

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12MS2**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Ms. Cindy Grimes

Official School Name: Saucier Elementary School

School Mailing Address:    24052 First Street  
  P O Box 460  
  Saucier, MS 39574-0460

County: Harrison                      State School Code Number\*: 2400048

Telephone: (228) 832-2440    E-mail: cgrimes@harrison.k12.ms.us

Fax: (228) 831-5343                      Web site/URL: harrison.k12.ms.us

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

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

Name of Superintendent\*: Mr. Henry Arledge    Superintendent e-mail: harledge@harrison.k12.ms.us

District Name: Harrison County    District Phone:

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

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

Name of School Board President/Chairperson: Mr. John Johnson

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

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

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

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

# PART I - ELIGIBILITY CERTIFICATION

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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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 13 Elementary schools (includes K-8)  
 (per district designation): 3 Middle/Junior high schools  
3 High schools  
1 K-12 schools  
20 Total schools in district
2. District per-pupil expenditure: 8044

## 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, 2011 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		<b>6</b>	40	45	85
K	35	24	59		<b>7</b>	0	0	0
1	30	31	61		<b>8</b>	0	0	0
2	25	30	55		<b>9</b>	0	0	0
3	36	24	60		<b>10</b>	0	0	0
4	30	24	54		<b>11</b>	0	0	0
5	29	30	59		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								433

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
0 % Asian  
5 % Black or African American  
0 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
93 % 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 2010-2011 school year: 22%

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, 2010 until the end of the school year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	103
(4)	Total number of students in the school as of October 1, 2010	459
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 73%

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: 10%

Total number of students served: 47

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>23</u>	<u>0</u>
Total number	<u>68</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:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Located 20 miles north of the Gulf of Mexico, Saucier Elementary is one of 13 elementary schools in the Harrison County School District. The school has a long and proud history of serving children in the rural northern part of the county. Each of the 68 staff members work diligently to ensure that all children receive a quality education in a safe and loving environment. All of our certified staff are highly qualified to teach in the area they are assigned.

Saucier Elementary opened as Saucier High School in 1905. The businessmen of Saucier organized, chartered, and opened the school to students in September of 1905 because the area lacked a school where both males and females from childhood through young adulthood could earn an education. The original Saucier High School included a dormitory that was under the direct supervision of the principal and his wife. All students except primary students who lived in the area paid tuition each month. The mission of the school was to provide its students with not only an academic education, but also social and character education. The old Saucier High School became part of the Harrison County School District when it was consolidated in 1957. In the late sixties, Saucier became a first through eighth grade school.

Saucier Elementary is now a K-6 school. Although much has changed since its opening in 1905, Saucier Elementary still reflects the history, values, and heritage of the community. Many families in this community have seen several generations educated within the buildings on this campus. In the spirit with which the school was created, Saucier Elementary continues its quest to provide exemplary opportunities for students to reach their fullest potential.

As the world around us has evolved, so has our vision, our mission, and strategies. Currently, we envision a learner centered culture where students and teachers collaborate, create, talk through the thinking process, share, write and ask higher order questions. Formative assessments are used to assess thinking and to design lessons. Our mission is for each and every student to have the greatest potential for success in the world they inherit.

Saucier Elementary has been distinguished as a High Performing school for two years. Our students, teachers, and staff are committed to meet and exceed this level of excellence. Learning is a continuous process and each year our students succeed in meeting standards for Adequate Yearly Progress (AYP). On numerous occasions, our school has received the PREPS value-added award. In Mississippi, PREPS awards are granted annually for extraordinary service to students in Reading, Language Arts, and Mathematics. Schools receiving this award have exceeded statistical predictions on statewide assessments. The school has also been the recipient of the MCT excellence award for ranking in the top 30 in Mississippi in Math in 2009. With 73% of our children living at or below the poverty line, Saucier Elementary qualifies as a Title I school. It is our belief, without a doubt, that although family poverty exerts a crushing influence over children's lives, that students can succeed with the guidance of our dedicated staff. Teaching and learning are a culture at Saucier Elementary.

We are committed to maintaining a strong partnership with parents and community. We have an active PTA which meets monthly. These parents support our school through providing incentive and reward parties for attendance, academics, and behavior. Parents frequently visit the school and actively participate in family nights, special programs, community service projects, conferences, and celebrations. In order to facilitate parental involvement at the start of each school year, each student receives a planner designed for the purpose of facilitating two-way communication between home and school. In addition, parents have online access to student grades, attendance, and behavior.

Each year at Saucier Elementary we actively participate in worthy causes such as the American Heart Association, The American Cancer Society, The Prevention of Child Abuse, The Humane Society of

South Mississippi, Operation Christmas Child, Red Ribbon Week, and in helping to stock our local food pantry. Our students raise money, collect donations, walk for the cause, and participate in other organized events to show their support. Our faculty and staff believe that encouraging students to give of themselves and demonstrate good citizenship through supporting charitable causes will help to make them aware of the world around them.

Saucier Elementary is a school grounded firmly in a commitment to inspire and enable every child who enters our doorways to reach their greatest potential, thus making productive and responsible citizens for a global community.

### 1. Assessment Results:

The state of Mississippi uses the Mississippi Curriculum Test to monitor student achievement. This grade level testing program was initially used during the 2001-2002 school year. It was developed in order to comply with the federal guidelines set forth by the No Child Left Behind Act. The MCT tested students in grades 2-8 in the areas of reading, language, and math. The test was revised in 2008 to provide a more rigorous examination of student achievement. The test changed at that time to evaluate 3-8 graders in the areas of language arts and math.

The information gathered from the MCT and the MCT2 is used to evaluate student, school and district growth from one assessment to the next. The scores are also used to assess how the school is progressing toward the proficiency levels expected by NCLB.

Students receive one of four performance levels based on their scale score. The four levels are: advanced-performance at a high level of difficulty, proficient-performance at the appropriate complexity level, basic-performance at a low level of difficulty, and , minimal-below grade level work. All levels are based on the student's current grade level requirements.

The NCLB Act, the state of Mississippi, the Harrison County School District, and Saucier Elementary all have an expectation that students will be proficient or advanced in all areas on the state assessment.

In addition to the performance level we also evaluate student growth. We strive to move students from one achievement level to next with the ultimate goal of all students being proficient or advanced. The new state accountability model recognizes schools that close this achievement gap with school designations. Currently Mississippi schools are designated as Star Schools, High Performing, Successful, Academic Watch, or Failing. Saucier Elementary has received a High Performing status for the last 2 years.

Since the current administration started in the 2008-2009 school year, the trend has been upward in all grade levels and all subject areas tested, with the exception of 4<sup>th</sup> grade reading. In math, increases ranged from +5% for students scoring proficient and above on the state test in 3<sup>rd</sup> grade to a high of +25% in 5<sup>th</sup> grade. In reading during the same 3 year period , changes range from -1% in 4<sup>th</sup> grade to +30% in 5<sup>th</sup> grade. To address the lack of growth in fourth grade reading, the principal has made several significant changes. The principal has recruited new 4<sup>th</sup> grade teachers who are highly skilled in reading instruction and higher order thinking strategies. In order to support their efforts, the principal has provided them with a common planning time, focused professional development and any resource they have requested. The 4<sup>th</sup> grade team is so strong now that they are pioneering the school's efforts to transition to the Common Core.

In mathematics in all tested grade levels, at least 74% of all students are scoring proficient and above. In reading, with the exception of 4<sup>th</sup> grade, at least 71% of our students are scoring proficient and above on state assessments.

Even though there are not enough students in the Special Education subgroup to be considered statistically significant, these students are scoring below their peers. Because of the achievement gap, all professional development sessions include a focus on the implementation of effective differentiated instruction. After analyzing the special education program, the implementation strategies were revised. A more effective model is being implemented with a stronger partnership between special education and regular education teachers. Training and support are ongoing.

In 2010/2011 there was a 10 % gap between the disadvantaged student subgroup and the all student group in the 6<sup>th</sup> grade reading. However, this was not the norm, rather it was an anomaly because in other grade levels this subgroup scored as well as or better than the all students group. In fact, at least four percent more disadvantaged students scored proficient and above in 4<sup>th</sup> grade reading and math than did the all group.

One significant factor related to the lower scores reflected in the 2007-2008 test data was the change in state assessment. Version 2 of the Mississippi Curriculum Test was much more rigorous. Scores dropped from 2006-2007 as much as 45%. The trend since 2008 has been consistently upward.

Over the 5 years studied, Mathematics has consistently been our strength. This remains true with all subgroups tested as well. One of the factors that has contributed to the language scores over the years has been the lack of focus on writing. Since writing is one of the competencies in a comprehensive language arts curriculum, the lack of focus on writing has contributed to lower achievement scores. In order to address this area of concern we have developed and implemented a strategic plan to improve writing across the curriculum. As part of that plan one teacher participated in the training and scoring of the state writing assessment. She then trained all of our staff on effective writing strategies and expectations. In addition, we use Project Read's Written Expression strategies to better prepare students. The district recently purchased My Access, a computer program that will evaluate and score writing. This enables students to assess their work and provides them with a numerical value that they can relate to as they improve their writing assignment.

## **2. Using Assessment Results:**

Saucier Elementary uses data from a variety of sources to design an instructional program to meet the needs of each individual student. We gather data from the MCT2, STAR Reading, STAR Math, Voyager benchmarking, NWEA (MAP), and district level assessments. Using all of the data available, we construct a view of not only individual student progress but classroom and school progress as well.

The NWEA test (MAP) is given two times per year. The reports generated can be formatted in a variety of ways. Our district data analyst has added information related to economically disadvantaged, race, and SPED status so it is very useful in monitoring our subgroups. After the second administration of the assessment we can measure and track growth as well. Using data derived by the NWEA test, teachers group students during our thirty minute focused instruction time each morning. Additional assistance is given to these students based on their specific skill deficits. MAP data is also used to design instruction for students in our after school tutoring program.

At Saucier Elementary, data is used to make decisions about curriculum, remediation programs, scheduling, and instructional techniques. The principal maintains a spreadsheet with all assessment data for the last four years so it is evident where trends are developing at the student or classroom level. This data is easy to sort by teacher, grade level, subject or subgroup allowing all facets of the information to be addressed.

The principal holds data meetings throughout the year with each teacher to identify areas of concern and formulate a plan to overcome any deficiencies that are evident. Students who show a trend of lower performance or regression are referred to the Teacher Support Team for the Resistance To Instruction (RTI) process. Data will be collected weekly or bi-weekly on these students to measure growth.

Testing reports are used to evaluate the effectiveness of instruction. It is the expectation that all students show growth. In classrooms where growth is not evident, the information gathered is used to develop an improvement plan to assist the teacher with instructional practices.

Our district office schedules data conferences annually with the Director of Curriculum and Instruction and the building administration. These conferences are intended to identify areas of weakness that are evident at the school, grade or classroom levels. Plans are developed to focus on these areas and support is offered at the district level. Our district data analyst provides detailed information related to student growth and expected achievement. This enables us to create long range instructional plans.

Assessment results are given to parents throughout the year. MCT2 score sheets go home in September showing the state assessment results from the previous year. Parents are also given information on our benchmark assessments and district level tests. This information is disseminated during conferences with the classroom teacher or principal. Student planners, email, and newsletters are also used for school to home communication. State assessment information and daily classroom assignment data is available using our on-line gradebook system. This can be found on the Harrison County School District website at [www.harrison.k12.ms.us](http://www.harrison.k12.ms.us). Report cards are sent home at the end of each 9 week term to inform parents about student progress during the term.

School wide achievement is discussed with parents at events like open house, P.T.A. meetings, family nights, and award nights. At that time all parents are reminded about their rights to acquire a hard copy of data. They are encouraged to schedule conferences to discuss their students' individual needs.

Each year a district and school report card is published detailing performance data. The required information falls into three general areas: school improvement, teacher qualifications, and test data. The report must also contain achievement data for specific subgroups, two-year achievement trends, and student participation rates. These reports are available on the school website and a hard copy is provided.

### **3. Sharing Lessons Learned:**

At Saucier Elementary School, our teachers, administrators, and staff believe that it is our professional obligation to share successful strategies with others in the field of education. Our teachers have served on committees designed to plan, organize, and implement learning activities in the area of writing at both the district and state levels. One of our fourth grade teachers was selected to serve on a state writing committee and was trained to score student responses to pilot prompts for the state writing assessment. This teacher shared this valuable training in a professional development session entitled "Building Better Writers: It's a Team Effort!" at the school level. Following that, our teachers were invited to share their writing successes with fourth grade and seventh grade teachers at the district level. More currently, our fourth grade teachers were trained to use MY Access!, a computer program designed to help students become proficient writers. Our fourth grade staff met with other teachers in the district who were struggling with implementing this program. At this meeting, they shared student successes, provided guidance that would help other schools use this program successfully, and modeled ways that we use the program effectively here.

Saucier Elementary teamed with another school in our district for training in regard to differentiating instruction for students at all ability levels. The title of the training session was "Motivating and Managing in Today's Differentiated Classroom." During this workshop, teachers collaborated with one another about designing and implementing creative strategies to retain student interest while helping them achieve success in all areas of the curriculum. The importance of building positive relationships with students and their families was addressed. Strategies designed to promote effective classroom management, reduce discipline problems, decrease teacher and student burnout, and prevent bullying were presented.

Our school was instrumental in helping other schools design a procedure for successful implementation of Thinking Maps. After planning, organizing, and implementing procedures for integrating Thinking Maps at our school, this information was shared with lead teachers of other schools in our district. Those lead teachers then used this implementation plan in their own schools. We even had opportunities to share this plan with other schools in our state.

We will continue to seek and take advantage of opportunities to share strategies we find successful in our school with other schools at the district and state level.

#### **4. Engaging Families and Communities:**

We deeply value the important role that parents and the community play at Saucier Elementary. One of Saucier Elementary's highest priorities is to ensure that we become more effective at engaging our families as partners in schools. Parents and communities are key stakeholders in improving student achievement, ensuring school success, and making our school the best in the district.

Teachers recognize the importance of parents as partners. Teachers and parents working together will result in improvements in academic performance and attitudes toward education. Student planners have been provided in order that the home and school can remain in communication about academic or behavioral issues. Parents have access to an on-line gradebook so that they might keep abreast of assignments, grades, attendance, and behavioral issues. The sooner parents can be informed the sooner they can act for the benefit of the child. Many opportunities exist for parents to come to the campus for lunch, special programs, family literacy night, family science night, family math night, and awards events.

Saucier Elementary has an active PTA. As the largest volunteer child advocacy association in the nation, PTA provides parents and families with a powerful voice to speak on behalf of every child and the best tools to help their children be safe, healthy, and successful—in school and in life. The Saucier Elementary PTA meets monthly to discuss issues important to the staff and students. They have established a "Jets" reward store to encourage students to excel academically, increase attendance, and improve student behavior.

Saucier Elementary also has a very close working relationship with the Saucier Exchange Club. The Exchange Club is an all-volunteer, national service organization for men and women who want to serve their community and develop leadership skills. The Exchange Club has aided in things as small as helping with student incentives to as large as helping build play grounds. This community group comes to the school annually to present U.S. flags to every 3<sup>rd</sup> grade student. During the presentation, they teach a lesson on the history of the flag and demonstrate the correct procedure for caring for the flag.

## 1. Curriculum:

As we are shifting to the Common Core, we are moving toward a student centered, manipulative driven, college readiness curriculum and instruction at Saucier Elementary. Using the Common Core Standards adopted by Mississippi, Saucier Elementary emphasizes increasing the rigor of its curriculum in all subject areas.

Reading instruction begins at the kindergarten level and continues through 6<sup>th</sup> grade. Basal readers are used in conjunction with children's literature to create a variety of reading opportunities. At Saucier Elementary, we believe that a balanced approach to teaching literacy will enable students to become proficient readers, writers, speakers, and listeners. Project Read has been adopted as our main curriculum for reading & language arts. This program incorporates all learning styles, which are needed to obtain a maximum learning level. Our school also hosts an annual Family Reading Night in order to encourage families to read more. In addition, we participate in the local, district and state reading fairs.

Mathematics instruction at Saucier Elementary is based on a variety of instructional methods. The Singapore Math program is being used in kindergarten through 2<sup>nd</sup> grade. This program is geared toward the in-depth understanding of mathematic skills. Third through sixth teachers are using EnVision Math, which is a research based program that provides teachers with interesting and engaging lessons for each concept. Teachers provide student centered learning stations on math topics in order to help students reach their fullest potential and connect math concepts to real world situations. Technology programs, eManipulatives and Gizmos, provide students opportunities to explore conceptual development of math topics.

Science is offered at all grade levels. Our teachers use hands-on activities to promote skill development. A priority for our teachers is to select content and methods appropriate for their students and design a classroom environment that promotes a positive attitude toward science. Because we want our students to be excited about Science and about learning, Saucier Elementary School hosts a Family Science Night each year. Families are provided opportunities to participate in interactive experiments and activities related to science strands. Our students also have the opportunity to participate in the Science Fair which enables them to broaden their views of the different aspects of science.

Social Studies instruction is done in each class and is offered at all grade levels. Textbooks and technology are used to explore history, geography, civics, economics, and government. In keeping with the standards for education, we aim to provide students with democratic dispositions, values, and attitudes needed in order for them to become engaged citizens.

Technology is used at Saucier mostly via the Internet and Smartboard. On the Smartboard, interactive simulations and illustrations can produce a much greater depth of understanding of a concept. When virtual manipulatives are used in a classroom setting, lessons can go far beyond chalk and talk. We feel that by using the Smartboard, teachers can conduct onscreen investigations and demonstrate concepts more aligned with real-world learning. In keeping with the Common Core Standards, participating in projects enhanced with technology tools allows students to be intellectually challenged. Through projects, students acquire and refine their analysis and problem-solving skills. They work individually and collaboratively to find, process, and synthesize information they've found online.

Physical education is very important at Saucier Elementary. Students participate daily in a wide range of developmentally appropriate activities. We feel that physical activity becomes an outlet for relieving anxiety and facilitates emotional stability and resilience. Quality physical education can

influence moral development. Students have the opportunity to assume leadership, cooperate with others, adhere to defined regulations, and accept responsibility for their own behavior.

## **2. Reading/English:**

Saucier Elementary uses a student centered approach to teaching reading and language arts. Our school has adopted Project Read, beginning in kindergarten, as our main curriculum for reading & language arts. Project Read incorporates all learning styles: visual, auditory and kinesthetic, to engage our students in learning. Methods include finger spelling, physically tracing letters and words with a variety of textures, hand motions for sounds, tapping out of words, recognition of red words, and high interest phonics readers.

Basal readers are incorporated into the curriculum and enhanced with children's literature to create a variety of reading opportunities. Also, the Accelerated Reader program, which is used throughout our school, allows the students to read and comprehend at their own reading level. This reading level is obtained through STAR Enterprise testing which is given 3 times a year and gives each student their independent reading level. It also assigns each student a reading goal. This program has greatly enhanced the student's desire to read and obtain goals that have been set for them. Teachers have found that this independent reading has greatly increased comprehension and reading levels. Accelerated Reader allows teachers to closely monitor student progress and intervene with appropriate instruction when necessary. Parents can access this program from home.

Saucier Elementary selected these programs based on scientific research. This research has been shown to dramatically accelerate reading growth and substantially reduce the performance gap between high achieving and low achieving students.

Each grade allocates 120 minutes per day for reading and language arts instruction. Grade levels work together weekly to plan lessons and activities to challenge and remediate students as needed. Teachers share ideas and strategies with each other openly and freely, adopting ideas to fit their individual students. During weekly faculty meetings, teachers take turns sharing activities that have proven successful with their students. Teachers from different grade levels discuss how these lessons can be changed to fit their grade level needs. This has proven to be a very successful teaching tool at our school.

## **3. Mathematics:**

Saucier Elementary uses a variety of instructional methods to improve the mathematical skills of all students, whether they are performing above or below grade level. Students are assessed at the beginning, middle, and end of the year using Star Math and in the fall and spring using NWEA. This data provides information on growth as well as feedback for supplying individualized instruction for each child. One curriculum used by teachers to teach mathematics is EnVision Math, a product of Scott Foresman, an imprint of Pearson. This program is based on four phases of research: ongoing research, scientific research base, formative research, and summative research. EnVision Math provides teachers with the freedom to choose order and sequence of mathematical topics. Students, teachers, and parents have access to textbooks and supplemental activities online. It also provides daily assessment that supplies data for ongoing differentiated instruction. Teachers use engaging center activities for each lesson. These centers provide opportunities for students to practice working with partners and small groups to develop solutions and justify their answers. Below-level students are provided with individually diagnosed intervention lessons. Students also engage in a partner talk for each lesson that provides opportunities for students to work with one another thus enabling students with an accountable structure for developing new mental constructs.

In order to facilitate the transition to Common Core, teachers are currently engaged in a professional book study, Good Questions for Math Teaching: Why Ask Them and What to Ask. Using the strategies discussed in the book, teachers are now structuring math problems with multiple reasonable answers that require students, in teams, to engage with math phenomena and develop conceptual

understanding. Students are asked to investigate, develop solutions, justify answers to the whole group and critique others' solutions.

Teachers in grades K-2 are using Singapore Math to help students with the development of number sense and modeling of word problems using pictures and graphs. Singapore Math begins with early grades and teaches concepts in a concrete manner transitioning to more abstract concepts as students enter upper grades. This should aid students in successfully mastering Common Core Curriculum Standards for Mathematics.

The teachers at Saucier Elementary use a variety of technology resources such as eManipulatives and Gizmos. These on-line simulations provide students with opportunities to explore mathematical concepts electronically in a simulated experience. Students have access via classroom computers, and each classroom has a Smart Board.

#### **4. Additional Curriculum Area:**

Our school's mission statement is to grow students so that they can be successful in any career field they choose. In order to achieve this goal, we plan and implement a multifaceted science and health curriculum. We believe that students need to be able to explain and use skills necessary to conduct scientific inquiry. We strive to provide ample opportunities for students to explore science concepts in a hands-on environment.

On our campus, we encourage students to investigate topics of their own choosing. This opportunity is provided in daily classroom activities and through participation in our annual science fair. Because we recognize the value of parent participation in the educational process, we sponsor a Family Science Night, prior to the science fair. During Family Science Night participants engage in activities designed to ignite students' interest in exploring science concepts. Each grade level conducts a lab to ensure that students of all ages can participate.

We supplement our science curriculum with various technology based programs. In using Learn 360, an interactive media-on-demand service that provides information in all curricular areas, our teachers are able to address the unique learning styles of individual students through multimedia formats while fully incorporating differentiated learning into the curriculum. Gizmos, an interactive, online science and math simulation program, are designed to involve students in the learning process. These simulations are flexible by nature and can be used in small groups, during individual explorations, or as whole group lessons using the Smart Board.

Many science objectives are taught utilizing organizations from outside the school. Curricular programs geared toward educating students about their health and safety are demonstrated and discussed by experts from the American Heart Association, the American Lung Association, the American Cancer Society, and the Mississippi State Department of Health. Students also receive instruction and support from the Mississippi Department of Transportation and the Harrison County Sheriff's Department.

Each year our 5<sup>th</sup> grade students participate in the MCT2 Science test. For the last several years, our students have excelled on this test and continue to thrive in the science arena. Last year 75% of the students taking the exam scored proficient or advanced.

#### **5. Instructional Methods:**

Saucier Elementary integrates a wide variety of instructional methods to ensure we are meeting our students' differentiated instructional needs. These instructional methods are incorporated throughout our school in many forms: regular and special education classroom instruction, technology, and Journey (gifted). We have found that by using these instructional methods we are making great strides in meeting the diverse needs of our students.

Our administration is currently participating in National Institute for School Leadership (NISL) training. Through this program administrators learn strategies that can be implemented at the building and classroom level to ensure good instruction is taking place. The 13 key principles for teaching and learning are being addressed. Saucier Elementary begins each day with a thirty minute intervention time. Teachers work with small groups on un-mastered skills and allow other groups to work independently on higher order thinking skills. Our school librarian incorporates skills into her weekly center activities to reinforce classroom instruction. She also uses story time to promote reading fluency. Special education teachers are resourced into the classroom to help individual students as needed. Journey (gifted) is offered to address the needs of our higher achieving students. This includes higher order thinking skill, engaging in meaningful research, fostering critical and creative thinking, and developing problem solving strategies.

Technology programs, which have been aligned with our curriculum, are used in a variety of methods to enhance the instructional needs of our students. These programs include My Reading Coach, Lexia Reading, NWEA/MAP, Study Island, and STAR Enterprise. Through the use of these programs we have found that we get a broader understanding of each student's individual needs. These programs all allow students to test, work on interactive lessons at their level, and progress individually. Teachers receive immediate feedback of student progress and intervene as necessary.

Title I after school tutoring is available free of charge to students two days a week. Students are selected based on their last year's state test scores, STAR and MAP scores, and teacher recommendations. A certified teacher and a technology assistant provide individual and small group instruction.

## **6. Professional Development:**

The 2011-12 school year has been an incredible time of professional growth at Saucier Elementary. Since the start of the school year our principal and instructional literacy coach have committed 2 days per month to participate in the Executive Development Program offered by the National Institute for School Leadership (NISL). The program offers high-quality, research-based professional development designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools.

As a result of our principal's participation in NISL, our school has a new vision for education. In this new vision, Saucier Elementary "is a learner-centered culture where students and teachers collaborate, create, share, write, talk through the thinking process, and ask higher order questions."

In order to facilitate the transition to the new vision, our principal has devoted much of her time and energy into the development of a professional learning community at our school. This year the principal has developed and implemented a customized, comprehensive, cohesive professional development plan. Instructional staff has participated in activities where they observe, read about, discuss, and implement teaching strategies benchmarked from the world's highest performing countries.

Using Peter Hill's article "The Principles of Teaching, Learning, and Curriculum," teachers have learned to design lessons that would engage students in a variety of collaborations and help them make real world connections. While studying the teaching practices of teachers in the United States, Japan, and Germany using the book The Teaching Gap, teachers have learned to design lessons to teach conceptual understanding. Using practices described in Good Questions for Math Teaching: Why Ask Them and What to Ask, staff has learned to develop questions that engage children in higher level thinking and encourage them to seek multiple solutions of complex real-world problems.

The teachers, principal, and instructional literacy coach meet regularly after school to share their experiences with the new teaching strategies. They share what has worked well, what has not. The staff helps one another in a risk-free environment where all members are learners. Together they create challenging lessons for children that are differentiated, yet maintain the depth and power of the learning.

Each time teachers meet, the primary focus of conversations is on using teaching strategies that will catapult our students to their highest, untapped potential and prepare them for success in the 21<sup>st</sup> century.

## **7. School Leadership:**

Much of the success of Saucier Elementary over the past 5 years can be attributed to the guidance and direction of the school leadership team. Team members include the principal, the instructional leadership coach, one teacher from special subject areas, and one teacher from each grade level. The school leadership team collaborates throughout the school year to make decisions related to instruction, curriculum, budget, finance, and special programs. Parents are an integral part of the decision-making process and partner with the leadership team to insure that children have a wide range of experiences while enrolled at Saucier Elementary.

The principal at Saucier Elementary not only serves as the school's instructional leader, but also leads by example in all facets of her life, both personal and professional. Her commitment to the education of the whole child is evident in her drive to do whatever it takes to provide the best educational opportunities for our students. She exhibits a strong commitment to personal and professional growth and expects the same commitment from her teachers.

Perhaps the most effective way to describe the leadership at Saucier is to let the data tell the story. An integral component of the NISL Executive Development Program is the use of the Vanderbilt Assessment for Leadership in Education (VAL-ED) as an evaluation of school principals during the current school year. VAL-ED is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's performance. Completed by all instructional staff, reports provide a summary of the effectiveness of a principal's leadership behaviors in twelve categories. These behaviors include core components including high standards for student learning, rigorous curriculum, quality instruction, culture of learning and professional behavior, connections to external communities, and performance accountability. Also rated by the instrument are key leadership processes such as planning, implementing, supporting, advocating, communicating, and monitoring. In all twelve categories, the principal at Saucier was rated as "Distinguished," the highest rating possible. A rating of distinguished means the leader exhibits learning-centered leadership behaviors that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.

We at Saucier Elementary are a family. We are a family of learners lead by a learner. We are committed to our students, our community, and to our district, national, and global community.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2-  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	77	83	70	72	90
Advanced	29	22	5	12	44
Number of students tested	51	59	83	81	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	72	83	64	67	86
Advanced	22	22	3	7	41
Number of students tested	36	48	61	46	58
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	5	6	2	6
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1	1	1
<b>4. Special Education Students</b>					
Proficient and above					64
Advanced					9
Number of students tested	5	8	8	8	11
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1			1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 - 2007-08

Publisher: Version 1 - CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	71	58	41	62	77
Advanced	31	10	11	20	30
Number of students tested	51	59	84	81	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	69	54	34	48	71
Advanced	25	10	8	15	22
Number of students tested	36	48	61	46	58
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	5	6	2	6
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1	1	1
<b>4. Special Education Students</b>					
Proficient and above					9
Advanced					0
Number of students tested	5	8	8	8	11
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1			1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	74	82	70	66	80
Advanced	14	12	15	15	34
Number of students tested	58	87	79	74	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	79	76	65	58	76
Advanced	13	10	13	12	22
Number of students tested	44	65	52	57	50
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	3	5	10	5
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested		2	1	1	1
<b>4. Special Education Students</b>					
Proficient and above					
Advanced					
Number of students tested	8	8	7	7	9
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1	1	1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1- 2000-01,  
Version 2 -2007-08

Publisher: Version 1 - CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	61	75	58	62	92
Advanced	10	16	19	22	29
Number of students tested	59	87	79	74	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	65	73	44	51	88
Advanced	11	12	13	11	18
Number of students tested	44	65	52	57	50
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	3	5	10	5
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested		2	1	1	1
<b>4. Special Education Students</b>					
Proficient and above					
Advanced					
Number of students tested	8	8	7	7	9
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1	1	1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	78	83	67	53	85
Advanced	12	23	12	8	41
Number of students tested	89	79	73	74	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	73	69	63	49	83
Advanced	8	15	12	4	30
Number of students tested	69	53	49	45	33
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	4	5	8	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	1		1	
<b>4. Special Education Students</b>					
Proficient and above	60		20	30	
Advanced	10		10	0	
Number of students tested	10	7	10	10	7
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	2	1	
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	75	70	67	45	90
Advanced	10	18	10	5	40
Number of students tested	89	79	73	74	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	72	62	65	40	92
Advanced	4	9	8	4	38
Number of students tested	69	53	49	45	34
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	4	5	8	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	1		1	
<b>4. Special Education Students</b>					
Proficient and above	40		10	20	
Advanced	0		0	0	
Number of students tested	10	7	10	10	7
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	2	1	
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2 -  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	79	83	75	63	78
Advanced	19	18	16	23	44
Number of students tested	68	74	67	64	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	72	79	65	54	77
Advanced	10	9	13	17	38
Number of students tested	47	53	48	35	47
<b>2. African American Students</b>					
Proficient and above		54			
Advanced		0			
Number of students tested	3	11	5	2	2
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested			1		
<b>4. Special Education Students</b>					
Proficient and above				20	
Advanced				0	
Number of students tested	4	9	8	10	8
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1		1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 -2000-01,  
Version 2 -2007-08

Publisher: Version 1 -CTB/McGraw Hill, Version 2-  
Pearson Educational

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	72	72	69	52	88
Advanced	10	15	6	8	16
Number of students tested	69	74	68	64	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	61	67	56	43	87
Advanced	2	9	2	3	9
Number of students tested	47	53	48	35	47
<b>2. African American Students</b>					
Proficient and above					
Advanced					
Number of students tested	3	11	5	2	2
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested			1		
<b>4. Special Education Students</b>					
Proficient and above				10	
Advanced				0	
Number of students tested	4	9	8	10	8
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested		1	1		1
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MS2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	77	82	70	63	83
Advanced	17	18	11	14	40
Number of students tested	266	299	302	293	281
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	73	76	64	57	80
Advanced	12	13	9	9	33
Number of students tested	196	219	210	183	188
<b>2. African American Students</b>					
Proficient and above	76	58	50	47	66
Advanced	15	4	0	0	13
Number of students tested	13	24	24	17	15
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	4	3	3	2
<b>4. Special Education Students</b>					
Proficient and above	48	62	40	40	46
Advanced	7	9	3	8	11
Number of students tested	27	32	33	35	35
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	4	4	2	3
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12MS2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and above	70	69	57	55	86
Advanced	13	15	11	14	28
Number of students tested	268	299	304	293	282
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and above	67	64	48	46	83
Advanced	8	10	7	8	20
Number of students tested	196	219	210	183	189
<b>2. African American Students</b>					
Proficient and above	76	53	33	41	53
Advanced	7	4	0	0	6
Number of students tested	13	24	24	17	15
<b>3. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	4	3	3	2
<b>4. Special Education Students</b>					
Proficient and above	25	34	21	23	31
Advanced	3	6	0	5	2
Number of students tested	27	32	33	35	35
<b>5. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	4	4	2	3
<b>6.</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12MS2