

Emphasis on High Expectations

Indicators

Students report:

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

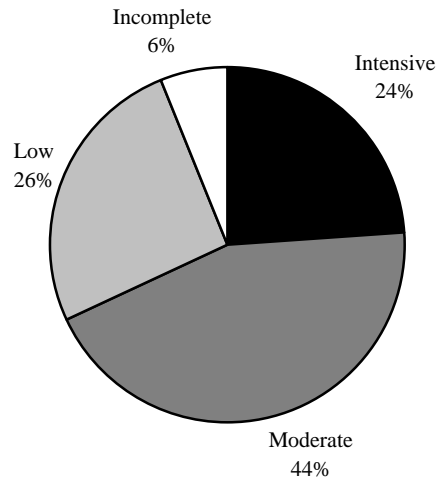
Intensive: 4 to 5 indicators

Moderate: 2 to 3 indicators

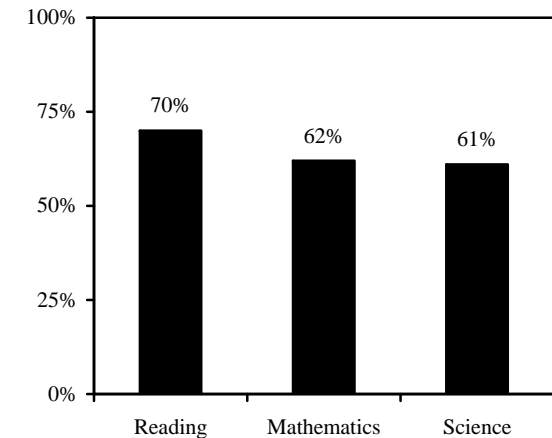
Low: 0 to 1 indicators

Incomplete: Students did not respond to one or more of the components of this index.

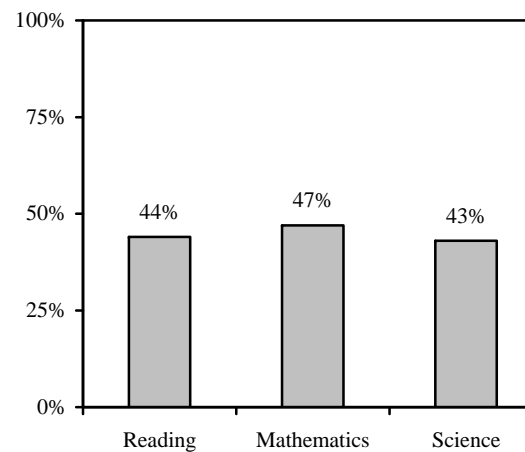
Percentage of Students at Each Level of Emphasis



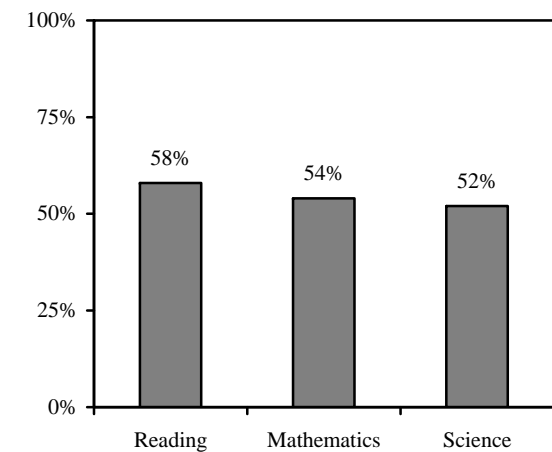
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Literacy Across the Curriculum

Indicators

Students report:

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

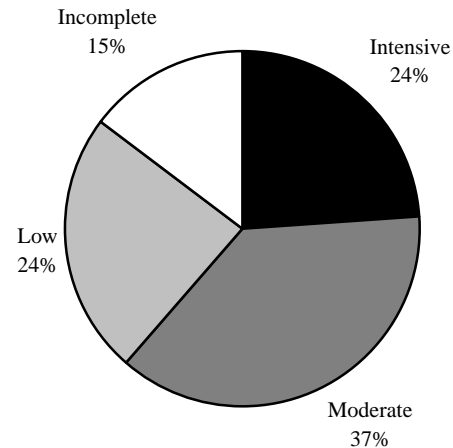
Intensive: 7 to 10 indicators

Moderate: 4 to 6 indicators

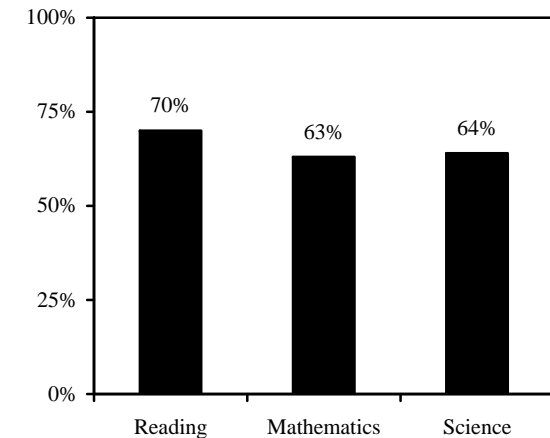
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of this index.

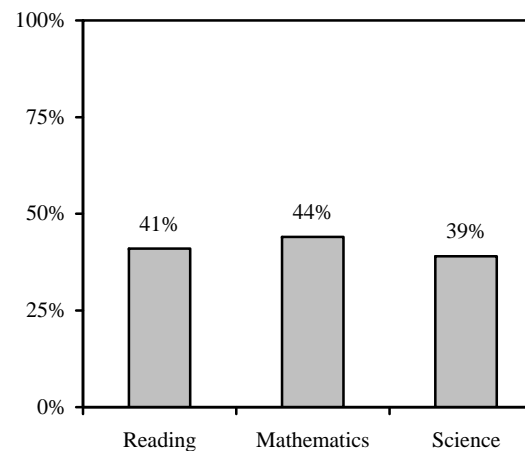
Percentage of Students at Each Level of Emphasis



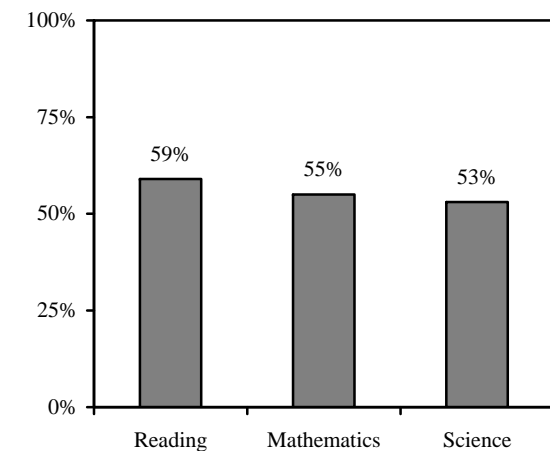
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Numeracy Across the Curriculum

Indicators

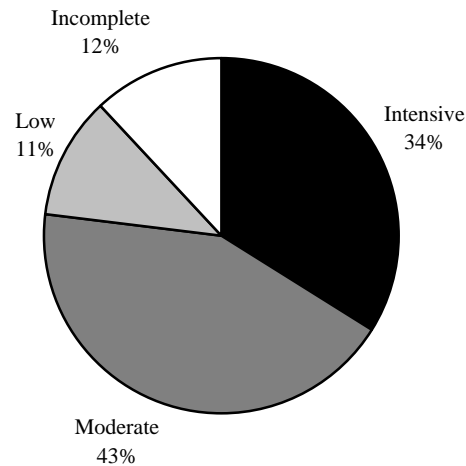
Students report:

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

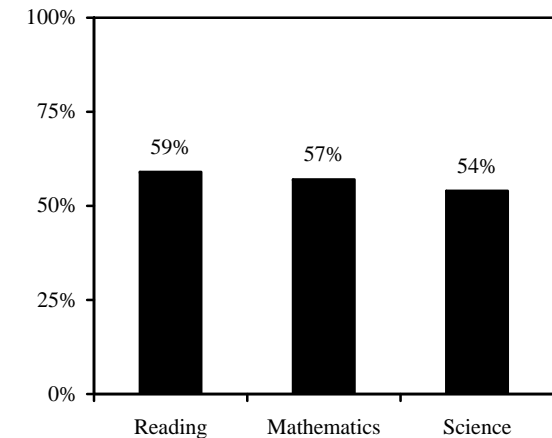
Intensive: 8 to 11 indicators
Moderate: 4 to 7 indicators
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of this index.

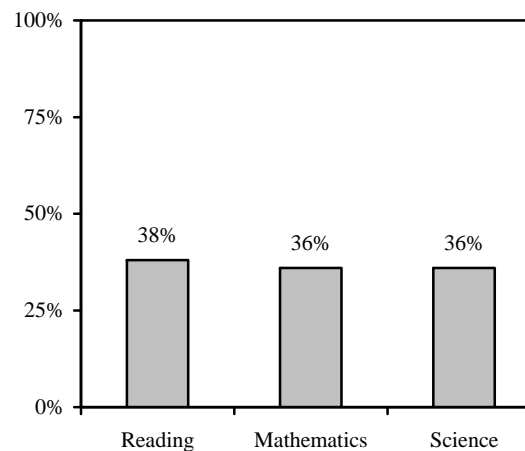
Percentage of Students at Each Level of Emphasis



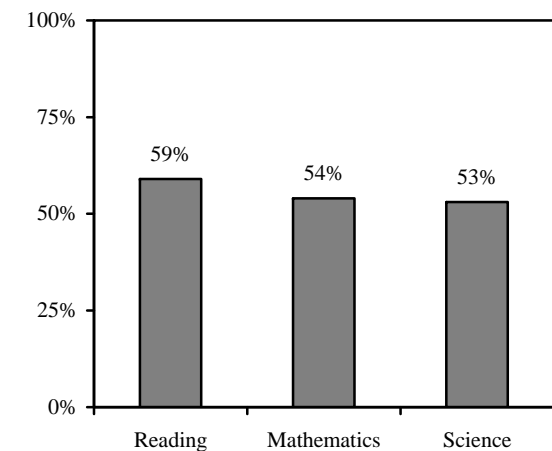
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Challenging and Engaging Science Curriculum and Instruction

Indicators

Students report:

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

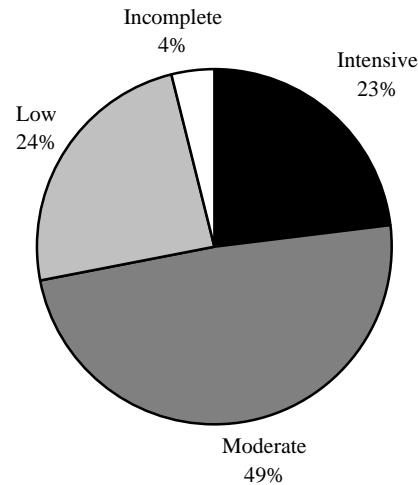
Intensive: 6 to 8 indicators

Moderate: 3 to 5 indicators

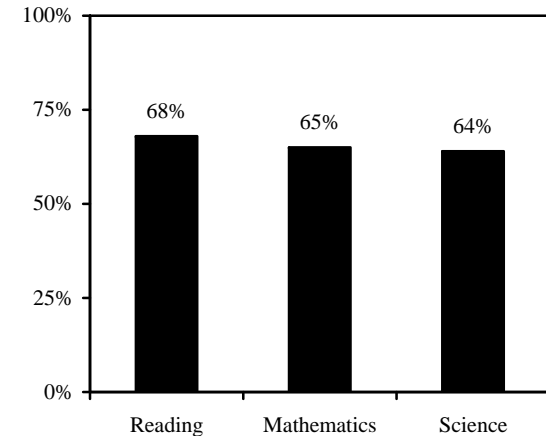
Low: 0 to 2 indicators

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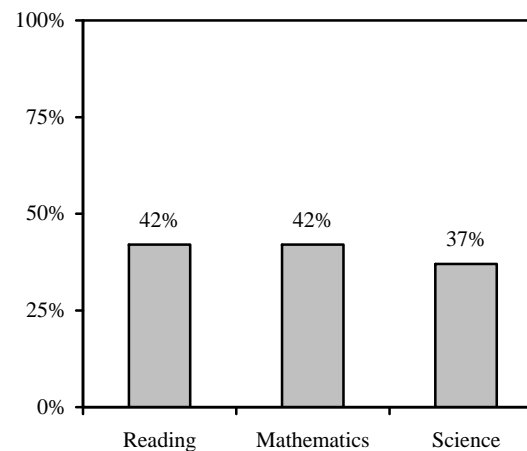
Percentage of Students at Each Level of Emphasis



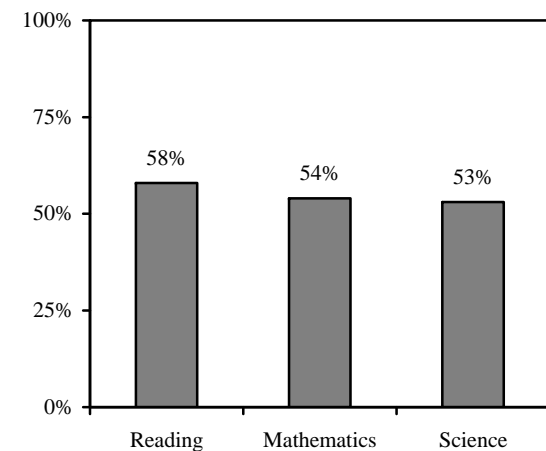
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Completion of the *HSTW*-Recommended Curriculum

Indicators

English/Language Arts

Four or more credits in college-preparatory English/language arts courses.

Mathematics

Four or more credits in college-preparatory mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.

Science

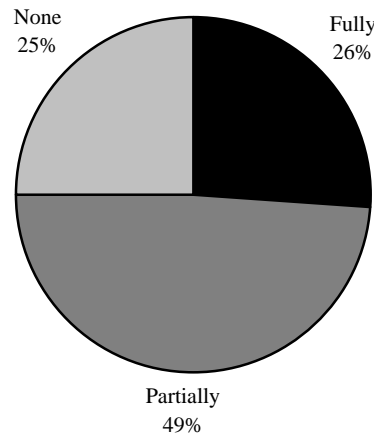
Three or more credits in science, including at least two credits in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.

Fully: All 3 subjects

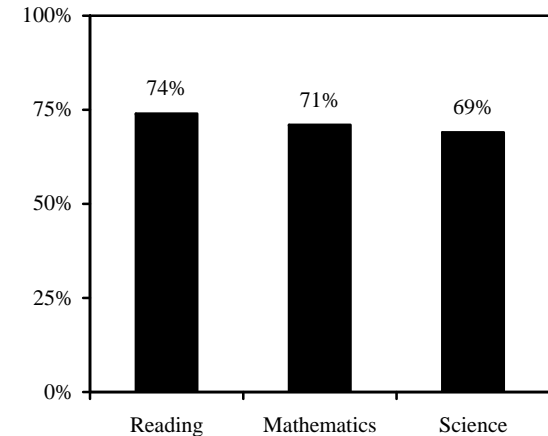
Partially: 1 or 2 subjects

None: 0 subjects

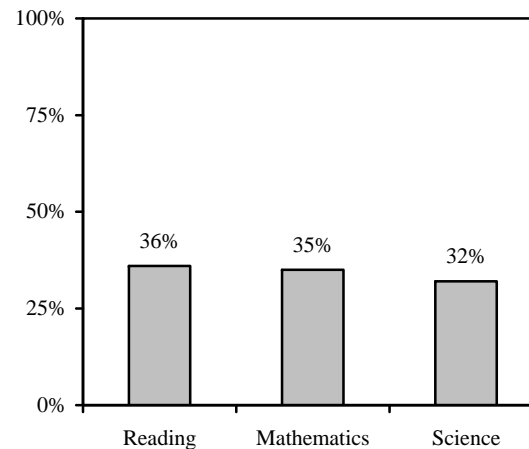
Percentage of Students Completing the *HSTW*-Recommended Curriculum



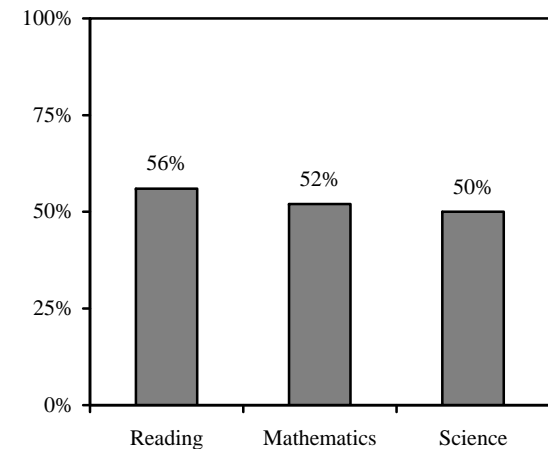
Percentage of students fully completing the curriculum who met the readiness goals



Percentage of students not completing the curriculum who met the readiness goals



Percentage of students partially completing the curriculum who met the readiness goals



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

Indicators

Career/technical students report:

- Their career/technical teachers **often** stressed reading.
- Their career/technical teachers **often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.

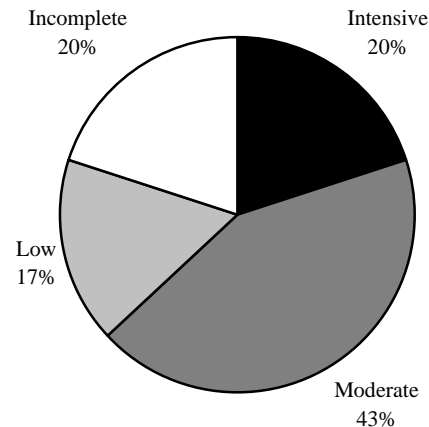
Intensive: 4 to 6 indicators

Moderate: 1 to 3 indicators

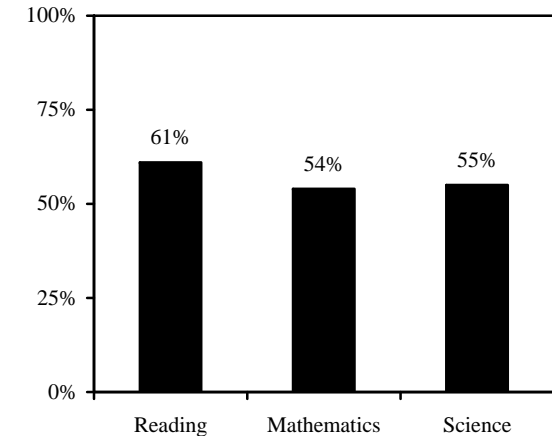
Low: 0 indicators

Incomplete: Students did not respond to one or more of the components of this index.

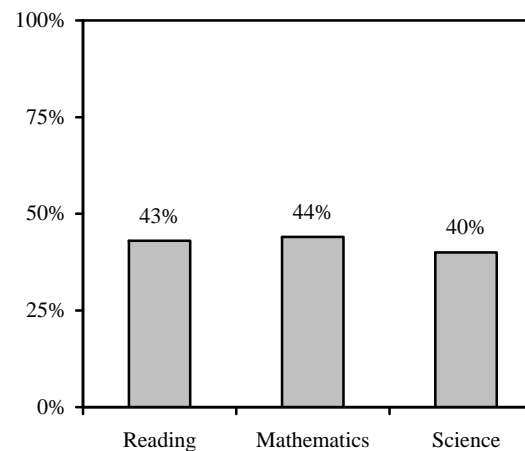
Percentage of Students at Each Level of Emphasis



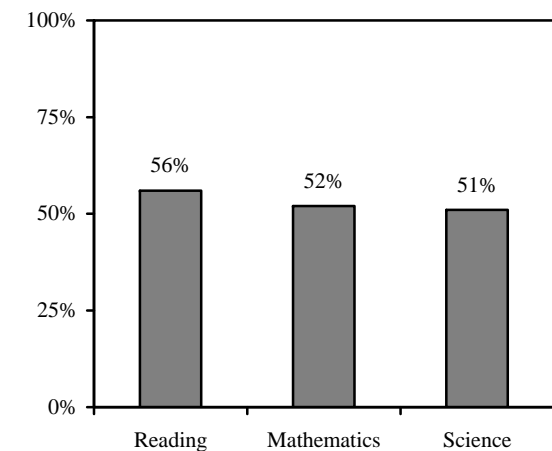
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Quality Career/Technical Studies

Indicators

Career/technical students report:

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

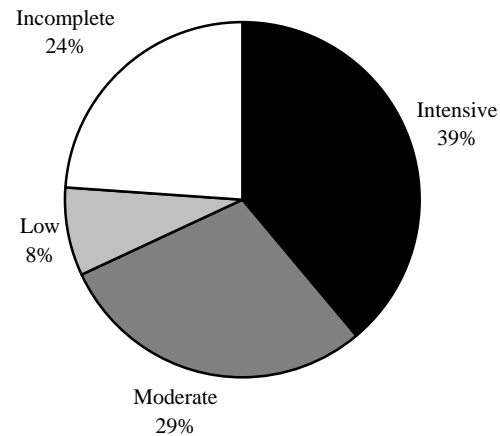
Intensive: 7 to 11 indicators

Moderate: 4 to 6 indicators

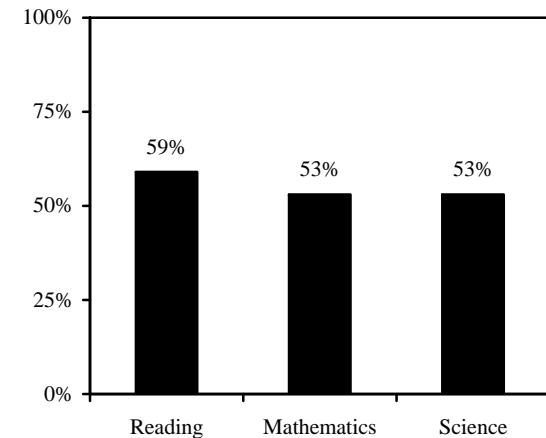
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of this index.

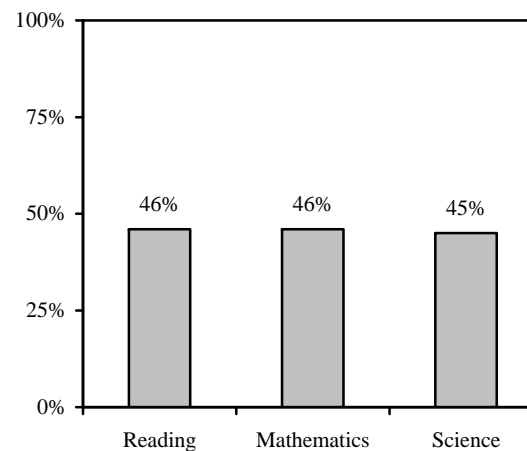
Percentage of Students at Each Level of Emphasis



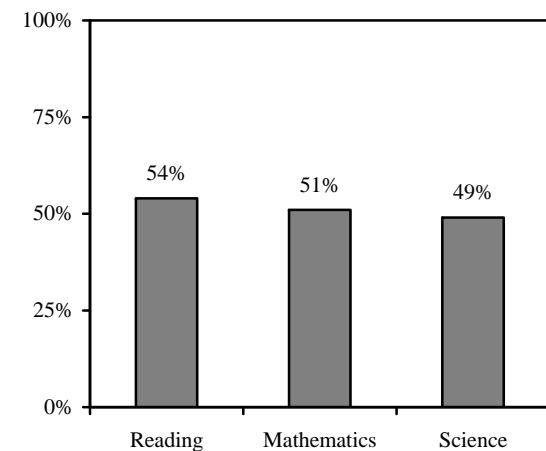
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Providing Quality Work-Based Learning Experiences

Indicators

Students who reported having a job as part of a work or training program (a co-op, apprenticeship or internship) in the past 12 months report:

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

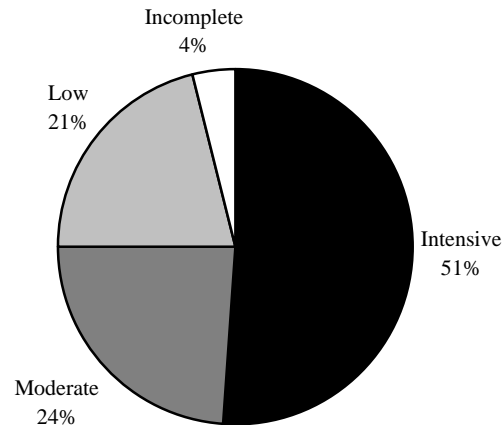
Intensive: 3 to 4 indicators

Moderate: 2 indicators

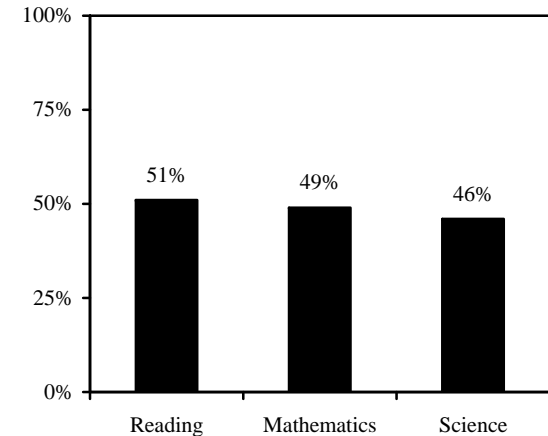
Low: 0 to 1 indicators

Incomplete: Students did not respond to one or more of the components of this index.

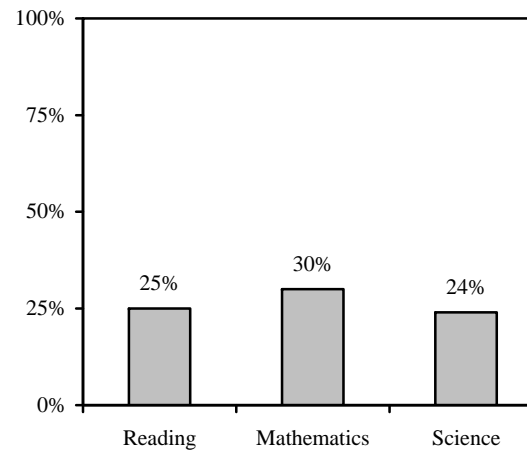
Percentage of Students at Each Level of Emphasis



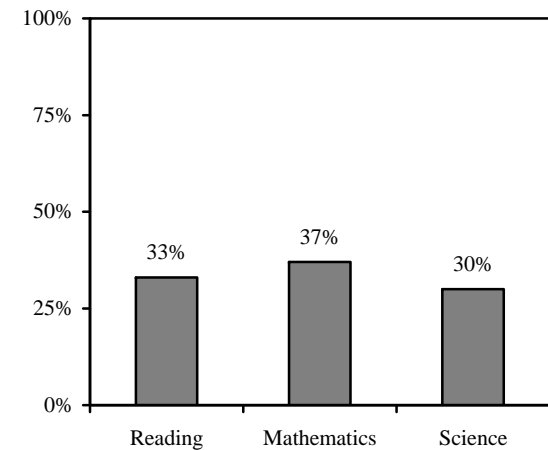
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Providing Timely Guidance to Students

Indicators

Students report:

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

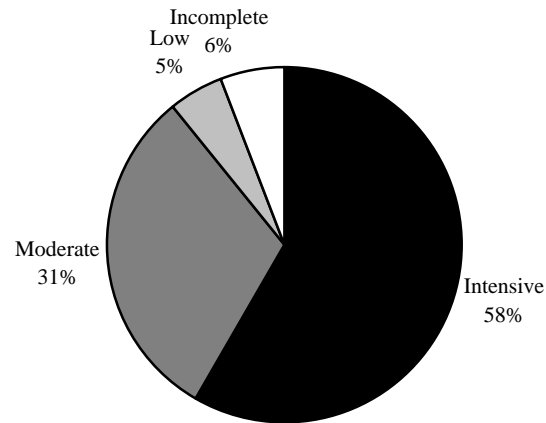
Intensive: 6 to 8 indicators

Moderate: 3 to 5 indicators

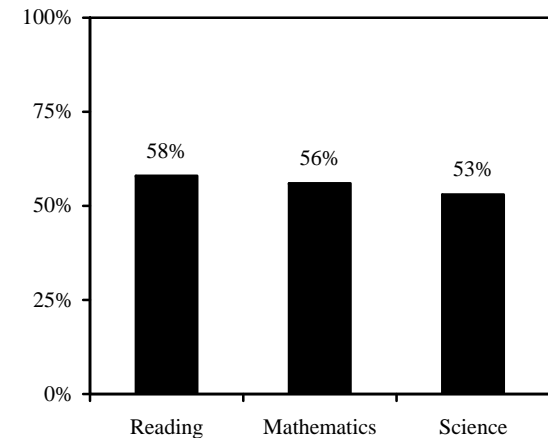
Low: 0 to 2 indicators

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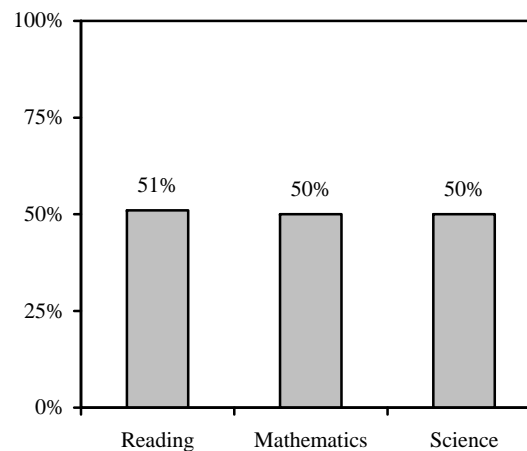
Percentage of Students at Each Level of Emphasis



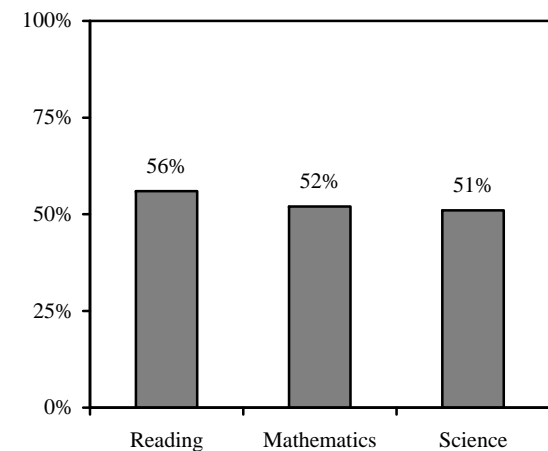
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Perceived Importance of High School Studies

Indicators

Students report:

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

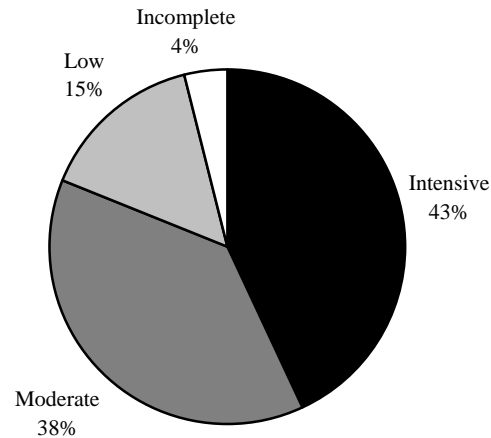
Intensive: 7 to 9 indicators

Moderate: 4 to 6 indicators

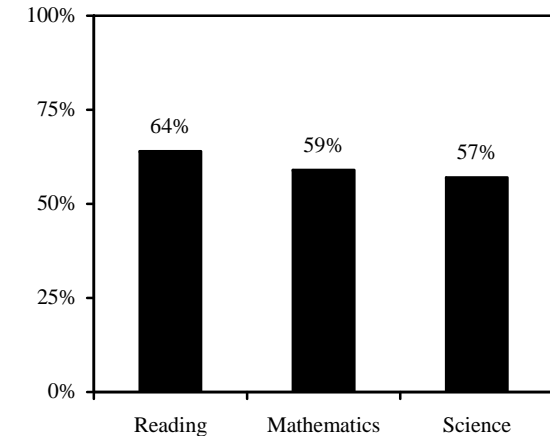
Low: 0 to 3 indicators

Incomplete: Students did not respond to one or more of the components of this index.

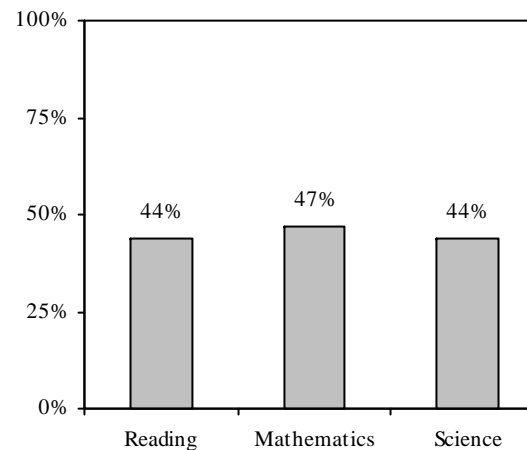
Percentage of Students at Each Level of Emphasis



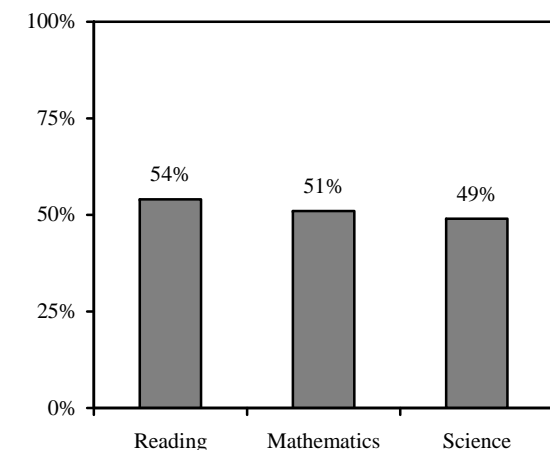
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Emphasis on Providing Quality Extra Help

Indicators

Students report:

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

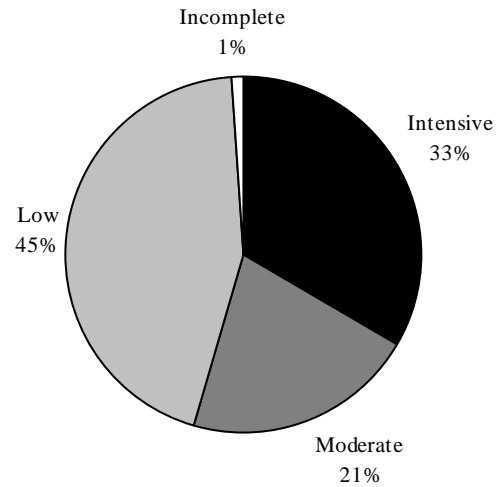
Intensive: 3 to 4 indicators

Moderate: 2 indicators

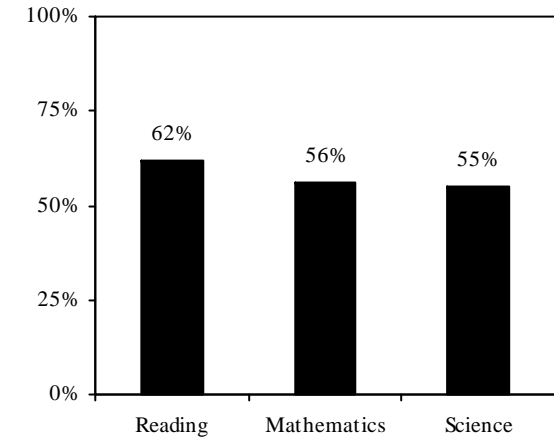
Low: 0 to 1 indicators

Incomplete: Students did not respond to one or more of the components of this index.

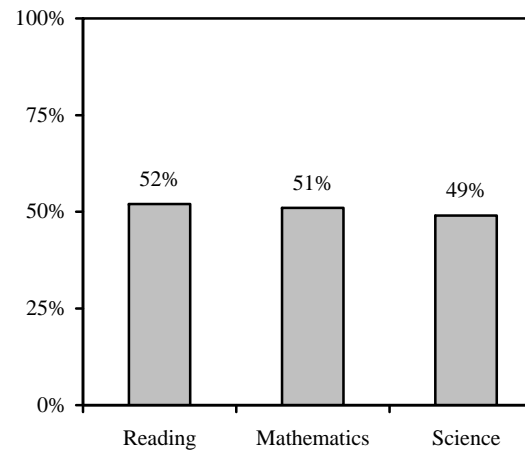
Percentage of Students at Each Level of Emphasis



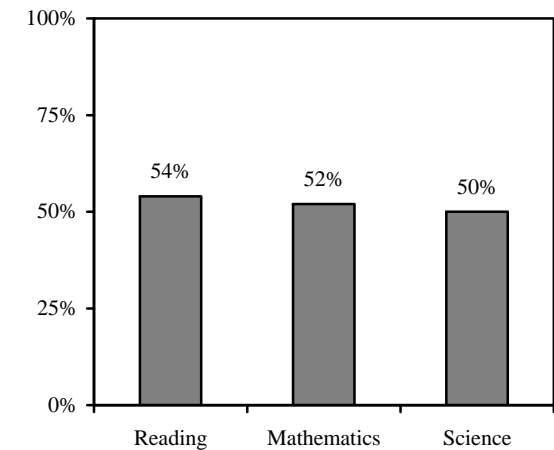
Percentage of students in the intensive category who met the readiness goals



Percentage of students in the low category who met the readiness goals



Percentage of students in the moderate category who met the readiness goals



Teachers' Perceptions on Continuous School Improvement

Indicators

Teachers report:

- They **strongly agree** that the goals and priorities for their school are clear.
- They **strongly agree** that teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.
- The principal stresses **monthly** that all students should be taught to the same high standards.
- They **strongly agree** that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.
- They **strongly agree** that teachers and school administrators work as a team to improve student achievement at their school.
- They **strongly agree** that teachers use data to continuously evaluate the school's academic and technical programs and activities

Intensive: 4 to 6 indicators

Moderate: 2 to 3 indicators

Low: 0 to 1 indicators

Incomplete: Teachers did not respond to one or more of the components of this index.

Percentage of Teachers at Each Level of Emphasis

