

PART I - ELIGIBILITY CERTIFICATION

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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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 9479

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
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	17	26	43
K	20	26	46		7	0	0	0
1	23	16	39		8	0	0	0
2	24	20	44		9	0	0	0
3	21	21	42		10	0	0	0
4	19	27	46		11	0	0	0
5	18	21	39		12	0	0	0
Total in Applying School:								299

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
42 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
49 % 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: 14%

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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2009	303
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 6%

Total number of limited English proficient students in the school: 18

Number of languages represented, not including English: 7

Specify languages:

Chinese, Spanish, Vietnamese, Arabic, Gujarati, Telugu, Cantonese

9. Percent of students eligible for free/reduced-priced meals: 79%
 Total number of students who qualify: 237

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: 2%
 Total number of students served: 6

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>43</u>	<u>3</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: 20:1

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	96%	96%	95%	96%	96%
Daily teacher attendance	94%	94%	93%	94%	95%
Teacher turnover rate	4%	5%	0%	4%	0%
High school graduation rate	%	%	%	%	%

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

The teacher percentages reflect family medical issues.

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:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Bankston Elementary School is a model student-centered educational learning environment serving students in kindergarten through sixth grade. Bankston is one of four elementary schools in the Greenwood Public School District which is located in Leflore County. Leflore County is situated in the Mississippi Delta and is ranked eighth among all counties within the United States for families living in poverty. (Census Bureau, 2007) Even though Bankston is located in one of the state's poorest economic areas, it has a well-documented record of academic excellence. Bankston prides itself on continuously meeting the district's mission of "Creating Student Success" while striving to achieve its vision of being the "Premier School" in the state of Mississippi where all students have access to a high quality education in a safe and inviting environment.

Traditionally, Bankston has earned the respect of the community by producing students who are well-disciplined, enthusiastic, and academically prepared. Typically, students at Bankston maintain a tradition of pride and excellence by meeting specific goals and objectives through a variety of activities and projects throughout the school year. Students are offered numerous opportunities to achieve academic success through rigorous instruction, research-based materials and resources, and a staff committed to student learning. Being a member of the Bankston "family" means that teachers not only have high expectations of their students, but also of themselves. Bankston has traditionally been characterized as a school with a dedicated staff who works together, supports each other, and consistently strives for excellence.

Moreover, Bankston Elementary has a tradition of outstanding parental involvement as well as a very active Parent Teacher Organization (PTO). Parents and grandparents help plan yearly activities that play a critical role in the success of students at Bankston. These activities range from hosting a fall festival to purchasing state-of-the-art technology resources for teachers and students. In 1988, Bankston's PTO helped to create a campus habitat that has been recognized by the National Wildlife Federation. This habitat is still maintained today.

By receiving numerous prestigious awards, Bankston continues to fulfill the district's mission and the school's vision. One of the most important milestones for Bankston was achieved during the 2009-2010 school year. Bankston became one of fifty-three schools in the state of Mississippi to achieve the highest accreditation level in the state's accountability model. As a result of achieving a Quality Distribution Index (QDI) of 201 and meeting growth expectations, Bankston has been selected as a Star School. Although Bankston had the distinction of achieving Level 5 status, the highest performance rating under the previous Mississippi Accountability System, becoming a Star School in a more rigorous and relevant accountability model has defined Bankston within the district, the community, and the state as a pinnacle of academic success. In addition, Bankston has been recognized by the United States Department of Education as a "Distinguished Title I School." In 2010, Bankston was the only school in the state to receive the Torch Award presented by the Mississippi School Board Association. This award was presented to a school that has a high percentage of students living in poverty, yet at the same time achieving one of the state's highest performance ratings.

According to the Educational Needs Index Calculations, the median household income in Leflore County is \$26,059 compared to a median income of \$42,139 in the United States and \$33,843 in the state. Data regarding parents' educational backgrounds indicate that only 29.1% have received a high school diploma. In spite of these challenges, Bankston continues to reach the highest levels of academic success.

Bankston serves a diverse student population including Caucasian, African American, Chinese, Indian, Mexican, Egyptian, Vietnamese, Guatemalan, and Yemenis. The administration and staff welcome and respect these diverse cultures and support all students in reaching their maximum potential.

Bankston is involved in a number of projects that enhance students' well-being as well as their academics. One project, The Delta Patient Care and Obesity Management Project, involves the University of Mississippi's School of Pharmacy, child dietitians, parent volunteers, and staff members. Together, this community of people works with students on activities that address the problem of obesity. Additionally, students at Bankston have benefited from a Fruit and Vegetable grant that, combined with activities from the Delta Patient Care Project, encourages good eating habits as well as appropriate exercise.

Bankston has a number of strengths and accomplishments that make it worthy of Blue Ribbon status. First and foremost, Bankston has a well-documented record of academic excellence. Secondly, all teachers at Bankston are highly-qualified and have obtained degrees ranging from bachelors to educational specialists and National Board Certification. State-of-the-art technology, including Promethean Boards and interactive student response systems, enables teachers to enhance classroom instruction. Lastly, Bankston can be characterized as a professional learning community, where teachers support and assist each other through collaboration, peer coaching, and professional development.

1. Assessment Results:

The Mississippi State Assessment Results can be found at <http://orsap.mde.k12.ms.us/MAARS>. The academic performance of students at Bankston Elementary has been measured for the past three school years by the Mississippi Curriculum Test, Second Edition (MCT2). Prior to those years, students were measured on the Mississippi Curriculum Test (MCT). The MCT test measured students' progress in grades 2-8. The MCT2 measures students' progress in grades 3-8. The MCT2 uses performance level descriptors to report results in the following four categories: Advanced: Students at the advanced level are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards. Proficient: Students at the proficient level are able to perform at the level of difficulty, complexity, or fluency specified by the grade level content standards. Basic: Students at the basic level are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by grade-level content standards. Minimal: Students at the minimal level require additional instruction and remediation in the knowledge and skills that are necessary for success in the grade or course in the content area.

The MCT as well as the MCT2 assessment data for Bankston over the past five years show consistent and continuous increases in the performance of students in language arts and mathematics. Specifically, the performance trends found in Bankston's MCT and MCT2 data tables show a significantly higher percentage of Bankston students scoring proficient and above in all areas as compared to the state's average. For example in 2009-2010:

- In 3rd grade language arts, 89% of students at Bankston scored proficient and above as compared to 49% statewide.
- In 5th grade language arts, 78% of students at Bankston scored proficient and above as compared to 51% statewide.
- In 5th grade mathematics, 84% of students at Bankston scored proficient and above as compared to 59% statewide.
- In 6th grade mathematics, 86% of students at Bankston scored proficient and above as compared to 56% statewide.

In addition, 2009-2010 data from the MCT2 consistently show a higher percentage of Bankston students scoring proficient and advanced as compared to the other schools in the Greenwood Public School District. For example:

- In 3rd grade language arts, 89% of students at Bankston scored proficient and above as compared to 38% district-wide.
- In 6th grade language arts, 78% of students at Bankston scored proficient and above as compared to 32% district wide.
- In 4th grade mathematics, 82% of students at Bankston scored proficient and above as compared to 48% district wide.
- In 6th grade mathematics, 85% at Bankston scored proficient and above as compared to 40% district wide (a 45 percentage point difference).

Starting with school year 2005-2006 through 2009-2010, Bankston Elementary met Adequate Yearly Progress (AYP) in all three areas: reading/language arts, mathematics, and other academic indicators. In addition, Bankston met AYP for all subgroups of students.

The only significant achievement gaps occurred in school year 2009-2010 for the following subgroups:

- In 4th grade language arts, there was an achievement gap of 15.5 percentage points between the “all” subgroup and the “black” subgroup for students scoring proficient and above.
- In 4th grade mathematics, there was an achievement gap of 10.0 percentage points between the “all” subgroup and the “black” subgroup for students scoring proficient and above.
- In 6th grade mathematics, there was an achievement gap of 10.7 between the “all” subgroup and the “black” subgroup for students scoring proficient and above.

Bankston uses several resources to help close these achievement gaps. The Measure of Academic Progress (MAP) is a universal screener in language arts and mathematics administered to all students three times per year. MAP provides a detailed report of each student’s strengths, weaknesses, and deficiencies. Because these assessments are aligned to the state curriculum standards, teachers are able to use this information to differentiate instruction, thus meeting the individualized needs of students. Additionally, DIBELS, a reading universal screener, is administered three times per year in grades K-6 to identify weaknesses in reading fluency. Extended school remediation is provided three days per week, and students receive targeted instruction in their specific areas of weakness. In addition, Saturday school remediation affords students additional opportunities for remediation, thus helping to close the achievement gap. The Teacher Support Team/ Response To Intervention (RTI) Team meets bi-weekly to identify students needing academic support, suggest research-based interventions to teachers, and monitor student progress.

In 2008-2009, Bankston Elementary was labeled a “High Performing” School. Because of a twenty-eight (28) point QDI increase in 2009-2010, Bankston became one of only 53 Star Schools in the state of Mississippi, placing them in the top 6% of the state and one of only two Star Schools in the Mississippi Delta.

2. Using Assessment Results:

Bankston Elementary uses Mississippi Curriculum Test, 2nd Edition, (MCT2) data to analyze and improve student performance. At the beginning of each school year, teachers analyze MCT2 scores in each competency area to determine how students performed the previous year. Based on the data, teachers create individualized profiles detailing each student’s strengths and areas needing improvement. Teachers use this profile data to differentiate instruction, to design interventions, and to identify students needing remediation and enrichment. Throughout the year, teachers maintain benchmark folders that document each student’s mastery of objectives. In addition to teacher-created assessments, students are administered common district assessments each month. Using a computerized data system, teachers receive detailed class, student, and item analysis reports. In addition, students receive their individualized performance reports.

In addition, Bankston Elementary administers the Measure of Academic Progress (MAP) as a universal screener three times a year to determine individual student’s strengths and weaknesses in language arts and mathematics. Multiple reports are generated which detail specific skills each student must be taught in order to help him or her continue to grow. Each student receives a goal-setting worksheet, and in collaboration with the teacher, establishes challenging goals and growth targets for the year. During each administration of MAP, the student monitors his or her progress in meeting and exceeding these goals and targets.

From 2005-2010, Bankston implemented Reading First, a federally- funded initiative designed to ensure that students are reading on or above grade level by the end of third grade. Three assessments, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Peabody Picture Vocabulary (PPVT), and the Woodcock Johnson, were administered to students three times per year. These assessments measured the components of reading, including letter naming and oral reading fluency, vocabulary, and comprehension. During weekly grade-level team meetings, teachers used the results from these assessments to design learning center activities and to differentiate instruction.

Teachers at Bankston Elementary use tiered and differentiated classroom lessons to close instructional gaps. An intervention team is in place to assist teachers in developing strategies for strengthening the skills of students whose performance drops below mastery based on classroom, district, state, and universal screening assessments. Also, students are provided remediation opportunities during the school day to close the academic gap. Furthermore, students are able to attend tutorial classes after school three days a week. Saturday school at Bankston Elementary benefits not only struggling students, but also those students performing at the proficient and advanced levels.

3. Communicating Assessment Results:

Student performance, including assessment data, is communicated to parents, students, and the community in several ways. At the beginning of the year, MCT2 score reports are disseminated to parents informing them of their child's test scores. Teachers meet with students individually to explain their test scores to them. Students are informed of how many questions they answered correctly as well as areas needing improvement that will be targeted during the current year. During parent-teacher conferences, held during the fall, parents are provided a detailed explanation of their child's performance on the standardized assessments.

Four times a year, parents receive student report cards. These report cards are disseminated once during each nine week grading period. During the first and third nine weeks' grading periods, parents attend district-wide parent conferences to receive their child's report card and to discuss their child's academic progress. During the second and fourth nine weeks' grading periods, report cards are sent home to parents by the students. In addition to report cards, parents also receive progress reports mid-way in each grading period. At each grade level, teachers also send home weekly assessment results. Throughout the year, individual parent-teacher conferences are scheduled to ensure that all students' needs are being met.

Students also monitor their own performance. Each student in grades two through six creates a progress monitoring chart and tracks his/her own academic progress. The progress monitoring chart is a color-coded graph that displays the student's performance on the district's monthly and nine weeks' assessments.

Each year, a district and school report card is published on the district's webpage and a hard copy, with explanations, is sent home to parents. Parents and the community are encouraged to visit Bankston and meet with school personnel after reviewing the reports if they have concerns about the data. In addition, the district and school report cards are explained during PTO meetings. Parents and the community are invited to attend Student of the Month/Awards Day programs at which academic achievements are recognized.

The Greenwood Commonwealth, the local area newspaper, communicates individual school test scores to the public on a regular basis. The MCT2 scores are reported and compared with area schools and with the state average. Bankston's Honor Rolls and Students of the Month are also published each grading period. The Superintendent of Schools sends a monthly parent newsletter, informing parents of student performance district-wide. In addition, Bankston sends its own monthly newsletter to parents communicating student and school performance.

4. Sharing Lessons Learned:

After receiving several academic awards such as the Mississippi Torch Award presented by the Mississippi School Board Association (MSBA) and the Value-Added Award for School Achievement presented by the Program of Research and Evaluation for Public Schools (PREPS), the Bankston Elementary principal and teachers have been asked to share success stories with other school districts within the state. Teachers from other schools, both within and outside the district, have come to Bankston to observe classrooms. Bankston has also had administrators from outside the district visit the school after learning of its many successes. These administrators toured classrooms and observed firsthand the instructional strategies that are being implemented at Bankston Elementary. Moreover, a significant milestone was a visit from the State Superintendent of Education and local public officials who gained insight into the successful strategies which have enabled Bankston to achieve Star School status.

The literacy coach, along with classroom teachers, participated in a “Share Fair” sponsored by the Mississippi Department of Education. This activity provided an opportunity for them to share with other teachers across the state research-based strategies for implementing successful reading centers.

In addition, Bankston Elementary has had several teachers to serve on state curriculum framework committees. These teachers were selected to serve because of their expertise in their content areas. At these meetings, teachers were charged with analyzing the curriculum frameworks and assessment items for alignment to standards and recommending suggestions for improvements.

Teachers at Bankston Elementary readily share their expertise with other teachers in the school district. They share “teacher-created” materials, instructional strategies, and techniques that have enabled them to succeed and to continuously improve. In addition, teachers at Bankston Elementary have been selected to demonstrate the integration of technology, such as the use of the Promethean boards during district-wide professional development sessions. Annually, teachers from Bankston Elementary conduct district-wide professional development training on test-taking strategies.

1. Curriculum:

The content of Bankston Elementary's core curriculum consists of language arts, mathematics, science, and social studies. The language arts curriculum contains four competencies: vocabulary, comprehension, composing/writing, and grammar. The mathematics curriculum encompasses numbers and operations, algebra, geometry, measurement, and data analysis. Science is detailed by four competencies: inquiry, physical, life and earth/space science. Social Studies includes civics, history, geography, and economics competencies.

In grades K-6, classroom instruction is delivered in whole and small groups. Teacher assistants in grades K-2 help with the remediation process through small group instruction. SPED teachers in grades K-6 provide inclusion services for all SPED students. Research-based resources are used in all classrooms. Technological equipment, including computers, TV's, printers, and Promethean boards, has been placed in all classrooms. Teachers use grade appropriate Mississippi frameworks which include rigorous depth of knowledge (DOK) objectives under broad competencies. District pacing guides ensure that objectives are being appropriately sequenced and taught throughout the school year. Assessments are aligned to meet the rigor of the frameworks. The school's curriculum is a living document that changes when necessary to meet new challenges and needs.

The ongoing task of integrating students with disabilities and behavioral disorders is one of the primary goals of Bankston Elementary School. Bankston's full inclusion program is based on the belief that the general education setting provides students with disabilities all necessary support services that enable them to reach their full potential as productive citizens.

EGGSTRA , which stands for Encouraging Greenwood's Gifted Students To Reach Ahead, is a program for intellectually gifted students. The goals of this program, as outlined by the Mississippi Department of Education, are to develop skills in critical thinking, creativity, group dynamics, communication, research, and self-directed learning. Students work in units of study based on their particular interests. Within these units, students conduct research, work together to solve problems, and participate in art, drama activities, and field trips.

The visual arts program at Bankston Elementary focuses on and includes elements and principles of art, a variety of media, information about artists from a wide range of styles, careers involving the arts, and art vocabulary. Students in grades K-6 receive art instruction a minimum of two days per week. The performing arts program focuses on students with instrumental music in which they learn to listen, compose, and perform. Bankston's sixth grade students make up a beginner band. With mastery of skills, these students join other district sixth graders to form a middle school band.

The physical education program at Bankston Elementary places emphasis on physical education to assist students in developing fundamental motor skills, manipulative skills, and movement experiences. Daily, quality physical education offered at Bankston Elementary ensures that students are given an opportunity to prevent childhood obesity and develop healthy lifestyle habits. This type of physical activity teaches students the skills necessary to be active throughout their lifetime. Part of the physical education class includes time spent on health. Instructors focus on strategies that combine good nutrition with daily physical activity as well as good hygiene. During the school year 2010-2011, Bankston Elementary is participating in an obesity program funded through the University of Mississippi which helps students understand the importance of good eating habits and physical activity. In addition, with the implementation of the Fruits and Vegetables Grant, students at Bankston Elementary are provided with healthy snacks on a daily basis.

Bankston's curriculum engages students in a learning environment that encourages them to achieve at high levels and to find success and satisfaction in learning. Every effort is made to enable each child to connect the classroom objective with his/her own real-life situation. Since Bankston serves a low income population and many parents did not finish high school, the school's curriculum stresses problem solving and critical thinking in addition to the traditional subjects. Other examples included in Bankston's curriculum are:

- Students in grades K-3 are immersed in the basic literacy skills of listening, speaking, reading, and writing.
- A strong, integrated language arts program in all grades emphasizes oral language development as well as listening and writing.
- Homework is a vital part of learning and provides a link between home and school.
- The math curriculum is based upon the building of concepts: understanding the concepts is paramount, rather than just learning the process.
- An intervention team is in place to help with students who are falling behind.
- Higher-order thinking is required of all students throughout the curricula.

2. Reading/English:

Bankston Elementary is a K-6 school with a focus on reading at all grade levels. A minimum of sixty minutes is included in each teacher's master schedule for teaching reading. This is documented through classroom observations by the principal and instructional coach. The core program adopted by Bankston Elementary is the MacMillan-McGraw Hill Treasures and Triumphs basal reading program. Bankston served as a pilot school for this program and chose to adopt it because of its research-based curriculum, and because the staff received ongoing professional development in effective use of the materials provided.

Some of the instructional practices that help students acquire foundational reading skills, including comprehension, are as follows:

- An uninterrupted reading block is implemented in grades K through six.
- In depth instruction is provided in letter recognition, phonemic awareness, phonics, and word recognition. Intensive instruction in these areas continues on an individualized basis through grade six, if needed.
- Vocabulary, comprehension, and fluency instruction are priorities in all content areas.
- High quality literature in all genres and a variety of authors are studied at all grade levels.
- Students have choices in selecting reading materials, book reports, and research topics.
- Fluency is developed in the following ways: listening centers, teacher modeling, read-alouds, and timed reading drills.
- Comprehension is developed by using questions on all levels of learning as students map story elements, predict, infer, discuss character traits, and retell the story in their own words.

- Reading instruction takes place in both whole group and learning centers.
- In grades K through six, teachers have classroom sets of leveled readers to support differentiated instruction.
- The school has an extensive leveled bookroom with a multitude of instructional materials including manipulatives, games, and leveled books. The books selected by the teachers and the instructional coach are used to address skills in all content areas, especially science and social studies.

Reading teachers in the third grade use both whole group and small group instruction. Using Treasures as the core program, teachers focus primarily on the components of fluency and comprehension. Leveled books and instructional materials are also available for this group of students.

Vocabulary is a focus of reading in grades four through six. Every student is given a vocabulary notebook, and grade level teams developed a list of vocabulary words from the curriculum framework. Students complete daily work in their vocabulary notebooks. This may consist of drawing a picture to explain their word, coming up with synonyms and antonyms for their word, and/or creating a student friendly definition of the word.

Instruction in grades four through six is both whole and small group, using MacMillan McGraw Hill Treasures. Teachers have leveled books to supplement their instruction. They also teach comprehension strategies by using materials from Study Island (a computer based program), Buckle Down, and My Reading Coach.

Students in grades two through six who need extra help in reading are provided instruction through an extended day program held three days a week. Certified classroom teachers provide instruction.

3. Mathematics:

Bankston Elementary's mathematics curriculum is designed to teach children to become problem solvers, to think logically, to communicate reasoning mathematically, to value and apply mathematics to their own real problems and other real life situations as well as communicate in a technological society. The curriculum addresses the five mathematical strands of numeration, algebra, data and statistics, measurement, and geometry. District-wide, these strands are taught at a pace which allows all students to experience success. Pacing guides, developed collaboratively by teachers, are consistent throughout the district. If for any reason a student transfers within the district, instruction will not be interrupted. To further ensure that the instructional pace is adhered to, students are administered four and nine week district assessments.

Students use concrete manipulatives at every grade level to introduce new concepts. This ensures that the learner fully comprehends the reasoning behind the concept and not just the process which will render an answer. Presenting concepts through real-life problem settings has proven to be a valuable instructional strategy for teachers at Bankston Elementary. In addition, connecting math to other subject areas and making students aware of the importance of mathematics to those subjects has also proven to be beneficial as evidenced in test data.

All teachers are required to use differentiated instruction in their classrooms in order to ensure that all students achieve mastery. However, in the case of students performing below grade level, additional services are provided to help them reach desired learning outcomes. Bankston utilizes several software programs that address the needs of the struggling students in their understanding of mathematics. The reports generated by these software programs have provided teachers with valuable feedback to address students' strengths and weaknesses. In addition, extended day tutorial classes are held three times per week for one hour. These tutorial classes have a small teacher to student ratio and have provided

additional opportunities to master skills. Lastly, to support struggling students, Bankston provides pull-out tutoring services aimed at assisting students in mastering core objectives.

4. Additional Curriculum Area:

Bankston Elementary's mission of "creating student success" is supported by the integration of technology. Teachers at Bankston use computers, LCD projectors, Promethean boards, and visual projectors to enhance student learning, motivation, and engagement. Currently, Bankston operates two computer labs and provides computers in the library for teacher and student use. Teachers receive training each month on ways to effectively integrate technology into the curriculum and to create student success.

Specific computer programs used at Bankston include the following:

- Buggles and Beezy, a K-2 phonemic awareness program, is used during an uninterrupted reading block.
- Study Island, a language arts and math software program, is used in grades three through six to teach, remediate, and assess. Study Island also includes a test item bank that is aligned with the Mississippi Curriculum Frameworks.
- Accelerated Reader (AR), a research-based computer program, enables teachers to assess students' reading comprehension skills and to build a love of reading.
- Kids' College, an online curriculum and instructional resource, is for students needing skills practice or remediation in math and language arts.
- Measure of Academic Progress (MAP) is a computer adaptive assessment used to create an individualized learning plan for each student. MAP assists teachers in determining what students already know and where instruction should begin.

In addition, a data coach consultant provides training for teachers in accessing and interpreting data generated from these computer programs. Initial training was provided and follow-up support is on going.

Computers are also used in conjunction with Promethean boards to provide hands-on experiences for students. Computers are linked to smart boards and allow students to interact individually or as a class. Teachers and students write on the boards using special pens. By using hand held response devices, students take tests that are projected onto the white boards, and computers score the tests. This allows teachers to provide students with immediate feedback. LCD projectors and Promethean visual projectors are additional technological tools used daily in the classrooms. They allow students to view textbook pages, handouts, power-point presentations, and websites in a larger format when projected onto a screen or dry erase board. This helps visual learners and enables all students to remain focused on the task at hand.

All of these technology resources have been key components in creating student success at Bankston Elementary.

5. Instructional Methods:

Bankston's instructional program contains the suggested instructional strategies listed in the state curriculum frameworks as well as other research-based methods to afford our students every opportunity to succeed. In addition to Caucasian and African-American students, we have students whose families are from China, Japan, Vietnam, India, Mexico, Guatemala, Egypt, and Yemen. Because of our amazingly diverse school culture, teachers at Bankston employ culturally responsive teaching strategies to meet the

needs of all students. Our teachers consistently strive to design their instruction so that students with diverse cultural backgrounds are able to use their varied experiences as a context for learning. Our teachers view students' backgrounds and cultures as sources of strength to enhance their classroom instruction. Additional instructional methods employed at Bankston include the following:

- Direct instruction is provided using the Program for Effective Teaching (PET) model. PET, based on the seminal work of Madeline Hunter, utilizes strategies that give all students the background knowledge and assistance to develop the skills necessary to become independent learners.
- Cooperative learning is integrated in all curricula areas. Cooperative learning provides learners the opportunity to communicate their ideas, listen and evaluate the ideas of others, and build social skills.
- Manipulatives used during hands-on activities are utilized in all content areas.
- Differentiated instructional strategies are aimed at varying the content, processes, and products.
- Frequent assessments with timely feedback are used to inform students of their academic progress and areas of strengths and weaknesses.
- Modeling, think-alouds, reflections, and guided practice are evidenced in all content areas.
- Flexible grouping patterns and differentiated learning centers are visible in all classrooms.
- Accommodations and modifications for students with Individualized Education Plans (IEPs) are used to better serve students in the regular education classroom. These students are supported by specialized staff.
- Journal writing and group discussion, both formal and informal, allow learners the opportunity to express ideas, listen and evaluate the ideas of others, and build social skills.
- The Response to Intervention (RTI) process is used as a preventive tool aimed at targeting students before they fall behind academically.
- Technology is integrated in all content areas and allows teachers to enhance classroom instruction and promote student engagement.
- Additional instructional support in English language acquisition is provided for English Language Learners (ELL).
- Critical thinking, problem-solving, creativity, research, and self-directed learning are areas of school-wide focus.
- Remediation and enrichment are provided through in-school and extended day tutoring, Saturday school, and a "Jump Start" (extended year) program.

6. Professional Development:

The Greenwood Public School District has a very comprehensive and strategic professional development program that focuses on improving student achievement, advancing individual growth, and promoting organizational improvement. Teachers participate in professional development sessions during the school day, on Wednesday afternoons from 2:30 – 3:30 p.m., during grade level team meetings, and on Saturdays. The structure of the professional development sessions ranges from large group to small group

to one-on-one sessions. District-wide, the professional development focus is on building the collective teaching talents of the entire faculty who work collaboratively to improve student achievement as opposed to working as individuals. Bankston's professional development is ongoing and job-embedded. Specifically, the school's professional development activities have included:

- Providing time during the school day and week to allow teachers to collaborate with one another, analyze student performance data, and identify areas needing improvement
- Providing opportunities for teachers to work together in developing differentiated instructional plans and interventions to meet the needs of students
- Conducting sessions on ways to engage students in their own learning in order for them to become independent and meet academic standards
- Examining best practices and discussing ways to adapt and implement these practices in the classroom
- Providing ongoing training in the content areas in order to enhance teachers' knowledge and pedagogical skills
- Identifying ways to integrate technology in every content area to engage students and make the content relevant to their everyday experiences
- Allowing teachers to further their expertise in effective teaching strategies, such as differentiated instruction, data analysis and interpretation, response to intervention, and classroom management
- Providing teachers opportunities for sharing their knowledge and expertise and seeking help from others through peer coaching, modeling, and observations
- Providing and promoting parent education, especially in the areas of technology and core content, thus enabling parents to have an active role in the education of their children
- Identifying additional strategies to support our students with specific needs, such as English Language Learners (ELL), students with IEPs, gifted students, and those who are culturally diverse
- All of the above-mentioned activities support student learning at Bankston and the achievement of both district and school goals.

The effectiveness of professional development has been evidenced in the following ways:

- Increased student vocabulary knowledge as measured by the Peabody Picture Vocabulary Test (PPVT)
- Increased test scores as measured by state and district assessment data
- Increased students' use of technology as a learning tool
- Enhanced student motivation and desire to learn
- Increased teachers' content knowledge

- Enhanced teachers' integration of technology within the classroom
- Enhanced teacher knowledge of "best" practices and use of research based materials

7. School Leadership:

The leadership philosophy at Bankston Elementary is to develop and sustain a rigorous and relevant school culture that promotes students' academic achievement, their abilities to be problem solvers and critical thinkers as well as their social, emotional, and physical well-being. The principal's primary role is to serve as the instructional leader. As the instructional leader, the principal advocates commitment, academic excellence, and data driven decision-making. It is the principal's job to model the behavior that is expected of others. It is equally important for the principal to be visible and assist as needed. Whether helping a student who is struggling in math or assisting with morning duty, the principal earns the right and respect to lead through direct involvement and working side-by-side with staff. As a result, leadership is viewed as a team effort. In working with the Bankston staff, the principal consistently strives to use the word "we" as opposed to using the word "I."

Bankston Elementary's leadership structure consists of the principal, a principal designee (who assumes the role of acting principal whenever the principal is absent), and an instructional coach. Each person plays a critical role in ensuring that teaching and learning, along with the daily operations of the school, take place. At Bankston, specific leadership practices that focus on improving student achievement include the following:

- The principal meets at least once a week with teachers in grade level teams to discuss and assess students' academic achievement and to create plans to move students from their current levels to the next level and beyond.
- The principal spends at least 60% of his school day observing classrooms and providing feedback to teachers.
- The principal and instructional coach analyze classroom and district assessment results and ensure that teachers have the necessary resources to help students experience success.
- The principal provides teachers with curriculum guides that include the state frameworks for their specific grade levels as well as frameworks for the prior and following grades. Comprehensive pacing guides are also provided to teachers for their specific grade levels.
- The principal and instructional coach review lesson plans, teacher-created assessments, and provide feedback to teachers.
- The principal and instructional coach conduct data coaching sessions with teachers on a weekly, monthly, and quarterly basis. During these sessions, the principal and instructional coach, along with teachers, analyze universal screening data and district and classroom assessment data to determine if interventions are needed to help students succeed. If interventions are needed, they work with teachers in designing these interventions.
- The principal and instructional coach conduct individual and large group sessions with parents on ways to help their children succeed at Bankston.
- The principal actively seeks involvement and collaboration with the community to improve student achievement at Bankston Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test

Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	83	64	50	96	100
Advanced	23	24	4	54	56
Number of students tested	47	42	56	46	54
Percent of total students tested	100	100	100	98	98
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 Above	77	61	46	96	100
Advanced	18	21	0	54	55
Number of students tested	34	33	35	46	53
2. African American Students					
Proficient and Above	80	53	39	91	100
Advanced	30	18	4	43	35
Number of students tested	20	17	28	21	26
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	88	67	61	100	100
Advanced	21	24	4	67	75
Number of students tested	24	21	28	24	28
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

11MS3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test

Edition/Publication Year: 2008

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	89	64	52	91	93
Advanced	30	17	9	54	56
Number of students tested	47	42	56	46	54
Percent of total students tested	100	100	100	98	98
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 Above	85	61	51	91	93
Advanced	18	18	9	54	57
Number of students tested	34	33	35	46	53
2. African American Students					
Proficient and Above	90	71	43	86	89
Advanced	35	18	7	52	39
Number of students tested	20	17	28	21	26
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	92	57	61	96	96
Advanced	25	14	11	58	71
Number of students tested	24	21	28	24	28
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test
 Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	82	65	66	91	98
Advanced	20	13	21	44	67
Number of students tested	45	54	44	43	42
Percent of total students tested	100	100	98	98	98
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 Above	85	58	69	91	98
Advanced	21	5	16	44	67
Number of students tested	39	40	32	43	42
2. African American Students					
Proficient and Above	72	65	55	86	94
Advanced	17	12	14	32	50
Number of students tested	18	26	22	22	18
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	87	64	76	95	100
Advanced	13	14	29	55	77
Number of students tested	23	28	21	20	22
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test
 Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	71	57	61	88	91
Advanced	27	15	23	47	48
Number of students tested	45	54	44	43	42
Percent of total students tested	100	100	98	98	98
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 Above	74	55	59	88	91
Advanced	28	8	19	47	48
Number of students tested	39	40	32	43	42
2. African American Students					
Proficient and Above	56	46	64	86	83
Advanced	28	12	18	32	33
Number of students tested	18	26	22	22	18
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	78	68	62	90	96
Advanced	17	18	29	60	59
Number of students tested	23	28	21	20	22
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test
 Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	84	63	55	87	83
Advanced	18	10	6	36	34
Number of students tested	49	41	33	31	35
Percent of total students tested	100	98	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	79	64	50	87	83
Advanced	13	6	5	36	34
Number of students tested	38	33	20	31	35
2. African American Students					
Proficient and Above	80	63	38	73	82
Advanced	20	4	6	20	24
Number of students tested	20	24	16	15	17
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	86	69	69	100	82
Advanced	18	19	6	47	47
Number of students tested	28	16	16	15	17
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test

Edition/Publication Year: 2008

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	78	73	55	87	86
Advanced	10	22	6	29	23
Number of students tested	49	41	33	31	35
Percent of total students tested	100	98	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	76	70	55	87	86
Advanced	5	15	5	29	23
Number of students tested	38	33	20	31	35
2. African American Students					
Proficient and Above	80	71	44	80	88
Advanced	5	17	6	20	18
Number of students tested	20	24	16	15	17
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	75	75	63	93	82
Advanced	14	31	6	33	29
Number of students tested	28	16	16	15	17
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test
 Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	86	76	57	82	93
Advanced	36	10	9	44	60
Number of students tested	28	29	35	27	45
Percent of total students tested	100	97	97	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	81	76	48	82	93
Advanced	29	10	8	44	60
Number of students tested	21	21	25	27	45
2. African American Students					
Proficient and Above	75	71	47	87	91
Advanced	44	14	13	40	43
Number of students tested	16	14	15	15	21
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	100	79	63	73	95
Advanced	27	7	5	55	76
Number of students tested	11	14	19	11	21
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Mississippi Curriculum Test 2/ Mississippi Curriculum Test
 Edition/Publication Year: 2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	79	69	51	74	93
Advanced	21	3	14	15	58
Number of students tested	28	29	35	27	45
Percent of total students tested	100	97	97	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	76	67	44	74	93
Advanced	10	0	8	15	58
Number of students tested	21	21	25	27	45
2. African American Students					
Proficient and Above	69	50	47	73	86
Advanced	25	7	7	20	33
Number of students tested	16	14	15	15	21
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	91	86	53	82	100
Advanced	18	0	16	9	76
Number of students tested	11	14	19	11	21
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	83	66	57	90	94
Advanced	23	15	10	46	55
Number of students tested	169	166	168	147	176
Percent of total students tested	100	99	99	99	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 Above	80	63	54	90	94
Advanced	19	10	7	46	55
Number of students tested	132	127	112	147	175
2. African American Students					
Proficient and Above	77	63	44	85	93
Advanced	27	11	9	34	38
Number of students tested	74	81	81	73	82
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above		30	20	60	92
Advanced		0	0	10	25
Number of students tested		10	10	10	12
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	88	68	67	94	96
Advanced	19	17	11	57	71
Number of students tested	86	79	84	70	88
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004 Publisher - Pearson					

11MS3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	79	65	55	86	91
Advanced	22	15	13	40	48
Number of students tested	169	166	168	147	176
Percent of total students tested	100	99	99	99	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 Above	78	62	53	86	91
Advanced	16	11	11	40	48
Number of students tested	132	127	112	147	175
2. African American Students					
Proficient and Above	74	59	49	82	87
Advanced	23	14	10	33	32
Number of students tested	74	81	81	73	82
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above		40	20	60	100
Advanced		0	10	10	50
Number of students tested		10	10	10	12
5. English Language Learner Students					
Proficient and Above					
Advanced					
Number of students tested					
6. Caucasian Students					
Proficient and Above	83	70	60	91	94
Advanced	19	17	16	46	61
Number of students tested	86	79	84	70	88
NOTES: Test Name MCT2 (09-10, 08-09, 07-08) MCT (06-07, 05-06) Edition/Publication Year 09-10/2008, 08-09/2007, 07-08/2006, 06-07/2005, 05-06/2004 Publisher - Pearson					

11MS3