2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charte [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Mr. Tim Jermain
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jefferson C-123 High School
(As it should appear in the official records)

School Mailing Address 37614 US Highway 136
(If address is P.O. Box, also include street address.)

Conception Junction	Missouri	64434-0112
City	State	Zip Code+4(9 digits total)

County Nodaway State School Code Number* 074-195

Telephone (660) 944-2316 Fax (660) 944-2315

Web site/URL http://www.jc123.k12.mo.us/ E-mail timjermain@tnp.more.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Mr. Robert Dowis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson C-123 Schools Tel. (660) 944-2316

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Greg McQuinn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
0	Middle schools
1	Junior High Schools
1	High schools
0	Other
3	TOTAL

2. District Per Pupil Expenditure: 10397

   Average State Per Pupil Expenditure: 8687

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[ ] Suburban
[ ] Small city or town in a rural are
[X] Rural

4. 8 Number of years the principal has been in her/his position at this school.

   0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	**7**	0	0	0
K	0	0	0	**8**	0	0	0
1	0	0	0	**9**	7	5	12
2	0	0	0	**10**	11	2	13
3	0	0	0	**11**	7	8	15
4	0	0	0	**12**	5	5	10
5	0	0	0	**Other**	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							50

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian or Pacific Islander
0 %	Black or African American
0 %	Hispanic or Latino
100 %	White
100 %	**TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea 0 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	50
(5)	Total transferred students in row (3) divided by total students in row	0.00
(6)	Amount in row (5) multiplied by 100	0

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

0 Total Number Limited English Proficient

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 50 %

Total number students who qualify: 25

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

8 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impairment
0	Deaf-Blindnes	1	Specific Learning Disabilit
1	Emotional Disturbanc	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	7	8
Special resource teachers/specialist	0	2
Paraprofessionals	2	0
Support Staff	0	14
Total number	10	24

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 7 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	97	%	97	%	97	%	98	%	98	%
Daily teacher attendance	97	%	98	%	95	%	97	%	98	%
Teacher turnover rate	0	%	17	%	0	%	9	%	14	%
Student drop out rate (middle/hig	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

In the 2005-2006 and 2002-2003 school years our teacher turnover rate appears to be high. Because of our small size, percentages are often misleading. When we have two or three teachers leave the district in the same year our teacher turnover rate will appear

high because they are 10-15 percent of our teaching staff. In reality we have a very veteran staff. Several of our teachers have been here for many years. Our teaching staff is actually a very stable one.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	10	
Enrolled in a 4-year college or university	50	%
Enrolled in a community college	10	%
Enrolled in vocational training	0	%
Found employment	40	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

'The Jefferson C-123 School District is dedicated to understanding the past and building for the future of our students. In accomplishing this endeavor, our mission is to develop lifelong learners and productive, enlightened members of a diverse society.' This mission statement is the driving force when decisions are made in curriculum, purchases, hiring, policies, and more. The school district wants its students to have the best there is in every aspect of the learning environment.

The Jefferson C-123 School District is a small rural district in northwest Missouri surrounded by three communities: Conception Junction, Conception, and Clyde. Conception is the home of the Conception Abbey and Seminary College, and the Benedictine Convent is located in Clyde. We have one building that houses the entire district. There are approximately 160 students in pre-kindergarten through twelfth grade. Agriculture is the backbone of the community and many of our students come from small family farms. Area businesses include an MFA Agri-services, The Printery House at the Abbey, a convenience store, the altar bread factory at the convent, and two local repair shops. Many parents also work at factories located just a few miles away in Maryville.

The small size of the Jefferson district does not reflect the size of the expectations. We enjoy a very supportive environment from our community, but with that support comes high expectations. We have experienced many successes and have received recognition for those successes. During the 2006-07 school year, Jefferson participated in a five-year state evaluation and review process. The district earned the 'accredited' classification. The district has also received the 'Distinction in Performance' award by earning a perfect score on the state's annual performance report in six of the last seven years. Our elementary school was recognized as a Blue Ribbon School in the fall of 2005 and also received the Missouri Gold Star award in the spring of 2005. Our High School received the Missouri Gold Star award in the spring of 2006.

Although our students are small in number here at Jefferson High (50 students), they are very active in many organizations and activities. Our students participate in organizations such as FBLA, student council and FFA. Through the involvement in these organizations and in community organizations, our students are involved in many public service activities. Our academic team won a conference championship last year. Our student athletes have enjoyed many successes in basketball, track, and softball. Our boys' softball team has won five of the last six state championships. Our girls' softball team, boys' basketball team, and girls' basketball teams have participated in twenty final fours, winning nine state championships. Our track teams have also placed in the top four three times.

If someone were to visit our school, one of the first things they would see is a technology-rich environment. We have implemented Missouri's eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program throughout the high school. The focus of the program is inquiry-based, student-centered learning supported by technology. An eMINTS room contains one computer for every two students, an interactive whiteboard, and a teacher workstation. We have a K-12 computer lab on campus. Our library purchased several additional notebook computers through a literacy grant. We currently have three mobile computer labs that can be used in any of our classrooms. Our vocational programs also incorporate technology such as GPS systems, Palm Pilots, a computer lab, notebook computers, and many software programs. We installed an ITV classroom four years ago. This classroom allows us to both send and receive classes to and from other schools. Our students have been able to take some upper level, dual credit classes through the ITV room that were not offered at our school. We have also been able to teach some of our classes to neighboring small schools.

The excellence at Jefferson is possible due to the hours of dedication by the faculty, staff, school board, parents and community members.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

The Missouri Assessment Program (MAP) is a performance-based assessment used by all public schools in the state. The test is designed to show student progress toward mastering standards known as the Show-Me Standards. The test consists of three different types of questions including constructed response, multiple choice, and short answer. The MAP currently classifies students into one of four performance levels. The goal is have all of the students in the top two levels. The test includes a Terra Nova section which is the nationally normed part of the MAP test. It represents the multiple choice section of the test. (The MAP has undergone many changes over the past few years as we move toward compliance of the No Child Left Behind mandates). The current tests have been given for the past two years. The tests are based on Grade Level Expectations and group students into four categories. Prior to the current test students were grouped into five categories. Currently our tenth grade students take the test in Math and our eleventh grade students take the test in Communication Arts. This year our eleventh grade students will take the test in Science for the first year.

The four levels of the current MAP test are Below Basic, Basic, Proficient, and Advanced. Three years ago there was a fifth category called Nearing Proficiency. Each achievement level represents standards of performance for each assessed content area.

Source: Missouri Dept. of Elementary and Secondary Education ' Missouri Assessment Program (MAP); available on the web at http://dese.mo.gov/schooldata/four/074195/mapmnone.html.

Students are tested in mathematics at the tenth grade level. The test is currently a grade-span test. The tenth grade test measures math skills obtained through the tenth grade. In the 2003-2005 years, 70% of our students scored at the nearing proficient, proficient and advanced levels. This is above the state average of 36%. On the tenth grade test over the past two years, 54% of our students scored proficient or advanced compared to a 42% state average.

Students are tested in communication arts in grade eleven. This test is also a grade-span test. On the eleventh grade test in years 2003-05, 73% of our students were in the top three levels compared to the state average of 64%. Over the past two years on the test 62% of our students scored proficient or advanced compared to a 42% state average.

Students in disaggregated subgroups have also performed well. Because of Jefferson's small size the only subgroup that can be statistically considered is that of 'low socio-economic' status. Our five year average of 'low socio-economic' students meeting the annual proficiency target on the Communication Arts test is 43%, as compared to our total student population average of 42% meeting the target. Over that same time period 38% of our 'low socio-economic' students have achieved the target in Math, as compared to 43% of our total student population.

Jefferson has been fortunate over the past few years to be recognized for many successes academically. Over the past four years, our students have been recognized on several of the state's 'Top Ten' lists. We have been recognized for our sustained high performance in the areas of communication arts and mathematics. We feel our test results are a reflection of the hard work put forth by our teachers, community members, and our students.

2. **Using Assessment Results:**

Jefferson uses a variety of assessment data to help achieve student success. Examples include using Crystal Reports to interpret MAP results, Terra Nova test results, ACT test results, and student work. Assessment data provides information which drives decisions made about curriculum changes and course offerings. Assessment results are shared with the board of education, teachers, students and parents.

The Crystal Reports are compiled and analyzed by the administration and counselor. The counselor then leads content area groups to study the data. Areas of weakness are then identified. Teachers then make changes or adjustments in the curriculum to try to strengthen the identified areas. In some instances a course has been moved to a different grade level or a course has been added to address areas of need. Other teachers such as vocational and fine arts teachers are also involved in these meetings so that they can identify ways they can help address the areas of weakness. In some instances weaknesses have been identified across curriculum areas and those weaknesses then become district focus areas for

improvement.

The MAP data and Terra Nova test are used to identify students who are struggling readers. Students who are identified as struggling readers can then receive extra help to develop their reading skills.

The Jefferson Professional Development Committee has been a driving force behind the professional growth of the teaching staff. We have focused on reading and writing the previous two school years. Teachers learned about and then implemented new reading and writing strategies. This year's focus has been analyzing data. Teachers have spent more time than ever looking at test results to identify areas of need. We have done a good job of identifying the areas of need. The challenge now is to provide meaningful follow up and continue to analyze future data to assess the success of the changes.

3. **Communicating Assessment Results:**

Jefferson communicates the results of student performance and assessment data in a variety of ways. Examples include grade cards, mid-quarter reports, MAP and Terra Nova test results, weekly grade reports, and the District Report Card.

Parents receive their student's grade card every quarter. We have parent teacher conferences twice per year to meet with parents to assess their student's progress. Some teachers additionally send home weekly grade sheets. Grade reports are sent home whenever needed in order to communicate good news or if a student is struggling.

We recognize student success at assemblies. We also recognize the students who make the honor roll during each quarter. Furthermore we distinguish the students who scored in the top two levels of the MAP test or improved their performance on the MAP test at an assembly and also reward them by taking them to lunch.

We share the student results from the MAP and Terra Nova test with the parents at the fall parent teacher conferences. We give them their student's test results and then explain the results to them. We go over identified areas of strengths and weaknesses with them as well and explain the testing process and what our goals are for their students.

Test results are not only shown annually to school board members but also to the community through the District Report Card. This information is sent out to every household with a post office mailing address. The information is also given to area newspapers for publication. Each year the state puts out a top ten list for high achieving schools and for those schools who have shown sustained performance. We have been fortunate to be on both lists and those results are also published.

4. **Sharing Success:**

In Jefferson's quest for excellence, we are always willing to share what has worked for us and to borrow what has worked for others. Teachers, administrators, college students, professors, and state legislatures have all toured our school, met with teachers and students, and observed us in action. Our classroom teachers have made presentations at conferences and led professional development days.

During our last MSIP review, our curriculum was recognized as a strength. Many area schools ask to borrow our curriculum to use as a guide in developing their own curriculum. Our Math coordinator has served on the state math curriculum committee, and he has presented at other schools to guide them in developing their math curriculums.

Jefferson High School has implemented the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program in high school classes beginning in the 2004-05 school year. We are one of the first districts in the state to implement the program into the secondary level. We have served as a host for other schools to observe who want to implement the program into their district. Through the eMINTS program, our teachers have taken part in training with teachers from other districts. This has allowed an opportunity to share ideas amongst the teachers.

Jefferson High School serves as a Professional Development school in partnership with Northwest Missouri State University. We have many Northwest students who visit us to do practicum work as well as student teach within our district. This collaboration has been a very positive working relationship with the University. Teachers and administrators have served as advisors on various committees and have

helped develop changes in the University's teacher education department.

We believe the success of educating students depends on the sharing of information. We are willing to share what has worked for us and are always looking for ideas for improvement from others.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Jefferson requires 25 units of credit for graduation. Objectives are developed for each curriculum and are aligned with the Missouri Show-Me Standards. The Show-Me standards are assessed through the Missouri Assessment Program (MAP). The curriculum has been and currently is being revised to add Missouri's new Grade Level Expectations (GLE's).

Three units of Social Studies are currently required from the following courses: American History, Geography, Government, World History, Psychology, and Current Issues. Through our social studies curriculum our students learn how history relates to current issues. They are then able to make better informed decisions about current issues. Our social studies curriculum helps us in reaching our goal of developing our students into positive school citizens.

Currently three units of science are required from the following courses: Physical Science, Biology, Chemistry, Physics, Applied Science I and Applied Science II. Jefferson's science objectives include: properties and principles of matter, energy, and force, characteristics and interactions of organisms, changes in ecosystems, processes and interactions of the earth's biosphere, composition and structure of the universe and the motions of objects within it, processes of scientific inquiry, and the impact of science, technology, and human activity on resources and the environment.

Jefferson students are required to take four units of credits, from the following classes, Language Arts I and II, English Literature, American Literature, Practical English and Speech. The curriculum and its reading components are outlined in section two.

Jefferson's Math curriculum is outlined in detail in section three. Our students are required to take three units of math. They choose from the following list of classes: Algebra I, Algebra II, Applied Math I and II and III, Geometry Trigonometry and Algebra III, College Algebra, General Statistics, and Calculus I. The math curriculum is described in more detail in section three.

The Foreign Language offering for our students is Spanish. The goal of the Spanish curriculum is to first develop the student's knowledge of the written and spoken Spanish language in real world applications. The students also discuss the language's widespread influence in our society, and they learn about Spanish culture. Our Spanish offerings include Spanish I and II.

One Fine Arts credit is required from the following courses: Choir, Band, and Art. Students can take the next sequence in each of the courses. The Fine Arts curriculum includes the study of: processes and techniques for the production and performance of one or more of the visual or performing arts, interrelationships of visual and performing arts and the relationships of the arts to other disciplines, the historical and cultural contexts of visual and performing arts, and the vocabulary of performing and visual arts.

One unit of Practical Arts is required from a wide array of vocational offerings. These offerings include: Agricultural Science I and II, Greenhouse Management, Ag. Construction, Ag. Structures, Landscape Design, Drafting, Energy and Power, Architectural Design, Advanced Woodworking, Metalworking, Accounting, Desktop Publishing, Web Design, Business Law, Introduction to Business, and Personal Finance. In addition to our on-campus offerings, students are given the opportunity to attend an area Vocational Career Center during their senior year to explore more practical arts offerings.

Jefferson students are also required to take one unit of physical education and one-half unit of health. The physical education credit can be acquired through physical education, personal fitness, or body conditioning.

2b. **(Secondary Schools) English:**

At Jefferson High School, all teachers place an emphasis on reading in their daily lessons and classroom activities. In accordance with state guidelines, all high school students take four years of English. Within the English curriculum, reading strategies and skills are incorporated throughout all years. Each student in

every high school English class completes book journals each semester, in which they independently read, summarize, and reflect upon a personal reading book. Every high school English course also has a focus on literature and utilizes reading strategies to teach students to develop strong reading skills.

Our school's reading specialist is available to provide extra help to students who need remedial work in reading throughout the high school. Furthermore, she provides support and guidance to the high school teachers on teaching reading strategies within their own disciplines.
In addition, there has been a school-wide focus on incorporating reading into all curricular areas in the last two years, which has been documented by unannounced walk-through observations by the school principal. We place a school-wide emphasis on reading every day, setting aside ten minutes of each day for DEAR (Drop Everything and Read). During DEAR time, every student and teacher reads for at least 10 minutes from a book, magazine, or newspaper.

Communication is essential to the successful citizen, worker, and family member. Through the study of literature, composition, and grammar, students develop and refine basic skills while pursuing concepts of fine art, culture, and society. This is the rationale statement of the Communication Arts curriculum. The communication arts department strives to develop every student's core English skills. The students must possess a strong foundation in the basics of grammar and principles of the English language for real world applications. The goal is for every student to be able to write and speak standard English and then to apply their skills in various writing and speaking situations.

Literature study is used to examine literary works from various periods of time and also from varying cultures. Reading skills are developed in order to allow students to be able to use their reading as a basis for evaluating and comprehending information. Writing skills are developed to help students be able to communicate their thoughts and ideas. Speaking and writing skills are essential to the student's success as they enter today's working environment.

Student's reading skills are evaluated by the Terra Nova and MAP tests. We have added a Reading Coordinator to our staff. Students who are identified as struggling readers are assigned to a class that is designed to promote the development of reading skills. Some students meet with our Reading Coordinator on an individual basis. We believe that reading is the foundation for success in all areas. Our reading coordinator has worked with classroom teachers to implement reading strategies in their curriculum area. The communication arts department has been part of a two-year state program, the MAP Literacy Academy, to build a quality program with seamless transitioning through the entire district. The reading coordinator and the high school teachers have been working to both assess and address needs, as well as streamline curriculum so that students experience a more comprehensive understanding of reading and writing throughout their high school career.

3. **Additional Curriculum Area:**

The math department's rationale statement states, 'Math is a part of our daily lives. Each person must understand certain basic concepts to function independently in his/her daily life. Different occupations require different levels of problem-solving ability and knowledge. Students must be given an opportunity to prepare themselves for any of these levels. Therefore quality math classes must be offered at all levels.'

The math department's goals for graduates state that: students will be prepared for the next level of learning, possess math skills needed for a successful daily life, be able to reason in a sound deductive manner, be able to read and apply mathematical concepts, and be able to use and apply current technology. The math department strives to build a solid foundation of math knowledge and problem solving in its students. Jefferson wants its math students to become adept at solving problems and to be able to apply their math knowledge in their day to day life.

Jefferson believes that a solid foundation in math is essential for all students. Two years ago, we added a math coordinator position and added additional math classes to better meet the needs of our students. The math coordinator has served on the state committee that has developed our new Grade Level Expectations and written our state's model math curriculum. The math coordinator is responsible for overseeing and developing our K-12 math curriculum. He assists teachers in developing new hands-on math teaching strategies and goes into classrooms to model the strategies for the teachers. He tutors students who are struggling in math and challenges those who are advanced in math. He also teaches a dual-credit math class over our ITV system to other area schools.

This year the math department has focused on improving our instruction in the number and operations strand of our curriculum. The department has met to align our number and operations objectives and help

each other create and improve activities designed to improve students' number sense. Our teachers have also been able to plan some cross-curricular activities with other teachers.

4. **Instructional Methods:**

At Jefferson High School, we strive to meet the needs of all students by using varied instructional methods. We immerse our students in a technology-rich environment and actively engage them in inquiry-based learning. A glance into an ordinary classroom would produce observations such as a teacher presenting class notes on the Smartboard, students creating PowerPoint presentations, essays being composed on notebook computers, and a group of students using laptops to complete a Web Quest project. In another classroom, you might see students engaged in a science or mathematics lab, transplanting flowers in our school greenhouse, or taking part in a mock trial. In all of these settings, teachers challenge students to use higher-order thinking skills in order to maximize learning.

Jefferson High is able to personalize instruction to meet the needs of individuals or small groups of students. We offer online courses if needed, and we utilize distance learning to send and receive classes over our ITV system. We create relevant opportunities for students of all ability levels. Our applied math and science classes are tailored to students who benefit the most from hands-on instruction, while our college bound students have the opportunity to enroll in dual credit courses. Common strategies used within any of these courses are cooperative learning, problem solving, and cross-curricular projects.

The eMINTS program has brought a district focus on inquiry-based, student-centered learning. The goal is for the students to be responsible for their learning. Students are challenged to find answers to questions using a variety of resources. The teacher becomes a facilitator in the classroom, guiding students, but allowing them to research and find answers on their own.

Additionally, students participate in various programs or activities which encourage student learning. These include before and after-school tutoring, varsity and junior high academic team competitions, junior high spelling bee, junior high National Geographic Bee, Americanism Essay contests, and various poetry contests.

5. **Professional Development:**

The purpose of the Jefferson Professional Development Committee (PDC), as stated in the professional development mission statement, is to 'stimulate and encourage the professional growth of both new and experienced teachers.' The mission statement also states that professional development 'should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.' In its commitment to transition into a true Professional Learning Community, the PDC has kept a strong focus on using the many in-house experts already on staff, allowing time to collaborate, to share proven strategies, and to develop new ones. Professional development time is provided in two ways ' 1) through two-hour late starts and early outs; and 2) through regularly scheduled embedded time during the school day. Late starts and early out days are focused on whole staff vertical teaming, while the embedded time during the school day is focused on cross-curricular collaboration.

With a focus on improving student achievement, the teachers in each subject area have used professional development time to closely examine data from the Missouri Assessment Program (MAP). Teachers have investigated several sets of data from the MAP test to identify where our students consistently struggle or excel over a three-year period. They have considered data about subject content, question types, and disaggregated student groups. Following the initial investigation in the fall, teachers are then allowed professional development time to make data-driven decisions in order to improve their teaching and positively affect student achievement. They are engaged in follow-up tasks such as revising and aligning curriculum, developing new test or assignment items, and collaborating with other teachers either within or outside of their curriculum area. Even teachers in non-tested areas, such as art or music, use professional development time to find ways to implement MAP-type items in their curriculum in order to impact student achievement. Teachers also use professional development time to develop strategies that address the needs of all students; from those who need remedial help to those who need enrichment activities.

Additionally, the PDC has supported the district-wide eMINTS program for several years. Six teachers have participated in nearly 200 hours of training to improve classroom instruction. The continuous training, support and follow-up by the eMINTS Instructional Specialist have insured a successful transition from teacher-led instruction to inquiry-based learning. Our technology coordinator serves as an eMINTS trainer, which insures that training is ongoing for the teachers in our district.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 11 Test Missouri Assessment Program (MAP)

Edition/Publication Year 2002-2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advancecd	60	64	53	14	22
% "Exceeding" State Standards Advanced	0	27	0	0	0
Number of students tested	10	11	17	14	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	50	100	33	0	20
% "Exceeding" State Standards Advanced	0	0	0	0	0
Number of students tested	6	1	6	4	5
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 10 Test Missouri Assessment Program (MAP)

Edition/Publication Year 2002-2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advanced	56	50	45	44	0
% "Exceeding" State Standards Advanced	25	20	9	6	0
Number of students tested	16	10	11	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Status					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	38	50	100	20	0
% "Exceeding" State Standards Advanced	13	17	0	0	0
Number of students tested	8	6	1	5	4
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					