Emphasis on High Expectations

Mean Test Scores for Students with an Intensive Emphasis

![Graph showing test scores for Intensive emphasis]

Mean Test Scores for Students with a Moderate Emphasis

![Graph showing test scores for Moderate emphasis]

Mean Test Scores for Students with a Low Emphasis

![Graph showing test scores for Low emphasis]

Performance Goals

Reading  279
Mathematics  297
Science  299

High Expectations Indicators

Students reported that:

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

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

1 percent of students at this school did not respond to one or more components of the index.
Emphasis on Literacy Across the Curriculum

Mean Test Scores for Students with an Intensive Emphasis

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>288</td>
<td>306</td>
<td>299</td>
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Mean Test Scores for Students with a Moderate Emphasis

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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<tbody>
<tr>
<td>280</td>
<td>296</td>
<td>288</td>
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Mean Test Scores for Students with a Low Emphasis

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>270</td>
<td>289</td>
<td>276</td>
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</tbody>
</table>

Performance Goals

Reading  279
Mathematics  297
Science  299

Literacy Across the Curriculum Indicators

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

Intensive: 7 to 10 items
Moderate: 4 to 6 items
Low: 0 to 3 items

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

Reading 279  
Mathematics 297  
Science 299

**Numeracy Across the Curriculum Indicators**

Students reported that:

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

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

_28_ percent of students at this school did not respond to one or more components of the index.
Emphasis on Challenging and Engaging Science Curriculum and Instruction

Performance Goals
Reading 279
Mathematics 297
Science 299

Engaging Science Indicators

Students reported that:

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

Intensive: 6 to 8 items
Moderate: 3 to 5 items
Low: 0 to 2 items

_2_ percent of students at this school did not respond to one or more components of the index.
Performance Goals

Reading  279
Mathematics  297
Science  299

HSTW-Recommended Curriculum

- **English/Language Arts Curriculum:** Four or more credits in college-preparatory English/language arts courses. Credits earned in regular or career/technical English courses also counted toward the required four credits if the student reported he or she (a) wrote a major research paper, (b) read a book at least once a month and (c) completed a short writing assignment (one to three pages) at least once a month.

- **Mathematics Curriculum:** Four or more credits in mathematics, including Algebra I, geometry, Algebra 2 and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.

- **Science Curriculum:** Three or more credits in science, including at least two credits in college-preparatory biology, chemistry anatomy/physiology or physics/applied physics. Credits earned in regular or general physical science or biology also counted toward college-preparatory credit if the student reported he or she (a) used science equipment to do science activities in a laboratory with tables and sinks at least once a month, (b) read an assigned book or article dealing with science at least once a month, (c) completed a laboratory assignment to address a problem found in the community at least once a month and (d) prepared a written report of lab results at least once a month.

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

Completion of HSTW-Recommended Academic Curriculums

Mean Test Scores for Students Fully Completing the Curriculum

Mean Test Scores for Students Partially Completing the Curriculum

Mean Test Scores for Students Not Completing the Curriculum
Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

Performance Goals
Reading 279
Mathematics 297
Science 299

Integrating Academic Skills into C/T Courses Indicators
Students reported that:
- Their career/technical teachers often stressed reading.
- Their career/technical teachers often stressed writing.
- Their career/technical teachers often stressed mathematics.
- They used mathematics to complete challenging assignments in their career/technical area at least weekly.
- They read and interpreted technical books and manuals to complete assignments in their career/technical area at least weekly.
- They used computer skills to do assignments in their career/technical studies at least weekly.

Intensive: 4 to 6 items
Moderate: 1 to 3 items
Low: 0 items

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

- 43 percent of students at this school did not respond to one or more components of the index.
Emphasis on Quality Career/Technical Studies

Performance Goals
Reading 279
Mathematics 297
Science 299

Quality Career/Technical Studies Indicators

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

Intensive: 7 to 11 items
Moderate: 4 to 6 items
Low: 0 to 3 items

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

_.45_ percent of students at this school did not respond to one or more components of the index.
Emphasis on Providing Quality Work-based Learning Experiences

Mean Test Scores for Students with an Intensive Emphasis

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<tr>
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<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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<tbody>
<tr>
<td>Intensive</td>
<td>48%</td>
<td>306</td>
<td>295</td>
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Performance Goals

Reading  279  Mathematics  297  Science  299

Quality Work-based Learning Indicators

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

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

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

3 percent of students at this school did not respond to one or more components of the index.
Emphasis on Providing Timely Guidance to Students

Mean Test Scores for Students with an Intensive Emphasis

Performance Goals
Reading 279
Mathematics 297
Science 299

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

Intensive: 6 to 8 items
Moderate: 3 to 5 items
Low: 0 to 2 items

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

Reading  279  
Mathematics  297  
Science  299

**Perceived Importance of High School Studies Indicators**

Students reported that:

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

Intensive: 7 to 9 items  
Moderate: 4 to 6 items  
Low: 0 to 3 items

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5 percent of students at this school did not respond to one or more components of the index.
Emphasis on Providing Quality Extra Help

Mean Test Scores for Students with an Intensive Emphasis

Performance Goals
Reading  279
Mathematics  297
Science  299

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

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

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