

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Senatobia Junior-Senior High School
(As it should appear in the official records)

School Mailing Address 221 Warrior Drive
(If address is P.O. Box, also include street address)

Senatobia MS 38668-2726
City State Zip Code+4 (9 digits total)

County Tate School Code Number* 6920-008

Telephone (662) 562-4230 Fax (662) 562-6659

Website/URL www.senatobia.k12.ms.us E-mail jbarrett@senatobia.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. Mike Flynn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Senatobia Municipal Tel. (662) 562-9411

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. DeWitt Hawkins
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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
 1 Middle schools
 1 Junior high schools
 1 High schools
 1 Other
 5 TOTAL
2. District Per Pupil Expenditure: \$5,507
 Average State Per Pupil Expenditure: \$6,402

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. 3 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	82	84	166
K				8	75	54	129
1				9	77	76	153
2				10	76	64	140
3				11	59	56	115
4				12	52	63	115
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							818

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 64 | % White |
| 35 | % Black or African American |
| 0.5 | % Hispanic or Latino |
| 0.5 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	52
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	92
(4)	Total number of students in the school as of October 1	818
(5)	Subtotal in row (3) divided by total in row (4)	.112
(6)	Amount in row (5) multiplied by 100	11.2

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 341

If this method does not produce an 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: 14 %
114 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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>94</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>3</u>	_____
Classroom teachers	<u>42</u>	_____
Special resource teachers/specialists	<u>8</u>	_____
Paraprofessionals	<u>2</u>	_____
Support staff	<u>4</u>	_____
Total number	<u>59</u>	_____

12. Average school student-“classroom teacher” ratio: 25:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	95 %	96 %	95 %
Daily teacher attendance	96 %	97 %	95 %	94 %	95 %
Teacher turnover rate	5.7 %	11.9 %	12.3 %	13.3 %	7 %
Student dropout rate (middle/high)	0 %	0.13 %	1.6 %	2.7 %	1.2 %
Student drop-off rate (high school)	35 %	33 %	27 %	21.6 %	22 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>90</u>
Enrolled in a 4-year college or university	<u>14</u> %
Enrolled in a community college	<u>54</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>7</u> %
Military service	<u>5</u> %
Other (travel, staying home, etc.)	<u>5</u> %
Unknown	<u>3</u> %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

The mission of Senatobia Junior/Senior High School is to provide a safe, secure environment that promotes optimal learning, respect, improvement, and motivation for students and staff. In working toward achievement of that mission, Senatobia Junior/Senior High School, located in a small town in northwest Mississippi, has enjoyed a climate of excellence from its beginnings. Students, teachers, parents, and community share a commitment to excellence.

With an enrollment of 818 students in grades seven through twelve, the small size of our school allows faculty members not only to know our students well but also to meet their needs. Faculty members are willing to work with their students before and after school, giving extra time to those who need help. Our counseling department works closely with the students to ensure that deadlines for test dates and college scholarships are met. Counselors also work one-on-one with those students who are having personal or academic problems. Our student body also enjoys the services of a certified librarian and a full-time school nurse.

Our students' school experience is enhanced by involvement in extracurricular activities. Our sports teams have a rich tradition, winning state titles in golf, football, baseball, softball, and both boys' and girls' basketball. The success of our athletic teams has been recognized by the state's largest newspaper as we are designated Mississippi's top 3-A school because of our records in the various sports.

Not only do our students excel on the athletic fields, but they also excel in music. Our high school band, which traditionally rates superior at annual band contests and clinics, has over one hundred members as they take the field at Friday night ballgames. Our seventh grade band with fifty-seven students enrolled and our eighth grade band with fifty-five students display their skills at pep rallies and at ballgames during the year.

In addition to the band program, SJHS/SHS has two other performance-based fine arts programs – gifted art and performing arts. Students must audition for both of these programs. While our artistically talented students consistently win local, state, and national recognition, our performing arts students showcase their vocal and thespian skills in both fall and spring productions.

Participating in club activities enriches the school experience of a large number of our students. They learn to give back to the community and to the world through service organizations and honor clubs. Through activities such as Red Ribbon Week, they join forces to fight against the evils of drug, alcohol, and tobacco abuse. Every student can find a club or organization to fit his/her talents and interests.

Though extra-curricular activities play a large role in the lives of our students, the academic program is still the priority. Since our state instituted levels of academic excellence, we have achieved Level 5, the highest level possible. For the past eight years, pupils at SJHS/SHS have demonstrated academic prowess by excelling at state-mandated tests in Algebra I, English II, U.S. History, and Biology. Here at Senatobia, the faculty and students believe in a tradition of excellence in every facet of school life; and we work toward that excellence every day.

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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Indicators of academic success are evident in a review of Senatobia Junior/Senior High School student performance on the Mississippi Curriculum Test (MCT) administered in grades 7 and 8 in the areas of reading, language and mathematics. Four years of MCT data presented in the following table reveals significantly improving scores in both grades and all three areas. Marked program success is noted in positive gains in both grades and all three areas with the greatest mean scale score gain in grade 8 math (+27.4); increased, sustained student achievement is noted with the greatest mean scale score gain in 2003-2004 reading (+18.7); language (+16.3); and, math (+43.3).

Senatobia Junior/Senior High School MCT MEAN SCALE SCORE COMPARISON

Grade / Area	2001	2002	2003	2004	Four Year Gain
Gr. 7 Reading	560.5	566.7	564.5	568.1	+7.6
Gr. 7 Language	563.4	563.5	570.9	583.6	+20.2
Gr. 7 Math	568.8	586.8	588.5	594.1	+25.3
Gr. 8 Reading	558.6	571.8	573.4	583.2	+24.6
Gr. 8 Language	561.6	573.6	579.8	586.2	+24.6
Gr. 8 Math	582.6	600.1	607.0	610.0	+27.4

An additional indicator of dramatic academic success is the percent of students scoring proficient or above the 2004 AYP goal:

Grade / Area	NCLB AYP Goal % Proficient	Senatobia Actual % Proficient	Number of Senatobia Students above Goal
Gr. 7 Reading	36%	79%	+55
Gr. 8 Reading	30%	68%	+51
Gr. 7 Math	19%	77%	+75
Gr. 8 Math	23%	71%	+64
Gr. 9 Algebra I	13%	91%	+18
Gr. 10 Algebra I	5%	77%	+32
Gr. 7 Language	30%	76%	+59
Gr. 8 Language	27%	69%	+56
Gr. 10 English II	16%	56%	+41

The Senatobia Junior/Senior High School participates annually in the Mississippi Assessment Program comprised of the Mississippi Curriculum Test (MCT) administered in grades 7 and 8 and end-of-course tests required in four high school subject areas: Algebra I, Biology I, English II, and U.S. History. Student performance on these assessments placed this school at Level 5 Superior Performing status, the highest state accreditation level awarded in both 2002-2003 and 2003-2004 school years. Additionally, this school met No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) goals in all subgroups both 2002-2003 and 2003-2004 school years.

Information on the state assessment system may be found at <http://www.mde.k12.ms.us/ACAD/osa/index.html> and <http://www.mde.k12.ms.us/account/RC4A/HTML/T6920008.HTM>.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

The administration, faculty and staff use assessment data to understand and improve student and school performance by conducting frequent formative and summative data analyses. Decisions by individual teachers and departmental teams are data driven, and consideration to the teaching / learning environment and process governs planning and delivery of the curriculum. In an effort to insure student achievement and program success, a monitor / adjust approach is employed to review student progress not only on state assessments but also on weekly and unit tests. Disaggregated data analyses are reviewed to determine reteach / retest decisions, curricular revisions, and professional development needs. Weekly lesson plans are written based on student performance and identified student needs, and monthly departmental meetings are scheduled to address data analysis issues.

Careful attention is given to assuring that instruction, curriculum, and assessment are aligned based on a review of assessment data. The administration and faculty consciously make use of these operational instructional management tasks: determine and communicate clearly to all students the defined learning outcomes which are to be assessed; define and develop curriculum content, structure, and articulation based on analysis of assessment data; establish and utilize criterion – referenced measures of student and program success; and establish record-keeping and reporting systems for student progress and program success. Teachers organize instructional delivery based on the performance capabilities and learning needs of students identified through a review of assessment data adjusting instructional time and learning opportunities to enable all students to reach outcome goals successfully. Teachers formally acknowledge and document student learning and success whenever they occur and modify the instructional program on the basis of documented student learning results and available data on instructional effectiveness.

Professional development topics and activities are identified through analysis of student achievement and program success and address specifically identified needs driven goals and objectives supporting the ultimate goal of the improvement of instructional planning and delivery for each teacher.

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

The school communicates student performance, including assessment data to parents, students and community in a variety of ways. Traditional individual student grade reporting, scheduled monthly, is supplemented with parent conferences on an as-needed-basis. Career planning conferences are scheduled each spring and include a formal review of individual portfolios containing data on student performance on course work and standardized assessments. Annual fall “open house” is scheduled to promote classroom and school visitation and observation. Teachers also communicate with individual parents via phone, e-mail, and letters. School counselors are available to conduct individual conferences to discuss and explain student performance on national and state assessments. Student planners are also utilized between the school and the home to communicate assignments and student progress. School and teacher websites are available to support communication and information sharing.

Aggregate student performance is communicated to the school community through school newsletters, memos, local newspaper articles and annually published school report cards. A brochure is prepared and distributed annually throughout the school and business community to describe state accreditation levels achieved and NCLB AYP performance. School personnel make presentations at local civic organizations to communicate school offerings, programs and performance.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Senatobia Junior/Senior High School maintains a strong academic tradition and reputation throughout the area and state. Administrators, teachers and staff serve on state committees and professional organizations as leaders and facilitators to communicate successes with other schools. Several individuals have been invited to represent Senatobia to present successful programs at national and state conferences. School officials and classroom teachers serve as leaders on local and state consortiums and have provided professional development and training to local schools and districts. The school is recognized by state universities as an approved student teacher cooperating site with proven supervising teacher mentors. Area school officials have visited professional development sessions at Senatobia, met with administrators and teachers and collaborated on projects and programming. Future plans include promoting professional activities for administrators and staff at the local, state and national levels, serving as a model site for practitioners and student teachers, and continuing related public relations.

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 core curriculum is an eligibility requirement in grades seven and higher).**

The Senatobia Junior/Senior High School offers a comprehensive curriculum with emphasis on rigor, relevance and relationship promoting life skills for post secondary education and/or the workplace. All content areas and disciplines address the concepts, skills, and objectives as outlined in the Mississippi Curriculum Frameworks and the curricular foundation. The academic areas of English, mathematics, science, and social science paired with the business and vocational-technical, fine arts, and physical education areas include offerings numbering in excess of 70 required and elective courses.

The English department offers accelerated sections of grades 7 and 8 English and English I-IV courses, as well as AP English, The Novel, and mythology. Spanish is available as an eligibility requirement in grades 7 -12 as a foreign language with emphasis on conversation, grammar, and culture. A compensatory reading/language arts course serves eligible students. To date, 100% of Senatobia students have passed the state required end-of-course English II subject area test and reading / writing subtests of the state required Functional Literacy Exam.

The mathematics department offers a sequence curriculum from grades 7 – 8 arithmetic through pre-algebra to trigonometry and AP calculus. Science offerings include numerous courses in the physical sciences, biological sciences and chemistry with advanced placement coursework. To date, 100% of Senatobia students have passed the state required end-of-course Algebra I and Biology I subject area tests.

Social sciences offerings include courses in geography, history, government and economics with advanced placement course work. The social science department reflects a 99.9% passing rate on the state required end-of-course U.S. History test.

The fine arts are represented in the curriculum with choral and instrumental music programs, as well as drama and visual art courses. Business and vocational-technical course offerings add to a balanced curriculum. Career discovery, computer discovery, and tech discovery courses guide students into life choices and the acquisition of life skills. Fine arts students are noted for successful local performances and high awards in area and state competitions; vocational-technical students excel in state competitions as well.

The spectrum of student needs is further addressed with programming and courses for IDEA eligible students. IEP’s are developed for students pursuing a high school certificate or an occupational diploma, and a significant number IDEA eligible students receive a traditional high school diploma. Intellectually and artistically gifted eligible students are provided opportunities in curriculum compacting, mentorships, and/or concurrent enrollment. These students annually win area and state competitions.

The SHS WARRIORS are multi year winners of the CLARION LEDGER ALL SPORTS 3A AWARD given to the high school with the best overall athletic program. The SHS WARRIORS have captured STATE 3A CHAMPIONSHIPS in football, baseball, cheerleading, golf, girls’ softball, and both girls’ and boys’ basketball.

- 2b. (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 ability to read is an essential life skill and extensive efforts are made to identify and address student needs in the area of reading. All Senatobia students are involved in the Accelerated Reader Program which enables teachers to help students identify student independent reading levels, set individual reading goals, and maintain a record of reading acceleration. Those students who demonstrate abilities to read and comprehend beyond grade level are afforded exposure to literature and textual non-fiction in preparation for post secondary educational opportunities. Compensatory reading is offered at every grade level to provide diagnostic / prescriptive activities in an integrated language arts real-life format. Instruction for the at-risk reader is supported with the use of Academy of Reading software program. Students at the secondary level who are experiencing reading difficulties are afforded a curriculum with specific instruction in habits of the mind in the areas of critical, creative, and self-regulated thinking.

- 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 Social Studies Curriculum at Senatobia Junior/Senior High School is based on the curriculum framework provided by the Mississippi Department of Education. Our standards and instruction reflect the school’s mission to provide educational opportunities that will prepare our students to face challenges in the future and to lead successful lives. Textbooks are selected for each course to match the curriculum while still catering to varied learning styles. Students are tested in English classes to determine their individual learning style. This information is then disseminated to all teachers. The Social Studies Department, in conjunction with other departments, then individualizes instruction based on the learning styles of its students. In addition to varied instruction in all classes, minimal/low achievers in World History are targeted for future monitoring in United States History classes the following year. These students will be considered “at risk” and will be provided with remediation through small group tutoring or placement in a compensatory class in order to better prepare them for the subject area test in United States History. Students who need or want more challenging coursework may take Advanced Placement United States History. This course provides considerably more difficult class work and places more emphasis on higher order thinking skills. These diverse instructional methods have proven successful as shown by our pass rate of 100% on the subject area test in United State History during the 2003-2004 school year.

The administration at Senatobia Junior/Senior High School encourages teachers to attend professional development opportunities to promote better teaching. The Social Studies faculty is made up of experienced teachers, those who have advanced degrees and those who serve on local and state committees. Our teachers are committed to preparing our students to become successful and to be ready for future challenges.

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

The faculty of Senatobia Junior/Senior High School demonstrate a commitment to the success of their students by employing a wide variety of instructional methods designed to meet different learning styles. Each year the students are given an assessment to determine which style best suits the student. Teachers plan lessons based on the individual differences in learning styles so all students have an opportunity to learn in the manner most conducive for that individual. Some of the ways teachers

accommodate differences are through hands-on learning, lab activities, cooperative learning groups, whole group lecture and discussion, integrated activities, peer tutoring, projects, technology, outside speakers, and field trips. The junior high teachers use the Follow-the-Leaders program, a computerized instruction that assesses what weaknesses students have and provides individualized instruction in those areas. It is also used for enrichment for students who can attain beyond the standard curriculum. The English teachers use the Accelerated Reader program to enhance the reading skills of their students. After school tutoring is provided in Algebra I for students who need extra help. Compensatory classes are offered for students needing extra help while enrolled in Biology I, English II, and U.S. History. Preparatory classes are provided for select students going into Algebra I, Biology I, English II, and U. S. History. Through staff development, the departments look at strengths and weaknesses to plan instruction to improve the areas of weakness and build on the strengths. Teachers delve deeper into various strategies for improving instruction through a staff development study known as “Habits of Mind.” A committee of teachers serves on the teacher support team to help plan interventions for students who are having difficulty in particular areas.

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

The Senatobia Junior/Senior High School plan for professional development is structured to ensure all staff needs are taken into consideration and that all discipline areas are addressed inclusively. The administration and faculty recognize that accountability, higher public expectations, and educational competition require the school to ensure that their employees have the most up-to-date knowledge and skills. School officials further acknowledge that recent and emerging research, which was not available to most teachers, yields new findings on learning and teaching; and, that without rigorous and sustained professional development, teachers will be unable to adequately prepare their students for successful performance on the national standards and correlated assessments. Consequently, the school encourages professional development experiences through the district / school collective approach and through an individually approved self-selected method.

The plan includes at a minimum: (1) specifically identified needs-driven goals and objectives supporting the vision of the district / school; (2) evidence of collaborative planning and implementation to establish local curriculum standards and revise instruction to include classroom or real – life situations, to elicit actual student performance, to measure strategies or processes, and to integrate processes with knowledge; (3) high quality training and support activities allowing teachers to work successfully together in studying and applying educational research and practice to improve their teaching and impact student achievement; and, (4) structured administrative monitoring procedures for the on-going analysis, evaluation, and reporting of activity and program implementation.

The school administration, faculty and staff are participating in the first year of a multi-year project of training and support activities in the areas of research based strategies for increasing student achievement and habits of the mind (Marzano, *et al*).

Consideration of rigor, relevance and relationship is addressed in professional development activities encompassing lesson planning and delivery. Infusion of technology in the classroom is a primary topic in developing hands-on, constructivist approaches to teaching and learning. Student learning styles and characteristics of the effective teacher are additional topics being addressed.

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 7 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	96	95	96
% At or Above Proficient	88	80	81
% At Advanced	24	29	28
Number of students tested	117	122	119
Percent of total students tested	95	90.44	82.6
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	97.6	97.3	95.1
% At or Above Proficient	91.4	87.4	86.6
% At Advanced	28.4	36.8	37.8
Number of students tested	81	81	82
2. <u>Black</u>			
% At or Above Basic	91.6	90.2	97.3
% At or Above Proficient	80.5	63.4	67.6
% At Advanced	11.1	12.2	5.4
Number of students tested	36	41	37
3. <u>Economically disadvantaged</u>			
% At or Above Basic	94.4	88.6	94.7
% At or Above Proficient	86.1	61.3	71.0
% At Advanced	11.1	22.7	10.5
Number of students tested	36	44	38
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	97.6	99.5	97.3
% At or Above Proficient	90.1	88.6	86.2
% At Advanced	28.8	31.6	36.8
Number of students tested	81	78	81
STATE SCORES			
% At or Above Basic	86.2	84.3	81.5
% At or Above Proficient	62.5	62.3	59.3
% At Advanced	16.0	16.9	14.6

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 8 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	95.9	94.8	92.8
% At or Above Proficient	79.2	68.7	63.6
% At Advanced	27.5	17.4	18.8
Number of students tested	117	122	119
Percent of total students tested	95	86.4	78.7
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	98.8	96.0	95.7
% At or Above Proficient	88.5	78.6	71.8
% At Advanced	35.9	21.3	22.5
Number of students tested	81	81	82
2. <u>Black</u>			
% At or Above Basic	90.3	92.5	83.3
% At or Above Proficient	61.0	50.0	41.6
% At Advanced	9.8	10.0	8.3
Number of students tested	36	41	37
3. <u>Economically disadvantaged</u>			
% At or Above Basic	91.3	89.1	80.0
% At or Above Proficient	67.4	43.2	40.0
% At Advanced	10.9	10.8	5.0
Number of students tested	36	44	38
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	98.6	97.5	96.1
% At or Above Proficient	86.1	80.8	69.8
% At Advanced	37.5	20.5	22.4
Number of students tested	81	78	81
STATE SCORES			
% At or Above Basic	83.6	80.9	75.2
% At or Above Proficient	61.6	56.7	48.4
% At Advanced	16.2	10.9	12.2

STATE CRITERION-REFERENCED TESTS

Subject Language Grade 7 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	100	98	99
% At or Above Proficient	84	73	74
% At Advanced	34	23	13
Number of students tested	117	122	120
Percent of total students tested	95	85.4	87.6
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	100	98.8	98.9
% At or Above Proficient	86.4	76.6	76.9
% At Advanced	40.7	27.2	15.9
Number of students tested	81	81	82
2. <u>Black</u>			
% At or Above Basic	100	97.6	100
% At or Above Proficient	77.8	68.3	68.4
% At Advanced	16.7	14.6	7.9
Number of students tested	36	41	38
3. <u>Economically disadvantaged</u>			
% At or Above Basic	94.4	97.7	100
% At or Above Proficient	86.1	63.6	50.0
% At Advanced	11.1	22.7	2.6
Number of students tested	37	44	38
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	97.6	98.8	98.8
% At or Above Proficient	90.1	79.8	85.4
% At Advanced	28.8	24.1	18.3
Number of students tested	80	78	82
STATE SCORES			
% At or Above Basic	94.7	91.7	89.7
% At or Above Proficient	63.9	51.9	50.7
% At Advanced	19.4	12.1	9.6

STATE CRITERION-REFERENCED TESTS

Subject Language Grade 8 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	99	98	99
% At or Above Proficient	79	74	59
% At Advanced	24	20	21
Number of students tested	119	115	95
Percent of total students tested	95	86.5	78.7
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	100	98.7	100
% At or Above Proficient	84.6	82.7	66.2
% At Advanced	28.2	28.0	23.9
Number of students tested	78	75	71
2. <u>Black</u>			
% At or Above Basic	97.6	100	91.7
% At or Above Proficient	68.3	60	37.5
% At Advanced	14.6	5.0	12.5
Number of students tested	41	40	24
3. <u>Economically disadvantaged</u>			
% At or Above Basic	97.8	100	90
% At or Above Proficient	73.9	54.1	30.0
% At Advanced	17.4	2.7	0.0
Number of students tested	46	37	20
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	100	98.7	100
% At or Above Proficient	83.4	84.6	65.8
% At Advanced	29.2	28.2	26.3
Number of students tested	73	78	75
STATE SCORES			
% At or Above Basic	94	92.5	90.5
% At or Above Proficient	51.4	53.3	43.6
% At Advanced	10.7	10.4	9.5

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 7 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	90	87	87
% At or Above Proficient	84	75	69
% At Advanced	48	42	38
Number of students tested	117	121	121
Percent of total students tested	95	85.4	88.3
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	93.8	97.6	89.2
% At or Above Proficient	88.9	84.0	75.9
% At Advanced	60.5	53.1	44.6
Number of students tested	81	80	83
2. <u>Black</u>			
% At or Above Basic	83.3	68.3	84.2
% At or Above Proficient	75.0	61.0	55.3
% At Advanced	19.4	22.0	23.7
Number of students tested	36	41	38
3. <u>Economically disadvantaged</u>			
% At or Above Basic	88.9	75.0	79.0
% At or Above Proficient	83.3	65.9	57.4
% At Advanced	44.4	29.5	15.8
Number of students tested	36	44	38
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	92.6	94.9	91.5
% At or Above Proficient	86.3	82.2	79.5
% At Advanced	50.0	50.6	48.2
Number of students tested	81	77	83
STATE SCORES			
% At or Above Basic	70.6	70.0	64.8
% At or Above Proficient	53.7	53.0	45.4
% At Advanced	29.5	23.1	20.7

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 8 Test MCT

Edition/Publication Year 2001 – 2002 Publisher McGraw Hill

	2003 - 2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	95	94	88
% At or Above Proficient	80	67	62
% At Advanced	37	31	34
Number of students tested	119	115	97
Percent of total students tested	95	86.5	79.5
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White</u>			
% At or Above Basic	98.7	96.0	91.5
% At or Above Proficient	85.9	74.7	69.0
% At Advanced	43.6	42.7	40.8
Number of students tested	78	75	71
2. <u>Black</u>			
% At or Above Basic	87.8	92.5	75.0
% At or Above Proficient	68.3	55.0	37.5
% At Advanced	22.0	10.0	12.5
Number of students tested	41	40	26
3. <u>Economically disadvantaged</u>			
% At or Above Basic	93.5	91.8	75.0
% At or Above Proficient	67.4	51.3	30.0
% At Advanced	28.3	16.2	10.0
Number of students tested	46	37	20
4. <u>Non-economically disadvantaged</u>			
% At or Above Basic	97.2	96.2	90.9
% At or Above Proficient	88.9	75.7	69.8
% At Advanced	43.1	38.5	39.5
Number of students tested	71	78	77
STATE SCORES			
% At or Above Basic	82.3	72.9	69.8
% At or Above Proficient	59.7	48.1	45.6
% At Advanced	23.7	20.8	17.2

STATE CRITERION-REFERENCED TESTS

Subject Algebra I Grade 8 - 12 Test Algebra I

Edition/Publication Year 2001 – 2002 Publisher Harcourt

	2003 - 2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	99.0	94.2	96.4
% At or Above Proficient	79.2	66.7	63.1
% At Advanced	30.6	19.6	11.9
Number of students tested	110	102	84
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Basic	98.8	97.1	98.6
% At or Above Proficient	84.5	78.0	67.2
% At Advanced	36.4	26.5	12.9
Number of students tested	76	66	69
2. Black			
% At or Above Basic	100	88.2	85.7
% At or Above Proficient	66.7	44.1	42.8
% At Advanced	15.2	5.9	7.1
Number of students tested	33	30	12
3. Economically disadvantaged			
% At or Above Basic	99.9	90.9	81.9
% At or Above Proficient	66.6	40.9	45.5
% At Advanced	12.1	4.5	0.0
Number of students tested	33	20	10
4. Non-Economically Disadvantaged			
% At or Above Basic	98.8	95.1	98.7
% At or Above Proficient	85.8	73.8	65.8
% At Advanced	39	23.8	13.7
Number of students tested	76	76	72
STATE SCORES			
% At or Above Basic	90.7	81.9	79.3
% At or Above Proficient	54.5	44.7	41.9
% At Advanced	18.4	14.2	11.0

STATE CRITERION-REFERENCED TESTS

Subject English II Grade 10 Test English II Multiple Choice

Edition/Publication Year 2001 – 2002 Publisher Harcourt

	2003 - 2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Basic	89.5	79.7	70.9
% At or Above Proficient	54.3	48.0	41.8
% At Advanced	10.5	4.1	14.6
Number of students tested	105	123	103
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Basic	93.3	92.9	84.5
% At or Above Proficient	64.0	66.7	51.2
% At Advanced	13.3	6.0	17.9
Number of students tested	75	84	78
2. Black			
% At or Above Basic	80.0	51.3	28
% At or Above Proficient	26.7	7.7	12.0
% At Advanced	3.3	0.0	4.0
Number of students tested	30	39	25
3. Economically disadvantaged			
% At or Above Basic	82.2	53.6	33.3
% At or Above Proficient	28.6	3.6	16.6
% At Advanced	0.0	7.1	8.3
Number of students tested	28	28	24
4. Non-Economically disadvantaged			
% At or Above Basic	92.1	87.4	82.3
% At or Above Proficient	64.5	59.0	49.4
% At Advanced	14.5	3.2	16.5
Number of students tested	76	95	79
STATE SCORES			
% At or Above Basic	75.2	67.3	57.5
% At or Above Proficient	38.6	34.7	28.3
% At Advanced	4.7	5.8	3.9