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
[ ] Charter   [ ] Title I [ ] Magnet [ ] Choice

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

Official School Name   Poplarville High School
(As it should appear in the official records)

School Mailing Address   Number 1 Hornet Drive
(If address is P.O. Box, also include street address.)

Poplarville   Mississippi   39470-3235
City   State   Zip Code+4(9 digits total)

County   Pearl River   State School Code Number*   0085530

Telephone (601) 795-8477   Fax   (601) 795-0712

Web site/URL www.poplarvilleschools.org   E-mail   idavis@poplarville.k12.ms.us

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. Carl Warner Merritt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Poplarville Special Municipal Separate Scho   Tel. (601) 795-8477

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. Curt Stasny
(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:

2	Elementary schools
1	Middle schools
	Junior High Schools
1	High schools
	Other
4	TOTAL

2.   District Per Pupil Expenditure: 9375

Average State Per Pupil Expenditure: 8298

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
[X]   Small city or town in a rural are
[ ]   Rural

4.   2   Number of years the principal has been in her/his position at this school.

        5   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		7			0
K			0		8			0
1			0		9	92	90	182
2			0		10	99	77	176
3			0		11	88	62	150
4			0		12	58	69	127
5			0		Other	13	6	19
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								654

6.	Racial/ethnic composition of the school:

	% American Indian or Alaska Native
	% Asian or Pacific Islander
14	% Black or African American
1	% Hispanic or Latino
85	% 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 ___4___ %

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	15
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	673
(5)	Total transferred students in row (3) divided by total students in row	0.04
(6)	Amount in row (5) multiplied by 100	4

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 ___59___ %

Total number students who qualify: ___384___

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: 10   %

          68   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	2	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	49	Specific Learning Disabilit
2	Emotional Disturbanc	2	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
7	Mental Retardation	0	Visual Impairment Including Blindness
0	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)	3	0
Classroom teachers	54	0
Special resource teachers/specialist	3	1
Paraprofessionals	3	0
Support Staff	4	0
Total number	67	1

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   12   **: 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	95 %	94 %	96 %	97 %	97 %
Daily teacher attendance	95 %	93 %	94 %	95 %	96 %
Teacher turnover rate	5 %	6 %	5 %	5 %	4 %
Student drop out rate (middle/high	25 %	25 %	24 %	27 %	25 %
Student drop-off rate (high school	2 %	2 %	3 %	4 %	3 %

Please provide all explanations below

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	110	
Enrolled in a 4-year college or university	5	%
Enrolled in a community college	65	%
Enrolled in vocational training	5	%
Found employment	5	%
Military service	5	%
Other (travel, staying home, etc.)	5	%
Unknown	10	%
Total	100	%

PART III - SUMMARY

Poplarville High School (PHS), organized in 1955, is located in the small, rural town of Poplarville in the Piney Woods of southern Mississippi. Poplarville is the county seat of Pearl River County and is located on Interstate 59. Many residents commute to New Orleans, Louisiana (75 miles south) or the Gulf Coast (35 miles south) for work. Pearl River Community College, the oldest two year college in the state is also located in Poplarville.   Forestry, agriculture and small businesses/industries form the economic base of the area. Forestry took a major hit from Hurricane Katrina. Pearl River County is one of the six southern counties most heavily impacted by Katrina. Poplarville School District lost over 3 million dollars in revenue from timber damage on sixteenth section land.

The population of Poplarville is 2,600 people and the median income is $26,417. PHS serves 10,000 citizens in the incorporated town of Poplarville and its surrounding unincorporated communities. Poplarville School District, one of the largest geographic districts in the state, encompasses over 498 square miles. Twenty-eight buses transport the majority of our students to and from school. Some students are on buses four hours a day.

The four schools in the district along with the community college are the hub of community activities. All athletic events and student performance activities are well attended. Educators, students, families and community members take ownership of our mission 'to ensure a quality education for every student.' A PHS parent was recognized at a state board meeting as a runner-up for the Parent of the Year award. The Poplarville PTA is continuously named as an outstanding unit in the state. A PHS teacher was recently honored as an 'unsung' hero for her work with special students.

Poplarville High School (PHS) has a strong tradition of academic excellence. PHS has achieved and maintained a level 5 Superior School rating from the state for the past four years. Algebra and biology scores at PHS are among the highest in the state. The Mississippi State Program of Research and Evaluation for Public Schools (PREPS) Value Added Award for successful performance on statewide tests has been presented to PHS six times. This award attests the hard work and dedication of students and staff.

Poplarville High School is known throughout the state as a small rural school with a big imagination. PHS educators are creative, dedicated and innovative in making the most effective, efficient use of resources to increase their capacity to prepare students for an ever-changing global marketplace. PHS students and teachers have presented at state, national and international conferences. Collaborative partnerships with colleges, universities, foundations, corporations and other service agencies have enhanced education services. Some of these enhancements include daily servings of fresh fruits & vegetables, an abstinence nurse, a healthy lifestyles nurse, equipment for the PE program, free on-line courses, new library/media resources, technical assistance and professional development.

Facility improvements this past year include a new library and a football stadium. Students participate in drama, chorus, sports, clubs, and advanced placement classes. Twenty percent of the students participated in a production of 'Grease' last year which played to sold-out audiences. The PHS Ocean Bowl won two regional competitions. All PHS athletes earned a 3.0 grade point average in school year 2007. Five students scored 30 or above on the ACT this year. One student is a National Merit Finalist. Twenty high school students volunteered as peer counselors in a Safe Harbor Summer Camp Program for Katrina victims. All high school seniors complete service projects.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Subject Area Testing Program (SATP) consists of four academic end-of-course tests. Since the 2002 school year, students have been required to pass the subject area tests as a requirement for graduation. Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II, and U. S. History from 1877. As part of the No Child Left Behind (NCLB) and Title I requirements, all students enrolled in Algebra I and English II for the first time must be tested. The scores of all these first time test takers must be included in the annual report cards and Adequate Yearly Progress calculations to comply with federal law. School performance classifications are assigned based on achievement and growth expectations. Poplarville High School (PHS) has maintained Level 5 superior performing status for the past four years.

As part of our continuous improvement plan, core subject area teachers, department chairs and the principal meet to analyze test data to ensure we are aligning instruction with state curriculum frameworks. Our goal is to move students from Minimal and Basic performance levels to Proficient and Advanced performance levels.

The Algebra I Subject Area Test consist of 65 multiple-choice items and measures a student's depth of knowledge (DOK) and skill level in applied algebra. PHS Algebra I results place consistently among the top scores in the state. This past school year, our Algebra I scores were second highest in the state. From the 2006 school year to the 2007 school year, student scores in Algebra I increased from 77% proficient to 87% proficient and advanced level. During this same time period, black students' test scores increased from 56% proficient and advanced to 60% proficient and advanced levels. Economically disadvantaged students' test scores increased from 74.4% proficient and advanced to 78% proficient and advanced levels.

The English II Subject Area Test measures knowledge of reading comprehension, language conventions and writing skills. The English II assessment consists of two separate tests. One assessment is an 85 multiple-choice test, while the other consists of the English II writing test. PHS has never had a student fail to graduate due to failing either portion of the English II subject area test. In the 2007 school year, all first time English II testers passed the writing portion of the test. PHS students have consistently scored above the state average on the English II multiple choice test.

Additional Mississippi state testing information can be found at the Mississippi Department of Education website: www.mde.k12.ms.us.

2. **Using Assessment Results:**

Poplarville High School (PHS) educators continuously analyze and use data to make informed decisions and develop strategies for comprehensive school improvement. Assessment results are used to plan, evaluate and improve teaching and learning. MCT test results for 8th grade students are sent to PHS as soon as they are received from the Mississippi Department of Education. Department chairpersons distribute these test results to all members of their curriculum teams. Before students return to school in August, the curriculum teams have assessed their test data and planned instruction specific to their needs.

All core subject area teachers at PHS participate in Teacher Learning Communities. During Learning Community meetings, teachers participate in ongoing efforts to address real issues, create realistic goals and track their progress to support continuous school improvement. They examine the role of all teachers in supporting the increased achievement of all students. They reflectively study and analyze results from subject area tests to gain a deeper understanding of the teaching/learning process. The teachers research, design and implement instructional strategies to improve performance.

3. **Communicating Assessment Results:**

Poplarville High School (PHS) educators use a variety of methods to effectively communicate assessment results to our students, families, the school board and the public. Our goal in communicating this information is to promote positive educational change in our schools and community.

PHS publishes a comprehensive report card. The report card is given to students to take home to their

families. It can also be accessed on the district and the Mississippi Department of Education web sites. Families also receive assessment results through family/teacher conferences, phone calls, emails, individual student written reports sent home, family group meetings and district newsletters. Families and students also meet with PHS educators on Scheduling Night to plan the student's schedule for the upcoming school year. Families can track individual student progress through the 'Active Parent' online program. Students receive results through large student briefings and individual follow-up meetings. The PHS Student Handbook includes the State Testing Calendar and attendance information. Families must sign and return forms indicating they have received and reviewed the handbook with their student. The school board receives written reports, PowerPoint presentations, and oral reports from school and district administrators. The public is informed through Media releases to local newspapers and TV stations.

4. **Sharing Success:**

PHS educators are always eager to share and learn from other schools. We network with other schools through our region and state by maintaining membership in the Gulf Coast Education Initiative Consortium (GCEIC) and the Mississippi State Program of Research and evaluation for Public Schools (PREPS). We attend and participate in local, state and national workshops to network with other educators. We are invited and often volunteer to present at workshops. Our senior English teacher has made many presentations on Senior English projects. Our chorus teacher is president of the state choral association. She recently had a photo made with Governor Huckabee because of their mutual support for the arts. Our School district web site and our district newsletter publish our successes. Our students serve as ambassadors of our success. One of our Katrina students recently received a scholarship from the Allianz Foundation to study climate change.

We invite community members and faculty members from other schools to come into our schools to judge student presentations. We respond to email, phone and mail inquiries about practices in our schools. We host workshops and invite other schools to attend. We celbrate success through special events, luncheons, banners, exhibtions, posters and flyers.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Poplarville High School (PHS) educators design and implement a schoolwide challenging curriculum to prepare students with the skills and tools needed to compete in an ever-changing global marketplace.   The curriculum provides a variety of academic, career, technical, fine arts, physical education and technology classes. Fifty seven courses are offered to students with 28 course credits required for graduation. Classes are delivered through two semester four period block schedules. Students also take classes online through the Mississippi Virtual School Program.

The Spanish foreign language curriculum incorporates the national standards for foreign language learning in the 21st century and the Mississippi Department of Education Spanish frameworks. The Spanish curriculum facilitates the use of Spanish for real communication that is carried out through a variety of teaching techniques designed to foster interactive communication between the instructor and the students. The simultaneous development of all communication skills; listening, speaking, reading and writing are emphasized.

Art, music and theater are successful integrated in the holistic education of our students. The visual and performing arts teach our students life skills such as problem solving, critical thinking, collaborative partnerships, effective communications, interpretation/application and concept transfer.

The universal language of the arts encourages respect for the cultural diversity of our society. Our band and chorus students enjoy performance competitions and consistently earn high ratings.

The PHS Career Development Center (CDC) integrates academic, workforce and technology skills to provide students with both academic preparation and practical career knowledge. The CDC curriculum exposes students to the latest in technology and provides experiences in laboratory and real -world environments. The CDC has recently applied for funding from the Mississippi Department of Education to upgrade technology and course offerings.

The PHS science department works to produce   students who practice science and understand that science is a tool for solving everyday real problems. Students are taught to think in a manner which is logical, critical and independent. They learn to observe natural phenomena objectively and draw conclusions from their observations. They learn to appreciate our limited natural environment and understand their role in becoming lifelong learners and searching for knowledge to help solve problems.

Social Studies teachers help students develop knowledge of history, government, current events geography and economics. They teach students how to improve social skills and knowledge of cultural diversity. Students learn to problem solve through the systematic approach used in research.

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

The PHS language arts curriculum encompasses these four major competencies - (1) the students will develop and apply expansive knowledge of words and word meanings to communicate; (2) the students will comprehend, respond to, interpret or evaluate a variety of texts of increasing length, difficulty and complexity; (3) the students will produce, analyze and evaluate effective communication; and (4) the students will use standard English grammar, mechanics and sentence structure to communicate.

Much of the work we do at the high school level requires expansive reading; therefore is imperative that students become proficient readers. To accomplish this goal, teachers as a department have implemented several programs. One program we have in place is the Accelerated Reading (AR) program. With this program, students are tested at the beginning of each semester on the STAR reading test. This norm-referenced test uses computer adaptive technology to establish a personalized reading plan for each student. Students are given seventy-five minutes of class time each week to read in their selected AR books. When students have completed a book, they must complete a critical reading log and take an online test. Students are encouraged to earn at least twenty-five AR test points each semester. In addition to AR reading, many other novels, short stories and essays are read and analyzed in class.   Over the past years,

teachers recognized poor vocabulary as one of the major reading challenges for our students. As a result, we began teaching vocabulary as an entity unto itself. We discovered the book Bringing New Words to Life. We implemented a new vocabulary program based on teaching methods set forth in this book and it works. Our students are starting to use the words in their speaking and writing assignments. We also offer extra help through after school tutoring, the Tier program and online games and tutorials.

3. **Additional Curriculum Area:**

Math teachers at Poplarville High School (PHS) recognize Algebra I as the core of the mathematics curriculum. Not only is it a state tested subject, it is essential to further work in math as well as science. In Algebra I, students learn how to solve equations, solve systems of equations, factor polynomials, and graph equations. Teachers maintain high expectations for students to master these concepts and then follow-up and follow-through with sound instructional practices to increase student motivation to achieve mastery. Multidimensional activities and tools are used to teach algebra I in a rich problem solving environment. Students are empowered through graphing calculators and various computer applications. They are motivated through mathematical themes drawn from real-world problems. They learn that algebra really does have real world applications. They hone theirskills by using symbol manipulation as a tool for problem solving.

Because PHS teachers go above and beyond state standards, students often state the Subject Area test in Algebra I was easier than the work they did in class.

4. **Instructional Methods:**

PHS teachers use instructional methods based on curriculum, the prior experiences and knowledge of students, learner interests, student learning styles and developmental levels of the learner. These instructional decisions rely on ongoing student assessment linked to learning objectives and processes.

The Direct Instruction strategy is commonly used by teachers for providing information, developing step-by step skills, introducing other teaching methods and actively involving students in knowledge construction. This strategy includes lecture, didactic questions, explicit teaching, drill and practice and demonstrations.

The Indirect Strategy is used when the teacher shifts from lecturer/director to that of facilitator, supporter and resource person. Indirect methods include: case studies, problem solving, reading for meaning, inquiry, reflective discussions, concept formation, concept mapping, and concept attainment.

Teachers use the Experiential Learning strategy for learner centered, hands-on and activity centered learning experiences. Students take field trips, conduct experiments, play games, conduct field observations, role play, build models, conduct surveys and simulate activities.

Independent Study is used by the teacher to develop individual student initiative, self reliance and self improvement. Students write essays, use computer assisted instruction, make reports, use learning activity packages, conduct research projects, use learning centers, complete homework assignments, and take correspondence lessons.

Teachers use Interactive Instruction to provide learners with opportunities to react to the ideas, experience, insights and knowledge of others. Students participate in debates, panel discussions, role playing, brainstorming, discussion, peer practice, laboratory groups, cooperative learning groups, problem solving, circle of knowledge, tutorial groups and interviews.

5. **Professional Development:**

PHS teachers continuously engage in high-quality professional development opportunities to acquire new knowledge, skills, behaviors and dispositions to help improve student achievement. They participate in workshops, institutes, courses and seminars to focus intensely on topics of interest including content knowledge and to learn from others with more expertise. Teachers often take on the role of professional developers to build the skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies, presenting, demonstrating and supporting teacher learning and change. Various kinds of technology (computers, promethean boards, videodisc, telecommunications, videoconferencing, etc.) are used for professional learning.

Teachers participate in professional networks in person or through electronic means to link with other teachers or groups to explore topics of interest, set and pursue common goals, share information and

strategies and identify/address common problems. Partnering with experts in various fields helps teachers focus on improving content knowledge, instructional materials and acquiring new information. Coaching and mentoring relationships with other teachers improves teaching and learning through classroom observations and feedback, problem solving, troubleshooting and co planning. Learning communities and study groups engage teachers in regular, structured collaborative interactions with opportunities to examine new information reflect on teaching practices and assess/analyze outcome date. Action research in their classrooms helps teachers examine their own teaching and their students' learning.

Curriculum development helps teachers create new instructional materials and strategies to meet the learning needs of students. Inquiry based investigations help teachers engage in learning they are expected to practice with their students. Examining student work and analyzing assessment data help teachers identify learning needs and design appropriate teaching strategies and materials.

PART VII - ASSESSMENT RESULTS

Subject Math(other)   Grade 9   Test Algebra 1

Edition/Publication Year 2001   Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic	94	93	97	99	
% "Exceeding" State Standards					
Proficient/Advanced	87	77	84	73	
Number of students tested	130	146	131	75	
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. black					
% "Meeting" plus % "Exceeding" State Standard					
Basic	93	83	93	100	
% "Exceeding" State Standards					
Proficient/Advanced	60	56	79	70	
Number of students tested	15	18	14	10	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic	92	92	96	100	
% "Exceeding" State Standards					
Proficient/Advanced	78	73	79	58	
Number of students tested	49	79	52	19	
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 Reading (ELA)   Grade 10   Test English II

Edition/Publication Year 2001   Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic	80	79	97	85	
% "Exceeding" State Standards					
Proficient/Advanced	44	50	62	42	
Number of students tested	143	141	96	103	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic	47	38		77	
% "Exceeding" State Standards					
Proficient/Advanced	24	19		39	
Number of students tested	17	21		13	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic	70	71	97	79	
% "Exceeding" State Standards					
Proficient/Advanced	34	37	49	28	
Number of students tested	64	71	39	29	
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					