	37081
Stringtown High School	37030
Tecumseh High School	37043
U. S. Grant High School	37110
Westmoore High School	37038
Will Rogers High School	37026

Oregon

Sabin-Schellenburg Center	38001
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Pennsylvania

A. Philip Randolph Technical High Sch	39115
Bentworth High School	39120
Brandywine Heights High School	39075
Bucks County Technical High School	39093
Burgettstown Senior High School	39116
Carbon County AVTS	39018
Catasauqua High School	39089
Columbia-Montour AVTS	39030
Dauphin County Technical School	39122
Delaware County Technical School - Ashton Campus	39121
Dieruff High School	39058
Dobbins Technical High School	39114
Edward W. Bok Technical High Sch	39017
Elk Lake Senior High School	39105
Emmaus High School	39059

Pennsylvania (continued)

Exeter Township Senior High School	39085
Fleetwood Area High School	39082
Hyndman Senior High School	39110
Lawrence County Area Vocational Technical School	39119
Lenape Technical School	39045
Milton Hershey School	39118
Montgomery Area School District	39123
North Montco Technical Career Center	39036
Northern Lehigh High School	39060
Northwestern Lehigh High School	39061
Panther Valley High School	39106
Parkland High School	39062
Pottstown Senior High School	39094
Salisbury Township High School	39090
Southern Lehigh High School	39063
Swenson Arts & Technology High Sch	39023
Washington High School	39117
Western Area Career & Technology Center	39108
Whitehall High School	39064
Williamsport Area High School	39026
Wm. Allen High School (Allentown School District)	39065
York County School of Technology	39095

South Carolina

A. C. Flora High School	41117
Academy of Arts, Science & Technology	41009
Allendale-Fairfax High School	41028
B. J. Skelton Career Center	41127
Bamberg Ehrhardt High School	41058
Baptist Hill High School	41104
Barnwell High School	41006
Batesburg-Leesville High School	41113
Battery Creek High School	41096
Beaufort High School	41050
Berea High School	41046
Berkeley High School	41098
Blythewood High School	41063
Brashier Middle College Charter HS	41109
Broome High School	41032
Burke High School	41051
C. A. Johnson High School	41118
C. E. Murray High School	41085
Calhoun County High School	41041
Carolina High School & Academy	41016
Carvers Bay High School	41064
Chapin High School	41114
Cheraw High School	41087
Chesterfield High School	41007
Clinton High School	41078

South Carolina (continued)

Clover High School	41065
Columbia High School	41033
Cross High School	41097
Darlington High School	41062
Denmark Olar High School	41091
Dreher High School	41119
Dorman High School	41122
Dutch Fork High School	41115
Eau Claire High School	41120
Emerald High School	41066
Estill High School	41067
Fairfield Central High School	41055
Fort Dorchester High School	41105
Fort Mill High School	41013
Gaffney High School	41092
Garrett Academy of Technology	41020
Gilbert High School	41068
Goose Creek High School	41099
Greenville Senior High School	41045
Greenville Technical Charter High Sch	41069
Greenwood High School	41070
Greer High School	41044
Hanahan High School	41100
Hanna-Westside Extension Campus	41014
Hartsville High School	41060
Hemingway High School	41123
Heyward Career and Tech Center	41077
Hillcrest High School	41094
Hilton Head High School	41082
Indian Land High School	41112
Irmo High School	41116
J. L. Mann High School Academy	41110
James F. Byrnes High School	41038
Jasper County High School	41029
Jonesville High School	41056
Kingstree High School	41086
Lake City High School	41008
Lake Marion High School	41071
Lamar High School	41061
Lancaster High School	41054
Laurens District 55 High School	41017
Lee Central High School	41039
Lewisville High School	41072
Lexington High School	41079
Lexington Technology Center	41126
Lincoln High School	41048
Lockhart High School	41057
Lower Richland High School	41037
Mauldin High School	41093
Mayo High School	41059
McCormick High School	41084
Mid-Carolina High School	41089
Nation Ford High School	41125

South Carolina (continued)

Ninety-Six High School	41095
North Myrtle Beach High School	41040
Northwestern High School	41073
Orangeburg-Wilkinson High School	41010
Palmetto High School	41027
Pelion High School	41052
Pickens High School	41021
Richland One Middle College	41121
Ridgeview High School	41074
Rock Hill High School	41036
Saluda High School	41030
Scott's Branch High School	41103
Seneca High School	41022
South Florence High School	41106
South Point High School	41075
St. John's High School	41081
Stall High School	41047
Stratford High School	41101
Sumter High School	41031
Swansea High School	41004
Tamassee-Salem High School	41025
Timberland High School	41102
Timmonsville High School	41083
Travelers Rest High School	41111
Union High School	41076
W. J. Keenan High School	41053
Wade Hampton High School	41043
Walhalla High School	41023
Wando High School	41049
West Ashley High School	41080
West Florence High School	41107
West-Oak High School	41024
White Knoll High School	41035
Whitmire Community School	41090
Wilson High School	41108
Woodland High School	41088
Woodmont High School	41042
Wren High School	41026
York Comprehensive High School	41124

South Dakota

Andes Central High School	42023
Burke High School	42021
Chamberlain High School	42006
Chester High School	42003
Dakota Valley High School	42015
Deuel High School	42007
East Dakota Educational Cooperative	42022
Emery High School	42004
Flandreau High School	42002
Kimball High School	42009
Lake Area Multi-District	42014
Lamp/Watertown High School	42001

South Dakota (continued)

Madison High School	42011
Pierre High School	42016
Rutland High School	42012
Spearfish High School	42008
Sturgis Brown High School	42005
T. F. Riggs High School	42018
Timber Lake High School	42019
Tri-Valley High School	42017
Vermillion High School	42010
Wall High School	42013
Wessington Springs High School	42020

Tennessee

Adamsville Jr/Sr High School	43083
Alvin C. York Agricultural Institute	43089
Anderson County Career & Technical Center	43024
Blackman High School	43093
Campbell County High School	43030
Carver High School	43104
Centennial High School	43087
Cleveland High School	43103
Crockett County High School	43018
Dresden High School	43019
Fayette-Ware Comprehensive High Sch	43078
Fred J. Page High School	43049
Grainger High School	43102
Grundy County High School	43074
Halls High School	43095
Haywood High School	43021
Henry County High School	43008
Houston County High School	43081
Lebanon High School	43100
McNairy Central High School	43012
Oak Ridge High School	43017
Ripley High School	43044
Rutledge High School	43079
Washburn High School	43080
West Side High School	43105
Westview High School	43075
White County High School	43099
William Blount High School	43101
Wilson Central High School	43094

Texas

Akins High School	44094
Albert S. Johnston High School	44088
Athens High School	44104
Barbara Jordan HS for Careers	44047
Bel Air High School	44092
Big Spring High School	44079
Birdville High School	44075
Blue Ridge High School	44112

Texas (continued)

Booker T. Washington High School	44101
Brady High School	44050
Burton High School	44043
Calvert Junior/High School	44090
Canutillo High School	44084
Charles H. Milby High School	44063
Diboll High School	44111
East Central High School	44095
Everman Joe C. Bean High School	44113
Faith Family Academy of Oak Cliff	44085
Floresville High School	44038
Furr High School	44114
Galena Park High School	44066
Graham High School	44017
Grand Prairie High School	44059
Haltom High School	44077
High School for Law Enforcement & Criminal Justice	44081
Hitchcock High School	44067
Iowa Park High School	44055
J. Economedes High School	44083
J. M. Hanks High School	44117
James Madison Senior High School	44049
Jesse H. Jones High School	44045
Kermit High School	44036
La Marque High School	44073
La Villa High School	44116
L.B. Johnson High School (Austin)	44099
L.B. Johnson High School (Laredo)	44087
Liberty High School	44110
Leggett High School	44103
Los Fresnos High School	44007
Lubbock-Cooper High School	44025
Mabank High School	44107
Memorial High School	44120
Middle College for Technology Careers High School	44057
Mount Pleasant High School	44065
Nacogdoches High School	44078
New Summerfield High School	44072
North Side High School	44106
Paul Laurence Dunbar High School	44093
Phyllis Wheatley High School	44058
Reagan High School	44048
Richland High School	44076
Ross Shaw Sterling High School	44080
Royce City High School	44108
Sam Houston High School (Houston)	44064
Sam Houston High School (San Antonio)	44100
Sam Rayburn High School	44118
Scarborough High School	44102
Sidney Lanier High School	44105

Texas (continued)

South Grand Prairie High School	44052
Southside High School	44097
Southwest High School	44096
STARS High School	44115
Stephen F. Austin High School	44046
Success High School	44091
The Summit High School	44119
Travis High School	44089
Waxahachie Faith Family Academy	44086
West Hardin County CISD	44109
Worthing High School and the MST Magnet School	44082
Yates High School	44070

Utah

Ben Lomond High School	45001
Ogden High School	45002

Vermont

Bellows Falls Union High School	46001
Center for Technology	46002
North Country Union High School	46003

Virginia

Bayside High School	47028
Cave Spring High School	47061
Central High School	47068
Chincoteague Combined School	47042
Churchland High School	47036
Cumberland High School	47086
Dan River High School	47087
Denbigh High School	47069
First Colonial High School	47062
Frank W. Cox High School	47091
Galex High School	47048
Gloucester High School	47010
Goochland High School	47049
Green Run High School	47011
Gretna High School	47088
John Battle High School	47081
King's Fork High School	47092
Lafayette High School	47012
Lakeland High School	47013
Liberty High School	47085
Meadowbrook High School	47074
Monacan High School	47083
Menchville High School	47015
Nandua High School	47043
Nansemond River High School	47040
Northampton High School	47031
Petersburg High School	47076
Phoebus High School	47018
Powhatan High School	47019

Virginia (continued)

Rockbridge County High School	47001
Salem High School	47032
Staunton River High School	47023
Tallwood High School	47090
Thomas Dale High School	47084
Virginia High School	47046
Warwick High School	47066
William Byrd High School	47025
William Fleming High School	47089
Wilson Memorial High School	47033
Woodside High School	47077

Washington

Aberdeen High School	48006
Anacortes High School	48007
Bonney Lake High School	48008
Castle Rock High School	48009
Choice Alternative School	48010
Oak Harbor High School	48012

West Virginia

Big Creek High School	49089
Bluefield High School	49045
Bridgeport High School	49083
Burch High School	49091
Cabell Midland High School	49072
Chapmanville High School	49067
Clay Battelle High School	49050
Clay County High School	49075
Duval High School	49009
East Fairmont High School	49126
Elkins High School	49817
Fairmont Senior High School	49127
Fayetteville High School	49076
Frankfort High School	49021
Gilbert High School	49092
Gilmer County High School	49015
Guyan Valley High School	49086
Hamlin High School	49087
Hampshire High School	49029
Hannan High School	49010
Harman High School	49818
Harts High School	49088
Hedgesville High School	49030
Huntington High School	49073
Iaeger High School	49090
Independence High School	49053
James Monroe High School	49022
Keyser High School	49066
Lewis County High School	49113
Liberty High School (Glen Daniel)	49054
Liberty High School (Clarksburg)	49084
Lincoln County High School	49129

West Virginia (continued)

Lincoln High School	49036
Logan High School	49068
Man High School	49042
Marion County Technical Center	49829
Martinsburg High School	49031
Matewan High School	49093
Meadow Bridge High School	49078
Midland Trail High School	49079
Montcalm High School	49046
Mount Hope High School	49080
Mount View High School	49069
Musselman High School	49032
Nicholas County High School	49097
North Marion High School	49128
Oak Glen High School	49119
Oak Hill High School	49081
Parkersburg High School	49108
Parkersburg South High School	49109
Philip Barbour High School	49016
Pikeview High School	49047
Pocahontas High School	49114
Point Pleasant High School	49043
Preston High School	49065
Princeton High School	49048
Richwood High School	49098
Ripley High School	49038
Ritchie County High School	49064
Robert C. Byrd High School	49037
Scott High School	49034
Shady Spring High School	49099
Sherman High School	49033
South Harrison High School	49085
Spring Valley High School	49115
Summers County High School	49101
Tolsia High School	49013
Tucker County High School	49102
Tug Valley High School	49094
Tygarts Valley High School	49819
Valley High School (Fayette County)	49082
Valley High School (Wetzel County)	49107
Van Jr/Sr High School	49035
Wahama High School	49044
Wayne High School	49014
Webster County High School	49103
Weir High School	49118
Westside High School	49123
Wheeling Park High School	49001
Williamson High School	49095
Williamstown High School	49110
Woodrow Wilson High School	49100
Wyoming East High School	49111

APPENDIX XI: Sample Letter to Students

Memorandum for: Students Selected to take the *High Schools That Work* Assessment

From: Principal's Name

Date:

Subject: The Assessment and Why it is Important

Congratulations! You are one of the seniors at _____ (school name) selected to participate in the 2008 *High Schools That Work* Assessment. This opportunity allows you to be a vital part of our school improvement process and gives you a voice in the education opportunities of students at _____ (school name). We will also send you a brief survey after you graduate to ask for suggestions about how we might improve our high school and programs.

It is important to do your best on this assessment so that our school obtains an accurate measure of our progress and the effectiveness of the improvements we are making. Students who reach a certain level of performance on the assessment and who have also completed the recommended *High Schools That Work* curriculum will receive the Award of Educational Achievement. This award of excellence is for both academic and career/technical students. You will also receive an individual student report providing information on your performance.

There will be an informational meeting on _____ [date] at _____ [time] in _____ [location]. This meeting will allow you an opportunity to ask any questions you may have about the assessment. Your name will be placed on a list so that your teachers know you are supposed to be dismissed in order to attend this meeting.

The accompanying materials provide brief descriptions of the different parts of the assessment along with some sample test questions. After reading these materials, you will know what to expect on the assessment.

The first session of the *High Schools That Work* Assessment will be held on _____ [date] at _____ [time] in _____ [location]. A special announcement and pass will be issued as a reminder to come to this location for the assessment.