

PART I - ELIGIBILITY CERTIFICATION

12MS4

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 0 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
0 High schools
4 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 1464

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: 11
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	4	4	8		6	35	24	59
K	25	24	49		7	27	38	65
1	30	34	64		8	31	30	61
2	33	22	55		9	22	21	43
3	34	29	63		10	30	26	56
4	31	24	55		11	20	20	40
5	24	32	56		12	20	13	33
Total in Applying School:								707

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
9 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 10%
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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2010	707
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

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: 51%

Total number of students who qualify: 365

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 77

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>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>44</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</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>39</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>20</u>	<u>0</u>
Total number	<u>77</u>	<u>1</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 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	96%	95%	99%	96%	97%
High school graduation rate	95%	92%	92%	94%	97%

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:	<u>42</u>
Enrolled in a 4-year college or university	<u>10%</u>
Enrolled in a community college	<u>55%</u>
Enrolled in vocational training	<u>7%</u>
Found employment	<u>12%</u>
Military service	<u>0%</u>
Other	<u>16%</u>
Total	<u>100%</u>

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

12MS4

West Lincoln Attendance Center is a small, rural school located in Southwest Mississippi about 50 miles from the state capital of Jackson, Mississippi. One of four K-12 schools in the Lincoln County School District, we serve 707 students. West Lincoln Attendance Center's humble beginnings evolved from several small elementary schools that existed prior to 1937. One of the small schools Crossroads stood where our school now stands. This school was affectionately referred to as "Flea Hop". Once "little ole Flea Hop", but look at us now—West Lincoln—a high-performing school.

As the years (1937-2011) have progressed, due to growth and necessity, other buildings were gradually added—wings for classrooms, auditorium, gym, cafeteria, etc. Due to expressed community desire and interest, our first football team was organized in 1999, therefore, forcing the need for a football field. The community came together and built the field with donated money, time, and services. As technology entered the scene, we rose to that demand as well. Over the years our school has experienced destruction from two tornadoes and some of the last original buildings were destroyed by a fire. Although the effects of these situations were not desirable, we faced the challenge of continuing the education of our students even in adverse situations. As the future demands further changes, West Lincoln will continue to rise to the occasion. We love West Lincoln and are proud of our accomplishments. Whatever it takes at West Lincoln—we do it!

To effectively accommodate learning at our K-12 school, our different grade levels are housed in their own buildings and/or areas—Kindergarten, Grades 1-2, Grades 3-6, Grades 7-8, and Grades 9-12. Our K-12 situation affords us the unique opportunity to better track the learning and progress of our students as they move forward through their 13 years of education. Sharing the same vision for our students' success, teachers in the different grade levels are able to collaborate on the alignment of the curriculum and discuss the scope and sequence of competencies in order to better achieve student growth.

Our mission is to create an environment that will challenge learning and foster high expectations for success. We are dedicated and committed to providing experiences that will allow students to achieve their greatest potential. In addition, we strive to promote a safe, orderly, caring, and supportive environment. Students' learning and success are dependent upon the involvement of every one---custodians, bus drivers, parents, grandparents, teachers, and other personnel. It takes everyone working together toward the common goal—success.

At West Lincoln we work hard to maintain the school's tradition of academic excellence. We achieved Level 5 status from 2002-2008. The evaluation terminology then changed to High-Performing, and our school achieved this status from 2009-2011. This year (2011-2012) we are recognizing our first ever National Merit Scholar. Through the hard work and dedication of our teachers and students, some are achieving perfect scores on the state test, and ACT scores are continuing to rise. It is very evident that we are doing something right at West Lincoln.

Our principal is an integral part of the success of our school. As a former coach, he is a motivator, an encourager, and a fierce competitor. Therefore, it stands to reason that his theory of success focuses on a whole team approach. His infamous quote to teachers and students is, "Every day is the Super Bowl!" This type of exceptional performance is expected from his teachers and students each and every day, and everyone strives to be a winner. He has a vision for success, provides the necessary tools, and encourages everyone to do his/her best.

We share a deep commitment to education and student achievement. Along with these attributes we also possess a strong sense of pride that is contagious. Our teachers, students, and parents are aware of our success and everyone works hard to maintain this status. Our enrollment is steadily increasing due to the

high-performing status of our school. Our honors and recognition as a high-performing school have drawn newcomers to our school district where real estate is a valuable commodity. Parents are in search of good schools for their children; West Lincoln seeks to meet that need.

Our school and community are humbled and honored to have earned the nomination to become a National Blue Ribbon School. This nomination just confirms the status of our school and further rewards our teachers, students, and community for a job well-done.

1. Assessment Results:

Assessments are given annually in Mississippi, and students score in one of four performance levels. These four levels include minimal, basic, proficient, and advanced. They are established by the Mississippi Department of Education and are aligned with the State Board of Education's goals and a rigorous curriculum. A description of each level is given below:

Advanced: Students at the advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students 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 demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students 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 demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Minimal: Students at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation in the knowledge and skills that are necessary for success in the grade or course in the content area.

West Lincoln's administrator and staff desire that all students reach their greatest potential. The goal set for all students is to score proficient or above on all state assessments. Mississippi awards different performance levels to schools using a specific formula with test scores. These levels include Star, High Performing, Successful, Academic Watch, Low Performing, At-Risk of Failing and Failing. For the past five years, West Lincoln has maintained High Performing status. This status indicates that our school is performing above the national average.

For the 2008-2009 school year, Mississippi saw the need to change testing and accountability models to increase rigor and depth of knowledge. Due to these changes, some data could appear as skewed. These changes justify some decline (if any) in percentages from the year of 2006-2007 to 2008-2009. For this reason, our analysis will focus on the three most recent years in order to actually evaluate comparable assessments.

Each year, West Lincoln students in Grades 3-8 are given the Mississippi Curriculum Test, 2nd Edition (MCT2). On this assessment, all grades have continuously outscored state averages in reading. For example, 4th grade classes on average outscored the state average by 36.7%. Fourth graders also performed well on the mathematics assessment. They outscored the state average by roughly 35.6%.

The same holds true for fifth graders. For the past several years, these students have outscored the state average in reading by 25%. In mathematics, they were above the state average by 30.4%. The same trends can be found in every tested grade at West Lincoln. At the middle school level, students in grade 7 exceeded the state average in reading by 27.8% and in mathematics by 29.5%.

Students in Grades 9-12 are given Subject Area Tests in Algebra I, Biology I, English II and US History. Students also do an outstanding job on these assessments. For example, Algebra I students who scored Proficient or Advanced were approximately 88%. This is a phenomenal record!

Many factors can be said to contribute to our continued success with state assessments. The administrator and faculty would agree that parental support is a key. We must have the parents/guardians on board in the education of their students. Students are continually motivated by the administrator and teachers to do their best no matter what the challenge. Students must have the self-confidence that they can truly succeed. Another target of the administrator is to hold teachers accountable for covering all required objectives. At the beginning of the year, teachers create a plan of action for covering certain skills each nine week period. These are reviewed to insure that the plan is being followed. West Lincoln faculty and administrator form a team, and work together to insure that the education provided here is of the highest caliber.

Students in Grades 3-6 are offered targeted enrichment activities and resources through Title I funds. In addition, students in Grades 7-8 have an option of attending tutorial classes for both reading and mathematics. Teachers in the SATP2 tested areas also volunteer time after school to help those in need of additional assistance. These services are offered as a means of closing the achievement gaps.

2. Using Assessment Results:

Systemic data analysis is critical to the academic advancement of any educational entity. West Lincoln Attendance Center uses a unified, progressive approach to develop skill mastery from one grade level to the next. Our campus contains a daycare facility in addition to kindergarten through 12th grade classrooms. This unique setting allows for academic tracking from early childhood to graduation, for better teacher communication from one grade level to the next, and for more cohesive community involvement.

In addition to the ability to track student progression, the faculty at West Lincoln use many other assessment tools to promote academic success. Progress monitoring for skill mastery is accomplished through a three phase process. A comprehensive pretest is administered in the fall for every grade level and subject area. Teachers use this information to construct computerized graphs which show each student's beginning level performance in that subject. The same test is given again in the winter. The graphs are updated and the teachers compare the rate of skill progression for each student. Finally, the test is administered in the spring, graphs are updated again and teachers compare the students' progress from the beginning of the school year until the end of the school year. Throughout this process, teachers monitor students who are below the expected growth projection. Those students are provided with a variety of additional supports through the Response to Intervention (RtI) model.

West Lincoln teachers also use statewide assessment results to increase academic growth. Each year students in grades 3 through 8 are given the Mississippi Curriculum Test, 2nd Edition (MCT2). At the high school level, the Subject Area Testing Program, 2nd Edition (SATP2) includes English II, Algebra I, United States History, and Biology I. Student performance on those assessments is rated by the Mississippi State Department of Education on one of four specific levels. Those levels included minimal, basic, proficient, or advanced. When the results arrive, the administrator meets with grade level or subject area teachers to analyze specific areas of strengths and weaknesses. The teachers and administrator develop a plan of action to improve lesson delivery to address those areas that need greater attention according to the assessment results. The team looks for areas of possible improvement such as greater alignment of curriculum competencies and coordinates lesson planning for each grade level teacher to make needed adjustments.

Our special education team works closely with all grade levels to develop differentiated instruction in an inclusive setting. Children with all levels of disability spend most- if not all- of their school day in the regular classroom setting. Special education teachers assist the regular education teacher in the assessment and analysis of test data. Special educators attend grade level meetings for planning,

assessment analysis, and curriculum alignment. Additionally, special education teachers use progress monitoring and standardized testing procedures to track progress on each child's Individualized Education Plan (IEP). The results of state testing for the MCT2 (grades 3-8) and SATP2 (grades 9-12) are disseminated by the administrator to the special education teachers. Those results are analyzed and curriculum delivery is adjusted as needed.

Technology plays an important role in our assessment process. While we are located in a rural area with below average funding available, our district level administrators and school board members have been committed to providing updated computer systems and software. Teachers use our school computer lab software to measure current skills, to provide extra practice of basic skills, and to challenge higher levels of applied thinking.

Assessment results are reported to parents and community members in a variety of ways while maintaining the required confidentiality rights of the student. Classroom grades are reported through progress report forms sent to parents every 4½ weeks and report cards every 9 weeks. The district has also set up a parent link to their child's grades using the district's secure website. Setting this up is as simple as contacting the technical department at the district office. Statewide assessment results are published in the local newspaper for the community to access and reported on the local radio station. The Mississippi Department of Education posts statewide assessment results on its website by counties (<http://www.mde.k12.ms.us/>). West Lincoln teachers also send a copy of the statewide assessment results for individual students to the parents once it arrives on our campus.

Over the years, it has become clear that the "one size fits all" methodology for education does not work. Research has shown schools that used targeted assessment analysis have a greater level of student skill mastery. The administrator and teachers at West Lincoln Attendance Center are committed to a multilevel process for addressing student development. Applying a systemic approach to assessment analysis will guide us to a more inclusive curriculum plan and will lead to greater student success.

3. Sharing Lessons Learned:

The faculty of West Lincoln Attendance Center is committed to excellence. All staff members are encouraged to attend workshops and participate in researched based webinars which could be beneficial in helping promote student learning. Many of our teachers have participated in the Teacher Learning Community facilitated by Copiah Lincoln Community College over the past year. This program offered many webinars, diverse learning programs, as well as a teacher community chat room where teachers of all subject areas across the state could offer suggestions and discuss scenarios in promoting student success.

Grade level/subject area meetings are held each week at West Lincoln. This creates an environment for teachers to share problem areas they may be experiencing. These meetings also allow teachers the opportunity to align terminology from grade to grade and to employ similar grading and teaching methods that will increase growth and success starting as early as kindergarten. Teachers also are encouraged to constantly search for and share new researched based ideas and lessons to challenge students. It is not uncommon to have administration and district curriculum coordinators actively join the meetings. We have learned through trial and error that one grade or class is not more important than the other; it takes a united team to see success and growth.

Our meeting continuous growth on the district and state levels has drawn other schools to us in search of our "secret" to success. West Lincoln considers it an honor to be able to share our curriculum map, teaching strategies, goals, and our testing procedures with other schools. Some of our teachers have partnered with a neighboring county sharing ideas and strategies to help them improve student growth. The teachers are available to assist them through emails, phone calls, power points, and personal meetings. We are fortunate to have technology available to help any teacher or school that may need assistance.

Several of our teachers also serve as consultants for state standards and assessment committees. When the teachers attend these meetings, time is always set aside for them to share new information with other faculty. It is through hard work and determination, with dedicated administration and faculty, that our school has seen continuous growth. With a united team working together, West Lincoln will continue to shine.

4. Engaging Families and Communities:

The administration and faculty at West Lincoln Attendance Center are committed to parent, family, and community involvement in order to enhance a variety of positive student outcomes. This commitment is promoted and supported by the principal of West Lincoln whose genuine personal humility blends with an intense professional will to guide the school in its success. The principal leads the faculty and the staff by developing strong school programs and classroom practices that enhance sound, useful involvement by parents with their children's learning and educational plans for the future.

School personnel and parents share responsibility for children's learning; the relationship should be based on mutual respect and acknowledgement of the assets of each member thus creating a family-friendly environment. The school initiates parental involvement with activities which include an Open House Night, a strong Parent Teacher Association, Student of the Month Recognition Program, and numerous events that reward good citizenship and academic excellence.

In addition, West Lincoln is an integral part of the community and strives to keep the public informed about the policies, administrative operation, objectives, and educational programs by providing news releases and an updated website. Partnerships with business professionals, agencies, and organizations assure that the school and community are working closely with each other to meet mutual goals. One of our most successful partnerships has been with the Lincoln County Chamber of Commerce which allowed West Lincoln students to begin participating in the Mississippi Scholars Program in 2003. This initiative utilizes business professionals to conduct presentations in the eighth through eleventh grade classrooms to motivate students to complete a more challenging course of study in high school. West Lincoln has also established and maintained a positive relationship with Copiah Lincoln Community College, Junior Auxiliary of Brookhaven, Brookhaven Exchange Club, and numerous Brookhaven businesses. Appropriate and effective collaboration among parents, families, community, and educators is a key factor in the success of West Lincoln Attendance Center.

1. Curriculum:

West Lincoln Attendance Center maintains high standards in course offerings and curriculum alignment and development. The curriculum is designed to meet all needs of the individual student at various levels. As a small school district, it is important to maximize the use of our course offerings to challenge our students and expose them to a variety of areas. All of our core classes post state standards and identify them as they are being addressed and mastered.

The elementary school curriculum places great emphasis on language arts and math. Students are also taught the fundamentals of science and social studies. One of the ways in which we try to establish a love for reading by our students at an early age is through the elementary accelerated reading (AR) program. Through this program, students are encouraged to read and earn points through reading as many books on their grade level as possible. Upon finishing each book, students take tests to earn "AR" points based on what they have read. These points are used to earn rewards such as trips, parties, or fun items from the library.

The junior high school curriculum also places great emphasis on reading, math, and English. Due to state testing of these core subjects, it is important for our students to gain the essential knowledge needed in order to succeed. Therefore, the junior high curriculum in these areas is aligned to meet and exceed the state's content and performance standards. Additionally, junior high students are exposed to the essentials in science and social studies that will allow them to build on this knowledge at the high school level.

High school science courses include: Biology I & II, Chemistry I & II, Physics I, Physical Science, Anatomy and Physiology, Environmental Science, Marine Biology and Geology. Great emphasis is placed on the state-tested Biology I classes. Major topics in secondary science classes are also enhanced by hands-on laboratory exercises to enrich information presented in classes.

The high school math and English departments are geared toward maximizing student achievement, not only on state tests, but also in real-world experiences. Emphasis is placed on Algebra I and English II (state-tested subjects). Preparing students to be successful on the ACT and for college courses is also a priority.

The social studies department offers a well-rounded course of study. Classes include World History, U.S. History, U.S. Government, Economics, Geography, and Mississippi Studies. Not only do our students learn about historical events, but we also emphasize current events in our teaching to help connect past events to what is going on in the world today.

In addition to the core subjects of math, English, science, and social studies, high school students at West Lincoln can earn credits in foreign language, business education, the arts, health and consumer sciences, and vocational arts. Our foreign language department consists of Spanish I & II. Business education classes include accounting, word processing, keyboarding, computer applications, and personal finance. Students taking classes in the arts department can choose to take music and/or theatre production courses. The health and consumer sciences department consists of family dynamics, family and individual health, nutrition and wellness, and child development. Technical courses at West Lincoln consist of agricultural production and driver's education. Students may also take advanced courses through the Mississippi Virtual Public Schools.

The school's physical education program provides students with opportunities to learn healthy habits and to stay physically fit. Our students can participate in a variety of sports including: football, basketball, slow-pitch and fast-pitch softball, baseball, tennis, golf, cross-country running, archery, and cheerleading.

Those students not participating in an extracurricular sport are encouraged to stay in shape through physical education classes.

2. Reading/English:

When entering the elementary building at West Lincoln, it is evident that reading is at the forefront. There are word walls in the classrooms, signs labeled in the hallways, and students' work samples posted by teachers' doors. All elementary teachers strive for students to be reading at or above grade level by the end of each year. Teachers work together as a team to create an environment conducive for reading. If a student is not successful at reading, his or her other core subjects will suffer.

Children's Progress Academic Assessment is used in the Kindergarten -- 3rd grade to monitor reading achievement. In grades 4-6, teachers use a MCT2 universal measure. These tools allow the teacher to find strengths and weaknesses in their reading approaches and their strategies. The data from the assessments are analyzed to develop charts for tracking each achievement. This process allows the teacher to see growth correlation between student and skill.

The Accelerated Reading Program (AR) is utilized in Kindergarten – 6th grade. Research shows that the more a student reads, the more fluent he or she will become at reading. Each teacher develops goals for his or her classroom. When a student reaches that goal, a party, field trip or some type of prize is given. When a student reaches 4th grade, trade books and novels are used to teach skills rather than the basal textbook.

Buckle Down and Coach Series are used to help students prepare for the Mississippi Curriculum Test, 2nd Edition (MCT2) given each May. Teachers at each grade level chooses which series they use, and then incorporate those books in their daily teaching. This reading program spotlights specific skills the students will find on the state test.

Title I assests are used to assist students who are below reading level. A criteria sheet is used to evaluate each child to determine his/her eligibility for this program. The title teacher uses Study Island, Reading Eggs or any other similar materials to better equip our students with reading strategies and improve mastery of skills. Special education teachers and regular education teachers collaborate when planning lessons. Our teachers do a superb job at preparing students to succeed through the grade levels. We spend time talking across grade levels to better prepare students. Weekly reading assessments are formatted and worded like the state test so that students will be familiar with structure and terminology.

The secondary English curriculum at West Lincoln promotes comprehension and mastery of the standards in the language arts curriculum of Mississippi for future success in the real world. Being competent in communication and expression of the English language in real life situations is an important focus of our school. Reading, listening, viewing, writing, research, and methods of inquiry are presented to students by enthusiastic and highly trained instructors. In both junior high and high school, students are exposed to a variety of literature including short stories, poems, and novels that revolve around ideas and universal themes relevant to success in today's world. Engaging discussions and activities promote the students' understanding of all of the competencies found in the curriculum. Also, grammar is holistically taught through extensive practice of the writing process and analysis of literary genres.

Junior high students practice and improve reading skills through participating in the Accelerated Reader program. Specific classes for 9th, 10th, 11th and 12th grades include English I, II, III, and IV. Creative writing, drama, and speech classes are offered as well. High school pupils improve their personal reading skills through outside reading assignments where novels are selected by individual students and teachers to ensure the enjoyment of reading. In addition, students complete a set of novel cards on each book read where they must investigate the author and literary time period through research with technology. Précis, or summaries, of editorial and investigative articles and various essays are also written by high school students throughout the year to help students excel in literary analysis and composition. All students collect their writings in a personal binder for the purpose of reflection and sharing with others as they

like. Entrance into literary competitions is encouraged by instructors throughout the year as well for students' personal and assigned compositions. In English IV, each individual senior compiles information into a portfolio on a certain career in which they are interested in pursuing in his/her future. Their skills in research, composition, communication, and reading are developed through this project by preparing them for college and work situations.

Children with disabilities are integrated into all levels of the English curriculum. Regular and special education teachers work together to implement appropriate accommodations and modifications as outlined in students Individual Education Plan. Differentiated instructional strategies are applied for all students who struggle with curriculum content.

3. Mathematics:

The basis of the mathematics curriculum at West Lincoln Attendance Center is the *2007 Mississippi Mathematics Framework Revised*, which are the required learning standards for the state and were implemented to help students attain a deeper understanding of mathematics content and provide continuity in the teaching of mathematics from K-12. The framework centers on the five content strands of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability and the five process standards of problem solving, communication, reasoning and proof, connection, and representations. At West Lincoln, each strand is embedded in all grade levels and provides a foundation for success on the MCT2 (grades 3-8) and SATP2 Algebra I tests, completion of all mathematics courses, graduation, and ultimately college or career.

Information collected through subject pretests, prior year state assessment results, and teacher collaboration provides insight as to individual student achievement levels, and then instruction is designed to ensure that all types of learners are being reached. Each teacher employs different instruction types, but all use multiple methods such as direct teaching, drill and practice, computer assisted instruction, and cooperative learning. Teachers use a variety of classroom assessments to make daily adjustments to student needs and beginning and midyear assessments are used to target students that are performing at the extremes so either remediation or enrichment can be provided.

Technology is utilized vastly in the form of software, internet resources, and calculators to provide visuals, facilitate organization, and support investigation. Many classrooms utilize Smartboards to increase visualization, and a variety of on-line internet resources are used to assist those in grades K-6 performing both below and above grade level. Beginning in seventh grade, graphing calculators are introduced to foster understanding and intuition and to enrich mathematical learning.

In addition to online resources, remediation is given through small group teacher assistance in grades K-8 and preparation courses are offered for high school students to build mathematical skills before the Algebra I course. Resources, such as workbooks and software, from Harcourt Advantage for grades K-5 and Prentiss Hall for grades 6-12 are also utilized to promote student learning. A gifted program is provided for grades 2-6 and advanced mathematical classes are offered for secondary students. There are also opportunities provided for students in grades 7-12 to participate in challenging math contests on both a state and national level.

4. Additional Curriculum Area:

The mission of West Lincoln Attendance Center is to provide quality educational opportunities for the eligible residents of the district. West Lincoln provides a strong science curriculum by offering a broad range of secondary science classes as well as many advanced science courses. Our current life science curriculum consists of Introduction to Biology, Biology I, Biology II, Environmental Science, Marine and Aquatic Science, Human Anatomy and Physiology, and Microbiology. Our current physical science curriculum consists of Physical Science, Chemistry, Organic Chemistry, and Physics. In order to make sure our students receive a well-rounded education, they are required to have four science credits for

graduation and must receive credits from both disciplines. However, the typical West Lincoln student graduates with many more credits than required, as most choose additional science courses as electives.

West Lincoln middle school and secondary science faculty are highly qualified with teachers who hold advanced degrees. Secondary faculty plays an active role in working with elementary and middle school teachers to ensure that the science curriculum transitions from the K-8 curriculum to the secondary curriculum in a progressive manner that encourages the success of our science students.

Our secondary faculty work to identify students who will benefit from introductory classes. They review past standardized test scores and meet with prior teachers. This approach is implemented to ensure that all students who seem to be progressing at a slower pace are allowed to enrich their learning with classes that meet their needs. The faculty also works to identify students working at a faster pace that will benefit from more rigorous coursework, as well as additional educational opportunities that may exist for them through on-line education, the local community college, and state universities during summer programs.

As West Lincoln is a small school with a current student enrollment of 707 students, the student-to-teacher ratio is such that teachers have opportunities to spend time with students identifying their interests, strengths, and weaknesses. Our science department and school counselor work together, striving to create an individualized path that will help each student experience success at the high school level and prepare them for continuing their education at the college level. By having this student-centered approach, students find more relevancy and success in their secondary science course work.

5. Instructional Methods:

West Lincoln's greatest strategy for student success is communication. We incorporate a united team effort to encourage each of our students to reach their potential. Our faculty and staff work together with parents and students to achieve academic greatness on a regular basis. As education changes, so does our instruction. Our teachers use a broad range of instructional methods gathered from Mississippi's Curriculum frameworks and the U.S. Department of Education. Sources such as Classroom Instruction that Works by Marzano, Pickering and Pollock and www.interventioncentral.com give them access to many research-based methods. Tutors, Special Education, Gifted and Title I teachers support various subgroups with pull-out or inclusion programs. Such programs include Study Island, Reading Eggs, Symphony Math and Headsprout .

Our educators favor graphic organizers, music, rhymes/chants, Smartboards, and hands-on activities. In addition to textbooks, teachers have class sets of Buckledown, Coach, Breakaway, and Remedia Publications to supplement. Inference and higher order thinking questions are found on weekly tests. We have found if you raise the bar, students will strive to reach for and embrace it.

West Lincoln teachers use Children's Progress in grades K-3 and a computer based MCT2 assessment for grades 4-8 as a universal measure three times per year. Quarter tests, STAR, STAR Early Literacy, STAR Math and the Tier process aides in adjusting instruction according to student's individual needs. Special Education, Title I and Gifted not only supplement learning; they supply students with the assurance they are important to our school's achievement. Grade level and subject area meetings are very important for bridging the needs of all students.

Technology is used daily in every classroom to differentiate and support instruction which enhances learning. We have a computer lab, Smartboards, Interactive notepads, clickers, DVD's, CD's, VHS and audio players. We are fortunate enough to have a state of the art science lab which is accessible to K-12 students. Brainchild's hand held Study Buddies are used through sixth grade and are available to students for use at home.

West Lincoln has shown continuous success and growth through the years. It is a collaborative effort on the part of administration, faculty, staff, and parents within our community. We are united in the quest to provide the best education for our students because they are our future.

6. Professional Development:

The Lincoln County School District supports the definition of professional development as a growth-promoting learning process that empowers us as stakeholders (teachers, administrators, staff, and other school personnel) to improve our educational organization. The purpose of our professional development plan is to improve student learning by creating an environment that will enable our stakeholders to invest in quality opportunities to grow individually and collaboratively while enhancing job-related skills, acquiring new knowledge, and sharing expertise and insights.

Educators must be given time, resources, and opportunities to assess their own teaching methods, to develop and learn new subject matter, to work together as professionals, to develop and implement school improvement plans, and to stay abreast of current research in their fields of study. Professional development, which is embedded in the every day life of the school, is critical to school improvement and must be seen as an investment in life-long learning for all educators.

Our program has been designed with the following goals in mind: (1) strengthen our effectiveness as an educational organization, (2) prepare our teachers to guide the improvement of student learning and performance, and (3) promote professional growth for all of our employees. Our professional development program emphasizes a shared vision with goals for improving student performance, a planning process which fosters team building and shared decision making, a variety of learning options essential to enhance individual growth and organizational improvement, and time and structure for demonstration, practice, reflection, and sharing.

Professional development opportunities will consist of four types of focuses: district, school, principal, and individual. District meetings will allow time for teachers and staff from across the district to meet within grade/subject area groups or other identified groups for specialized activities. Test training, integration planning, curriculum development, and/or other special needs identified within the district will be the focus of these sessions. School meetings will bring teachers within the school together to focus on specific needs and/or targeted skill areas. Other meetings to address school-based needs will be conducted by the principals. Individual planning sessions will allow teachers and staff the time to work in classrooms and to address their individual needs. Teachers will meet periodically after school. Administrators, teachers, and staff will have additional opportunities for professional development through workshops offered by the district, the Mississippi Department of Education, and various professional groups.

7. School Leadership:

Leadership at West Lincoln Attendance Center is a team effort consisting of the principal and a strong staff dedicated to the progress of student achievement. We firmly believe that our success at West Lincoln can be contributed to our focus on student achievement. We call it “tunnel vision”. Our focus is to ensure that each child, regardless of his/her background, will achieve at his/her maximum capacity. This means that each staff member, including the principal, must look in the mirror instead of out the window for avenues to improve student achievement. With this intense focus, we have seen student progress at West Lincoln increase each year.

The principal at West Lincoln Attendance Center serves as a coach throughout the year. As the school’s instructional leader, the principal provides mentoring and advice to all teachers while maintaining a positive teacher morale and vision. As an instructional leader, the principal becomes an integral part of each grade level team by participating in team meetings, facilitating dialogue, synthesizing information, supporting the group, and encouraging each teacher to focus on the vision of the school. We believe the

passion and enthusiasm displayed by the principal and instructional staff are monumental to our success at West Lincoln.

The principal is responsible for implementing school board approved policies and programs. One example of an effective program/policy is the implementation of an effective student progress monitoring system. The decisions made for each individual student are data driven. The assessment data for each student is analyzed to determine specific strengths and weaknesses. The Title I Program, along with various differentiated instructional techniques is used in conjunction with various learning style strategies to ensure student growth.

Success doesn't come easy! But, with the continued commitment and shared vision of the principal, teachers, and community, West Lincoln Attendance Center's goal of student achievement for every child will be accomplished.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: SATP2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	75	67	65	71	39
% Advanced	23	25	10	21	24
Number of students tested	40	36	52	52	49
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	71	60	38		39
% Advanced	14	13	13		21
Number of students tested	14	15	16	7	14
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	8	5	3	5	5
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	4	5	3	3	0
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	73	71	65	72	40
% Advanced	25	39	20	17	20
Number of students tested	32	31	49	47	44
NOTES:					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	77	69	56	82	96
% Advanced	21	28	17	22	70
Number of students tested	57	51	55	60	60
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	72	50	42	60	96
% Advanced	17	35	32	56	67
Number of students tested	24	17	19	16	20
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	2	5	7	7	9
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	0	3	6	1	4
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	81	73	61	84	96
% Advanced	22	30	19	25	71
Number of students tested	55	46	48	53	51
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	61	71	60	85	95
% Advanced	21	28	24	32	57
Number of students tested	58	51	55	60	60
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	42	39	37	67	91
% Advanced	16	32	21	43	50
Number of students tested	25	17	19	16	20
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	5	7	7	9
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	0	3	6	1	4
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	63	75	63	90	96
% Advanced	22	30	25	34	80
Number of students tested	55	46	48	53	51
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	92	96	94	98	96
% Advanced	35	40	35	57	75
Number of students tested	52	58	63	63	44
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	80	92	88	94	92
% Advanced	50	46	47	44	64
Number of students tested	12	24	15	18	14
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	2	8	6	6	4
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	2	7	4	1	1
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	94	96	95	96	96
% Advanced	44	48	37	58	72
Number of students tested	50	50	57	57	40
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	90	88	92	94	96
% Advanced	42	43	53	57	68
Number of students tested	52	58	63	63	44
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	73	80	81	94	96
% Advanced	50	42	33	56	57
Number of students tested	12	24	15	18	14
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	4	8	6	6	4
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	2	7	4	1	1
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	92	88	95	93	96
% Advanced	46	50	58	61	78
Number of students tested	48	50	57	57	40
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	82	86	95	84	86
% Advanced	27	32	27	26	48
Number of students tested	56	63	61	38	63
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	65	90	95	77	75
% Advanced	17	21	30	38	32
Number of students tested	23	19	20	13	19
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	8	4	7	5	6
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	7	3	2	1	7
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	83	86	94	88	90
% Advanced	27	34	28	27	76
Number of students tested	48	59	54	33	57
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	61	75	92	85	94
% Advanced	11	24	28	39	52
Number of students tested	56	63	61	39	63
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	48	55	91	71	85
% Advanced	26	26	30	36	47
Number of students tested	23	19	20	14	19
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	7	6	8	5	6
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	7	3	2	1	7
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	58	76	93	86	96
% Advanced	10	18	28	41	60
Number of students tested	49	57	53	34	57
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	84	82	83	89	96
% Advanced	25	28	25	25	75
Number of students tested	64	61	41	61	36
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	75	65	80	82	96
% Advanced	30	30	13	29	40
Number of students tested	20	20	15	17	10
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	5	5	8	5
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	3	2	6	1
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	85	84	84	93	96
% Advanced	26	30	28	28	76
Number of students tested	61	56	36	53	31
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	80	87	85	72	96
% Advanced	16	26	15	12	28
Number of students tested	64	61	41	61	36
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	65	75	80	59	96
% Advanced	15	25	33	41	32
Number of students tested	20	20	15	17	10
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	5	5	8	5
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	3	2	6	1
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	79	87	87	76	96
% Advanced	16	25	17	13	40
Number of students tested	61	56	36	53	31
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	84	88	94	81	92
% Advanced	26	12	18	16	70
Number of students tested	57	43	62	43	37
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	85	88	96	64	94
% Advanced	20	13	18	36	50
Number of students tested	20	16	17	11	16
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	4	5	8	6	4
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	2	6	1	0
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	83	88	93	87	91
% Advanced	26	13	20	14	73
Number of students tested	53	38	54	37	33
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	74	86	76	47	86
% Advanced	11	7	10	0	38
Number of students tested	57	43	62	43	37
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					1
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	60	81	72	27	81
% Advanced	5	6	35	0	44
Number of students tested	20	16	17	11	16
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	4	5	8	6	4
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	2	6	1	0
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	73	85	82	54	91
% Advanced	11	8	11	0	45
Number of students tested	53	38	54	37	33
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	80	76	86	88	69
% Advanced	16	22	14	24	31
Number of students tested	44	59	42	33	52
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	57	50	62	85	71
% Advanced	14	19	23	15	26
Number of students tested	14	21	13	13	23
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	5	6	5	6	8
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	5	1	1	4
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	85	80	87	93	69
% Advanced	18	25	16	30	36
Number of students tested	39	53	37	27	44
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: MCT/MCT2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	64	67	62	70	71
% Advanced	5	9	5	3	15
Number of students tested	44	58	42	33	53
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	36	43	31	62	56
% Advanced	0	0	15	31	42
Number of students tested	14	21	13	13	24
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	5	5	5	6	8
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	3	5	1	1	4
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	67	72	65	78	74
% Advanced	5	9	5	4	29
Number of students tested	39	53	37	27	45
NOTES:					
MCT changed to MCT2 from 2008 to 2011					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: SATP2

Edition/Publication Year: Yearly Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	96	88	85	90	81
% Advanced	67	76	76	43	81
Number of students tested	46	42	41	40	53
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	85	88	81	96	57
% Advanced	67	63	64	75	42
Number of students tested	15	16	14	8	12
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested	5	7	5	2	7
3. Hispanic or Latino Students					
% Proficient or Above					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested	4	5	3	3	1
5. English Language Learner Students					
% Proficient or Above					
% Advanced					
Number of students tested					
6. White					
% Proficient or Above	95	92	83	90	80
% Advanced	68	69	61	26	37
Number of students tested	41	35	36	38	46
NOTES:					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient or Above	84	83	85	87	87
% Advanced	30	33	29	31	62
Number of students tested	376	377	365	338	345
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	73	74	77	79	82
% Advanced	28	32	31	40	45
Number of students tested	128	133	113	96	114
2. African American Students					
% Proficient or Above	72	75	81	74	83
% Advanced	18	25	8	20	45
Number of students tested	29	40	43	40	43
3. Hispanic or Latino Students					
% Proficient or Above	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient or Above	27	35	41	21	44
% Advanced	0	7	0	0	11
Number of students tested	22	28	24	14	18
5. English Language Learner Students					
% Proficient or Above	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Proficient or Above	86	85	85	90	87
% Advanced	32	34	29	31	62
Number of students tested	347	337	322	298	302
NOTES:					

12MS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient or Above	72	77	76	76	82
% Advanced	18	23	22	25	41
Number of students tested	371	370	376	351	342
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	54	62	62	66	76
% Advanced	17	21	25	37	42
Number of students tested	128	132	115	96	117
2. African American Students					
% Proficient or Above	61	51	53	70	77
% Advanced	5	5	11	14	24
Number of students tested	34	39	42	43	41
3. Hispanic or Latino Students					
% Proficient or Above	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient or Above	13	10	12	7	41
% Advanced	0	3	0	0	0
Number of students tested	22	28	24	14	17
5. English Language Learner Students					
% Proficient or Above	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Proficient or Above	72	79	79	79	83
% Advanced	19	25	25	26	51
Number of students tested	337	331	334	308	301
NOTES:					

12MS4