

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Jason Eggers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Mound City R-2
(As it should appear in the official records)

School Mailing Address 708 Nebraska St.

Mound City Mo 64470-0247
City State Zip Code+4 (digits total)

Tel. (660) 442-5429 Fax (660) 442-3154

Website/URL moundcityr2.com E-mail eggersja@mndcty.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Ken Eaton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mound City R-2 Tel. (660) 442-3737

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Karma Metzgar
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other (Briefly explain)
- 3 TOTAL
2. District Per Pupil Expenditure: \$6708.19
 Average State Per Pupil Expenditure: \$7345.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	16	16	32
1				8	14	13	27
2				9	12	8	20
3				10	10	11	21
4				11	9	12	21
5				12	13	7	20
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							141

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>98.58</u> % White |
| <u>0</u> % Black or African American |
| <u>.71</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>.71</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 11.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	147
(5)	Subtotal in row (3) divided by total in row (4)	.1156
(6)	Amount in row (5) multiplied by 100	11.6

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 34.69 %

49 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{0}{19} \times 100 = 0\%$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>23</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 12:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.1%	94.7%	95.1%	96.2%	95.8%
Daily teacher attendance	99.0%	99.0%	98.0%	98.5%	99.0%
Teacher turnover rate	6.0%	0.0%	17.0%	11.0%	22.0%
Student dropout rate	3.31%	0%	2.13%	1.09%	0%
Student drop-off rate	4.3%	8.2%	4.2%	7.6%	9%

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>26</u>
Enrolled in a 4-year college or university	<u>61</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>12</u> %
Found employment	<u>23</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>4</u> %
Unknown	<u>0</u> %
Total	100 %

PART III – SUMMARY

Mound City High School, located in Mound City, Missouri is the only public high school in the small, rural, one building Mound City R-2 School District. Mound City R-2 has approximately 290 students k-12, 60 in Junior High and 82 in grades 9-12. Mound City educates students in a very supportive community. In a recent levy increase election, 30 percent of registered voters turned out to vote, and 60 percent of those voting approved the levy increase. Though Mound City is small, we provide an excellent education and have been acknowledged and rewarded for our educational accomplishments the past few years.

During the 2001-2002 school year, Mound City participated in a five-year state evaluation and review process. The district received the “accredited” classification, receiving a perfect 158/158 points, the highest rating given to schools by the Missouri Department of Elementary and Secondary Education. The district has also received the “Distinction in Performance” award by scoring perfect on the Annual Performance Report for three consecutive years.

In the spring of 2003, Mound City R-2 also received the Commissioner’s Award of Excellence for Professional Development. This award was given to six schools in the state who the previous year had completed the Missouri School Improvement Plan. Mound City students are active and successful in both academics and extracurricular activities. We have had national competitors in various extracurricular activities and winners at the state level in many student organization contests such as FBLA, FCCLA, and FFA. Our academic bowl team has competed at the state level for many years and they have been state champions four of the last eight years. Student athletes have also been successful in volleyball, basketball, track, golf and football. They have won the state title two of the last five years in football, and they have had many district championships in all sports.

The mission of Mound City R-2 is to accept each individual student and their own unique social and emotional, physical, and mental capabilities, to develop and nurture specific knowledge and skills in that individual, enhancing their present and future life. Mound City teachers are committed to achieving the mission and have developed an educational program that is complete with research-based practices, careful design, continual learning, technology and collaboration. The educational program is driven by data, high quality instruction and results in a culture of quality learning by all students.

It is the goal at Mound City that all teachers implement research-based instructional strategies into their classrooms. Teachers are provided opportunities to learn best practices, and time and resources to implement them into the classroom. Technology has continually been a focus along with implementing new best practices to meet the needs of every student. School climate is important to nurturing the success of students. Mound City continually tries to create a school climate that is fun, caring, and educational. This was noted as a strength of the school during the 2001-2002 MSIP review. It is because of sustained high performance that Mound City has been nominated by the Missouri Department of Elementary and Secondary Education to apply for the No Child Left Behind-Blue Ribbon Schools Program.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Missouri Assessment Program (MAP) is a performance-based assessment for use by all public schools in the state, and is required by the Outstanding Schools Act of 1993. The test is designed to measure student progress toward meeting the Missouri Show-Me Standards, (73 in all) which are intended to define what students know, and are able to do to be well prepared graduates.

The MAP test uses three different types of questions including multiple choice, short answer or constructed responses, and performance events. Students select the appropriate answer for the multiple choice, supply the appropriate answer for the constructed response, and work through and solve difficult multiple step performance events. Results of the MAP test are presented in five different achievement levels consisting of step one, progressing, nearing proficiency, proficient, and advanced. The goal is to have students score in the top two categories. From year to year, we strive to increase the number of students scoring in the top two categories and decrease the number in the lower two categories. The test also includes a Terra Nova section which is the nationally normed part of the MAP test. It represents the multiple choice section of the test and is reported as a median percentile.

The 2002-2003 test results for mathematics for Mound City indicate that in grade 10, 67% of the students scored at the nearing proficient, proficient and advanced levels. This is above the state average of 44.5 % in those levels. The number of students in the top two categories have increased from 3% to 48% in the last five years. This shows that Mound City students not only have the knowledge, but can also perform multi step problems using various strategies they learn and practice throughout the year.

The 2002-2003 test results for communication arts indicate that in grade 11, 76% of the students scored at the nearing proficient, proficient and advanced levels. This is above the state average of 64.6%. The number of students in the top two categories have increased from 20% to 38% in the last five years.

Mound City has been fortunate in the last few years to experience several successes academically. Over the last four years, our students have scored in the “Top Ten” in the state, in many areas. We have also been recognized, by the state, for our sustained performance in both communication arts and math. These results show that our teachers are experienced and do a great job of preparing students to be successful in the future. The results also show that our teachers continually strive to better prepare students and are not satisfied until all students are proficient or advanced.

2. Assessment data is a tool by which the student, parents/guardians and/or teachers may judge knowledge of skill attainment. Assessment data provides information, which is essential for making informed decisions concerning student and instruction programs. Each fall, along with the MAP paper results, we receive a Clear Access CD. Clear Access is a data tool that organizes the MAP results and breaks them down to each question. This information is organized by the Principal and disseminated to the teachers. Teachers then study the data individually and in content area teams. All teachers are involved in the process since we believe that success for our students lies with all teachers, not just content area teachers. Teachers use assessment results, along with other information to review classroom curriculum and make decisions regarding instructional techniques. Teachers also use assessment results to study trends in class organization and programming. Curriculum committees will review standardized assessment results regularly as an important source of information when evaluating district curriculum. Assessment results may aid in planning for modifications in curriculum content and review of instructional delivery techniques.

Besides being shared with the Board of education, assessment data is sent to the counselor, parents and teachers. Teachers have an opportunity to study reports for their classes and discuss issues with the building principal related to data trends, curriculum, instructional techniques, and materials.

3. After all the data is analyzed, Principals share the information with the Board of Education. Student performance of every aspect is also shared with the local newspaper. The state also publishes “Top 10” lists that are also publicized in the newspaper. Individual student results of assessment tests are

shared and explained by the principal to parents during parent-teacher conferences. Teachers, the counselor and the principal are also available to conference with parents to help explain the data to parents.

Within the school setting, student performance is shown and presented to those entering the building by numerous plaques and certificates. Students who score in the proficient and advanced on the MAP test have their name placed on the MAP wall of fame. Mound City's accolades of student performance are displayed throughout the school building creating and sharing the pride we have with all that enter the building.

Throughout the year, student performance is communicated to parents by means of mid term and quarterly reports. The Annual Performance Report (APR) is published once a year and includes a profile of the school, including assessment results. The APR is made available to parents, community and is available on the web.

4. Education is a business of building on strengths and sharing knowledge with each other. For the educational process to be successful and every child receive the instruction and education they deserve, "best practices" need to be shared. One way Mound City will share its successes is through common networking of teachers and administrators. Teachers and administrators will also seek out opportunities to present our success at various professional development conferences.

The principal and teachers have been honored to present at many state conferences the past few years. It would be a pleasure to have additional opportunities to share Mound City's successes with others it could possibly benefit.

PART V – CURRICULUM AND INSTRUCTION

1. Mound City requires 26 units of credit for graduation. Each curriculum course objective is aligned to the Missouri Show Me Standards which combine what students know and are able to do. Each student is required to take 3 years of Language Arts learning such things as: reading and evaluating fiction and non-fiction, writing formally and informally, participating in formal and informal presentations and identifying and evaluating relationships between language and culture. Students have the following courses to choose from: LA 1, LA 2, American Literature, British Literature, Dual Credit Speech, Dual Credit Composition, Composition and Applied English.

Three units of social studies are required from the following courses: World Geography, American Government, World History, Modern American History, Sociology, Current Issues, AP Economics, and Psychology. Through our social studies curriculum, students develop decision-making skills on how individuals, groups, governments, and economic systems relate to each other.

Mound City's mathematics curriculum includes objectives dealing with geometric and spatial sense, data analysis, probability, patterns and relationships, mathematical systems, and discrete mathematics. Our mathematics courses enable students to adapt within a technologically based environment and to develop mathematical confidence to grow as individuals, to achieve lifelong skills of reasoning and problem solving, and to be productive in our society. Two units of math are required from the following courses: Algebra I, Geometry, Algebra II, Applied Math, AP Statistics, Pre-Calculus, and Trigonometry.

Two units of science are required from the following courses: Physical Science, Biology, Advanced Biology, General Science, Chemistry, AP Chemistry, Anatomy and Physics. Mound City's science objectives include: property and principles of matter, energy, force and motion, characteristics and interactions of living organisms, composition and structure of the universe and the motions and objects within it, processes of scientific inquiry and the impact of science, technology and human activity on resources and the environment.

Foreign language is not required for graduation, but two years is recommended for those wishing to attend college. The Spanish department is committed to providing the opportunity for students to

develop, improve, and enhance their knowledge of the Spanish language and of the widespread influence of the language and culture, as well as of the role of Spanish in the international community. Our foreign language curriculum consists of Spanish I, II, and III.

One unit of Fine Arts is required from the following courses: Choir, Band, Music Theory, Music Appreciation, Art 1, Art 2/3, and Art Design. The Fine Arts objectives deal with principles and elements of different art forms, visual and performing arts in historical and cultural contexts, and interrelationships of visual and performing arts and the relationships of the arts to other disciplines.

One unit of Practical arts is required from the following courses: Family and consumer sciences I, Agriculture Science I, Health and Housing, Family Living, Child Development, Ag. Powers, Horticulture/Landscaping, Greenhouse/Floriculture, Ag. Structure I, II, III, Ag. Construction I, II, III, Nutrition/Wellness, Accounting I, II, Computers 1, Dual Credit Business Technology, Personal Business, and Law/Entrepreneurship. Students must have at least ½ unit of computers. Mound City also partners with a local technical school to offer even more vocational and practical courses.

Mound City also requires one unit of Physical Education from the following courses: Health, Weight training, and PE.

2. Communication, the process of understanding and sharing meaning, is the key that unlocks opportunity that, in turn, leads to success. Learning to communicate effectively, then, is the priority in language arts classes at Mound City R-2. Reading with understanding, listening with perception, writing with clarity, and speaking with confidence are the skills that allow students to share what they think and feel with others.

Reading skills allow students to use literature as a basis for understanding themselves and others in the context of personal, regional, national, and multicultural settings. Listening skills give them the ability to critically evaluate what media sources tell them about their world. Students who learn to write well find pleasure in seeing their thinking come alive in print. Speaking skills become effective tools in today's job market, and a top priority in education is to equip young people for successful employment.

Mound City's English curriculum is designed to move students from a mastery of basic skills to a mastery of essential skills in communication arts. Literature study presents varied human experiences through short stories, drama, fiction, non-fiction and poetry. Language study includes strong emphasis on grammar, usage, spelling, and vocabulary. Composition concentrates on sentence structure improvement, paragraph development, and expository and persuasive essay continuity. Consequently, students will work to improve communication skills through written and verbal/oral activities.

3. As we move into the 21st century, science and technology play an increasingly important role in all aspects of society. It is important that our students develop scientific knowledge, as well as a positive attitude toward solving problems. Mound City's science curriculum focuses on the interdependence of science, mathematics, technology and society. Students become familiar with the natural world, and recognize both its diversity and its unity. Our science curriculum allows students to gather information, create and evaluate hypotheses, pose theories for understanding the universe in which we live, and communicate those theories to others. Students recognize that science is an intellectual and social endeavor, a means by which we prepare students for the relationships and responsibilities that go with the interactions of science, mathematics, technology, and society.

Mound City's science curriculum allows students to acquire the knowledge of the fundamental characteristics of matter and energy, acquire knowledge and understanding of the forces of nature and mechanisms that govern those forces, acquire an appreciation for their role in the environment and gain an understanding of how technology can impact human activities. Students also develop the fundamental knowledge of the earth's biosphere, atmosphere, lithosphere and hydrosphere. Students also: identify the traits and functions of living organisms and how they relate to their living and non-living environment, relate the composition and structure of the universe with the motions of objects within it, display higher order thinking skills and apply science to their everyday living environments, gather and analyze relevant

data using appropriate tools for measuring scientific inquiries, and are also able to use the scientific method of inquiry for analysis and evaluate information received from nature and society.

4. It is a goal at Mound City that all teachers implement research based instructional practices into their classroom. Teachers and administrators evaluate the effectiveness of current instructional practices and compare them to research based practices. Instructional strategies used include: team building, paired learning, cooperative learning, technology, performance events, multiple intelligences and hands on activities. Mound City R-2 teachers focus on using higher order thinking skills and many hands on opportunities to teach students. The use of technology is becoming an important teaching method. Teachers implement technology along with other researched based instructional methods to meet the needs of each student. Students seem to be excited about learning, when they are using the “school pad”, “smart boards” and creating PowerPoint presentations. The use of technology has allowed students to use higher order thinking skills and teach themselves. This creates a hands-on classroom where the teacher is the facilitator, and the student is the active participant thus improving student achievement.

Meeting the needs of each student is important at Mound City and can only be achieved by implementing and using many different instructional methods. Mound City also has an at-risk program that uses small group and one on one teaching to meet the needs of those students who are at-risk of failing. High student achievement is accomplished by the students being active participants, and the teacher facilitating instruction.

5. Mound City has developed a professional development program that’s foundation is grounded through learning communities and is complete with research-based practices, careful design, continual learning, and collaboration. It is a program driven by data and results in quality instruction for all students. The consistent improvement and high achievement results of students on the MAP test, and the last three years of perfect Annual Performance Report scores are a testament that the program is effective and appropriate.

The mission of the professional development program is to provide educational opportunities for teachers to improve instruction, resulting in higher student achievement. The professional growth activities are a cooperative effort involving teachers, administrators, and school board members.

As the professional development of Mound City has increased in its cohesiveness and effectiveness, quality teaching has been the outcome. Regularly scheduled staff development opportunities exist throughout the year for teachers to deepen their subject knowledge, instructional skills, and assessment strategies. Professional development is differentiated to meet the needs of each teacher, and it provides educators with the opportunity to meet, discuss, study and collaborate regarding changes that are being implemented. Instructional leaders, both teacher leaders and administration, participate in the learning community and seek to continuously improve skills while providing resources to promote sustained professional development.

Increases in student achievement have been possible because data was used to determine what areas needed changing. Evaluation of multiple sources such as drop out rate, graduation rate, attendance records, post high school education and MAP results is used to pinpoint curricular changes and areas of student performance that are weak. As changes are made, data are continually reviewed to see if instructional changes have had an impact on student achievement. Mound City’s professional development has produced consistent improvement and high achievement results on the MAP and APR. In the spring of 2003, Mound City was also honored as one of six schools in the state to receive the Commissioners Award of Excellence in Professional Development.

STATE CRITERION-REFERENCED TESTS-MATHEMATICS

Grade 10

Test Math

Edition/publication year Yearly Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic*	67%	50%	65%	53%	44%
% At or Above Proficient**	48%	15%	13%	12%	3%
% At Advanced	0%	0%	0%	0%	0%
Number of students tested	21	20	31	17	29
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>Free/reduced lunch</u> (specify subgroup)	N/A		N/A		
% At or Above Basic*		57%		50%	43%
% At or Above Proficient**		14%		0%	7%
% At Advanced		0%		0%	0%
Number of students tested		7		6	14
STATE SCORES					
% At or Above Basic*	44.5%	43.2%	39.9%	38.1%	54.8%
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient**	12.3%	12.7%	10.3%	9.7%	26.8%
% At Advanced	0.8%	1.0%	0.4%	0.5%	20.0%

*At or Above Basic Includes: Nearing Proficiency, Proficient and Advanced

** At or Above Proficient Includes: Proficient and Advanced

Missouri Achievement Levels (See Descriptors on Page 13 & 14.)

- Step 1
- Progressing
- Nearing Proficient
- Proficient
- Advanced

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 10 Test Math

Edition/publication year Yearly Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	97%	87%	81%	84.7%	75.3%
Number of students tested	21	20	31	17	28
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>Free/Reduced Lunch</u> (specify subgroup)	N/A	N/A	N/A	N/A	74.5%
Number of students tested					14

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

Missouri Assessment Program – Achievement Level Descriptors – Mathematics Grade 10

Advanced – Students: explain solutions in terms of language, diagrams, equations, and graphs; comprehend and evaluate visual representations in order to correctly solve problems; analyze complex problems that require the selection and use of appropriate geometric concepts; use appropriate geometric concepts to analyze complex problem situations; apply theoretical probability to real-world problems; analyze data and make a hypothesis using various statistical processes; interpret and analyze patterns and relationships represented in charts or tables; compare and contrast the real numbers and its properties with its various subsystems; form conclusions based on valid inductive and deductive reasoning; use appropriate measures of comparisons to analyze and describe the effects of parameter changes.

Proficient – Students: communicate mathematical processes; use formulas to solve problems; recognize reasonable answers in the context of the problem; demonstrate use of approximations and estimations; apply understanding of perimeter, area, volume, angle measure, capacity, weight, and mass; from given assumptions, deduce properties of and relationships between figures; solve real-life problems using scale drawings, similarity, congruence relationships, and transformations (reflections, translations, and rotation); interpret and summarize data from tables and graphs; determine simple and conditional probabilities to make predictions; apply appropriate statistical measures to make a decision in problem-solving situation; represent and/or solve real-life problems using mathematical expressions, equations, or inequalities; apply basic algebraic procedures to solve a system of equation; extend understanding and apply appropriate properties of real numbers and number theory concepts to solve real-life problems; apply recursion principle to solve application problems; solve application problems using networks and counting techniques; use tree and Venn diagrams to analyze and interpret data.

Nearing Proficiency – Students: distinguish between significant and extraneous data; identify and perform basic operations with integers; translate word problems into single-or multi- step problems using basic arithmetic operations; recognize correct transformations; apply synthetic and coordinate geometric representations; use and

convert basic measurement units; identify the effects of parameter changes on graphs; determine the appropriate statistical measures for a given situation; utilize the concept of random variable; determine whether a graph correctly represents a given set of data; identify an equation that describes given data; determine, extend, and describe a pattern; apply least common multiple and greatest common factor; solve problems involving simple networking; solve simple problems with combinations or permutations using lists of possibilities, tree diagrams, or the counting principle.

Progressing – Students: express and apply numbers in various forms, including commonly used fractions, percents, decimals, scientific notation, words, and standard form; simplify exponential expressions involving whole numbers; identify similarity and congruence in plane figures, determine perimeter, area, volume, and angle measures in simple applications, apply measures of central tendency, apply simple probability to given situations; organize and display data in graphical forms, locate relevant data in a table or chart and identify trends in the data; apply patterns and relationships in problem solving; find factors or multiples of rational numbers; demonstrate the concept of recursion; perform basic operations with matrices.

Step 1 - Students: perform basic operations on whole numbers; solve simple word problems using positive rational numbers; identify, describe, and draw basic geometric figures; use information from more than one table or graph to solve problems; find measures of central tendency; determine simple probability of given situations; solve simple equations using a replacement set; know and apply commutative, associative, distributive properties and properties of zero, one, and closure; apply simple counting techniques.

STATE CRITERION-REFERENCED TESTS-MATHEMATICS

Grade 11

Test Communication Arts

Edition/publication year Yearly Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic*	76%	90%	85%	73%	30%
% At or Above Proficient**	38%	24%	31%	31%	20%
% At Advanced	0%	0%	0%	0%	0%
Number of students tested	21	29	13	25	17
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>Free/reduced lunch</u> (specify subgroup)					
% At or Above Basic*	66%	100%	80%	100%	17%
% At or Above Proficient**	33%	33%	0%	40%	0%
% At Advanced	0%	0%	0%	0%	0%
Number of students tested	6	6	5	5	6
STATE SCORES					
% At or Above Basic*	64.6%	65.4%	66.2%	61.2%	61.7%
State Mean Score**	N/A	N/A	N/A	N/A	N/A
% At or Above Proficient	21.8%	23.7%	22.6%	22.8%	23.6%
% At Advanced	.4%	.7%	.3%	1%	1.3%

*At or Above Basic Includes: Nearing Proficiency, Proficient and Advanced

** At or Above Proficient Includes: Proficient and Advanced

Missouri Achievement Levels (See Descriptors on Page 16 & 17)

- Step 1
- Progressing
- Nearing Proficient
- Proficient
- Advanced

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 11 Test Communication Arts

Edition/publication year Yearly Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73%	71%	88.8%	66%	46.5%
Number of students tested	21	29	13	25	17
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>Free/Reduced Lunch</u> (specify subgroup)	N/A	N/A	N/A	N/A	N/A
Number of students tested					

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

Missouri Assessment Program – Achievement Level Descriptors – Communication Arts Grade 11

Advanced –Reading—In fiction and nonfiction, students: evaluate a variety of types of literary works; analyze literary elements; evaluate the reliability of sources; make complicated inferences and present perceptions and ideas regarding authorial choices; analyze and evaluate the effectiveness of problem-solving strategies and solutions from multiple perspectives; create organizers for analysis and presentation; **Writing**-students use vivid details to support a well-developed main idea; use advanced stylistic techniques; demonstrate a command of sentence structure and Standard English.

Proficient –Reading- In fiction and nonfiction, students: read to analyze a variety of types of literary works; create appropriate graphic organizers; develop and explain ideas to initiate research; evaluate accuracy of information and reliability of sources; evaluate relationships; use details to support inferences and predict outcomes; identify the process used by characters in recognizing and solving problems; identify problems and proposed solutions from multiple perspectives; evaluate effectiveness of problem-solving strategies and solutions; **Writing**-students: use clear organization; use relevant details, examples, and reasons as supporting evidence for developing main ideas; use transitional devices and precise language; attempt to show individual style and voice; demonstrate control of sentence structure and Standard English.

Nearing Proficiency –Reading-In fiction and nonfiction, students: comprehend a variety of types of literary works; apply context clues to determine underlying meaning; develop ideas to initiate research; identify author’s purpose and techniques; question the accuracy of information; discover relationships within and between texts, such as similarities and differences, figurative language, and cause and effect; create graphic organizers; identify problems, strategies, solutions, and consequences; explain reasoning used to make decisions; **Writing**-students: address a variety of purposes and audiences; demonstrate organization with evidence of a main idea and general supporting details; identify and apply rules of sentence structure and Standard English.

Progressing –Reading-In fiction and nonfiction, students: read and comprehend simple works; extract information to initiate research; compare accuracy of information and reliability of sources; identify characters, point of view, author’s purpose, main idea, and other basic literary elements; recognize patterns in information and organize using a provided form; make decisions and recognize consequences; **Writing**-students: address an intended purpose or audience; support main ideas with generalities only; demonstrate some organizational techniques; demonstrate beginning use of sentence structure and Standard English.

Step 1 – Reading-In fiction and nonfiction, students: extract information; recognize basic patterns; organize information using a provided form; use context clues to determine literal meaning; recognize problems; **Writing**-Students: address a topic; write with some evidence of purpose; respond in generalities; demonstrate a limited vocabulary; demonstrate minimal knowledge of sentence structure and Standard English (rules of grammar, usage, punctuation, spelling, and capitalization).