

PART I - ELIGIBILITY CERTIFICATION

11MS2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11MS2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 6 Elementary schools
 (per district designation) 4 Middle/Junior high schools
3 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 8111

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	118	133	251
3	0	0	0		10	113	117	230
4	0	0	0		11	78	84	162
5	0	0	0		12	84	77	161
Total in Applying School:								804

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
8 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % 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 2009-2010 school year: 13%

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, 2009 until the end of the school year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	70
(3)	Total of all transferred students [sum of rows (1) and (2)].	102
(4)	Total number of students in the school as of October 1, 2009	804
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 41%
 Total number of students who qualify: 328

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 85

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>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>47</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>3</u>	<u>0</u>
Classroom teachers	<u>50</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>70</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: 16:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	94%	95%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	14%	3%	12%	14%	14%
High school graduation rate	72%	75%	66%	90%	92%

If these data are not available, explain and provide reasonable estimates.

In 2006-2007, there were more student absences due to illness. In 2005-2006, 2006-2007, and 2009-2010, a significant number of teachers retired and some teacher/coaches left for other coaching positions. In 2007-2008, the state of Mississippi changed the way that the graduation rate was calculated.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>158</u>
Enrolled in a 4-year college or university	<u>13%</u>
Enrolled in a community college	<u>77%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>9%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

In 1987 Saltillo Schools, grades K-12, were housed on a single campus located in downtown Saltillo, Mississippi. The area began experiencing a higher than expected population growth due to educational excellence, the quality and atmosphere of small-town life, and the accessibility to major roadways. Community leaders saw the necessity of creating more room for the high school. At that time middle school students were moved to a facility in Guntown, approximately four miles from Saltillo. This remedied the overcrowding for several years, but because of continuing population growth, school and city leaders determined that a new high school facility must be built. In 1995, the newly completed Saltillo High School opened to serve staff and students. As population growth has continued, three additional building projects have been completed, including the addition of several classrooms and a new band hall.

Part of the Lee County school system, Saltillo serves not only the town itself, but the outlying community as well. Because of this large-scale area, the socioeconomic demographic profile of the population ranges from the unemployed to the farmer to the small business owner. In the past few years, more professional people have moved into the community, but they are in the minority. We have dedicated ourselves to providing the best education possible for all the members of the community we serve.

The students at Saltillo High School are a diverse group. Some students receive a high school diploma and join the local workforce, while others strive to further their education in junior and senior colleges. Saltillo High School has had its share of students who have excelled in extracurricular activities and earned college scholarships for their hard work and dedication. Saltillo High School also encourages student competition and participation, and touts a winning tradition in competitions such as the Scholars Bowl, the Trebuchet (catapult) competition, and the Gum Tree Arts/Writing festival.

Our district's mission statement is "All students will reach their full potential." In addition Saltillo High School developed its own mission statement: Preparing tomorrow's leaders today. Saltillo High School personnel have incorporated the ideas in both these statements. The teachers have dedicated themselves to teaching the skills that students need to be successful scholars and citizens. They are committed to providing the education Saltillo's students deserve in order to be successful in a competitive world. The administration works with the teachers and support staff by listening to their needs and expectations. They encourage teacher input in making decisions that will affect the students and the curriculum. Coupled with the dedication of the staff and the administration is the commitment to more rigorous courses, the implementation of dual enrollment and advanced placement courses, and the desire to lower the drop-out rate. The mission statements also relate directly to the desire for higher SATP and ACT scores, as demonstrated by tutorial sessions prior to both types of testing and Saltillo High School recently being designated as an ACT testing site.

Saltillo High School has long prided itself on being a "good" school; however, when state assessment scores based on the revised subject area testing programs were posted for the 2007 – 2008 school year, the results were unsatisfactory to us. Our English II and Algebra I results, in particular, caused concern: English II had only a 69.9% passing rate, with only 53% of students scoring Proficient or Advanced, while Algebra I had an 83.3% passing rate, with 67% scoring Proficient or Advanced. Our accreditation rating was a "Satisfactory." At that time, the administration and all the teachers made a commitment to improve curriculum and teaching methods in all courses. We also promoted a partnership with Itawamba Community College and the Mississippi University for Women. A positive change has already been seen. Although we have seen a dramatic improvement in our scores over the past two years, we are not complacent. The staff continues to devise new materials, practice new teaching methods, and attend professional development training in order to help us teach our students.

Many members of Saltillo High School's faculty and staff were born and reared here. In fact, many faculty members graduated from Saltillo High School. Still more have children who have graduated or are presently enrolled in our school system. Therefore, our entire staff has not only a professional interest in our student body, but a personal one as well. For these reasons, the entire staff has made creating a successful school with a positive learning environment a priority.

Saltillo High School is proud of the progress made so far. Our accreditation designation has risen from "Satisfactory" to "High Performing," while our test scores, particularly in English II and Algebra I, have shown significant gains. We have seen the pride students have in attending Saltillo High School. However, we do not want to become complacent. We are a "work in progress."

1. Assessment Results:

The Mississippi Assessment and Accountability Reporting System provides all Mississippi Public Schools with the data, information, and reports necessary to measure each school's progress towards the goal of overall students' proficiency in the core academic areas of Algebra I, English II, Biology I, and U.S. History. The accountability system provides each school with an accountability label based on 3 components: the Quality of Distribution Index, which is calculated by the percentage of students scoring in each one of the proficiency levels (Minimal, Basic, Proficient, and Advanced); Growth, which is calculated by using students' Mississippi Curriculum Test-2nd Edition scores from 2 prior years in language arts and math to predict their Subject Area Testing Program 2 scores and then comparing the actual SATP2 score to the state's predicted SATP2 score; and the High School Completion Index, which factors in students who earn a traditional diploma, students who passed all requirements except for Subject Area Tests, GED recipients, occupational diploma students, certificate of attendance students, students still attending school, and dropouts in a 5-year cohort group. (This information can be accessed from the Mississippi Department of Education through the Mississippi Assessment and Accountability Reporting System (MAARS) by going to <http://orshome.mde.k12.ms.us/ors>).

At Saltillo High School, the percentage of students scoring Proficient or Above on the Algebra I Subject Area Test has increased from 67% in 2007-08 to 96% in 2009-10. Of the 188 students who tested in Algebra I in 2009-10, 71% scored Advanced, which shows an increase in each of the last 3 years from 39% in 2008-09 and 22% in 2007-08. Saltillo High School has maintained a commitment to ensuring that all students reach their full potential, which is evident in the consistent increase in the percentage of Economically Disadvantaged students scoring Proficient or Above in Algebra I, from 55% in 2007-08 to 96% in 2009-10, as well as a consistent increase in the percentage of African American students scoring Proficient or Above in Algebra I, from 50% in 2007-2008 to 96% in 2009-10. The percentage of students scoring Proficient or Above on the English II Subject Area Test at Saltillo High School has increased from 53% in 2007-08 to 81% in 2009-10 with a sustained increase in each of the years in between. The percentage of students scoring Advanced on the English II has increased consistently in each of the past 3 years beginning with 12% in 2007-08, 17% in 2008-09, and 26% in 2009-10. At the same time, the percentage of Economically Disadvantaged students scoring Proficient or Above on the English II has increased from 55% in 2007-08 to 72% in 2009-10. The percentage of African American students scoring Proficient or Above on English II has increased from 21% in 2007-08 to 50% in 2008-09. The new Accountability standards for Mississippi were instituted as a "Trial Run" in the 2007-08 school year. The Mississippi Department of Education Office of Research and Statistics assigned each public school an "unofficial" QDI score with Saltillo receiving a QDI of 186. The State QDI in 2007-08 was 145. In 2008-09, the first year that the new Accountability System was "live", Saltillo High received a QDI of 193 and a Successful rating while the State's QDI was 149. In 2009-10, Saltillo High improved their QDI to 224 with a High Performing rating while the State's QDI was 154.

Saltillo High School students are highly competitive with other high school students within the district as well as throughout the state of Mississippi. With the upcoming full implementation of the Common Core State Standards and the increase in academic rigor and relevance, Saltillo High School proactively encourages all students to take the PSAT and the ACT, which is offered six times a year on site at the Saltillo High campus. Students are given study guides and may participate in tutoring classes on site. Faculty and staff regularly communicate the importance of these tests to the students. This is evidenced by the high percentage of Saltillo High students participating in the ACT. In addition, Saltillo High students have been above the state average for students ready for college-level coursework. In 2010, 61% of Saltillo High students exhibited college readiness in the area of English Composition as compared to 53% statewide. Since the 2005-06 school term, the number of students having taken the PSAT has increased 100%. Furthermore, in 2009-2010, Saltillo High School offered Advanced Placement (AP) classes in Biology, Calculus, and Physics for the first time on site. As a result, four students took

advanced placements tests with impressive results. In 2010-2011, the number of students enrolling in AP courses has increased 86 %, and AP Chemistry has been added to the course offerings.

2. Using Assessment Results:

In order to provide an adequate education where all students reach their full potential, assessment data must be utilized to close the achievement gap with students that are below the proficient level. At Saltillo High School, administrators and teachers use the test data to identify weaknesses, plan professional development, evaluate intervention programs, and determine which teaching strategies to implement to address the students' deficiencies.

The Lee County School District has invested in a data tracking system that gives teachers up-to-date assessment results they can use to adjust instruction, provide remediation when necessary, and challenge the students to excel in the classroom. Along with the data tracking system, teachers have access to district wide pacing guides, common assessments, and a progress monitoring system. Teachers from Saltillo High School are heavily involved in formulating the pacing guides and developing the common assessments for the entire district, along with developing school-wide lesson plans for each state tested subject.

The up-to-date results also give the teachers the option of recommending students for after-school tutoring where students get one-on-one instruction for one hour a day three days a week. The tutorial classes have proven very beneficial in helping students get that added boost to get them to the next level. Also, teachers start reviewing students a couple of weeks prior to state testing to help them develop confidence and test taking skills that help improve test scores.

The collaborative effort between administrators and teachers reviewing and using the data results has been the driving force in improving test scores. The use of compensatory classes based on data results has helped Saltillo High School improve from a 193 QDI in 2008-2009 to a 224 QDI in 2009-2010.

3. Communicating Assessment Results:

To communicate assessment results to the public, Saltillo utilizes a variety of sources. Local newspaper and television, school and district websites, broadband school casts, Parent Aware, and open houses are some of the methods used to inform parents and other members of the community of the data. These methods are used in combination to ensure that all parents and other interested parties have access to the assessment results.

The local newspaper, the *Northeast Mississippi Daily Journal*, dedicates several pages to the assessment results of area schools. Included in the reports are a posting of the breakdown into curriculum areas and subgroup scores, as well as interviews with area test coordinators, principals, and superintendents. Parents are able to compare Saltillo's assessment results with those of area schools. The local television stations also play a role in announcing that assessment scores have been released. The media sources promote the area schools, understanding that good schools play a role in population and economic growth.

The Lee County School District provides the public with the assessment data by publishing the School Report Card for each school in the district on the Lee County School District's website, www.leecountyschools.us. This website provides a direct link to the school's webpage. Because the results of each of the three Lee County schools are posted, parents and other interested parties can access the data to compare Saltillo's results to the scores of the other schools in the district.

Another service that Saltillo uses to communicate student achievement with parents is the Parent Aware program, an online comprehensive transcript for students currently enrolled at Saltillo. Students' classroom averages, absences, and discipline referrals can be easily accessed.

Even as Saltillo is incorporating more technological methods of communicating with parents, the teachers still rely on meeting parents in conferences and talking with parents on the telephone. The school holds open houses twice a year so parents can meet personally with teachers. Using phone calls and emails helps to create a more personal connection between parents and teachers, thus ensuring their understanding of scores and data. Open lines of communication and cooperation between parents and teachers will always be the cornerstone of student achievement.

4. Sharing Lessons Learned:

Saltillo has a long history of taking the instructional lead in our district and encouraging our sister schools to follow. Our most recent accomplishments have also placed us in the regional spotlight, attracting surrounding districts to learn the formula for our achievement. We do not claim to have the monopoly on student success, but find it both our honor and duty to share what we have learned to impact student achievement outside our school walls. Our success stems from hours of hard work of dedicated teachers and administrators who understand the value of collaboration and accountability. We are quick to stress that the “secret” of our success is no secret, and our doors are open to others who wish to learn from the positive results we tout.

At the district level, our teachers in all subject areas lead and facilitate professional development sessions during our district’s summer institute and during our early release days to share our now proven strategies with their colleagues from other schools. They also work side by side with those same teachers to improve instructional consistency across the district by writing common assessments and pacing guides. The other two high schools in our district are currently employing our scheduling and instructional strategies with hopes of mimicking our achievement, and our teachers stand ready to mentor them through the process.

At the regional level, the news of our success has spread, attracting the attention of other school districts. Teachers and administrators from other districts have made site visits to our campus, walking the halls, observing classroom instruction, and interviewing teachers and administration. Hosting these visitors, our teachers have shared lesson plans, modeled strategies and spoken candidly about the hard work required to advance our assessment scores. We have also fielded phone calls from other districts seeking our advice and input for fostering the achievement of their students.

At the state and national level, several of our teachers have shared their best teaching practices with other teachers through varied math and English conferences, including the National Council of Teachers of English (NCTE) and Mississippi Council of Teachers of Mathematics. While presenting at these conferences, our teachers are exposed to a plethora of strategies that they, in turn, have brought back for use in our school and district.

Ultimately, our success has motivated us to be team players on all fronts, hoping that others can learn from the dramatic strides our school has achieved.

1. Curriculum:

Saltillo High School emphasizes increasing the rigor of its curriculum in all subject areas. Using the state's most current curriculum frameworks for each area as its cornerstone, Saltillo has begun meticulously examining its own curriculum in preparation to conform to the Common Core State Standards. Incorporating Norman Webb's Depth of Knowledge approach into the teaching and measurement methods has aided in raising the instruction of material.

- **Language arts curriculum** focuses on reading comprehension and written communication. Students practice and improve grammar, writing, reading, thinking, and vocabulary skills to help them make the transition into higher education or the work force. We use small group activities and peer editing groups to build cooperation between students and promote classroom community. We teach thinking strategies to produce critical thinkers equipped for the demands of the twenty-first century workplace. The curriculum also prepares students for the English II Mississippi State Assessment and the ACT. Courses include English I-IV, Compensatory English II, Accelerated English II-IV, and World Literature.
- **Math curriculum** focuses on the connection of the graphical, numerical, and algebraic functions. The curriculum prepares students for the state's Algebra I end of course exam and the ACT. Students are encouraged to develop an appreciation for the mathematical content and become skilled in using the content in an applicable situation, no matter the level of the student or the level of the content. In addition to normal course offerings, we have recently added Advanced Placement Calculus.
- **Social Studies curriculum** focuses on explaining how politics has influenced domestic development and international relationships of the United States. The curriculum also allows students to learn about how the state and the nation were shaped, as well as how and why government is evolving. In economics, students play the Stock Market game. They are taught basic principles to devise their own budgets and to understand how the stock market works. The students are given a fictional amount of money and use that money to invest in different stocks and try to build their portfolio and see who has the largest gains at the end of a specific period. The students leave Saltillo having examined the interaction of society, business, and government, with the idea that they will be able to put this knowledge to practical use as citizens.
- **Science curriculum** focuses on promoting inquiry-based lessons, diversified ways of reaching objectives, and cooperative techniques that apply competencies. General courses offered include Introduction to Biology and Biology I to Chemistry and other higher-level sciences. AP Biology, Chemistry, and Physics are now offered to allow students with advanced capabilities to experience college-level coursework. The methods of technology have been introduced to enhance student learning. Our staff works in flexible styles, such as team teaching, inclusion settings, and web-based resources. Solid student performance on the ACT, various state competitions, and Subject Area Test scores reflect our high expectations.
- **Instruction** in each course in the curriculum has evolved with the use of more types of technology. While teachers still must use lectures at times, they have realized that the use of technology and peer learning is invaluable in teaching students to function productively in today's society. Grouping students to cooperatively master an objective allows students to practice communication skills, as well as the skills of the framework objective. Technology has definitely made an impact on methods of instruction. Most classrooms at Saltillo employ the use of either a Promethean board or an LCD projector. Other types of technology incorporated into

teacher methods include Mimios, websites, and the latest textbook software. Students with various learning styles are able to see, hear, and write as they are being taught one particular skill. Also important is the use of computers in the classroom. Several classrooms in each core curriculum area are equipped with a bank of four computers for student use. The combined use of group work, technology and traditional teaching methods allows teachers at Saltillo to give their students the best instruction possible, holding the students to high expectations.

Besides core curriculum areas, Saltillo also offers its students a wide variety of classes in other areas. These courses allow students to learn about other cultures, produce original works in several areas of the arts, maintain a healthy body and lifestyle, and earn college credit while still enrolled in high school.

- **Visual and performing arts** participation and competition are encouraged at Saltillo. Students may participate in courses such as Art I, Art II, and Gifted Art. Others may choose to take performance courses such as Band, Show Choir, Chamber Choir, or Choral Music. Still other student who enjoy performing on stage are offered Drama.
- A variety of **physical education, health, and nutrition** programs are offered at Saltillo. Each student is required to have Physical Education as a unit toward graduation. Students may take a basic physical education class or participate in one or more of the following team sports: softball, football, soccer, track, cross-country, basketball, baseball, and cheerleading. Other courses include Family Dynamics, Wellness and Nutrition, and Child Development. In these courses students learn to take care of themselves and others.
- Saltillo offers two foreign language courses – **Spanish I and Spanish II**. These classes are supported by a thriving Spanish club.
- **Dual enrollment** is offered to our students in partnership with Itawamba Community College and the Mississippi University for Women. Students are able to take classes through these two colleges and earn college credit while still attending high school.

2. Reading/English:

The *2006 Mississippi Language Arts Curriculum Framework-Revised* drives Saltillo's instruction as we use the four basic competencies of acquiring vocabulary, comprehending and evaluating texts, producing effective communication, and using language conventions correctly. Each grade level incorporates the framework while adding specific objectives and increasing sophistication at each grade level. A successful graduate will have been exposed to four years of Best Practice techniques with increasing vigor.

Because the language department is responsible for adolescent literacy, it is the basis of all instruction in the school. Typically, students unable to read cannot perform well in any course. We have interventions set in place to test reading levels and to assist those struggling students who are not reading on grade level. Our language teachers believe there is a huge difference in assigning reading and in teaching reading, and we incorporate vital reading strategies of journaling, logging, inference, making predictions, and Socratic seminar as a means of deepening understanding and comprehension. We focus on Depth of Knowledge questioning techniques, thus moving far beyond mere recall. We also incorporate the very popular Accelerated Reader Program, which offers students a choice in reading material. Finally, when students are struggling in language, we offer tutoring both before and after school at least three times each week. For a real-world audience, many students are exposed to educational exchanges via the Bread Loaf School of English network, BreadNet, allowing academic discussions with students around the world in a global classroom.

Writing instruction emphasizes the writing process approach introduced by Donald Murry. His work changed the teaching of writing in this country, and it certainly dominates writing instruction here. No longer is a student left to flounder on his own with a writing assignment looming. Brain storming and prewriting leads the students into a comfortable confidence, understanding they are not expected to know everything when they begin. Indeed, the process pedagogy acknowledges that writing is a complex and highly individualized process that requires conversation and collaboration in a social construct as students learn by peer editing and actually publishing their final results with the classroom and throughout the community. Many students submit work to the local Gum Tree Writing Contest and to other statewide competitions. Our overall literacy approach reflects our commitment to mold individual thinkers who will be successful in the twenty-first century workplace.

3. Mathematics:

The school's mathematics curriculum meets the needs of all students of all ability levels. For lower academic students, the school provides courses that prepare them for the upcoming Algebra I course. In order for students to receive their high school diplomas, they must pass Algebra I, along with meeting the requirements of a state-mandated Algebra I exit exam. While in the Algebra I course, students are exposed to teachers who work together to ensure that students in all classes are receiving the same level of instruction. Common assessments results are shared among teachers so that they receive feedback that is valuable in their future lesson planning.

Graduation requirements are that students complete four Carnegie units in mathematics, with at least two units beyond the Algebra I course. Geometry, Algebra II, Advanced Algebra, Trigonometry, Calculus, and AP Calculus are other courses that are available. It is our philosophy that students need to connect the graphical, numerical, and algebraic concepts and be fluent in interchanging them. Therefore, teachers are provided with different types of technology to assist in their instruction. Texas Instruments graphing calculators, Smartboards, TI-Navigator System, Elmo visual presenter, and Geometer's Sketchpad software are types of technology that are utilized on a daily basis in our mathematics department. These kinesthetic and visual aids help the underperforming students achieve the goals of the mathematics department. This technology also allows the students to communicate with classmates and allows the teacher to become a facilitator of the students' discussion.

As facilitators, teachers monitor discussion and interject questions that require higher-order thinking, leading to generalizations and connections. Communication and cooperation between students are vital to their mathematical knowledge, as well as the students' becoming well-rounded individuals. Teachers of the advanced mathematics courses use a rigorous curriculum and technology along with a network of professionals who use mathematics to demonstrate the need for mathematics in a field of study. An appreciation of each mathematical content is the goal of all our mathematics teachers. Administrators are supportive of the department and encourage teachers to attend conferences and workshops, and pursue advanced degrees in order to become more knowledgeable of mathematical content and efficient in mathematical pedagogy.

4. Additional Curriculum Area:

Saltillo prides itself on offering relevant instruction that prepares our students to be employees in the 21st century workplace. Our school's mission statement, "Preparing tomorrow's leaders today," reflects our commitment to providing students with the skills they need to survive in a competitive workforce.

Our anchor technology course is **Technology Discovery**, and exploration-based class that is a requirement for freshmen. In this class, students in cooperative learning groups perform hands-on activities using various forms of technology. Such projects include exploring how lasers are used in manufacturing, how satellites are used in meteorology, and how robotics are used in medicine. Students complete activities that simulate how DNA testing is performed and how hurricanes are tracked.

Saltillo also offers basic computer courses, including **Keyboarding** and **Computer Application**. In these courses, students learn essential keying skills through the creation of workplace documents. They learn to manipulate spreadsheets using Excel and produce slide shows using PowerPoint.

In addition, our technology program provides classes specifically tailored to certain programs. We offer **Desktop Publishing I and II**, which teach students to create advertisements and graphic design skills using Publisher. Students use the PARC Design Principles to create and design attractive documents for real-world ideas and purposes.

In **Web Page Design I and II**, students use Macromedia Dreamweaver and Microsoft Frontpage to design appealing and strategically-built web pages. Students learn to create web graphics and use HTML coding. They also discuss the legal and ethical aspects associated with developing websites.

Another course that is preparing students for the workplace of the future is **Multimedia Projects**. In this class, students use various multimedia applications that allow them to create, edit, and publish video, graphic, and audio presentations. Some projects they complete include recording and editing their own video and / or audio to create television and radio commercials.

In **Research Using Technology**, students learn effective ways to use the Internet to conduct valid research as well as how to evaluate websites for reliability. They summarize, evaluate, and reflect on websites they use in their research by creating an annotated bibliography, which they use to defend the use of their chosen websites.

Our technology program provides students the opportunity to gain workplace skills and training while also fostering interest in technology-related career fields, thus reinforcing our mission of educating the workforce of tomorrow.

5. Instructional Methods:

It is said that the high school classroom is the most diverse community that one encounters in life, a mandated collection of all social, ethnic, and racial groups gathered with one common purpose. This introduces many opportunities and many challenges. Saltillo High School works to meet the individual needs of this vastly disparate group by offering diversified instruction. Populations ranging from special education to advanced placements are served with a challenging and current curriculum. Driven by state and district curriculum standards, Saltillo teachers are trained in scaffolding instructional techniques, thinking maps, differentiated instructional techniques, cooperative learning and many more. A combination of many methods offers all learners more opportunities to succeed.

Inclusion classrooms have been very successful because they offer regular education and special education instructors opportunity to work closely in a heterogeneous setting. We offer tutorial sessions before and after school open to any interested student. These are taught by special education teachers trained in working with all levels. We have also targeted students who failed the state tests, analyzing the test results and targeting the students' areas of weakness. Students who had previously failed either the Algebra I or English II state assessment were taken by the school to workshops offered by the Mississippi Department of Education. We have also modified our schedule to accommodate both the ninety-six minute block classes and the year round forty-eight minute class, thus offering opportunity to reenroll students for remediation, to repeat courses without delaying their graduation, to accommodate placement students transferring in, and to facilitate students who want to graduate early. Having this flexibility dramatically increases our efficiency and effectiveness without increasing the budget.

We are proud of the advancements Saltillo has made in integrating technology in the classroom. In the last several years, Title VI and special education funds have enabled us to add ELMOs, Promethean Boards, virtual labs, four-station computer labs in each subject area, and LCD projectors to enhance and modernize presentation of material. Our teachers have also taken the initiative to write local grants to fund the purchase of some of this equipment. While the digital age can be rather daunting to teachers and

administrators alike, we are actively updating the methods and means to create a twenty-first century educational experience as we prepare students for the future.

6. Professional Development:

Saltillo prides itself in fostering student achievement through providing relevant professional development activities tailored to the needs of both our teachers and students. Knowing that informed teachers are effective teachers, our goal is to present teachers with the tools they need to bolster student success. Our professional development activities are determined through a needs-assessment survey conducted at year's end. Because our teachers have a vested interest in our students, our administration trusts the teachers to pinpoint the needs to be addressed in our staff development sessions.

Professional development is conducted using a myriad of methods. Each summer, our district holds a three-day summer institute for teachers and principals aimed at maximizing student learning for the coming year through various staff development sessions. Our most effective teachers in each subject area lead sessions based on the needs identified by each group. We hold seven early release days throughout the school year providing time for teachers to share strategies, formulate common assessments, and write pacing guides to ensure that our students receive consistent, relevant instruction across all grade levels. Professionals are invited into our school to train teachers to use our ever-growing collection of technology. As additional needs arise throughout the year, changes are quickly made to meet those needs. Through an articulation agreement with Itawamba Community College and Mississippi University for Women, our English teachers are trained on the expectation of college-level courses so that they might tailor their practices to prepare our college-bound students.

Classrooms in the building are grouped by subject area creating an atmosphere conducive to daily collaboration. Knowing the importance of maximizing the year before students must take a state-mandated subject area exam, teachers work across grade levels to ensure that students are prepared as they enter the classroom of a state tested course. Our teachers are devoted to using the best practices in teaching, holding one another accountable for applying the knowledge gained during professional development days.

7. School Leadership:

“The Lee County School district provides a high quality education in a safe, healthy environment and develops life-time learners who become productive members of

Society.” In order to fulfill this mission statement, Saltillo High School must have strong leadership, with each adult recognizing that no student in the school can be expected to be more accountable than the adults in the school. Therefore, our model is to lead by example, starting with the principals. At SHS, each morning begins with administrators not behind closed office doors, but out meeting the buses and standing in the halls, greeting teachers and students by name. This morning routine sets a welcoming and positive tone for a productive academic day. Because of this visibility, teachers and students alike are assured of the accessibility of administrators at any time, thereby helping to achieve the mission statement goal of a “safe and healthy environment” vital for teaching and learning.

Traditionally, administrators have made decisions and then dictated policies and expectations to the professional educator, sadly omitting the input of the ones expected to implement the plan. Twenty first century schools require new ideas and methods trending toward a shared leadership among administrators and teachers. At Saltillo High School frequent faculty meetings and staff development opportunities allow communication, assessment of data, problem solving, and goal setting. In addition, departmental meetings allow small groups time for addressing more subject-specific concerns, such as reading levels, ACT scores, and motivational strategies. At Saltillo, we are working as a team of empowered educators to provide a “high quality education” for all students.

The leader of our team, Principal Tim DeVaughn, takes a personal interest not only in Saltillo High School and its students, but in the community the school serves. Mr. DeVaughn's children attend feeder schools, where his son is in the seventh grade and his daughter is in the fourth grade. They live, attend church, and shop in the community.

Mr. DeVaughn is a fixture at all school functions, including athletics, fine arts performances, and various competitions. Outside of school, he has participated in the Downs Syndrome "Buddy Walk" fundraiser and the Four-H Celebrity Livestock Show. His close ties with the community strengthen his determination to continue improving Saltillo High School's curriculum, academic standards, and community and student pride.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Algebra I

Edition/Publication Year: 2nd Edition 2007 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and % Advanced	97	77	69	78	69
% Advanced	71	39	22	46	19
Number of students tested	187	178	144	153	202
Percent of total students tested	99	100	100	95	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and % Advanced	98	68	55	55	68
% Advanced	68	37	11	18	21
Number of students tested	63	71	44	40	57
2. African American Students					
% Proficient and % Advanced		81	50		42
% Advanced		29	8		11
Number of students tested		21	12		19
3. Hispanic or Latino Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and % Advanced		25	15	46	
% Advanced		13	8	27	
Number of students tested		24	13	11	
5. English Language Learner Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
6. White Students					
% Proficient and % Advanced	97	76	70	79	72
% Advanced	72	40	24	46	20
Number of students tested	174	151	131	140	183
NOTES:					

11MS2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English II-MC

Edition/Publication Year: 2nd Edition 2007 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and % Advanced	81	65	54	33	42
% Advanced	27	17	12	6	9
Number of students tested	153	179	171	174	172
Percent of total students tested	99	99	100	96	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and % Advanced	72	55	45	15	24
% Advanced	23	8	5	2	2
Number of students tested	53	64	58	52	42
2. African American Students					
% Proficient and % Advanced		50	17		8
% Advanced		5	0		0
Number of students tested		20	12		13
3. Hispanic or Latino Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and % Advanced		27	5	0	
% Advanced		9	5	0	
Number of students tested		11	19	10	
5. English Language Learner Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
6. White Students					
% Proficient and % Advanced	82	66	58	33	45
% Advanced	27	18	14	6	9
Number of students tested	143	154	156	157	159
NOTES:					

11MS2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and % Advanced	97	77	69	78	69
% Advanced	71	39	22	46	19
Number of students tested	187	178	144	153	202
Percent of total students tested	99	100	100	95	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and % Advanced	98	68	55	55	68
% Advanced	68	37	11	18	21
Number of students tested	63	71	44	40	57
2. African American Students					
% Proficient and % Advanced		81	50		42
% Advanced		29	8		11
Number of students tested		21	12		19
3. Hispanic or Latino Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and % Advanced		25	15	46	
% Advanced		13	8	27	
Number of students tested		24	13	11	
5. English Language Learner Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
6. White Students					
% Proficient and % Advanced	97	76	70	79	72
% Advanced	72	40	24	46	20
Number of students tested	174	151	131	140	183
NOTES:					

11MS2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient and % Advanced	81	65	54	33	42
% Advanced	27	17	12	6	9
Number of students tested	153	179	171	174	172
Percent of total students tested	99	99	100	96	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and % Advanced	72	55	45	15	24
% Advanced	23	8	5	2	2
Number of students tested	53	64	58	52	42
2. African American Students					
% Proficient and % Advanced		50	17		8
% Advanced		5	0		0
Number of students tested		20	12		13
3. Hispanic or Latino Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient and % Advanced		27	5	0	
% Advanced		9	5	0	
Number of students tested		11	19	10	
5. English Language Learner Students					
% Proficient and % Advanced					
% Advanced					
Number of students tested					
6. White Student					
% Proficient and % Advanced	82	66	58	33	45
% Advanced	27	18	14	6	9
Number of students tested	143	154	156	157	159
NOTES:					

11MS2