# 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  [X] MIddle  [ ] High  [ ] K-12
[ ] Charter  [ ] Title I  [ ] Magnet  [ ] Choice

Name of Principal    Mr. Terry D. Ingram


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

Official School Name    Oak Grove Middle School

(As it should appear in the official records)

School Mailing Address    2543 Old Highway 24

(If address is P.O. Box, also include street address.)

| Hattiesburg | Mississippi | 39402-8349 |
|---|---|---|
| City | State | Zip Code+4(9 digits total) |

County    Lamar                    State School Code Number*  3700-021

Telephone  (601) 264-4634                    Fax    (601) 264-2822

Web site/URL  www.oakgrovemiddleschool.org        E-mail    terry.ingram@lamarcountyschools.

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    Dr. Ben  Burnett

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

District Name    Lamar County School District    Tel.  (601) 794-1030

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. Chris  Ryals

(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:

|   |   |
|---|---|
| 7 | Elementary schools |
| 3 | Middle schools |
| 0 | Junior High Schools |
| 3 | High schools |
| 2 | Other |
| 15 | TOTAL |

2.  District Per Pupil Expenditure: _____8051_____

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

4.  _____1_____ Number of years the principal has been in her/his position at this school.

    _____10_____ 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 | 194 | 162 | 356 |
| K |  |  | 0 |  | 8 | 169 | 164 | 333 |
| 1 |  |  | 0 |  | 9 |  |  | 0 |
| 2 |  |  | 0 |  | 10 |  |  | 0 |
| 3 |  |  | 0 |  | 11 |  |  | 0 |
| 4 |  |  | 0 |  | 12 |  |  | 0 |
| 5 |  |  | 0 |  | Other |  |  | 0 |
| 6 | 189 | 179 | 368 |  |  |  |  |  |
| **TOTAL STUDENTS IN THE APPLYING SCHOOL** |  |  |  |  |  |  |  | 1057 |

6. Racial/ethnic composition of the school:

|      |                                   |
|------|-----------------------------------|
| 0    | % American Indian or Alaska Native |
| 2    | % Asian or Pacific Islander        |
| 28   | % Black or African American        |
| 3    | % Hispanic or Latino               |
| 67   | % 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 year ___12___ %

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 | 61 |
|-------|---------------------------------------------------------------------------------------------|------|
| ( 2 ) | Number of students who transferred from the school after October 1 until the end of the year | 62 |
| ( 3 ) | Total of all transferred students [sum of rows (1) and (2)] | 123 |
| ( 4 ) | Total number of students in the school as of October 1 | 1057 |
| ( 5 ) | Total transferred students in row (3) divided by total students in row | 0.12 |
| ( 6 ) | Amount in row (5) multiplied by 100 | 12 |

8. Limited English Proficient students in the school:  ___0___ %

___27___ Total Number Limited English Proficient

Number of languages represented:  ___7___

Specify languages:   Spanish, Tagalog, Mixtec, French, German, Korean, Gujarti

9. Students eligible for free/reduced-priced meals:  ___39___ %

Total number students who qualify:  ___411___

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:     11    %

                                     119     Total Number of Students Served

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

| | | | |
|---|---|---|---|
| 6 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 28 | Other Health Impairment |
| 0 | Deaf-Blindness | 64 | Specific Learning Disability |
| 5 | Emotional Disturbance | 8 | Speech or Language Impairment |
| 1 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 5 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 2 | 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) | 4 | 1 |
| Classroom teachers | 55 | 1 |
| Special resource teachers/specialists | 16 | 2 |
| Paraprofessionals | 7 | 2 |
| Support Staff | 18 | 2 |
| Total number | 100 | 8 |

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     19    **: 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 rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Daily student attendance | 96 % | 96 % | 97 % | 97 % | 96 % |
| Daily teacher attendance | 93 % | 94 % | 93 % | 93 % | 92 % |
| Teacher turnover rate | 12 % | 18 % | 16 % | 3 % | 7 % |
| Student drop out rate (middle/high | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |

Please provide all explanations below

# PART III - SUMMARY

Due to a 28% population increase in the Oak Grove community of the Lamar County School District over the past twenty years, Oak Grove Middle School has seen an unprecedented increase in enrollment. In the last ten years alone, the sixth through eighth grade school has grown from 300+ students to more than 1000. Recent growth can be attributed to the relocation of students following Hurricane Katrina. In spite of this influx of students, Oak Grove Middle School has maintained the highest level of accreditation since the present accountability model has been in place.

The mission of the Lamar County School District is to empower all students with the knowledge and skills to create their own futures; to become passionate, lifelong learners; and to contribute cooperatively to a diverse and changing world. Oak Grove Middle School's faculty and staff embrace this vision and work to improve their students' academic experience by first creating a safe environment and then by improving their teaching skills through professional development and collaboration. There are currently five National Board Certified teachers and counselors employed at OGMS.  Fourteen teachers have received grants through the CISCO Corporation and incorporate the most modern technology into their curriculum.  The teachers meet frequently as academic teams to develop a progressive curriculum and stay current on the trends in educational research. The state affiliate of the National Middle School Association awarded teachers at Oak Grove Middle School the distinction of Mississippi's Top Team of Middle School Educators, and the National Association of Secondary School Principals awarded former Oak Grove Middle School principal the distinction of Mississippi's Middle School Principal of the Year. Lamar County voters believed so strongly in the former principal's leadership abilities, they elected him superintendent for the Lamar County School District in August 2007, allowing Terry Ingram, who was serving as assistant principal, to assume leadership.

The Oak Grove Middle School faculty recognizes the critical importance of parent, business, and community involvement. Parents provide valuable services such as volunteering as registered nurses, purchasing needed supplies, and providing assistance in the classrooms. Area businesses provide incentives for exemplary student behavior and academic performance, lunches for teachers during professional development, and printing services. Following Hurricane Katrina, the CISCO Corporation partnered with Lamar County School District and OGMS to provide an infrastructure and the technology to maintain the highest level of 21st century learning.

Evidence of student success was noted last year as Algebra I students ranked number one for their performance on the Algebra I state test required for graduation; 20% of the student population earned membership in the Jr. Beta Club, with one of its members currently serving as secretary for the state Jr. Beta office.  Band students were chosen to perform in the district's All Superior Band and earned many accolades; students placed in the MS State Science Fair, the regional MathCounts competition, the regional geography and spelling bees, as well as the Hattiesburg American's Young Writers' Showcase, Veterans of Foreign War Essay Contest, and the MS State Reading Fair. Students also participate in Warrior Watch, an organization that empowers the student body to aid administrators in maintaining a safe environment for our school.  It is the students' drive that truly compels others to live up to the mission statement embraced by Oak Grove Middle School.

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1.  **Assessment Results:**

    The Mississippi Curriculum Test (MCT) is designed to compare student performance to the Mississippi Curriculum Frameworks, which provides school and district personnel, parents and students with information regarding mastery of content skills. Test results provide information for the purpose of improving students' achievement in the areas of reading, language and mathematics. Student proficiency levels describe how well students performed on a given level of the test. Cut scores are set for advanced, proficient, basic, and minimal proficiency levels in each of the content areas. Beginning in the 2005/2006 school year, all students were tested on grade level regardless of their disabilities, IEPs or instructional levels, causing a greater disparity in this sub-group. Special services instruction is now using scaffolding techniques to take our disabled students to grade-level performance. The number of students who are economically disadvantaged has increased from 26% to 39% during the past five years. Even with this growth, these students have exceeded the Annual Measurable Objectives (AMO) set for them, and the staff is engaged in professional development to improve instructional strategies that will enhance student progress. The number of African American students has steadily increased in the past five years. The disparity in this category is far less than other subgroups reported, with African Americans exceeding the Annual Measurable Objectives. Teachers are aggressively researching cultural diversity and implementing strategies to address the disparity.

    The students at Oak Grove Middle School have consistently exceeded state expectations on the state exam since its inception in 2000. Currently, 79% of students in grades sixth through eighth scored proficient or advanced in reading, while 75% scored proficient or advanced in language arts. Also, the students' scale scores are 20 or more points above the state mean scale scores.

    On the mathematics section of the 2006/2007 MCT, 85% of the students scored proficient or advanced. Students in the sixth through eighth grades scored an average of 30 or more points above the state scale score. Also, OGMS offers Algebra I in eighth grade. Those students are given the Algebra I test as part of the Subject Area Testing Program (SATP). This program requires that Mississippi students pass these tests in order to receive a diploma. The Algebra I test consists of 65 multiple-choice questions written to various levels of depth of knowledge. This year, OGMS's Algebra I students ranked number one in the state with 100% of the students scoring proficient or advanced on the SATP.

    The tremendous gain that the students and faculty at OGMS have accomplished is exceptional, particularly in the wake of Hurricane Katrina, which forced the school to close for three weeks and left many students displaced or homeless. Yet in the face of extreme adversity, both the students and faculty demonstrated strong dedication to learning and student achievement. Additional test results can be found at the Mississippi State Department of Education website: http://orsap.mde.k12.ms.us:8080/MAARS/index.jsp.

2.  **Using Assessment Results**

    Oak Grove Middle School is in a perpetual state of data analysis, utilizing assessment results throughout the school year to plan, evaluate, and improve existing programs. At the beginning of each school year, administrators review test score results from the Mississippi Curriculum Test and subject area tests to determine student placements and remediation needs. An administrative team attends district wide workshops to review data, compare results, and determine whether or not goals were achieved. The administrative team organizes and distributes this information to the teachers, who then work with their collaborative teams to analyze data for former and upcoming students and determine specific areas of need, plan strategic lessons, and establish updated goals for the school's improvement plan.

    Oak Grove Middle School identifies specific instructional needs for each child and uses the Three Tier Model approach to provide students with necessary interventions. The Teacher Support Team (TST) assists teachers in improving the academic and behavioral performance of students at risk and empowers teachers to develop more effective strategies through focused analysis and resource alignment. The school's Intervention Specialist provides staff development, support, and continuous feedback.

Throughout the year, students are monitored and re-assessed to determine academic progress and intervention success.  A standardized measurement, known as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), is used for students who score basic or minimal in reading and language on the MCT.  Depending on their DIBELS scores, students are referred to the Fast ForWord program to complete a series of computer-delivered exercises to improve cognitive skills necessary for comprehension.

Oak Grove Middle School's assessment analysis represents a cycle of effective instruction, continued observation, and assessment of student progress. This fosters an environment for engaging teaching, re-teaching, and learning so that all students can become confident in their abilities.

3. **Communicating Assessment Results**

The state requires every school to report accountability results each year. OGMS's information is linked on the school's website (www.oakgrovemiddleschool.org) for parents and community members to view. Assessments are also published in local newspapers and on the MDE's website. The school district mails a copy of the report to parents each year to inform them of district and school progress. Parents and students have the opportunity to meet with teachers and administrators during the school's annual open house, which is held at the beginning of each school year. At this time, teachers provide parents with their child's test results, a copy of the current syllabus, and expectations and goals for students.

Before administering the MCT, the principal mails testing information to the parents and relays the school's expectations for the students.  For updates on attendance and grade postings, teachers communicate directly with parents through Active Parent, a password-controlled online program.  Progress reports are sent home during the fifth week of each term and report cards at the end of every nine weeks to keep parents notified of term and semester grades. Weekly lesson plans are updated through www.schoolnotes.com to enable students and parents opportunities to check current and upcoming assignments.  Teachers contact parents as needed by phone or email and send additional progress reports home as required. Parent conferences are scheduled when students have not met established goals.

OGMS utilizes its local newspapers, the Hattiesburg American and Lamar Times, to communicate student achievement and performance.   The achievement level index used by the MDE to measure student performance on state tests, gave our school a ranking of 555 on a scale from 100 to 600. When the school earned a high ranking from the MDE, the statewide newspaper, Clarion Ledger, acknowledged this achievement and noted the school's placement as ninth in the state.

4. **Sharing Success:**

Oak Grove Middle School's administrators, teachers, and students welcome opportunities to share their successes with others. The Mississippi Association of Middle Level Educators chose OGMS to participate in their 2007 'drive in' conference where middle-level educators from area schools could observe the teachers and students modeling an effective and engaging learning environment. Every summer, several OGMS teachers participate in the South Mississippi Writing Project's Summer Institute to compile their best practices that will be used to conduct professional development for schools throughout South Mississippi. Several teachers have volunteered for training through the National Council of Economic Education and the Mississippi Economic Council to be trained as master teachers of economics and to share information they have learned with their colleagues.

Chosen by CISCO to be a case-study school, OGMS has been showcased on the CISCO Newsroom Network worldwide.  Also through this partnership, teachers have presented at various national conferences including NCTM, NCTE, and the Technology and Leadership Conference sponsored by the National School Board Association.  Additionally, a video is being developed by the CISCO team to share successes of the project with other schools across North America, spotlighting OGMS teachers and students.  CISCO is providing the district with Telepresence equipment that allows teachers to share best practices with one another. A Polycom unit also enables teachers to observe effective methodology from one middle school classroom in the district to another.

# PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Oak Grove Middle School's curriculum prepares students for upcoming challenges regardless of their chosen paths. All stakeholders cultivate an environment with the highest level of academic standards and 21st-century learning skills in the content areas of mathematics, language arts, social studies, science, fine arts, foreign language, and computer discovery.

The math department is one of the school's many strengths. Methodology is based on Mississippi standards and those of the National Council of Teachers of Mathematics. Teachers in grades six through eight collaborate to ensure instruction is varied and all skills are addressed thoroughly. The math department offers a variety of courses for students that range from general math to Algebra I. Placement in Algebra I is based on MCT scores, teacher recommendation, and the Iowa Algebra Aptitude instrument.

The language arts department seeks to improve the performance of all students in reading and writing through the development of instruction grounded in current research and supported in the standards developed by the National Council of Teachers of English. Teachers in the department consistently collaborate to ensure that their students are making strides to increase skills in the areas of reading, writing, listening, speaking, and viewing. Sections of advanced language arts are offered to eighth grade students, based on their Mississippi Curriculum Test scores, to prepare them for the honors and advanced placement curriculum at Oak Grove High School. Eighth grade language arts instructors offer their students a totally integrated language arts and social studies curriculum to reinforce the importance of language skills across the curriculum.

The social studies department consists of teachers who collaborate to ensure students are exposed to various cultures, traditions, and lifestyles of inhabitants around the world as well as the geographic features of the earth. The curriculum consists of studies of Latin America, Canada, world civilizations, United States history, and content within those areas that encourage students to partake in community service activities, economics, geography, and civic and personal responsibility.

The teachers in the science department provide students with increasingly diverse and hands-on experiences in the areas of physical and earth science. The department collaborates consistently to develop relevant instruction which includes creative, interactive labs in each grade, and authentic assessments that demonstrate to students the value in the science objectives.

Oak Grove Middle School students participate in a strong fine arts curriculum that includes band, chorus, drama, and art. Students in band and choir perform pieces of varying difficulty and compete in district and state competitions, developing their musical and performance skills. Students in drama courses experience play production and performance, while students in art design expressions of different genres.

Spanish is offered as part of the core curriculum beginning in seventh grade and is fully aligned with state standards and practices. Once students have completed the eighth grade course, they may enroll in Spanish II when they enter high school.

The computer discovery/technology curriculum is a cornerstone the school's curriculum. In these classes, students research actual occupations and learn essential components of computer technology such as word processing, EXCEL, PowerPoint, and spreadsheets. Curriculum and instruction are based on current technological advances and practices.

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

English instruction is centered upon the Mississippi Language Arts Framework and NCTE standards. Students are required to demonstrate their abilities to communicate in written and oral modes for a variety of purposes. All students must demonstrate competent use of standard American English in these areas. Students are also expected to respond to texts with increasing complexity in language, content, syntax, and use word recognition and vocabulary skills to communicate, express, and evaluate/exchange ideas effectively.

Reading is a vital part of the language arts curriculum. Effective reading strategies are embedded in language instruction in all grades.  In grade six, all students participate in the Accelerated Reading program, while students in grades seven and eight are required to read for a minimum of thirty minutes each night. Parents must sign a 'reading log' to ensure they monitor what their child has read and that students spend the required time reading. These requirements demonstrate that reading is not only key in language learning but also a lifelong skill.

Oak Grove Middle School fully complies with Title III of No Child Left Behind federal legislation, which pertains to English Language Learners (ELL). OGMS has a fulltime certified ESL teacher, who administers the Home Language Survey form and an English language proficiency test to incoming students for placement. Eligible students receive small group instruction in ESL classes or tutoring services depending on individual needs.

3. **Additional Curriculum Area:**

One of the core beliefs of Oak Grove Middle School is that each child has intrinsic value and the arts play an important role in nurturing that value.  Brain research concludes that the circuits for math reside in the brain's cortex, near those for music, and shows that music helps develop spatial and reading skills.  As a result, seventy-seven percent of the students are involved in a diverse fine arts curriculum, which includes band, jazz band, theater, visual arts, choir, show choir, and general music.

OGMS students have many opportunities to develop their musical and performance skills.  In sixth grade band, students are grouped homogeneously by instrument in order to expedite and strengthen skill development.  In seventh and eighth grade, students are placed into performing ensembles that include complete instrumentation.  All band students perform at various concerts, athletic events, community functions, and compete individually in district and state events.

In theater and visual arts classes, students develop performance skills by presenting at least two plays during the school year.  Students are involved in all stages of the preparation from developing characters, choosing costumes, and designing the sets that are utilized in the performances. In the visual arts classes, students practice a wide variety of artistic expressions and are exposed to different genres and periods of art.

The Oak Grove Middle School choir department is comprised of grade-level choirs plus a show choir.  These students perform numerous times for school and community functions. Students enrolled in general music classes are taught the skills needed to develop an acute appreciation for different styles of music.

The fine arts instructors are part of an academic collaborative team who meet regularly to discuss the curriculum and provide support for themselves and the teachers in different content areas.  Because of this team's collaboration, all students who are involved in the fine arts program develop a sense of responsibility and cooperation and ultimately gain a sense of empowerment to design their own futures.

4. **Instructional Methods:**

Oak Grove Middle School teachers aggressively seek to implement instructional methods that are student-centered and relevant.  Teachers plan lessons using the PET model (Program for Effective Teaching), research based originally on the work of Dr. Madeline Hunter.  Teachers are allotted 90 minute blocks to engage students using a variety of teaching methods including an engaging set, relevant objectives, and effective closure. MCT results report each student's lexical level, which assists teachers in planning differentiated classroom instruction.

Oak Grove Middle School provides several opportunities to supplement instruction for

students who are experiencing academic difficulty.  Mandatory tutoring is provided by academic teachers during and after school for those students needing remediation. Tutoring is also available for any student every morning before school. Fast ForWord, a computer-based reading tutorial, targets students scoring basic or minimal on the reading or language portion of the Mississippi Curriculum Test.

Technology provides a wide array of interactive instructional methods as teachers incorporate Promethean Boards, student response systems, and portable laptop carts for multimedia projects and presentations, student-led instruction, web quests, and online research.  In order to improve critical thinking and communication skills, students work in collaborative groups to complete lab projects, research, create movies, photo-stories and other multimedia presentations on a variety of topics, participate in hands-on kinesthetic activities, and collect and analyze real-world data.

In order to better aid English Language Learners, all teachers are instructed on 'comprehensible input' and how to modify their methodologies to the language level of the learner. Teaching language in context, actively involving English language learners in the classroom and providing frequent opportunities for verbal interaction are key instructional methods.

5.  **Professional Development:**

The professional development emphasis at Oak Grove Middle School for the 2007-2008 school year continues to focus on developing an understanding of students living in poverty, Depth of Knowledge, and collaborative teaming.  This topic was chosen due to the rapid increase of economically disadvantaged students enrolled at OGMS over the past several years and the goal of maintaining dynamic instruction.

Teachers and administrators attended training on A Framework for Understanding Poverty by Ruby K. Payne (1996) and are responsible for leading a combination of large and small group sessions with the faculty. Focused areas include hidden rules among classes, characteristics of generational poverty, role models and emotional resources, support systems, discipline, instruction and improving achievement, and creating relationships. This training began the previous school year, and scores on the 2007 MCT indicated an increase in the percentage of economically disadvantaged students scoring in the proficient or advanced categories.  Whether or not this subgroup shows an additional increase on the 2008 MCT2 will serve as a further indicator of its impact on student learning.

Teachers also received extensive training in Depth of Knowledge (DOK) and the importance of collaborative teaming.  Depth of Knowledge is vital for teachers to gauge what their students are learning and aid them as they prepare for the newly implemented MCT2. Collaborative teaming, where teachers learn from each other, is cited as the highest level of professional development if implemented effectively. Administrators attended workshops led by Richard DuFour in the area of implementing effective learning

# PART VII - ASSESSMENT RESULTS

Subject  Reading (LA)  Grade  6  Test  Mississippi Curriculum Test

Edition/Publication Year  2001  Publisher  CTB/McGraw-Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 77 | 82 | 85 | 84 | 80 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 26 | 35 | 33 | 30 | 28 |
| Number of students tested | 322 | 335 | 329 | 277 | 268 |
| Percent of total students tested | 99 | 99 | 97 | 97 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.          African-American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 63 | 63 | 68 | 71 | 69 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 12 | 13 | 15 | 11 | 5 |
| Number of students tested | 81 | 90 | 66 | 38 | 42 |
| 2.          Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 55 | 65 | 71 | 75 | 68 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 5 | 15 | 14 | 13 | 8 |
| Number of students tested | 76 | 100 | 70 | 60 | 38 |
| 3.          Disabled Only | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 19 | 35 | 29 | 59 | 47 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 3 | 5 | 3 | 12 | 4 |
| Number of students tested | 32 | 43 | 38 | 17 | 28 |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math          Grade  6          Test  Mississippi Curriculum Test

Edition/Publication Year  2001          Publisher  CTB/McGraw-Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards |  |  |  |  |  |
| % Proficient plus % Advanced | 87 | 87 | 88 | 96 | 88 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 66 | 67 | 71 | 81 | 64 |
| Number of students tested | 323 | 335 | 327 | 278 | 270 |
| Percent of total students tested | 100 | 99 | 97 | 97 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.          African-American |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 72 | 68 | 65 | 84 | 78 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 42 | 41 | 39 | 50 | 39 |
| Number of students tested | 81 | 90 | 65 | 38 | 41 |
| 2.          Economically Disadvantaged |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 70 | 71 | 77 | 92 | 65 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 34 | 45 | 44 | 62 | 27 |
| Number of students tested | 76 | 100 | 69 | 60 | 37 |
| 3.          Disabled Only |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 30 | 40 | 47 | 94 | 60 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 12 | 23 | 11 | 61 | 33 |
| Number of students tested | 33 | 43 | 38 | 18 | 30 |
| 4. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

Subject  Reading (E)      Grade  6      Test  Mississippi Curriculum Test

Edition/Publication Year  2001      Publisher  CTB/McGraw-Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 90 | 89 | 91 | 94 | 94 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 31 | 30 | 29 | 35 | 27 |
| Number of students tested | 323 | 336 | 329 | 280 | 269 |
| Percent of total students tested | 100 | 100 | 97 | 97 | 99 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.          African-American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 84 | 75 | 74 | 81 | 83 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 5 | 13 | 12 | 14 | 5 |
| Number of students tested | 81 | 91 | 66 | 37 | 42 |
| 2.          Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 79 | 73 | 81 | 85 | 82 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 9 | 13 | 11 | 20 | 8 |
| Number of students tested | 76 | 101 | 70 | 59 | 39 |
| 3.          Disabled Only | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 42 | 48 | 50 | 70 | 86 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 3 | 2 | 3 | 5 | 7 |
| Number of students tested | 33 | 44 | 38 | 20 | 29 |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject   Reading (E)          Grade   7          Test   Mississippi Curriculum Test

Edition/Publication Year   2001          Publisher   CTB/McGraw-Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards |  |  |  |  |  |
| % Proficient plus % Advanced | 77 | 84 | 81 | 85 | 85 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 36 | 39 | 37 | 34 | 36 |
| Number of students tested | 353 | 346 | 318 | 281 | 259 |
| Percent of total students tested | 99 | 97 | 97 | 98 | 94 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.          African-American |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 56 | 63 | 53 | 65 | 53 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 8 | 14 | 16 | 13 | 9 |
| Number of students tested | 109 | 80 | 58 | 48 | 34 |
| 2.          Economically Disadvantaged |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 58 | 63 | 62 | 66 | 66 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 14 | 16 | 13 | 15 | 9 |
| Number of students tested | 104 | 75 | 86 | 53 | 44 |
| 3.          Disabled Only |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 30 | 25 | 39 | 49 | 58 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 4 | 5 | 4 | 3 | 17 |
| Number of students tested | 50 | 40 | 54 | 37 | 12 |
| 4. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

Subject  Reading (LA)      Grade  7      Test  Mississippi Curriculum Test

Edition/Publication Year  2001      Publisher  CTB/McGraw-Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES\*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 72 | 77 | 69 | 82 | 77 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 26 | 21 | 26 | 36 | 24 |
| Number of students tested | 352 | 346 | 317 | 276 | 259 |
| Percent of total students tested | 99 | 97 | 97 | 97 | 94 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.          African-American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 51 | 55 | 45 | 75 | 59 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 8 | 6 | 12 | 13 | 6 |
| Number of students tested | 109 | 80 | 58 | 47 | 34 |
| 2.          Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 50 | 61 | 50 | 65 | 55 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 11 | 11 | 15 | 18 | 5 |
| Number of students tested | 104 | 75 | 86 | 51 | 44 |
| 3.          Disabled Only | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 14 | 15 | 17 | 40 | 25 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 0 | 0 | 4 | 9 | 0 |
| Number of students tested | 50 | 40 | 53 | 35 | 12 |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math          Grade  7          Test  Mississippi Curriculum Test

Edition/Publication Year  2001          Publisher  CTB/McGraw-Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards |  |  |  |  |  |
| % Proficient plus % Advanced | 84 | 82 | 87 | 91 | 90 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 64 | 62 | 66 | 69 | 62 |
| Number of students tested | 351 | 346 | 313 | 271 | 257 |
| Percent of total students tested | 99 | 97 | 95 | 96 | 92 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.          African-American |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 62 | 59 | 62 | 79 | 80 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 39 | 29 | 47 | 45 | 32 |
| Number of students tested | 108 | 80 | 58 | 42 | 34 |
| 2.          Economically Disadvantaged |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 66 | 63 | 72 | 71 | 79 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 37 | 32 | 46 | 31 | 35 |
| Number of students tested | 103 | 75 | 85 | 48 | 43 |
| 3.          Disabled Only |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 37 | 18 | 48 | 68 | 60 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 14 | 8 | 18 | 32 | 30 |
| Number of students tested | 49 | 40 | 50 | 28 | 10 |
| 4. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

Subject  Reading (E)  Grade  8  Test  Mississippi Curriculum Test

Edition/Publication Year  2001  Publisher  CTB/McGraw-Hill

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES\*** |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standards |  |  |  |  |  |
| % Proficient plus % Advanced | 71 | 75 | 77 | 87 | 84 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 30 | 29 | 25 | 30 | 27 |
| Number of students tested | 342 | 312 | 312 | 275 | 290 |
| Percent of total students tested | 99 | 93 | 93 | 99 | 93 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |
| **SUBGROUP SCORES** |  |  |  |  |  |
| 1.         African-American |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 47 | 46 | 64 | 59 | 64 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 7 | 9 | 3 | 11 | 12 |
| Number of students tested | 81 | 70 | 61 | 37 | 50 |
| 2.         Economically Disadvantaged |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 45 | 51 | 66 | 75 | 64 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 9 | 10 | 11 | 8 | 14 |
| Number of students tested | 87 | 81 | 65 | 36 | 36 |
| 3.         Disabled Only |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % Proficient plus % Advanced | 7 | 40 | 31 |  | 50 |
| % "Exceeding" State Standards |  |  |  |  |  |
| % Advanced | 2 | 0 | 0 |  | 20 |
| Number of students tested | 44 | 35 | 48 |  | 10 |
| 4. |  |  |  |  |  |
| % "Meeting" plus % "Exceeding" State Standard |  |  |  |  |  |
| % "Exceeding" State Standards |  |  |  |  |  |
| Number of students tested |  |  |  |  |  |

Edition/Publication Year  2001     Publisher    CTB/McGraw-Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 72 | 67 | 73 | 78 | 81 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 25 | 18 | 23 | 23 | 24 |
| Number of students tested | 342 | 311 | 313 | 272 | 290 |
| Percent of total students tested | 99 | 93 | 94 | 97 | 93 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.          African-American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 49 | 39 | 48 | 64 | 58 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 9 | 1 | 5 | 11 | 12 |
| Number of students tested | 81 | 70 | 61 | 36 | 50 |
| 2.          Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 48 | 44 | 47 | 68 | 64 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 9 | 9 | 9 | 15 | 14 |
| Number of students tested | 87 | 81 | 64 | 34 | 36 |
| 3.          Disabled Only | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 14 | 11 | 16 | | 60 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 2 | 0 | 0 | | 30 |
| Number of students tested | 44 | 35 | 49 | | 10 |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math          Grade  8          Test  Mississippi Curriculum Test

Edition/Publication Year  2001          Publisher  CTB/McGraw-Hill

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 79 | 85 | 79 | 94 | 88 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 55 | 59 | 55 | 59 | 60 |
| Number of students tested | 340 | 310 | 309 | 272 | 289 |
| Percent of total students tested | 99 | 93 | 93 | 99 | 92 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| | | | | | |
| **SUBGROUP SCORES** | | | | | |
| 1.          African-American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 55 | 65 | 51 | 84 | 76 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 28 | 32 | 30 | 38 | 34 |
| Number of students tested | 80 | 69 | 61 | 37 | 50 |
| 2.          Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 57 | 70 | 51 | 77 | 76 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 27 | 34 | 25 | 43 | 35 |
| Number of students tested | 86 | 80 | 63 | 35 | 37 |
| 3.          Disabled Only | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 25 | 32 | 26 | | 80 |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 7 | 15 | 2 | | 60 |
| Number of students tested | 44 | 34 | 47 | | 10 |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

Subject  Math(other)          Grade  8      Test  Algebra I

Edition/Publication Year  2001          Publisher    Harcourt Educational Measurement

|  | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Testing Month | May | May | May | May | May |
| **SCHOOL SCORES*** | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 94 | 94 | 96 | 87 | |
| Number of students tested | 54 | 48 | 48 | 52 | |
| 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. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 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 | | | | | |