

## Emphasis on High Expectations

### Indicators

#### Students reported:

- Their teachers **often** knew their subject and made it interesting and useful.
- Their teachers **often** set high standards for them and were willing to help them meet them.
- Their teachers **often** clearly indicated the amount and quality of work that were necessary to earn a grade of A or B at the beginning of a project or unit.
- Their teachers **often** cared about them enough that they would not let them get by without doing the work.
- Most of their teachers **often** encouraged them to do well in school.
- Their courses **sometimes or often** were exciting and challenging.
- They **often** worked hard to meet high standards on assignments.
- They **somewhat or strongly agreed** that with hard work, they could understand the material being taught in their classes.
- They **somewhat or strongly agreed** that the grades they received were the result of the amount of effort they put forth in their classes.
- They usually spent **one or more hours** on homework each day.

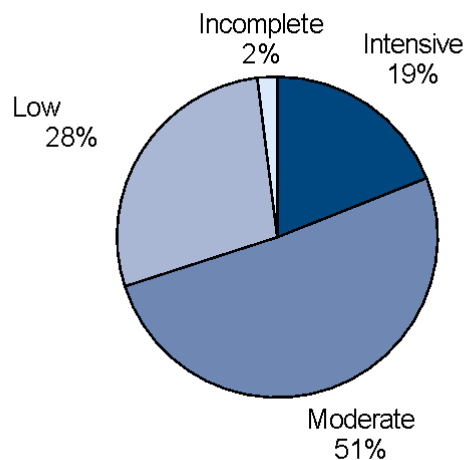
**Intensive:** 9 to 10 indicators

**Moderate:** 5 to 8 indicators

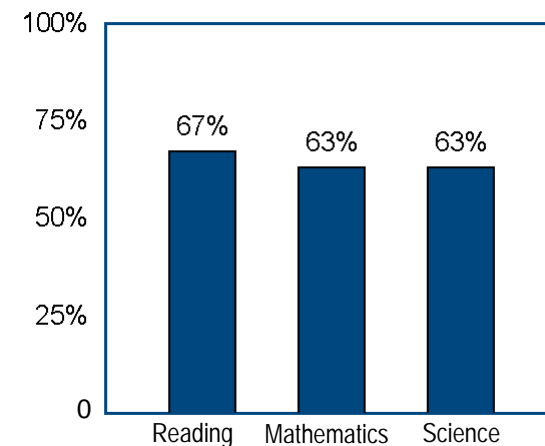
**Low:** 0 to 4 indicators

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

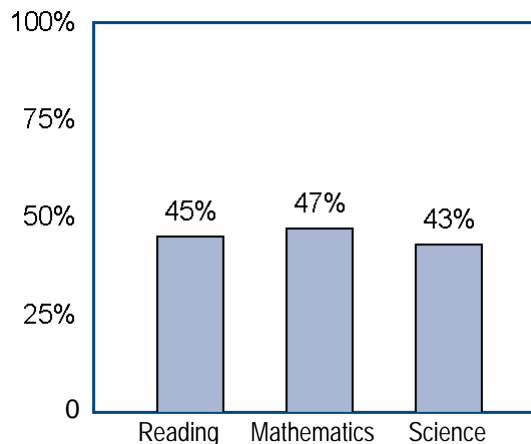
Percentage of Students at Each Level of Emphasis



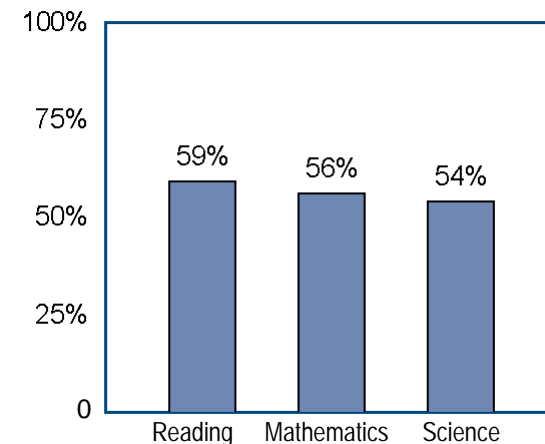
Percentage of students in the intensive category who met the readiness goals



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 reported:

- 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 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**.
- They read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**.
- They analyzed works of literature in class **at least weekly**.
- They discussed or debated topics with other students about what they read in English or language arts classes **at least monthly**.
- They drafted, rewrote and edited writing assignments before being given a grade **at least monthly**.
- They stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**.

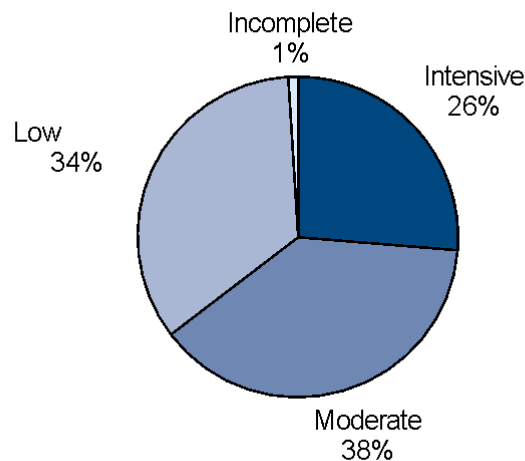
**Intensive:** 8 to 10 indicators

**Moderate:** 5 to 7 indicators

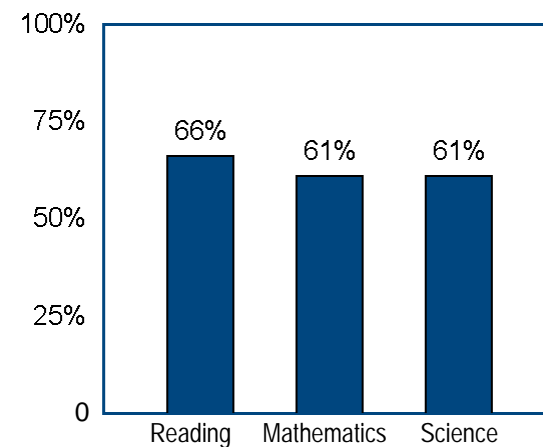
**Low:** 0 to 4 indicators

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

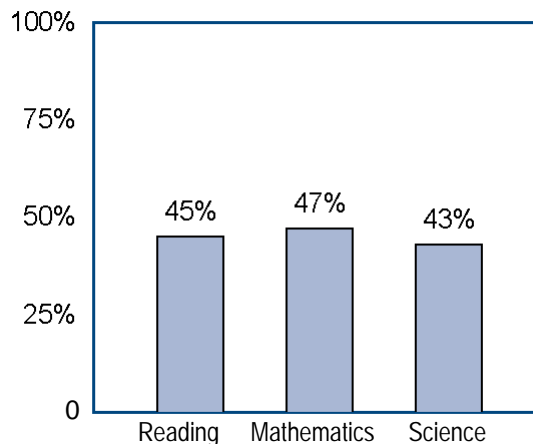
Percentage of Students at Each Level of Emphasis



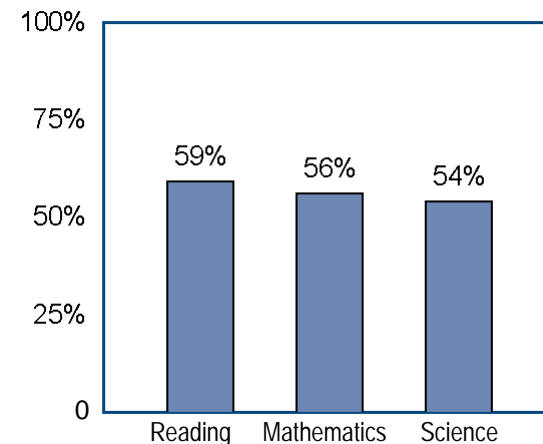
Percentage of students in the intensive category who met the readiness goals



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

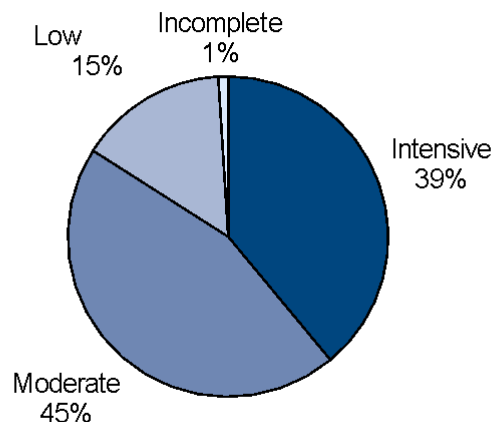
#### Students reported:

- They used math in classes other than mathematics **at least monthly**.
- Their mathematics teachers **sometimes or often** showed how mathematics concepts are used to solve problems in real-life situations.
- They **often** developed and analyzed tables, charts and graphs in their school work.
- 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 were assigned word problems in mathematics **at least monthly**.
- They used a graphing calculator to complete mathematics assignments **at least weekly**.
- They worked in a group to brainstorm how to solve a mathematics problem **at least monthly**.

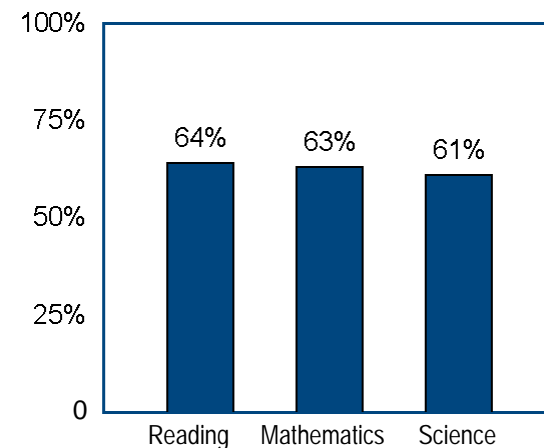
**Intensive:** 7 to 8 indicators  
**Moderate:** 4 to 6 indicators  
**Low:** 0 to 3 indicators

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

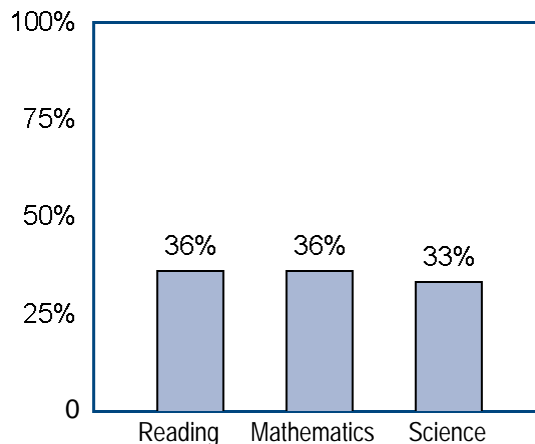
Percentage of Students at Each Level of Emphasis



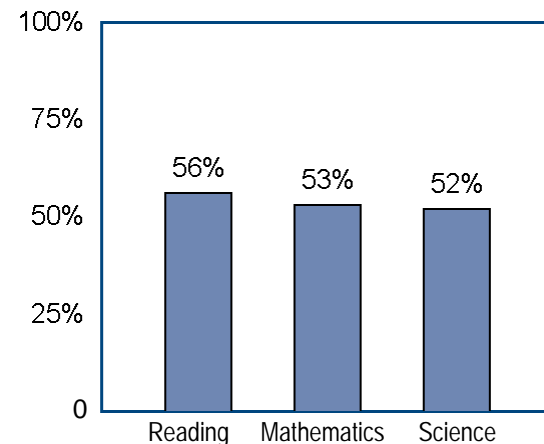
Percentage of students in the intensive category who met the readiness goals



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



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



\*\* No students at this level of emphasis

## Emphasis on Challenging and Engaging Science Curriculum and Instruction

### Indicators

#### Students reported:

- Their science teachers **often** showed how scientific concepts are used to solve problems in real-life situations.
- 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 or laboratory **at least weekly**.
- They used computers or technology to do science activities **at least monthly**.
- They used graphs, charts and diagrams to interpret and explain scientific phenomena **at least monthly**.
- They used formulas and equations to solve questions in science **at least weekly**.
- They collected data from experiments and created graphic representations of the results **at least monthly**.
- They prepared a written report of their lab results **at least monthly**.
- They participated in a classroom discussion relating science to everyday life **at least monthly**.
- They worked with other students in their class on a challenging science assignment or project **at least monthly**.

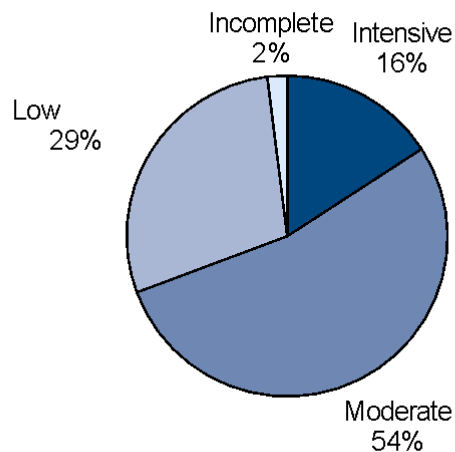
**Intensive:** 9 to 10 indicators

**Moderate:** 4 to 8 indicators

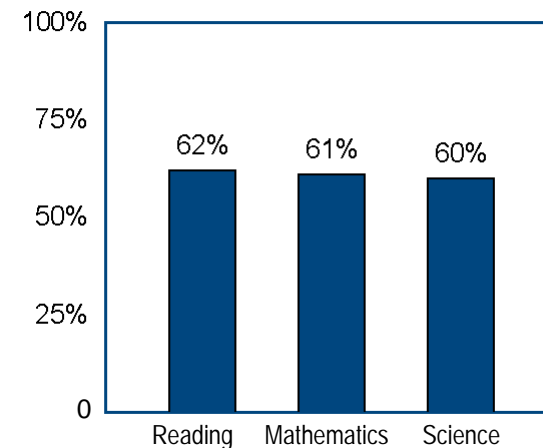
**Low:** 0 to 3 indicators

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

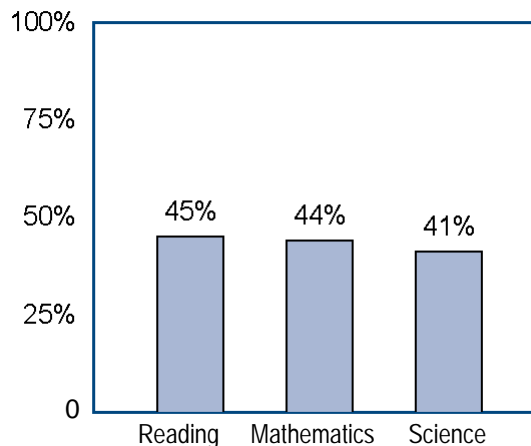
Percentage of Students at Each Level of Emphasis



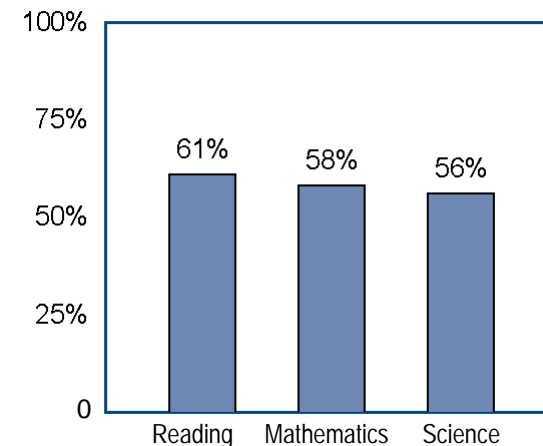
Percentage of students in the intensive category who met the readiness goals



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



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



\*\* No students at this level of emphasis

## Completion of the *HSTW*-Recommended Curriculum

### Indicators

#### English/Language Arts

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

#### Mathematics

Four or more courses 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

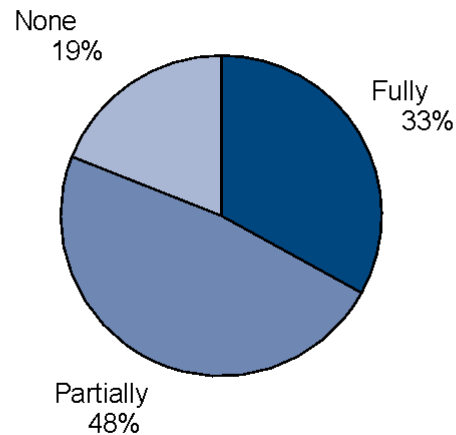
Three or more courses in science, including at least two courses in college-preparatory biology, chemistry, anatomy/physiology or physics/applied physics.

**Fully:** All 3 subjects

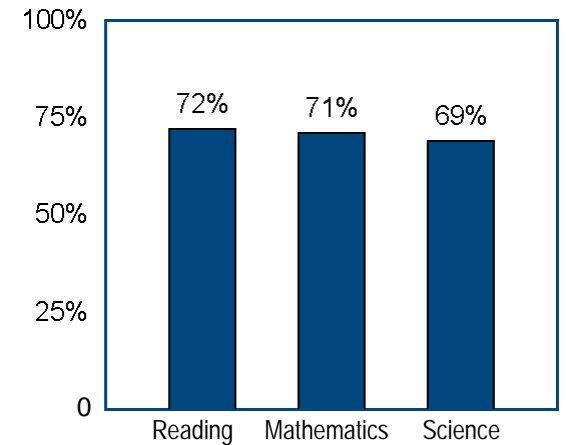
**Partially:** 1 or 2 subjects

**None:** 0 subjects

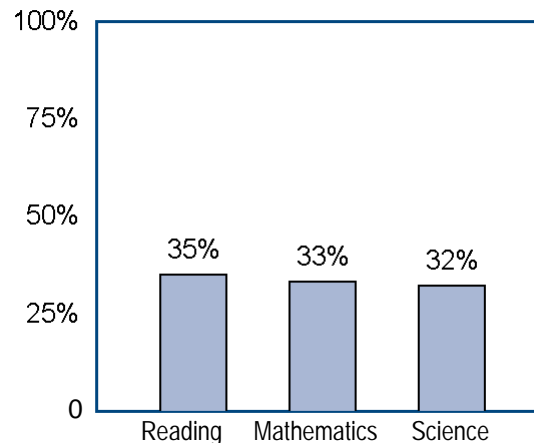
Percentage of Students Completing the *HSTW*-Recommended Curriculum



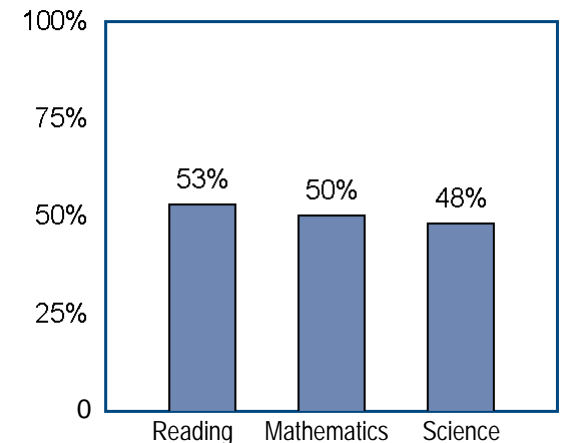
Percentage of students fully completing the curriculum who met the readiness goals



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



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



\*\* No students at this level of emphasis

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

### Indicators

#### Career/technical students reported:

- They read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content in their career/technical classes **at least monthly**.
- They used computer skills to complete an assignment or project in their career/technical classes **at least weekly**.
- They used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Their career/technical teachers **sometimes or often** stressed reading.
- Their career/technical teachers **sometimes or often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- Their career/technical teachers **often** stressed science.

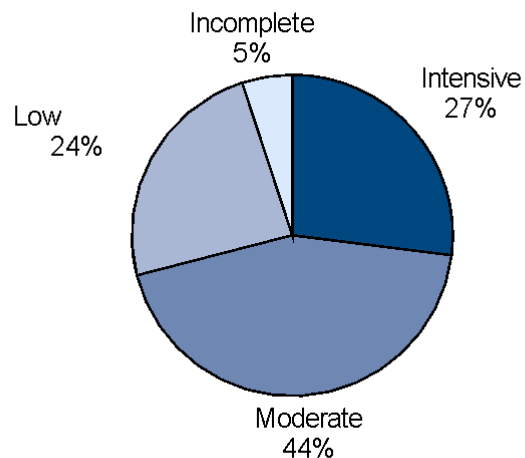
**Intensive:** 6 to 8 indicators

**Moderate:** 3 to 5 indicators

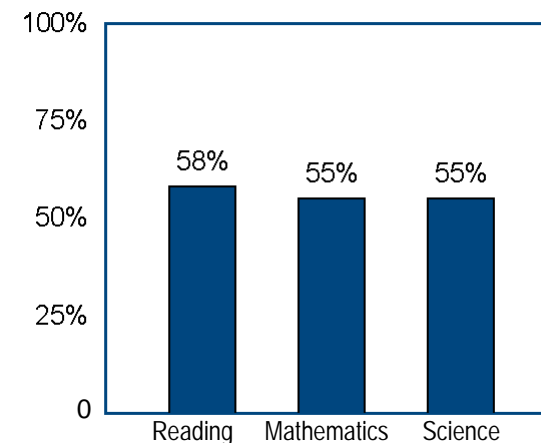
**Low:** 0 to 2 indicators

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

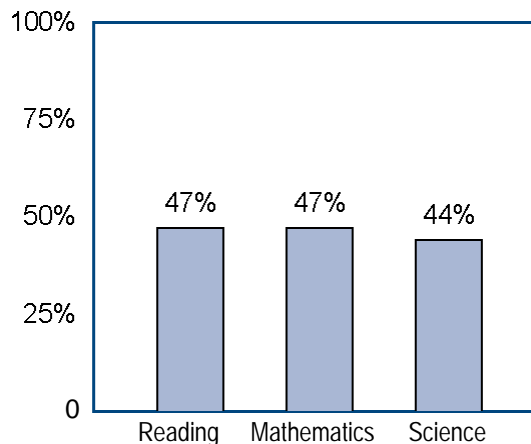
Percentage of Students at Each Level of Emphasis



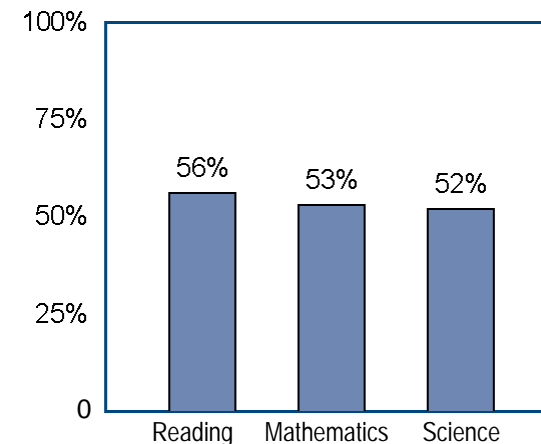
Percentage of students in the intensive category who met the readiness goals



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



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



\*\* No students at this level of emphasis

## Emphasis on Quality Career/Technical Studies

### Indicators

#### Career/technical students reported:

- They took a mathematics course during their senior year.
- They took a science course during their senior year.
- They were encouraged to take a combination of academic and career/technical courses.
- 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 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 in their career/technical classes **at least once a semester**.
- They used computer software or other technology related to their career/technical area to complete assignments **at least weekly**.
- They made journal or lab manual entries that recorded their class work in their career/technical classes **at least weekly**.

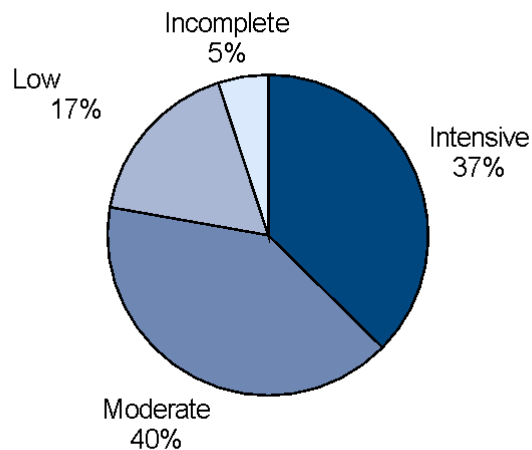
**Intensive:** 6 to 8 indicators

**Moderate:** 4 to 5 indicators

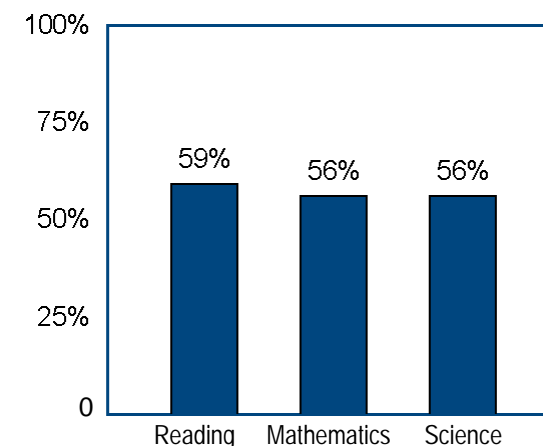
**Low:** 0 to 3 indicators

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

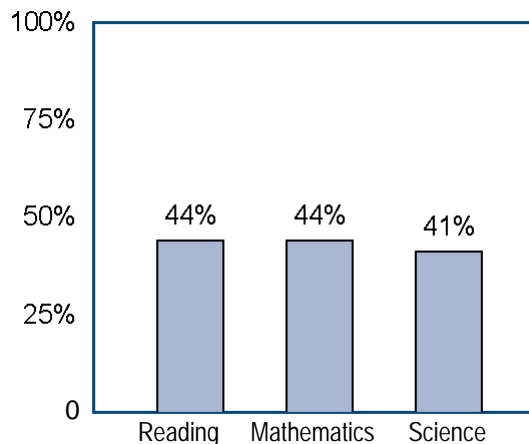
Percentage of Students at Each Level of Emphasis



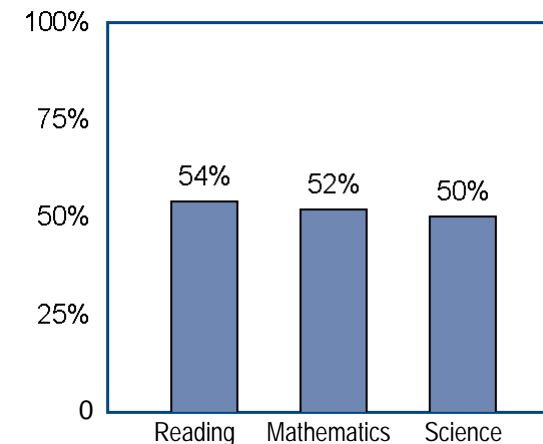
Percentage of students in the intensive category who met the readiness goals



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



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



\*\* No students at this level of emphasis

## Emphasis on Providing Quality Work-Based Learning Experiences

### Indicators

**Students who reported having a job as part of a formal work or training program in the past 12 months reported:**

- They observed veteran workers performing certain jobs.
- They had someone teach them how to do the work.
- They received school credit for their work experience.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them in their academic studies at school **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.
- Their employers encouraged them to develop good teamwork skills **at least monthly**.
- Their employers showed them how to use communication skills (reading, writing, speaking) in job-related activities **at least monthly**.
- Their employers showed them how to use mathematics in job-related activities **at least monthly**.

**Intensive:** 7 to 9 indicators

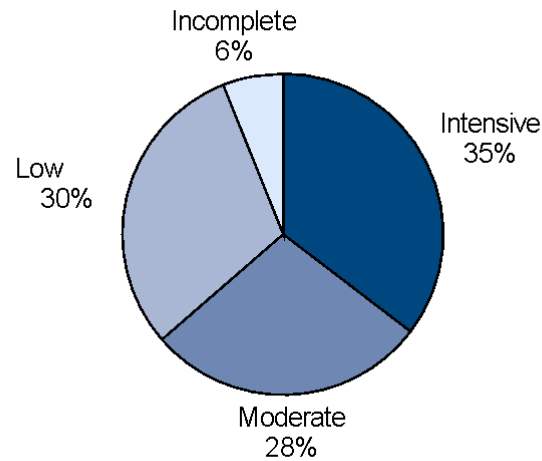
**Moderate:** 4 to 6 indicators

**Low:** 0 to 3 indicators

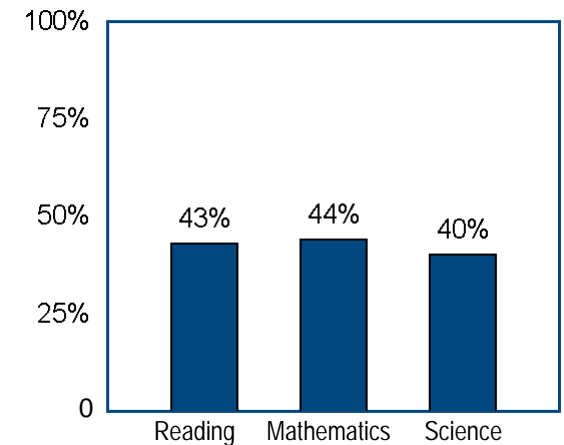
**Incomplete:** Students did not respond to one or more of the components of the index.

Caution should be taken when interpreting results from this index as the total number of students included in the calculations may be very small. See page 33 for the number of students included at this site.

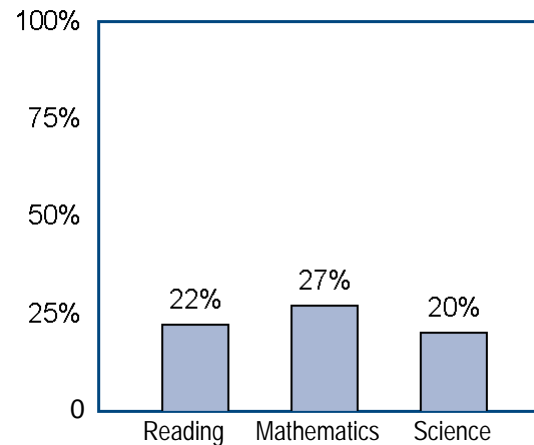
Percentage of Students at Each Level of Emphasis



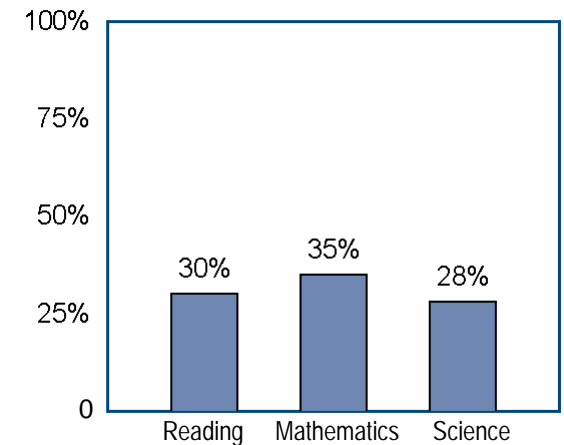
Percentage of students in the intensive category who met the readiness goals



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 reported:

- Their teachers or counselors **often** encouraged them to take more challenging English courses.
- Their teachers or counselors **often** encouraged them to take more challenging mathematics courses.
- Their teachers or counselors **often** encouraged them to take more challenging science courses.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults with whom they lived **at least once a year**.
- They reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- They were **very satisfied** with the help they received at school in the selection of high school courses.
- A teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They and/or their parents (or step-parents/guardians) received information or assistance from someone at their school in selecting or applying to college.
- Someone from a college talked to them about going to college.
- They spoke with or visited someone in a career that they aspire to.

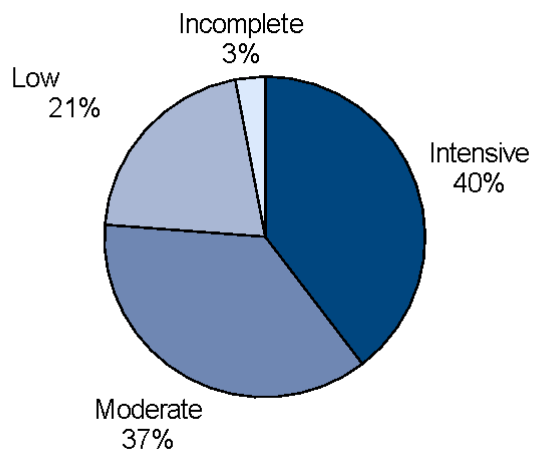
**Intensive:** 7 to 10 indicators

**Moderate:** 5 to 6 indicators

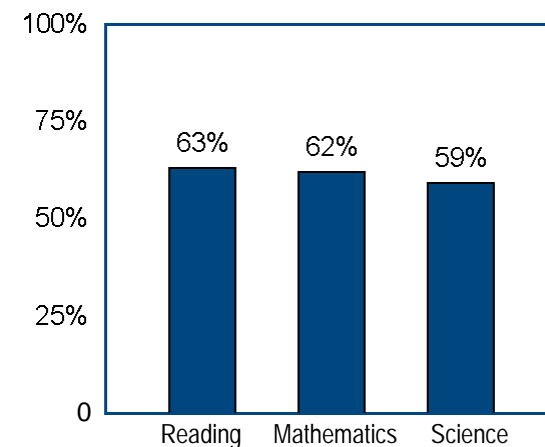
**Low:** 0 to 4 indicators

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

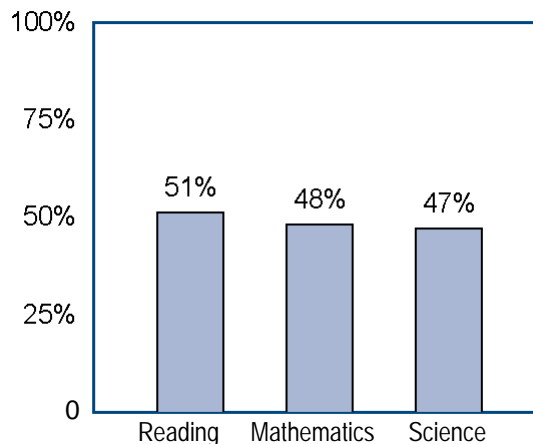
Percentage of Students at Each Level of Emphasis



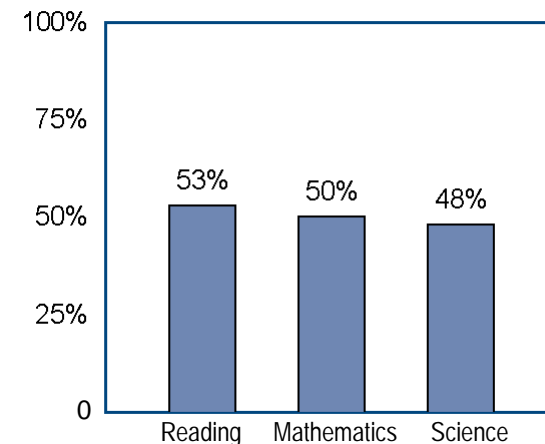
Percentage of students in the intensive category who met the readiness goals



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



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



## Perceived Importance of High School Studies

### Indicators

#### Students reported:

- They **often** tried to do their best work in school.
- They **often** knew when projects were due.
- They **often** actively managed their time in order to complete assignments.
- They **often** kept their notes and handouts for each class separate.
- It is **very important** to attend all of their classes.
- It is **very important** to participate actively in class.
- It is **very important** to study hard to get good grades.
- It is **very important** to take a lot of college-preparatory classes.
- It is **very important** to graduate from high school.
- It is **very important** to continue their education beyond high school.

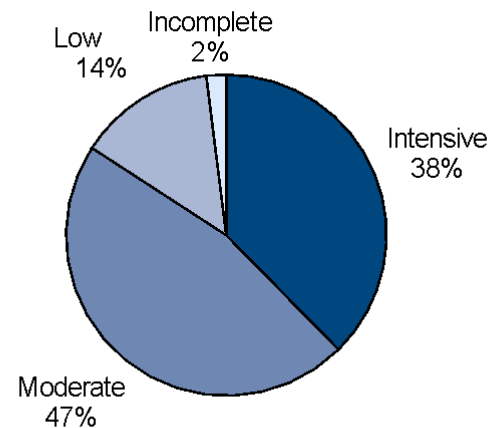
**Intensive:** 9 to 10 indicators

**Moderate:** 5 to 8 indicators

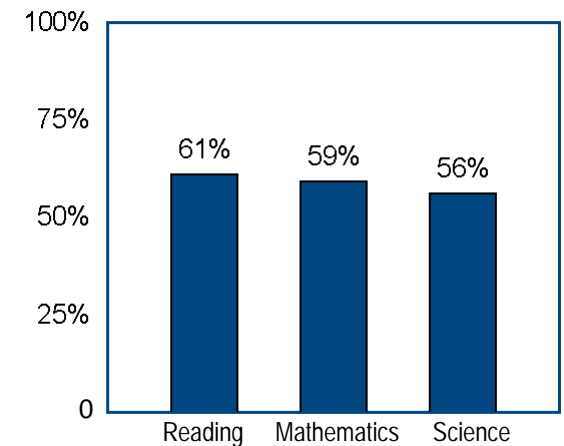
**Low:** 0 to 4 indicators

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

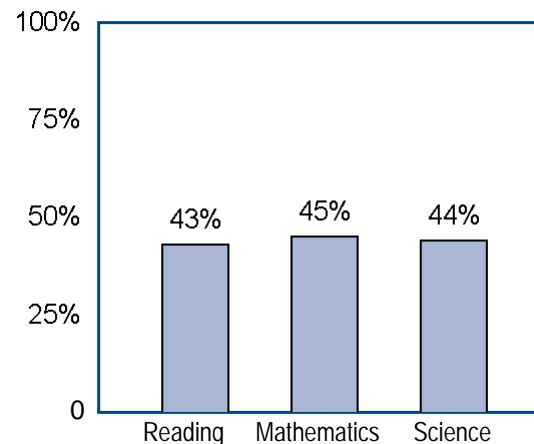
Percentage of Students at Each Level of Emphasis



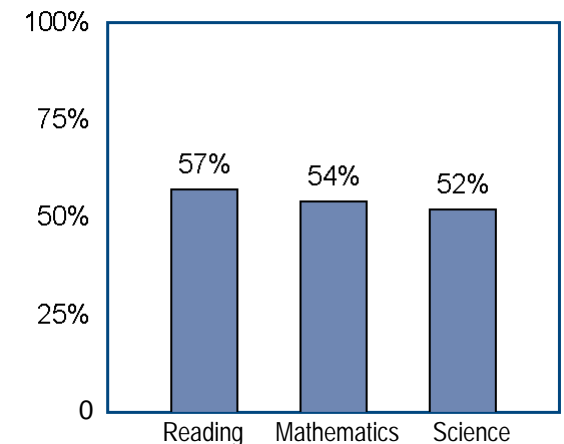
Percentage of students in the intensive category who met the readiness goals



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



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



\*\* No students at this level of emphasis

## Emphasis on Providing Quality Extra Help

### Indicators

#### Students reported:

- Their teachers **often** encouraged students to help each other and to learn from each other.
- They **often** were able to get extra help from their teachers when they needed it without much difficulty.
- Their teachers **frequently** were available before, during or after school to help them with their studies.
- Extra help they received **often** helped them to understand their schoolwork better.
- Extra help they received **often** helped them to make a greater effort to meet expectations.
- Extra help they received **often** helped them to get better grades.

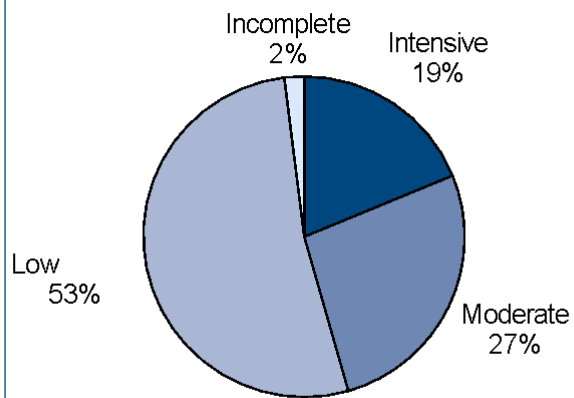
**Intensive:** 5 to 6 indicators

**Moderate:** 3 to 4 indicators

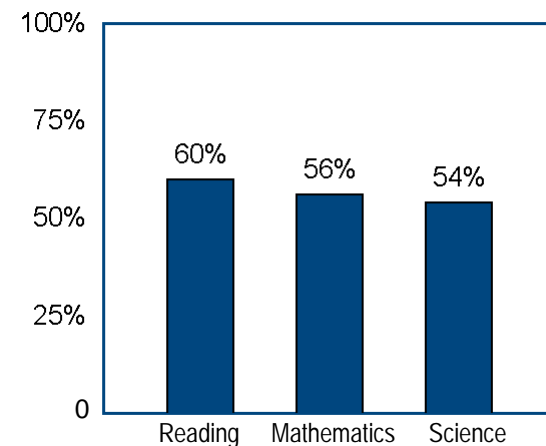
**Low:** 0 to 2 indicators

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

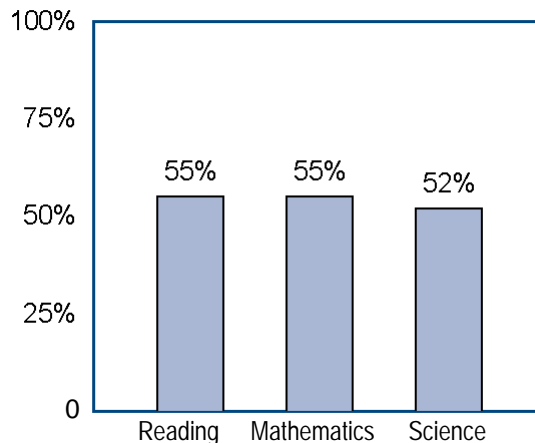
Percentage of Students at Each Level of Emphasis



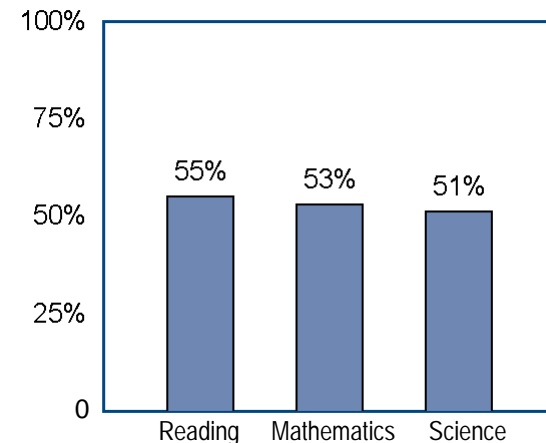
Percentage of students in the intensive category who met the readiness goals



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 reported:

- They **strongly agreed** that the goals and priorities for their school are clear.
- They **strongly agreed** that teachers in their school maintain a demanding yet supportive environment that pushes students to do their best.
- The principal stressed **monthly** that they should teach all students to the same high standards.
- They **strongly agreed** that teachers in their school are continually learning and seeking new ideas on how to improve student achievement.
- They **strongly agreed** that teachers and school administrators work as a team to improve student achievement in their school.
- They **strongly agreed** that teachers in their school use data continuously to 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 the index.

Percentage of Teachers at Each Level of Emphasis

