

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

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

Official School Name North Pontotoc High School
(As it should appear in the official records)

School Mailing Address 8324 Hwy. 15 North
(If address is P.O. Box, also include street address)

Ecu Mississippi 38841-9749
City State Zip Code+4 (9 digits total)

Tel. (662) 489-5612 Fax (662) 489-7068

Website/URL www.pcsd.k12.ms.us E-mail rflowers@pcsd.k12.ms.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. John A. Simmons
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pontotoc County Schools Tel. (662) 489-3932

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 Mr. Ken Roye
(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

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

1. Number of schools in the district: 2 Elementary schools
 2 Middle schools
 Junior high schools
 2 High schools
 1 Other (Briefly explain) – Vocational/Technical
- 7 TOTAL
2. District Per Pupil Expenditure: \$5,715.00
- Average State Per Pupil Expenditure: \$6,402.00

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. 1 Number of years the principal has been in her/his position at this school.
- 15 yrs 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
9	68	51	119
10	50	49	99
11	45	54	99
12	23	39	62
Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →			379

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>10</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 10 %

(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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	400
(5)	Subtotal in row (3) divided by total in row (4)	.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 1.23 %
5 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 34.3 %
130 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: 8.2 %
33 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> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 25 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> 6 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 24 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 0 </u>
Paraprofessionals	<u> 4 </u>	<u> 0 </u>
Support staff	<u> 3 </u>	<u> 0 </u>
Total number	<u> 36 </u>	<u> 2 </u>

12. Average school student-“classroom teacher” ratio: 1:16

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	96%	96%	96%	97%	95%
Daily teacher attendance	97%	96%	98%	96%	95%
Teacher turnover rate	8%	12%	16%	13%	6%
Student dropout rate	1%	1%	0%	0%	0%
Student drop-off rate	7.6%	4.1%	8.5%	0.8%	5.1%

Differences between the dropout rate and drop-off rate are due to the differences in calculations of the two measures. Dropout is calculated using school data compared to enrollment while drop-off rate is calculated using a true cohort group.

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

Graduating class size	<u>68</u>
Enrolled in a 4-year college or university	<u>4 %</u>
Enrolled in a community college	<u>72 %</u>
Enrolled in vocational training	<u>0 %</u>
Found employment	<u>19 %</u>
Military service	<u>1.5 %</u>
Other (travel, staying home, etc.)	<u>3 %</u>
Unknown	<u>.5 %</u>
Total	100 %

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

North Pontotoc High School of Ecu, MS, is focused on its mission of providing equal opportunity for all students to be educated to the extent allowed by their capabilities in academics, vocational training, and extracurricular activities. The 429 students reside in Ecu, Hurricane, Thaxton, Sherman, and the surrounding rural areas of Pontotoc County, which has a population of 27,475. The per capita income in 2002 was \$16,278. Fifty-eight percent of the workforce is employed in manufacturing; 42% is non-manufacturing. North Pontotoc achieved Level 5 state accreditation, the highest level, in the 1996-97 school year, and has maintained this level ever since. In 2002, 32% of the county population held high school diplomas, 17% had attended college, 6% had finished college, and 2% had graduate degrees. Of the North Pontotoc graduates of 2003, 72% enrolled in a community college, 4% enrolled in a four-year college, 19% obtained a job, and 1.5% entered the military.

Last year, six classrooms were added because of substantial increase in enrollment. Of the 34 North Pontotoc faculty members, seven have advanced degrees, and three have National Board Certification. The race/ethnicity of students is 9.8% African-American, 88.6% Caucasian, and 1.6% Hispanic. The student mobility rate for the past year was 10%. The district per pupil expenditure is \$5,715.00. Of the student population, 34.3% is eligible for free or reduced-price meals.

In Subject Area Testing in Spring 2003, North Pontotoc had the following standard scores: 387.1 in Algebra I, ranked first in the state for grades 9-12; 370.8 in American History; 375.6 in Biology; 351.1 in English II, ranked third in the state in the multiple choice section; 2.5 out of 3 on narrative writing, and 2.7 out of 3 on formative writing. All of these scores were well above the state mean. North Pontotoc eleventh grade students scored well on the Mathematics segment of the Functional Library Exam in the last year it was mandated by the Mississippi Department of Education. Of 104 tested, 19 had perfect scores, 97 passed, and 71 were above the state average. Even though Pontotoc County ranks in the lower 10% of per pupil expenditures in the state, student performance consistently ranks in the top 5% of state assessment scores.

The students, parents, community stakeholders, faculty, and administration are committed to the mission of the school. Evidence from collaboration endeavors reveal that areas of our strength lie in curriculum alignment with student achievement, assessment, team building, a clear and shared vision, and community support.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

North Pontotoc High School embraces the motto, “Striving for Excellence.” This commitment to student success is evident in many ways. Many school districts in the state of Mississippi look to us as a model for both academic success and stewardship of public funds. Pontotoc County Schools have consistently had one of the lowest per pupil expenditures while also enjoying the highest academic ranking in the state. The Mississippi Department of Education has published its assessment of public schools in the Mississippi Report Card. Pontotoc County Schools have received the highest ranking, Level 5, from 1997 to 2002. Beginning 2003, school level rankings were given, and North Pontotoc High School was awarded Level 5.

Data that reflects our academic achievement is provided from many different sources. The Mississippi Department of Education (MDE) mandates two groups of criterion-referenced tests, the Functional Library Examination (FLE) and the Subject Area Testing Program (SATP). The SATP has been and is currently used to establish criteria for measuring academic success in the Mississippi Accountability System. The FLE was used in the past and is in the process of being phased out. The FLE math test was used for graduation requirements.

The federal law, “No Child Left Behind” (NCLB), passed January 2001 places the focus on academic achievement through “Adequate Yearly Progress” (AYP). Mississippi’s accountability plan uses Algebra I and English II portions of the SATP to meet AYP requirements for reading and mathematics. Graduation rate is also used for the other indicators portion of AYP. North Pontotoc High School has met AYP for two years. Appendices A, B, and C will show the achievement of students with FLE mathematics and SATP Algebra I and English II. As demonstrated in the tables found in appendix A, B, and C, NPHS has scores that are greater than state average, and have ranked in the top ten to twenty-five percent of the state each year.

The Algebra I test measures “real world” algebra by having students use their knowledge and apply their skills to solve practical problems. Students may use calculators throughout the test, which assesses six areas of algebra: patterns, relations and functions; equations and inequalities; polynomials; formulas in problem solving; slope; probability. The English II test measures reading and language conventions. Students also write two essays and are graded using a rubric.

Because of the rubric grading, the writing portion of the English II test is not used for accountability. The scale score used in Algebra I and English II provides the student’s total test score. Beginning with the 2000-2001 school year, the raw score on the total test was converted to a total test scale score ranging from 100 to 500 with 300 being a passing score. This report compares the school mean scaled score to the state mean score and compares mean scores across the subgroups: economically disadvantage, race, and sex. (See appendices B and C). Due to the change of the test format 2000-2001, vertical comparison of the mean score is not applicable and test data was not provided by MDE for the 1999-2000 school year. Also due to the sensitive nature of identifying economically disadvantage students, data was not reported in some cases.

In the FLE mathematics and SATP, Algebra I and English II, scores were included for special education students whose individual educational plan specifies accommodations and modifications allowed under test parameters.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The academic success of North Pontotoc High School is in large part due to the analysis and articulation of assessment data. The test data is used to determine effective practices utilized, improve instructional focus, and to identify student needs. As the data is made available to the school district, administrators and instructional personnel then analyze it. The data is compared to past performance, yearly goals, and expected outcomes based on the implementation of new programs as well as teaching and learning strategies. The assessment data is analyzed in relation to the current instructional focus to determine if any modifications or adjustments are needed. Plans are made each year for professional development to include the interpretation of data as it relates to the effectiveness of current practices. Through staff collaboration, curriculum adjustments, teaching strategies, and future professional development will be made with the goals of improving instruction, addressing student needs, and thus improved assessment results. Students whose assessment results indicate a performance below district and state standards are targeted, and an intervention plan is designed to address the student's individual needs.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The Pontotoc County School Board is given the results of all Mississippi Assessment scores. During the school board meeting, an explanation of all assessment data is presented. Students are given assessment results during a homeroom class period. The scores are forwarded to parents from the school, along with an explanatory letter for interpretation. Parents are encouraged to contact the guidance counselor for help with assessment data interpretation. Individual parent conferences, as well as phone conferences are provided by the counselor and school administration. For the Subject Area Tests (SATP), parents have been invited to an evening meeting at the school. Copies of each student's scores are placed in their cumulative folders. Assessment data is communicated to students on a continual basis. Parents receive a progress report every 4 ½ weeks and a report card every 9 weeks. Parents are encouraged to schedule conferences in order to communicate and understand student performance. The school district provides a day each semester for parent/teacher conferences. State assessment data is published in local papers and posted in the hallways of the school. Data for all Mississippi schools is available at the Mississippi Department of Education website.

4. Describe in one-half page how the school will share its successes with other schools.

One of the honors for being recognized as an exemplary school is the opportunity to share our success with other school districts. One of the primary methods is through professional development. Whether working in a joint effort with another local school district or through scheduled Mississippi Department of Education professional development programs, our staff members have experienced the opportunity of working with other school districts with the primary goal of improving instruction and student performance. These activities are carried out

by recognized staff members whose credentials include National Board Certification, Mississippi Teacher of the Year, and/or Phi Delta Kappa Teacher of the Year. North Pontotoc High School has worked diligently to align its curriculum to the Mississippi Department of Education Frameworks. The sharing of an aligned curriculum, the philosophy, and the procedures for the continued development of district level curriculum is one of the most valuable contributions that can be made available to other school districts. Making workshops available to other school districts has fostered collaboration between schools for the betterment of students. North Pontotoc High School serves as a clinical lab school for the University of Mississippi and Blue Mountain College. Student teachers are given the opportunity to work with and gain knowledge from our NPHS staff members. As a result of these efforts, we not only improve present opportunities, but we help to prepare for future challenges.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

As evidenced in the three Top Priorities of the Student Handbook: 1. Students will achieve academically in the top 5% of students in the state of Mississippi, 2. North Pontotoc students will read on or above grade level, and 3. North Pontotoc students will graduate at a rate higher than 90%. Students attending North Pontotoc participate in an academic program that is both varied and challenging. All courses provide a curriculum based on high standards and high expectations. The emphasis on academic excellence begins in the Elementary School and continues through Middle School and High School. Students are encouraged to do their best and excel in all curriculum areas from the time they begin school until they graduate.

North Pontotoc High School currently offers students a choice of approximately 50 courses. These courses provide our students with academic skills, vocational preparation, social interaction, and skills to work with others in a team effort. Accelerated English is offered at each grade level. Upper level math and science courses are available for students. Emphasis is placed on students that are identified as at-risk students, to provide them with additional course work to prepare them for key subject area testing. These classes provide at-risk students with additional support and instruction to make sure they master core academic skills.

Spanish I and Spanish II are available for students as a foreign language. Some years Spanish III is offered for our more advanced Spanish students. The curriculums are based on the Mississippi State Frameworks and the National Standards for Foreign Language Learning. Students taking Spanish do projects using Spanish Web sites and then make presentations to the class.

Technology classes provide students with opportunities to develop computer and technology skills. Technology Discovery provides students with basic technological skills. Students may continue to develop technology skills in Computer Applications, Desktop Publishing, and Telecommunications. Students that are interested in obtaining more computer and technology skills are encouraged to attend the Career Center where classes focus on these skills.

The arts are well represented in the curriculum at North Pontotoc High School. Art, band, and choral music provide students with the skills necessary to perform and compete at the high school level. The band consistently receives superior rating at band competitions. Several art students have received awards and recognition at local and state art competitions.

By using test analysis and student performance data, North Pontotoc High School seeks to revise and adjust the curriculum to meet the needs of students. Students, parents, teachers, and community stakeholders have a voice in helping North Pontotoc High School meet the curriculum needs of students and meet our school goal of North Pontotoc students achieving academically in the top 5% of students in the state of Mississippi.

2. (Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English department at North Pontotoc High School works to accommodate all levels of learners. Each year for every grade, the more studious students are able to participate in Honors English. Students must maintain a ninety average for an entire year to qualify for enrollment and must be recommended by their previous English teacher. The school offers a learning strategies class for tenth graders who are weaker in the subject or have difficulty mastering certain objectives. This class was designed to help students who may struggle with the Mississippi English II Subject Area Test that students must pass to graduate. Fortunately, the class also enables students to acquire extra help throughout their tenth grade year because it acts as a tutoring service for students. Another way the English department attempts to accommodate all learners is through the use of *Classworks*, a software program especially designed to meet the needs of our students. *Classworks* enables students to improve vocabulary, reading comprehension, as well as, ACT/SAT skills. Through the use of this computer database featuring various lessons and exercises on general English objectives, students are provided the opportunity to improve in all areas of communication.

We also make a fervent effort to improve the reading skills of our students who do not read on grade level. Efforts are made before the beginning of each school year to identify these students through a series of departmental meetings. The English teachers examine test scores and past performance in order to recognize students who may have potential problems in reading. Students are then tested at the start of the school year using the STAR Reading program. This is a computer based testing program that identifies a student’s reading grade level through a series of multiple-choice questions. Once teachers have this information on hand, they are able to give students the extra help they so desperately need. Once reading levels are identified, a variety of programs are instituted to help students improve on their initial reading level. One of those programs is Accelerated Reader, a reading program designed to challenge students to read material that will advance their reading skills without leaving them feeling frustrated and unsuccessful. English students at North Pontotoc are required to read at least one novel of their choice per nine weeks that is on or slightly above their specified reading level. This program is instituted throughout the year and through testing students’ reading levels annually; we are able to track our progress in raising students to grade level.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The mathematics curriculum relates to essential skills and knowledge based on the school’s mission to provide equal opportunities for every student in academic, vocational, and extracurricular areas of school to the extent allowed by his/her capabilities. A wide variety of courses including Pre-Algebra, Algebra I, Geometry, Algebra II, Advanced Algebra, Trigonometry, Calculus, and Advanced Topics in Mathematics offers a diverse selection to meet the needs of all students based on their abilities, interests, and educational goals. The curriculum for each course follows the Mississippi State Framework and the National Council of Mathematics Teachers’ standards. Technology is incorporated into the curriculum of all mathematics courses through the use of graphing calculators and computers. A number of computer programs provide opportunities for review, application and remediation on

mathematics skills and objectives. One particular program, *Classworks*, is used by subject area teachers and transition teachers as a reinforcement tool, a reviewing method, and an assessment of skill mastery. It also aids teachers in remediation where necessary. The teacher/student ratio is kept to a minimum in order to facilitate individualized instruction, cooperative learning, peer tutoring, and remediation when necessary. Mathematics tutoring is available to all students in each course before school, during break, lunch, and after school. Professional growth and development opportunities are provided for mathematics instructors to share, discuss, and learn new subject knowledge and educational pedagogy. Each classroom instructor provides ample opportunity to connect the math curriculum to other disciplines and real world situations. Teachers use diverse instructional methods in class to encourage and support the critical and analytical thinking skills of all students.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teacher commitment to students and their learning define the instructional methods utilized. Teachers are asked to give careful consideration to individual differences of learners, monitor and adjust methodology, and make every effort to make knowledge accessible to students. Through professional development opportunities, teachers keep current with effective schools research and best practices about how students develop and learn. In the classroom, a wide variety of instructional methods including hands-on learning, integration activities, interactive lecture, whole group discussion, cooperative learning, peer teaching, and outside speakers are used. Technology is also incorporated into daily instruction. Lesson plans document that subject matter is integrated across disciplines and linked to real-world applications. Transition classes were established for Algebra I, Biology I, English II, and U.S. History for selected students. Tutoring is available for students having difficulty with subject matter at different times of the school day as well as before and after school. Interested students may also take courses at the Career and Technology Center in a variety of different areas. Students also have the opportunity to be student assistants in the elementary school. This gives these students a hands-on experience working with younger students and with teachers.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development is planned by a committee of high school faculty representatives. The committee works with the principal to plan professional development focusing on improving instruction and student achievement. As needs arise, special topics are also included into professional development planning. Student assessment data and teacher input are the primary considerations in the planning of professional development. The school calendar allots five days of professional development at the beginning of the school year, one day at the beginning of the second semester, and partial days once each semester. During the school year, each subject area department meets once a month to discuss issues that affect instruction and student achievement. School personnel are also encouraged to participate in conferences, workshops, and training that will impact instruction and student achievement. Faculty members frequently attend training sessions offered by the Mississippi Department of Education, Program of Research and Evaluation for Public Schools (PREPS), Mississippi TECH-PREP or any other professional training deemed worthy to help accomplish the school's mission. North Pontotoc High School

has two teachers and a counselor who are National Board Certified. This process is recognized as rigorous and intense professional development experience and is encouraged by the school district. The impact of professional development on instructional improvement and student achievement is evident in our schools profile, which shows our students consistently score in the top 5% on state assessments.

Criterion Reference Test Results

Appendix A

Test: Functional Literacy Exam – Mathematics

Publisher: NCS Pearson Inc.

All eleventh grade students were tested. Students not pursuing a regular high school diploma were excluded.

FLE Mathematics	2003	2002	2001	2000	1999
Testing Month - November					
Mississippi Statewide Data	266.6	266.8	266.8	263.6	265.0
North Pontotoc High School	273.2	275.9	282.8	275.7	280.9
Number of students tested	104	90	73	78	94
Percent of total students tested	98.1%	97.8%	93.6%	*	*
Number of students excluded	2	2	4	*	*
Percent of students excluded	1.9%	2.2%	6.4%	*	*
Subgroup Scores					
1. Race					
Black	270.1	246.2	278.4	240.4	241.1
% Blacks	10.6%	6.7%	11%	6.4%	9.6%
Hispanic	184.5	0	0	269.7	0
% Hispanic	1.9%	0	0	3.8%	0
White	275.5	278.1	283.3	272.6	285.2
% Whites	87.5%	93.3%	89%	88%	90.4%
2. Sex					
Male	276.1	278.6	281.6	268.1	278.4
% Males	53.8%	44.4%	38%	56%	40.4%
Female	269.9	273.8	283.5	275.2	282.7
% Females	46.2%	55.6%	62%	44%	59.6%
3. Economically Disadvantaged	272.1	280.5	284.9	265.6	272.2
% Economically Disadvantaged	25%	15.2%	25%	29%	17%

* Information Not Available

Criterion Reference Test Results

Appendix B

Test: Subject Area Testing Program
Algebra I

Publisher: Harcourt

All students who were enrolled in Algebra I and were required to pass the Algebra I SATP in order to graduate were tested.

SATP – Algebra I	2002-03	2001-02	2000-01
Month Tested - April			
North Pontotoc High School			
TOTAL	74	122	100
Mean Score	387.1	351.5	337.9
At or Above Minimal	100%	*	*
At or Above Basic	98.6%		
At or Above Proficient	87.8%		
At Advanced	47.3%		
Number of students tested	74	122	100
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
1. Economically Disadvantaged (Total # tested)	20	21	11
Mean Score	391.2	363	354.4
At or Above Minimal	100%	*	*
At or Above Basic	100%		
At or Above Proficient	85%		
At Advanced	50%		
2. Race			
Black (Total # tested)	5	10	6
Mean Score	392.6	350.7	321.5
At or Above Minimal	100%	*	*
At or Above Basic	100%		
At or Above Proficient	100%		
At Advanced	60%		
White	69	112	94
Mean Score	384.4	351.7	339.0
At or Above Minimal	100%	*	*
At or Above Basic	98.6%		
At or Above Proficient	87%		
At Advanced	46.4%		
3. Gender			
Female (Total # tested)	38	63	56
Mean Score	389.8	346.9	337.5
At or Above Minimal	100%	*	*
At or Above Basic	97.4%		
At or Above Proficient	86.8%		

At Advanced	44.7%		
Male (Total # tested)	36	59	44
Mean Score	389.8	356.5	338.5
At or Above Minimal	100%	*	*
At or Above Basic	100%		
At or Above Proficient	88.9%		
At Advanced	50%		
Mississippi Statewide Scores			
TOTAL			
State Mean Score	339.5	335.9	323.9

* Information Not Available – Proficiency levels were not available until 02-03.

Criterion Reference Test Results

Appendix C

Test: Subject Area Testing Program
English II

Publisher: Harcourt

All students who were enrolled in English II and were required to pass the English II SATP in order to graduate were tested.

SATP – English II	2002-03	2001-02	2000-01
Month Tested - April			
North Pontotoc High School			
TOTAL	100	99	74
Mean Score	351.1	342.6	311.9
At or Above Minimal	100%	*	*
At or Above Basic	90%		
At or Above Proficient	61%		
At Advanced	7%		
Number of students tested	100	99	74
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES			
1. Economically Disadvantaged (Total # tested)	25	19	8
Mean Score	355.8	341	314.9
At or Above Minimal	100%	*	*
At or Above Basic	88%		
At or Above Proficient	68%		
At Advanced	8%		
2. Race			
Black (Total # tested)	9	5	7
Mean Score	354.6	304.4	315.9
At or Above Minimal	100%	*	*
At or Above Basic	100%		
At or Above Proficient	56%		
At Advanced	0%%		
Hispanic (Total # tested)	1		
Mean Score	286		
At or Above Minimal	100%		
At or Above Basic	0%		
At or Above Proficient	0%		
At Advanced	0%		
White	90	94	67
Mean Score	350.8	344.7	311.5
At or Above Minimal	100%	*	*
At or Above Basic	90%		
At or Above Proficient	62%		
At Advanced	8%		

3. Gender			
Female (Total # tested)	50	54	46
Mean Score	353.9	347.9	317.1
At or Above Minimal	100%	*	*
At or Above Basic	92%		
At or Above Proficient	64%		
At Advanced	6%		
Male (Total # tested)	50	45	28
Mean Score	347.2	336.3	303.4
At or Above Minimal	100%	*	*
At or Above Basic	88%		
At or Above Proficient	58%		
At Advanced	8%		
Mississippi Statewide Scores			
TOTAL			
State Mean Score	328.9	321.4	304.7

* Information Not Available – Proficiency levels were not available until 02-03.