

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

---

Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Dwane Taylor

Official School Name: Southeast Lauderdale High School

School Mailing Address:  
2362 Long Creek Road  
Meridian, MS 39301-9319

County: Lauderdale    State School Code Number\*: 251-935

Telephone: (601) 483-5501    Fax: (601) 483-6347

Web site/URL: http://www.lauderdale.k12.ms.us/seh/index.html    E-mail: dtaylor@lauderdale.k12.ms.us

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Randy Hodges

District Name: Lauderdale County School District    Tel: (601) 693-1683

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Pam Frazier

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## 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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 4         | Elementary schools (includes K-8) |
| 4         | Middle/Junior high schools        |
| 4         | High schools                      |
| 0         | K-12 schools                      |
| <b>12</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 6141

**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.

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			0	6			0
K			0	7			0
1			0	8			0
2			0	9	53	52	105
3			0	10	49	56	105
4			0	11	56	57	113
5			0	12	45	41	86
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>409</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
40 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
59 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.015
(6)	Amount in row (5) multiplied by 100.	1.467

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish (Note: Because there are only 2 Non-English speaking students, the % automatically defaulted to 0%).

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 240

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 free and reduced-price school meals 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: 12 %

Total Number of Students Served: 48

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>29</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>42</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	94%	96%	95%	95%
Daily teacher attendance	76%	78%	72%	96%	83%
Teacher turnover rate	1%	10%	13%	36%	22%
Student dropout rate	3%	3%	3%	4%	5%

Please provide all explanations below.

In 2007-08, there were more absences due to illness. From 2004 through 2006, a significant number of teachers retired who had been employed for, in some cases, 30 years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	74
Enrolled in a 4-year college or university	15 %
Enrolled in a community college	63 %
Enrolled in vocational training	4 %
Found employment	5 %
Military service	6 %
Other (travel, staying home, etc.)	5 %
Unknown	2 %
<b>Total</b>	<b>100 %</b>

## PART III - SUMMARY

---

In 1962, several underfunded rural community schools, each serving grades one through twelve, merged into what are now Southeast Lauderdale High School, Southeast Lauderdale Middle School, and Southeast Lauderdale Elementary School. Located outside of Meridian in east central Mississippi, Southeast Lauderdale High School (hereafter referred to as Southeast) is one of four high schools serving the Lauderdale County School District.

School and church centered, the community's socioeconomic demographic ranges from the underemployed to the small business owner to the professional. From this broad spectrum come the many good people doing good things that translate into the hope that educational success offers.

For Southeast, reaching "Star School" status represents the commitment of the community, the Lauderdale County School District, the Southeast administration, the Southeast professional and support staff, and most of all the Southeast student body. For those students, establishing a tradition of high performance on state assessments is opening the doors to accomplishment and leadership that had once been sealed by under performance, rancorous social change, and poverty.

The wakeup call came one day in 1995 when the Lauderdale County School District found itself ranked 152 out of 153 school districts in Mississippi. This stark reality jolted the school district administration into forging a partnership with such local resources as the Meridian Community College Foundation, the Phil Hardin Foundation, the East Mississippi Business Development Corporation, and individual community leaders to identify needs and to employ data driven best education practices in order to emerge from this formidable educational deficit. The result is the current "High Performing" ranking of the Lauderdale County School District and the "Star School" designation of Southeast. Although this designation could present the temptation to accept this pinnacle as a "we have arrived moment", the Southeast administration sees it only as the beginning of the journey to the ever more rigorous educational destination that will allow emergence from the tunnel of poverty that 60% of the student body faces.

To that end, the mission remains fully charged: all students can achieve and can become the lifelong learners and the responsible citizens so valuable to a community. The administration will continue to employ a three pronged approach to the current and coming challenges: an open door policy of communication with parents and students, a commitment to provide teachers and support staff with professional development tools to facilitate curriculum founded on sound educational practices, and a commitment to provide a safe and nurturing educational environment for the student body. This approach allows the implementation of a program that targets dropout reduction, improves academic rigor, encourages greater participation in advanced placement and dual enrollment courses, pushes the level of performance on the ACT to national averages or above, and provides measurable readiness for post secondary vocational and academic experiences.

The administration, faculty, and support staff of Southeast have a vested interest in the success of the student body not only from a professional standpoint but from a personal standpoint as well. Of the classroom teachers presently employed, 43% graduated from Southeast and of the faculty and support staff 70% have children or grandchildren who have attended or currently attend Southeast or its feeder schools.

Therefore, while such designations as "Star School" by the Mississippi Department of Education and the "Value Added" award from the educational consortium Program of Research and Evaluations for Public Schools are nice, they are not the end. They are simply part of the fuel that allows the journey to progress.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

The Mississippi Assessment and Accountability Reporting System offers the instrument that moves the state toward national average performance. The accountability system includes an achievement component, a growth component, and a graduation/dropout component. The Quality of Distribution Index (QDI) is used to measure achievement. The QDI is sensitive to changes in the distribution of student performance on state assessments. Additionally, the QDI measures the distribution of student performance on state assessments around the cut points for basic, proficient, and advanced performance. (The previous information was obtained from the Mississippi State Department of Education by accessing [http://www.mde.k12.ms.us/accred/2009\\_Board%20Accountability.pdf](http://www.mde.k12.ms.us/accred/2009_Board%20Accountability.pdf)).

At Southeast, assessment results become a tool to identify needs and to address weaknesses. For example, in Algebra I grade ten testing from 2005-06 to 2008-09, tested students falling in the Free and Reduced Lunch subgroup increased scores from 83% to 95% proficient and advanced with 47% of those advanced. In addition, the percent of African American Algebra I students testing advanced improved from 33% in 2005-06 to 50% in 2008-09.

The English II grade ten assessment data for the Free and Reduced Lunch subgroup showed an increase from 41% in advanced and proficient in 2005-06 to 56% in 2008-09 with only 9% of those advanced. Further, African American students improved from 39% proficient and advanced in 2005-06 to 56% in 2008-09.; however, the increase in advanced was marginal improving from a low of 4% in 2005-06 to 9% in 2008-09. Caucasian students saw only a 9% increase in proficient and advanced from 2005-06 to 2008-09 and an 8% increase in the advanced level. Even though the data point out upward trends in English and reading skills, the gap between actual performance and desired performance is still dramatic across the board. The information provides the impetus to direct resources and to make curriculum adaptations which employ differentiated learning styles that will address the specific needs of the students identified in the data.

That aside, a look at the test data does not reflect the academic pride that Southeast students have developed since the commitment to state and national standards began. Southeast students are competitive with each other and with other students in the district. They want to have the highest test scores. To fuel that spirit, Southeast employs a reward system for students who score 400 or higher on a state subject area test and who have a composite average of twenty-one or higher on the ACT. Such incentives as t-shirts, cafeteria privileges, and free admission to some sporting events are examples of the reward system that has motivated students to success. In addition, they are seizing opportunities that they have never pursued before. Over the past four years, the percent of juniors taking the PSAT increased from 1% to 15%; as a result, scholarship opportunities have increased and the class of 2010 has produced the first ever National Merit Finalist for Southeast. Moreover, the class of 2009 earned \$303,000 in scholarship offers, doubling the total of the prior year. During the spring of 2009, students took Advanced Placement exams with impressive success. Southeast students compete successfully for leadership opportunities like Leadership Lauderdale, Governor's School, the East Mississippi Electric Power Association Youth Tour, etc. Test data cannot measure this shift in tone.

### 2. Using Assessment Results:

When viewing the test data, the leadership identifies weaknesses, evaluates current intervention programs, and identifies students who have or have not closed the achievement gap. They closely examine what instructional strategies teachers were using to help students and assist in implementing successful strategies throughout the curriculum.

One of the critical objectives is to find students who are not testing well and target them for remediation. The tier process is implemented by a committee which meets every two weeks. The three tier process model is a comprehensive student assessment process which allows for a problem solving approach using the input of teachers to help solve problems. The tier committee reviews recommendations from teachers, as well as computer generated reports, to monitor student progress and make changes to student remediation programs as needed. This model has already assisted in the reduction of the dropout rate from 5.6% in 2004 to 2.9% in 2009.

In the curriculum, students who have tested poorly on previous tests in earlier grades are encouraged to take a remediation class before entering a state tested subject area. If a student enters a state tested subject and does not seem to be performing well within the first 3 weeks, the student is given the opportunity to drop the state tested class and enroll in the remediation class.

Allowing students time for remediation through tutorial classes where they can have one on one time with teachers has been extremely beneficial. Teachers hold review classes for one week prior to state subject area tests, and this too has proven to be an effective method for providing increased self confidence for students facing the testing process.

### **3. Communicating Assessment Results:**

To communicate test results in summary, Southeast relies on print and broadcast media along with online sites. Individualized communication comes through student/teacher and parent/teacher conferences. Combining these methods ensures that all affected parties are aware of school progress on all levels.

The local television, radio, and print media sources give Southeast the time or space needed to promote school announcements. They promote school achievements willingly because they understand the value of successful schools in creating a vibrant community, socially and economically.

The district website, <http://www.lauderdale.k12.ms.us/curriculum.htm>, contains information regarding the state test results for all schools in our district. Parents and other individuals are able to compare schools within the district to state assessment guidelines. School system report cards also track performance annually.

Individual student reports are given to the students when test scores are received. The teachers explain to the students how to read the score sheets and answer any questions from students. The students take the sheets home to their parents. Students and/or parents have the opportunity to meet with the school counselor to discuss any questions they may have concerning their results or preparation for future tests.

Parent teacher conference days are held upon request and on designated days throughout the school year. Teachers stay longer on those days so that parents who work until late in the afternoon still have an opportunity to meet with their child's teacher. Copies of student work and test scores are available for review, and the teachers are able to inform parents in more detail about how their child is performing individually and how the child is performing relative to the class average.

Finally, early in the year, teachers identify students who did not perform well on the state subject area assessment. For these students, the school administration schedules individual parent conferences. This initiative is vital to academic achievement. Parents are apprised of opportunities the school provides for student remediation, and students are encouraged to make good use of the opportunities afforded them.

#### 4. **Sharing Success:**

The Mississippi Department of Education recently instituted a new system of accreditation which ranges from failing to high performing. The new system bases its achievement rate on assessments, student growth, and graduation rate. The high performing schools are categorized further in that schools with appropriate or outstanding academic gains may be named "Star Schools". To become a "Star School", a school must have a QDI of 200 or more, meet appropriate or outstanding academic gains, meet adequate yearly progress, and meet academic growth. Southeast's goal, of course, is to maintain that pinnacle of "Star" school status. As a result, teachers, students, and parents combined forces to create that success. Long hours of teacher preparation, hard work, individual student/teacher sessions, and informative parent conferences provide the foundation essential for that success.

With success comes opportunity. Becoming a "Star School" has provided an opportunity for Southeast's teachers to go into other schools and speak about their methods of instruction. The school district has given teachers from Southeast the occasions to speak out about what they believe to be the keys to student success and achievement.

On occasion, teachers from other schools in the district have come to the Southeast campus to observe teaching methods. This has been very helpful to all since the district is now implementing a pacing guide and universal testing process that will help monitor student achievement more closely. Visiting teachers ask questions and obtain copies of lesson plan ideas that they may use in their classroom.

Southeast's principals attend weekly collaborative meetings held at the district office. Principals from all county schools are able to brainstorm ideas for improving student achievement and provide input to district leaders regarding what is and is not working at the classroom level.

At Southeast, the staff realizes that knowledge is power and is the only effective means of improving the quality of life for this community. By sharing this knowledge with other teachers, and vice versa, then all students will excel. The administration and faculty at Southeast continue to seek new and innovative means of teaching and will continue to share gained knowledge not only with teachers in the Lauderdale County School District but with any teacher who seeks to improve their method of instruction through strategic research based decision making.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Within the construct of the Mississippi State K-12 Curriculum Frameworks 2006-08, the Southeast curriculum provides ever more rigorous academic experiences for students that prepare them for all forms of post-secondary educational options and for the work force. Adapting Norman Webb's Depth of Knowledge levels to all curriculum areas allows for designed and measureable learning. Adding this four level depth of knowledge approach to the tier model of instruction and tutorials provides a broader opportunity to close the achievement gap further between Mississippi and the nation.

**Language arts** focuses on learning objectives and experiences that make success on the English II Subject Area Test, the ACT, and college admissions possible. Throughout English I and II, student progress is monitored, with interventions offered for tutorials in both reading and writing skills during and after school. In addition, accelerated courses in English I and II provide the foundation for students to segue into more advanced classes in eleventh and twelfth grades.

- The **social studies curriculum** prepares students for the state subject area test in U.S. History and provides a comprehensive knowledge of state history along with an unbiased view of world history and events. Students gain knowledge in foreign affairs and in the global ramifications resulting from national and international policy decisions.
- The **science curriculum** is all encompassing ranging from physical science to biology to chemistry and physics. Freshmen with identified science deficiencies are encouraged to take a remediation course entitled Science Skills and Reasoning which serves to provide a stronger foundation for biology and the remaining sciences required for graduation and for college. College preparatory and advanced levels of biology, chemistry, and physics round out the curriculum.
- The **math curriculum** prepares students of all levels for the state test in Algebra I, for the ACT, and for upper level college prep classes. Remediation needs are met through such courses as Compensatory Math and Transitions to Algebra. Beyond Algebra I and II, students have the opportunity to take geometry, trigonometry, precalculus, discrete math, and other challenging courses that improve their postsecondary opportunities.
- **Advanced Placement** courses in US History, Calculus, English Literature and Composition, Chemistry, and Biology are available to juniors and seniors. Through a vertical teams approach, an accelerated curriculum is open to ninth and tenth grade students encouraging them to set high academic standards that allow them to take advantage of Advanced Placement classes as juniors and seniors.
- **Spanish I and II** provide the necessary foreign language component along with an active Spanish Club. Marching band and chorus combine to provide a music component. With no formal art classes, an extracurricular visual arts and library club serves as an outlet for interested students. In partnership with Meridian Community College, students have yearly performing arts opportunities.

### 2b. (Secondary Schools) English:

(This question is for secondary schools only)

The Language Arts curriculum finds its structure in the 2006 Mississippi State Language Arts Framework-Revised. Sharing the same competencies of vocabulary acquisition, reading interpretation and analysis, effective oral and written communication, and effective use of standard English conventions, each grade level employs objectives that increase in complexity as the student advances through school. Recognizing the value of these objectives in achieving the competencies motivates the commitment to student success.

Language Arts has the unique responsibility for the success of all students in all academic areas; effective reading and writing skills across the curriculum produce students ready for post-secondary education and for citizenship. Drawing on resources from research based supplementary materials paralleling the adopted text; the staff provides students with “Depth of Knowledge” experiences ranging from levels two to four. The emphasis rests on levels two and three in the ninth and tenth grades but increases to levels three and four in grades eleven and twelve as research and synthesis of varieties of sources into cogent written and oral presentations become integral to each course.

Emerson identifies the necessity of “the good reader,” the reader who is willing to think, to interpret, to assess, to make predictions, to see patterns, to reject false logic, to reject ill-founded propaganda, etc. Students respond to genuine interest in their success; therefore, they respond well to intervention programs designed to improve their success. Students identified at risk academically due to poor reading skills engage in an intense nine week course that emphasizes the link from vocabulary to comprehension to interpretation to effective written communication. On the eleventh and twelfth grade levels, students may participate in an ACT preparation class which targets reading across the curriculum. Further, for two weeks of each semester during planning blocks, teachers make themselves available for reading remediation.

### **3. Additional Curriculum Area:**

The importance of history to a student’s education is immeasurable. Southeast holds to the belief that every student should leave high school with the knowledge of how history has and continues to impact their lives. Southeast’s history teachers make every effort not only to teach students state objectives but to make connections from past historical events to current issues. By monitoring student’s comprehension of material, they are able not only to teach basic concepts but also to take students to a higher intellectual level creating an atmosphere reflective of a college environment.

The history department at Southeast has found that cooperative learning strategies are essential for providing students with a comprehensive knowledge of world events. For example, the lead history teachers share information which can be used throughout the history curriculum. Since the teachers use this strategy, the students are able to recall previous lessons and build on their knowledge base increasing their chances for success on the U. S. History state subject area test.

The history department effectively employs the tier process and utilizes the tutorial classes to disseminate information to students in a manner they can comprehend. The commitment to student success by the U.S. History subject area teachers is evidenced through offering tutoring sessions before school, after school, and on weekends.

To accomplish the goals the history department has set for Southeast students, teachers must have good communication with parents. The department has found that personal contact between the teachers and parents increases the chance for a student’s success. Building a relationship not only with students, but also with the parents, creates a feeling of cohesiveness that sets Southeast apart from other schools in the state. Improving test scores in recent years is proof that when all are involved in the academic process, true learning takes place.

### **4. Instructional Methods:**

Differentiated instruction is an instructional concept that maximizes learning for all students. Realizing all students are different, Southeast teachers differentiate their instruction in order to create different pathways of learning. Teachers are flexible in their approach to teaching and adjusting the curriculum to the student abilities rather than expecting the student to modify himself to fit the curriculum.

To conduct differentiated learning in the classroom, teachers must recognize the students' varying background knowledge, preferences in learning styles, interests, readiness, and language. Our departments hold collaborative meetings to discuss methods that have or have not worked in the classroom setting. Further, these meetings enable teachers to discuss specific methods that have worked for certain students. These meetings work well for dealing with students involved in the tier process. Southeast teachers are required to keep accurate records of what has been done to remediate a student, providing the next teacher with pertinent information regarding what must be done to keep a student on task and progressing. Communicating success is critical to the system.

When a classroom task is a little beyond his or her reach, frustration sets in; and a student may give up. At Southeast, using our tutorial classes as a support system helps to bridge the academic gap and improves learning, student to teacher interaction, and students' self-confidence. The classroom teachers work closely with the tutorial teachers to make sure that students receive the information in a manner that they can synthesize and understand. Many students appreciate the effort that is being made to help them and consequently have better attitudes in class.

For the first time, Southeast has non-English speaking Hispanic students. These students work at differing readiness levels and have varying interests. Since the students do not have a command of the English language, they are placed in Spanish I and II. Enrolling them in a class in which they understand the language has helped them assimilate into a new environment. We pair these students with other students who have similar interests which results in greater student engagement, higher levels of intrinsic motivation, higher student productivity, increased achievement, and improved self-confidence.

## **5. Professional Development:**

Southeast's focus for professional development is on giving teachers the additional resources needed to enhance their classroom practices and improve student achievement. The goals for professional development focus on instructional practices that are specifically related to the subject matter and how students comprehend the material.

It is vital that subject areas not tested by our state for the purpose of graduation and school accreditation are not disregarded. With this in mind, departments are encouraged to work cooperatively with one another to allow for combined projects and a broader knowledge of all subjects.

Southeast's English department provides an example of collaborative teaching. The teachers realize that each grade builds on the next, and work together to ensure that students are prepared for the state subject area test in 10<sup>th</sup> grade as well as for the Advanced Placement exams in 12th grade. Work sessions are held to review the curriculum and to assess student progress throughout the term. Teachers who have previously taught a student provide insight, thus enhancing the present teacher's knowledge of why a student behaves as he/she does and how that behavior affects him/her academically and socially.

In cooperation with the East Mississippi Center for Educational Development, an arm of Mississippi State University, the school district provides opportunities for professional development through one and two days seminars. The district provides access to advanced level endorsements through summer continuing education classes.

It is the belief of all involved that the school will continue to improve because administrators, teachers, and support staff apply what they learn to their teaching and support roles. The administration and faculty understand that professional development, if used effectively, can lead to better instruction, improved student learning, and better overall performance as related to district and state academic standards and other accountability measures that evaluate the teachers' abilities and student success.

## 6. **School Leadership:**

Modern educational leadership research clearly determines that principals play the vital leadership role in establishing the climate and culture of the school. These elements are critical to setting a productive educational course. The administrative team of Southeast holds to the belief that all students deserve every opportunity to succeed and that it is the duty of the administration and faculty to assist them in overcoming any obstacles in their path.

At the beginning of each school year, working with the school district, the administrative team presents a formal professional development improvement plan that is based on specific needs identified in assessment data. In cooperation with the East Mississippi Center for Educational Development, professional development opportunities are ongoing throughout the academic year and address such needs as dropout reduction, differentiated learning strategies, and class management to name a few. The team also encourages faculty and staff to identify needs and to share success through active professional learning communities with structured and unstructured meetings throughout the academic year.

In order for quality instruction to take place, the environment must be conducive to learning. Student behavior is a primary component of this environment. The administration seeks to ensure that all students have the opportunity to learn and that no student is hindered by the actions of another. Facilitating such an environment involves modification of negative student behaviors. If behavioral interventions are unsuccessful, the principal may remove the student from the environment for a set period of time and place him in an alternative setting. The principals at Southeast implement this alternative approach only as a last resort.

While the process of leadership in the school does evolve continually, principals worked to guide the school to its current level of achievement and continue to work to maintain these levels if not improve them. With his thirty-one years of service to Southeast as a student, teacher, coach, parent, grandparent, and principal, Dwane Taylor has a vested interest in the educational prosperity of Southeast. Assistant Principal Marcus Irby graduated from Southeast, has lived a majority of his life in the district, and has children who will be attending Southeast. These ties are strong and unique and rise above professional motivation alone. Their emphasis on providing leadership through research based strategies coupled with their personal connection to Southeast should open doors for even more student and teacher achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Algebra I

Edition/Publication Year: 1st Edition (2004)/2nd Edition (2007) Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	94	93	92	100
% Advanced	44	15	32	36	39
Number of students tested	34	33	28	47	26
Percent of total students tested	69	67	47	77	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	95	94	93	83	100
% Advanced	47	17	36	38	42
Number of students tested	19	18	14	24	12
<b>2. African American Students</b>					
% Proficient plus % Advanced	93	92	92	89	100
% Advanced	50	8	31	33	50
Number of students tested	14	13	13	18	12
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Caucasian	90	95	93	93	100
% Advanced	40	20	33	36	29
Number of students tested	20	20	15	28	14

Notes:

#6 Other Subgroup is White

Subject: Reading

Grade: 10 Test: English II Multiple Choice

Edition/Publication Year: 1st Edition(2004)/2nd Edition (2007) Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	68	63	49	58	65
% Advanced	17	15	13	11	19
Number of students tested	95	89	68	93	72
Percent of total students tested	100	100	85	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	56	63	25	41	63
% Advanced	9	13	0	9	8
Number of students tested	43	40	24	34	24
<b>2. African American Students</b>					
% Proficient plus % Advanced	56	47	29	39	50
% Advanced	9	3	8	4	5
Number of students tested	34	30	24	26	22
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Caucasian	75	71	61	66	72
% Advanced	21	19	16	13	26
Number of students tested	61	58	43	64	50

Notes:

#6 Other Subgroup is White

Subject: Mathematics

Grade: 9 Test: Algebra I

Edition/Publication Year: 1st Edition (2004)/2nd Edition (2007) Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	75	94	0	0
% Advanced	80	31	29	0	0
Number of students tested	15	16	17	0	0
Percent of total students tested	31	33	29	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Caucasian	100	67	100		
% Advanced	82	25	30		
Number of students tested	11	12	10		

Notes:

#6 Other Subgroup is White