

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. Robert Simpson, Ed.S.

Official School Name: Kosciusko Middle School

School Mailing Address:
229 W. Washington Street
Kosciusko, MS 39090-3634

County: Attala State School Code Number*: 0420-012

Telephone: (662) 289-4653 Fax: (662) 289-1177

Web site/URL: www.ksd.k12.ms.us E-mail: rsimpsn@hotmail.com

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*: Dr. Tony McGee

District Name: Kosciusko School District Tel: (662) 289-4653

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: Mr. Kenny Dungan

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)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 6764

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. 36 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	95	105	200	9			0
3	94	111	205	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							405

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 51 % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 45 % White
 _____ % 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: 3 %

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	405
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.457

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

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Hispanic

Arabic

9. Students eligible for free/reduced-priced meals: 71 %

Total number students who qualify: 289

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: 17 %

Total Number of Students Served: 69

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>5</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>44</u>	<u>2</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 24 :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	96%	97%	94%	96%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	1%	0%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

We are grades second and third so this is not applicable.

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	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

It is the mission of Kosciusko Middle Elementary School to provide a safe and comfortable environment that will allow students the opportunity to learn, achieve, and succeed. We believe that instructional practices should take into account different learning styles where students are actively engaged in the learning process. Each student is unique with individual physical, social, emotional, and intellectual needs. Teachers, parents, and the community cooperate to promote self-esteem and mutual respect between students and staff.

Kosciusko Middle Elementary (KME) consists of second and third grade students. Space restraints prevent us from housing more than two grades at this facility. The school is located in a rural community with a population of approximately 9000 people. Kosciusko is a unique, tight knit community that strongly supports public education. The need for a private, college preparatory school is not needed in our community. The public education system serves the needs of all children regardless of their ability levels. Our local chamber of commerce reports that our strong public schools are a drawing card for many young families that move into our area. The Kosciusko Foundation for Excellence in Education (KFEE) is a local foundation that offers classroom grants to our teachers in order to provide our students with supplemental material. KFEE also offers our teachers scholarships if they choose to pursue additional training in the field of education. The community provides support through volunteerism and monetary contributions as well. We have a learning enhancement center located on our town square which is fully funded and provides free tutoring services to all students following the school day. The Oprah Winfrey Boys and Girls Club also provides valuable help in assisting students with their homework each afternoon.

Classrooms at KME are composed of students who are heterogeneously grouped into equal numbers of race, sex, and academic abilities per classroom. Each class has five computers which are used for enhancement and enrichment, as well as programs such as Accelerated Reading. Our school provides tutorial services and a computer lab. We have inclusion classes in each grade which are very effective in mainstreaming special education students into the general classroom setting. Students who qualify are able to participate in our gifted program. Seventy-one percent of our students receive free or reduced lunches.

Curriculum and instruction are reevaluated yearly in order for our school to monitor and adopt any changes that may be needed. Our teachers receive programs to review and evaluate throughout the school year to determine possible improvement areas for learning. We utilize the Mississippi Curriculum Test-2nd Edition scores to determine the needs of our students.

Students in need of English services receive help from a web based translator provided by the State Department of Education. We also have second year Spanish students who are available to help as their schedule allows. These students attend tutoring sessions and all are allowed to work on computer programs to assist in learning the English language.

We encourage community involvement as support from members of our community is critical for the growth and development of our students. Parents and other members of our community often assemble programs, read to classes, help with parties, and assist in field day and other activities.

Due to popularity and student enjoyment, many of these activities have become annual or term traditions for our school. At the end of each nine week term, two students from each class are recognized for outstanding achievement. Our "Outstanding Student" is recognized for attaining the highest level grades, and our "Top Dog" is honored for demonstrating good character traits. Class plays/programs are a noted tradition for students. Many students achieve instant stardom due to their performances in annual plays. Field day is held at the end of each school year. Teachers select and coach students to compete in athletic events such as broom horse relay, 8-man relay, kangaroo hop, crab crawl, and many more. Parents are invited to cheer the

students on to success and enjoy the fun. Members of the community come to provide concessions, face painting, and publicity. Our annual awards day has also become a tradition for the school. Students are awarded ribbons based on their levels of academic achievement in each subject area for the year. The newest event that has occurred at our school is called "Take a Veteran to School." During this patriotic event, local veterans came to the school and presented information to the students about war, serving their country, and other military experiences. Because of the success of this program, staff members are in hopes that it will become another tradition for our school. Our teachers have also adopted one tradition of their own that is used to boost morale and honor each staff person during the year. Each month a themed meal or food is brought to share with the entire staff to honor the people who have celebrated a birthday during that month. This time honored tradition keeps everyone working together and feeling important.

Through the years Middle Elementary has achieved many milestones. In 1996, our school was given the Title 1 Distinguished School Award. We were also honored for being a Southern Association Accredited School for 25 years in 2003. But perhaps our greatest milestone has been the achievement of becoming a level 5 school and being able to maintain this level of performance for the last seven years. We are also one of only two schools in our district to be ranked as STAR Schools for the 2008-2009 school year. With our quality teachers and dedication to excellence, this is one tradition that we hope to carry on for many more years.

KME also enlists the support of other personnel to provide additional instructional support to our students. We feel strongly that our student to teacher ratio should remain low as it has significantly increased student achievement. Using teacher assistants in each classroom helps us to achieve this goal. These teacher assistants are able to reinforce instruction, tutor, and provide small group instruction with the guidance of our teachers. Our school nurse not only provides emergency medical assistance, but also teaches health and safety issues to our students. The school counselor works with individual students in crisis and leads character education groups. This promotes a stronger and safer school atmosphere for both our students and staff members. Members of our staff and the high expectations we have for our students make Kosciusko Middle Elementary an excellent school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our test scores over the last five years indicate that we were very consistent in both language arts and math. Our students were consistent from one year to the next regardless of race. In 2007-2008 school year we changed from the Mississippi Curriculum Test (MCT) to the Mississippi Curriculum Test 2nd Edition (MCT2), which is based on a new and more rigorous framework. The language arts area was more intense, and the programs that we utilized in the language arts area did not meet this need. However, after some monitoring and adjusting in our curriculum we were able to come back strong the following year. Our economically disadvantaged children did extremely well and maintained a consistency through each year. We have utilized inclusion classes for students with disabilities for the last several years. They have done exceptionally well in this setting as indicated by their test scores.

There are four levels of performance in our accreditation system: Advanced, Proficient, Basic, and Minimal. Students at the Advanced Level consistently perform in a manner clearly beyond that required to be successful at the next grade. Students at the Proficient Level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. Students who perform at this level are well prepared to begin work on more challenging material than that required at the next grade. Students at the Basic Level demonstrate partial mastery of the content area knowledge and skills required for success at the next grade. Remediation may be necessary for these students. Students at the Minimal Level are below Basic and do not demonstrate mastery of the content area knowledge and skills required for success at the next grade. These students require additional instruction and remediation in the basic skills that are necessary for success at the grade tested. Children scoring Advanced, Proficient, and Basic are considered to have “met the standard”.

Due to the hard work and dedication of the students and staff we have maintained high test scores. Every year is a new challenge as each new class is unique. Our third graders have consistently scored much higher than the state average in the areas tested. We have been in the top 5% statewide in testing making us a unique school. As stated earlier, we believe ALL children can learn, and great teachers will always bring out the best in our students.

Our web site for testing is www.mde.k12.ms.us/ACAD/osa/

2. **Using Assessment Results:**

At the beginning of each school year, our superintendent displays a PowerPoint of the previous year's test scores. At that time, he covers grade by grade test scores pointing out strengths and weaknesses in each subject area. These include reading, math, and language arts for the elementary schools. This allows the teachers in each grade level to evaluate their grade level effectiveness. Having received testing data earlier in the summer, principals have already reviewed individual teacher's scores and identified any weaknesses that may need to be addressed. Test scores are discussed in faculty meetings during our staff development days. During that time, we collaborate to determine what has been the most effective for individual teachers. You have to find the learning style that makes them successful. You have to hire who you think is the very best teacher for your grades. Then you hire the very best assistant teachers you can find and match them with teachers to make the very best team you can. The only difference in our teachers and assistant teachers is their level of education. Our assistant teachers do an awesome job and are often times the difference in a child being successful. We are constantly looking for new and better ways of instructing. We

receive materials throughout the year to preview. If funds are available, we purchase materials we have researched and believe to be useful. We strive to stay one step ahead of other school districts. A wise, old Satchel Paige saying states, "Don't look behind you 'cause they might be gaining". We have maintained a level 5 rating for seven consecutive years. This has been the highest attainable goal for Mississippi schools. Our efforts in working together and staying abreast of new materials have proven to be effective.

3. Communicating Assessment Results:

We communicate our students' performance in a variety of ways. Test papers are sent home weekly for parents to review. The parent has the opportunity to review the test papers and to talk with their child about their performance. A conference may be set up between the teacher and parent if either feels it is necessary. At mid-term of the nine weeks a progress report is sent home to the parent. This informs the parent of the child's progress and alerts them to any changes that need to be made. At the end of the nine weeks a report card is sent home for the parent. Teachers use these methods to help identify "at risk" children. If a child is identified as "at risk" they are referred to our Teacher Support Team. They may begin to receive extra help in that subject area at that time.

The assessment data from standardized tests are generally released to the parent at the end of the first nine weeks each school year. Third grade students take the MCT2 state curriculum tests, therefore, they receive a profile sheet that covers math, reading, and language arts scores. Students can score Advanced, Proficient, Basic, or minimal. An explanation as to how the scores relate to each area is given. We also use the state assessments to identify "at risk" children. A copy of the profile is placed in the child's cumulative record for next year's teacher to identify potential weaknesses. Second grade students take the Terra Nova Achievement Test. The scores are sent home but there is no profile sheet. Many parents call to see how their child has done and may ask for an explanation in a particular area. We also use these scores to identify weaknesses. The community is informed about the test results in the local paper with explanations as to how they pertain to each grade. Accreditation levels are revealed to parents and the public in the local paper. Daily grades and assessments are used to locate areas of weakness, to see if the materials we are using are meeting these needs, and to assist us in improving our teaching and learning.

4. Sharing Success:

We have been a level 5 (highest level) school since we started this accreditation system; therefore, many schools have come to see what makes us so effective. The Mississippi Department of Education (MDE) posts all public schools' test scores and accreditation levels to their website. Many schools that have visited us have obtained our performance levels from the MDE website. When another district visits our district, I tell them it's not about a particular program, but the hard work and dedication of a group of teachers. It's really simple. We believe that ALL children can learn. We do a lot of small group instruction which has proven to be quite successful as evidenced by our test scores. The state provides us with objectives which we not only follow each and every day, but carry to a higher level, or "to a higher depth of knowledge" as the state would say. Time on task is also critical. I strive to let nothing interfere with our instructional time. My job as the building principal is to give leadership and direction and to keep the bears off their backs. When these outside teachers and often time administrators visit, they spend time observing and discussing our strategies and our programs. We feel that the programs and methods we use are better and more effective than others, and we happily share these with others. Being in the top 5% every year, as well as meeting Adequate Yearly Progress (AYP) is extremely fulfilling. It's no magic formula: just hard work, dedication, and the desire to be the very best.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The teachers of Kosciusko Middle Elementary strive to meet the educational needs of every student in our classrooms. Because of the diverse needs of today's learners, we have adapted our school's curriculum to include the following aspects:

Subject matter curriculum- In order for our students to meet and preferably exceed our state's expectations, we use the Mississippi state curriculum frameworks in each classroom of our school.

- Societal curriculum- As teachers and administrators, we understand that what is relevant to most students is the "niche" in which they live. We strive to teach our students in a manner that is adjusted to include aspects of their daily life in the society in which they live.
- Individualized curriculum- Although each of our students is taught using the Mississippi state frameworks as a guideline, every learner is different. In our classrooms, teachers make every effort to include the individual student in our planning of the curriculum to be taught. Our teachers feel that individualizing the curriculum helps the student to become more involved in each lesson.

In our core curriculum areas, we have many different programs and tools to help provide our students with ample means to master the necessary skills.

· In reading, our teachers use a basal reader from Harcourt (Trophies). This program includes workbooks used with the weekly story that includes various skills that are repeated throughout the school year. It also includes opportunities for remediation and enrichment. We also have several comprehension programs including: Core Skills / Steck-Vaughn, Spectrum, and SRA Reading Mastery. Students also participate in reading books called Accelerated Readers (Renaissance Place) and taking multiple-choice tests on the computer. By using many different programs, our teachers can find materials to meet the needs of every student.

· In language, our students use a text from Harcourt Brace. The program includes a workbook, a MS Test Preparation workbook, and books to provide remediation and enrichment. Teachers also use an additional language program that is geared toward molding students into writers. The Reasoning and Writing program teaches the students how to form factual paragraphs and essays based on what they see in a picture, as well as, teaching editing skills to perfect their writing.

· In mathematics, our teachers use a Harcourt Brace math program. The program provides a series of workbooks that are divided by the various strands of the national mathematics curriculum. In addition to the workbooks, our teachers can log onto the book's website and project the images from the workbook on their screen or Promethian Board. The teachers may also play games based on each skill with the class by clicking on various icons on the page. The program also provides a manipulative set for each student to use individually. In addition to this program, our students have workbooks to provide extra practice on math skills (Modern Curriculum Press). Our teachers also use the Saxon Mathematics program, which uses repetition of skills to help students retain what they've learned.

The teachers at Kosciusko Middle Elementary also use the following various programs to provide multiple settings in which the students can learn. Our teachers realize that a program is only as good as the teacher who is using it. Therefore, our teachers provide several different means of instruction. Our teachers and assistant teachers participate in group settings to allow more student participation and understanding. Using smaller groups, allows every student to become more involved in each lesson. We also have computers

available in our classrooms where students are able to use programs such as ALS(Advanced Learning Systems), Accelerated Reader, Accelerated Math, Star Reading, Star Early Literacy, and Star Math, as well as Study Island. Our teachers use these programs for remediation, as well as enrichment and reward for good behavior. Students are also stimulated by the various school activities in which they participate such as: Art, Music, Library, Counseling, and Computer Classes. We feel that it is the culmination of all of these programs and teaching methods that has allowed our school to achieve high ratings on state tests over the past several years.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The main program used in our reading curriculum is SRA Reading Mastery Plus. It is a one year “read to learn” program containing 145 research-based lessons. Students who complete this program have solid decoding skills, a relatively large reading vocabulary, and a good working knowledge of word meanings. Each lesson consists of a story, either fiction or nonfiction, and questions about that story or any story read previously in the program. Students are encouraged to look back in their textbook for the answers to these questions. Their answers are checked and any wrong answers must be corrected by that student before his/her paper is accepted. This program is designed to be used on a daily basis. After ten lessons, there is a cumulative assessment. We have continued to use this program for several years because it presents a variety of knowledge in several subject areas. We also like the repetitiveness the program offers and feel it is an excellent program for increasing students' comprehension abilities. Each year, students comment to us many times, “We learned that in our SRA.” This has encouraged us to believe that our students are retaining what they are learning in this program. As a supplement to the SRA program, we use Harcourt Trophies, a standard basal reading program. From this, we teach vocabulary words, reading comprehension, and various reading skills. We focus on one story each week. From this story, students are given twelve to fifteen vocabulary words to be defined, studied, and tested. Tests are not only on definitions, but also on using these words in context. The story is tested for comprehension abilities. We also pull in a reading skill to teach with the story for one to two weeks, depending on the difficulty of the skill. Another ongoing comprehension program we use is Accelerated Reader. All classes have a set of books on a variety of reading levels which students may read throughout the day. They then take a computer generated test on that book and earn points. The amount of points varies depending on the level of the book. We require students to earn two points each week. We feel that all of these programs work together to enhance our students' learning experiences.

3. Additional Curriculum Area:

The math series we teach is the Harcourt School Publishers Math Mississippi Edition. HSP math fully covers the grade-level standards and is fully aligned with the state test. Every lesson includes instructional tools to allow teachers to adapt the curriculum for students who have special needs: English language learners, advanced learners, and students below grade level. Online and CD-Rom planning materials allow teachers to review resources and create customized schedules.

HSP Math is grounded in research and has been field tested in classrooms. Students receiving instruction in this program have shown significant gains. The grade-level standards are covered in depth in the lessons to ensure success on the MCT2. The teacher Edition has an overview of the standards for each unit. A chapter planner offers a very helpful pacing guide. Each lesson states the objective which enables teachers, parents, and students to see the specific focus of the lesson. The end of each chapter provides a review by strand.

This is a balanced program, focusing on numerical fluency, conceptual understanding, and problem solving. Ample guided practice is provided before independent practice is assigned. HSP Math provides a strong foundation for success in Algebra courses.

As we all know, a program is only as effective as the presenter. We strive to be well-organized and have classrooms that are conducive to learning. Second and third graders have an average attention span of approximately eight to ten minutes. Therefore, it is important that we have varied math activities to include a mix of listening, movement, hands-on experiences, and individual, partner, or group work. We have found that a key to success is monitor and adjust. We strive to not only prepare students for the MCT2 and forthcoming grades, but to hopefully develop an understanding of basic math skills in students.

4. Instructional Methods:

Kosciusko Middle Elementary teachers try very hard to meet the diverse learning needs of all students, including those students in subgroups such as special needs, gifted, economically disadvantaged, ESL, Asian, African American, Hispanic, and Caucasian. We try to develop challenging and engaging tasks for each learner. Teachers respond to students' readiness, instructional needs, and learning preferences, while meeting curriculum standards and requirements for each learner. We strive to develop learner-responsive, teacher-facilitated classrooms.

For example, students with learning disabilities have Individualized Education Plans (IEP). These students do not receive completely different instruction; teachers simply modify the tasks, or the presentation of the material, in order to make the lesson more appropriate for each student. Teachers take into account that these students are unique individuals with distinct learning preferences and interests. This information is then used in order to develop lessons within each student's Zone of Proximal Development (ZPD).

Gifted students also require differentiated instruction. Our school facilitates a program called Quest, where gifted students are given an environment of exploration, accelerated learning, flexible thinking, and abstract concepts. In addition, teachers try to provide opportunities for these children within the classroom to take part in challenging activities that require higher depth of knowledge level thinking skills and activities within their ZPD as well.

Our school currently educates fourteen ESL students. Our teachers provide these students with an environment that is rich in print and oral language. Teachers do not try to extinguish native languages or cultures; they simply add English/Language Arts to the child's repertoire by exposing them to skills/objectives with the appropriate ZPD for that particular child.

By acknowledging the varying backgrounds and experiences our children bring with them to school, the teachers at KME strive to build upon individuality and uniqueness in order to differentiate our curriculum to best meet the needs of all students. By doing this, it is our hope to increase student learning and achievement for everyone.

5. Professional Development:

The Kosciusko School District works very hard to keep teachers trained and knowledgeable in order to continue to educate students to a high level of achievement. It is important that the ideas and abilities of teachers be up-to-date in order to maintain curiosity and enthusiasm for learning in today's students. Modern day students have different learning styles, behavior patterns, and worldly influences than students of prior years. This makes the professional development of teachers a life-long learning experience.

The professional development topics in the Kosciusko School District are determined from the results of a needs assessment survey that is given at the end of each school year. A list of topics for future professional development is given to the teachers. Teachers are asked to complete the survey and rate the topics on a "need-to-know" basis. Topics with the highest ratings are then considered for seminars and workshops for the following year. Further professional development comes with the purchases of new technology, new educational programs, and community areas of concern.

Professional development training is conducted using several methods. Speakers are invited to conduct lectures. Webinars are provided with hands-on training, and professionals are invited to demonstrate use of technological devices or programs. Selected staff members are also sent to workshops in other areas of our state for training and then return to conduct training at the school.

The professional development of the Kosciusko School District is very important for the success of our schools. The principals and teachers attend three professional development days at the beginning of each school year. Throughout the course of the school year, the district also conducts monthly meetings based on the results of the needs assessment. The administrators, teachers, and assistant teachers of Kosciusko School District have a collective understanding that continuing our educational and professional growth is the most important factor in our success as a school.

6. School Leadership:

The leadership style used at Kosciusko Middle Elementary is one in which the principal is recognized as the instructional leader of the school. Knowing that real leadership power comes from setting the example that is to be followed by staff and students, the principal starts each day with a goal of high academic achievement. This helps to reinforce our belief that every child who comes through our doors has within him or her the power to do something great. Although all final decisions at KME rest with the principal, we make every effort to get stakeholders involved in all aspects of the building to increase the sense of pride everyone feels in their work.

In our community we often find that our students do not have the encouragement from home they may need. Due to this, instructional leaders also play the roles of cheerleaders, counselors, and friends to our students. Leadership is encouraged in all the various individuals who touch our students' lives--principal, teachers, other students, and parents.

Teachers are empowered to make decisions based on a common goal. At KME, that goal is to be the best we can be. Our teamwork and idea of this common goal has enabled our school to be one of the best schools in the state of Mississippi for the past few years.

Leadership skills are emphasized in our students as well. They are given tasks to help build on the skills of leadership and responsibility. Part of the goal to be the best we can be includes not only helping our students academically, but also helping them to be better people.

Finally, parents are encouraged to become involved in and take a leadership role in the education of their child(ren). We encourage volunteerism in our classrooms so that the children will see that education is just as important to their parents as it is to their teachers. Parents are invited to teacher-sponsored workshops that have as their goal helping parents better understand how students are instructed and how to better help their child(ren) at home.

At Kosciusko Middle Elementary, we understand that to be the best we can be, we must incorporate everyone involved in our students' communities. While the principal has to be the instructional leader, we know that without teacher, student, and parent leaders, we will not meet our expectations of high achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: MCT

Edition/Publication Year: 2004

Publisher: McGraw/ Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month			May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced			96	95	98
% Advanced			60	47	56
Number of students tested			153	178	126
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			94	91	100
% Advanced			47	30	46
Number of students tested			78	91	63
2. African American Students					
% Proficient plus % Advanced			89	91	97
% Advanced			48	36	45
Number of students tested			65	78	60
3. Hispanic or Latino Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
4. Special Education Students					
% Proficient plus % Advanced			81	84	94
% Advanced			52	36	29
Number of students tested			21	25	17
5. Limited English Proficient Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
6. Largest Other Subgroup					
White			96	98	98
% Advanced			68	56	65
Number of students tested			84	95	63

Notes:

2004-2005, 2005-2006, 2006-2007 were the only years MCT was given to 2nd graders.

Subject: Reading
Edition/Publication Year: 2000-2001

Grade: 2 Test: MCT
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month			May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced			92	90	91
% Advanced			53	56	47
Number of students tested			153	178	130
Percent of total students tested			100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			89	84	87
% Advanced			38	41	31
Number of students tested			78	91	67
2. African American Students					
% Proficient plus % Advanced			89	86	90
% Advanced			41	43	37
Number of students tested			65	78	63
3. Hispanic or Latino Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
4. Special Education Students					
% Proficient plus % Advanced			81	60	71
% Advanced			38	28	22
Number of students tested			21	25	21
5. Limited English Proficient Students					
% Proficient plus % Advanced			0	0	0
% Advanced			0	0	0
Number of students tested			0	0	0
6. Largest Other Subgroup					
White			94	93	94
% Advanced			63	68	57
Number of students tested			84	95	64

Notes:

2004-2005, 2005-2006, 2006-2007 were the only years the MCT was given to 2nd graders. The reading average is an average of reading and language arts assessment as directed.

Subject: Mathematics
Edition/Publication Year: 2004,2007

Grade: 3 Test: MCT/MCT2
Publisher: McGraw/Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	86	84	96	99	97
% Advanced	30	26	56	74	66
Number of students tested	179	161	184	133	174
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	79	78	92	100	93
% Advanced	19	14	45	75	51
Number of students tested	111	87	94	68	90
2. African American Students					
% Proficient plus % Advanced	76	74	91	100	94
% Advanced	11	13	37	71	56
Number of students tested	80	76	79	63	80
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	64	50	73	100	93
% Advanced	14	22	41	63	57
Number of students tested	14	18	22	16	27
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
White	93	93	99	99	100
% Advanced	46	37	70	75	76
Number of students tested	89	81	98	67	90

Notes:

No indication on testing results as to number of Hispanics. Other = white

Subject: Reading

Grade: 3

Test: MCT/MCT2

Edition/Publication Year: 2000-2001,2007-2008

Publisher: CTB/McGraw-Hill:Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	76	82	95	97
% Advanced	31	24	37	54	57
Number of students tested	179	161	184	133	173
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64	69	88	93	93
% Advanced	19	11	41	43	42
Number of students tested	111	87	94	68	89
2. African American Students					
% Proficient plus % Advanced	49	71	91	92	94
% Advanced	18	8	41	42	45
Number of students tested	80	76	79	63	79
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	57	50	61	91	86
% Advanced	14	22	21	38	44
Number of students tested	14	18	22	16	26
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
White	90	79	96	98	100
% Advanced	44	40	66	64	68
Number of students tested	89	81	98	67	90

Notes:

We were instructed to average the Language Arts and Reading scores for those years 2004-2005, 2005-2006, & 2006-2007 where each subject area (reading & language arts) was assessed separately.