REVISED

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet
Type of School: (Check all that apply) __ Elementary __ Middle _x_ High __ K-12 __Charter

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

Official School Name _____Cooter Junior-Senior High_____
(As it should appear in the official records)

School Mailing Address_____1867 State Hwy E_____
(If address is P.O. Box, also include street address)

Cooter_____Mo._____63838-0218
City   State   Zip Code+4 (9 digits total)

County _____Pemiscot_____State School Code Number*____078-004____

Telephone (573)   695-4972_____Fax (573)   695-3073_____ _____

Website/URL ___http://cooter.k12.mo.us_____ E-mail ___fkillian.chs@cooter.k12.mo.us

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

_____   Date___2/3/06_____
(Principal's Signature)

Name of Superintendent* _____Mr. William Crowder_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Cooter RIV_____Tel. (573)-695-3312_____

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

_____   Date___2/3/06_____
(Superintendent's Signature)

Name of School Board   Mr. Todd Campbell
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____   Date____2/3/06_____

1

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

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

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
    - _____ Elementary schools
    - _____ Middle schools
    - _____ Junior high schools
    - __1__ High schools
    - _____ Other

    __1__ TOTAL

2. District Per Pupil Expenditure: $6,247_____

    Average State Per Pupil Expenditure: $7,679_____

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 area
    - [   ] Suburban
    - [   ] Small city or town in a rural area
    - [x] Rural

4. __3__ Number of years the principal has been in her/his position at this school.

    _____ 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
PreK					7	10	22	32
K					8	12	11	23
1					9	14	15	29
2					10	10	15	25
3					11	18	11	29
4					12	10	9	19
5					Other			
6								
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				157

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   97_____% White
    the students in the school: 0_____ % Black or African American
                                          3_____ % Hispanic or Latino
                                          0_____ % Asian/Pacific Islander
                                          0_____ % American Indian/Alaskan Native
                                         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: _____15__%

    [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.	6
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	157
(5)	Total transferred students in row (3) divided by total students in row (4)	.146
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: __3____%
                                                      __4____Total Number Limited English
    Proficient
    Number of languages represented: __2_____
    Specify languages:

9. Students eligible for free/reduced-priced meals: 41   %

   Total number students who qualify: 65

   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: 12   %
                                                    19   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.

   ____Autism   ____Orthopedic Impairment
   ____Deafness   _4_Other Health Impaired
   ____Deaf-Blindness   ____Specific Learning Disability
   ____Emotional Disturbance   _9_Speech or Language Impairment
   _1_Hearing Impairment   _1_Traumatic Brain Injury
   _4_Mental Retardation   ____Visual Impairment Including Blindness
   ____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	
Classroom teachers	5	7
Special resource teachers/specialists		1
Paraprofessionals		
Support staff	2	2
Total number	8	10

The High School shares many staff members with the elementary and other schools.

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	96%	97%	96%	97%	97%
Teacher turnover rate	2%	2%	2%	0%	3%
Student dropout rate (middle/high)	0%	0%	5%	0%	0%
Student drop-off rate (high school)	0%	0%	5%	0%	0%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_18__
Enrolled in a 4-year college or university	_11__%
Enrolled in a community college	_28__%
Enrolled in vocational training	_____%
Found employment	_55__%
Military service	__6__%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III SUMMARY

Mission: "Cooter Junior-Senior High School will assist all students in finding their interests and capabilities and to further develop those interests and capabilities to the maximum use of their potential as successful citizens of the 21st century."

Vision: Teaching, grading, assessment and communication will be aligned to assist an increasing number of students to meet the defined success criteria while involving all stakeholders.

Belief: Cooter Junior-Senior High School will always do what is best for the children.

Cooter Junior-Senior High School is a three-story schoolhouse located in the southeastern corner of the Missouri bootheel. Cooter Junior-Senior High School has many beautiful surroundings. We are bordered by the mighty Mississippi River on the east, and large snow-white cotton farms as far as the eye can see in every other direction. The best catfish eateries are located close by on the natural made Reelfoot Lake. Reelfoot was formed when the Mississippi river flowed backwards. Finally, a public marquee promoting events for the school and community stands at the entrance of Cooter Junior-Senior High School.

Our mission, vision and belief is shared by all stakeholders and designed to build and incorporate the characteristics of a successful school. Cooter's strong school board, veteran administrators and award winning staff possess high expectations for success. Our high expectations are manifested through learning opportunities, student time on task and character education immersed in all aspects of student's education. The combination of expectations, character, mission, vision and belief prod us to continually ask: Where are we now? Where do we want to go, and how do we plan on getting there?

Cooter Junior-Senior High school district endeavors to educate the whole child. We strive not only to educate but too nurture and inspire the whole child with the use of lifelong learning opportunities. Lifelong learning is stimulated at Cooter through parental and community involvement, professional development, mentoring, tutoring and students ability to participate in as many activities as desired.

The arts and ingenuity are alive and well at Cooter Junior-Senior High School. Student's artwork adorns each ceiling. Our art teacher uses ceiling tiles as canvas for students to paint. We have one of the few darkrooms in the state where we develop our own pictures. The business, FCCLA programs, academic and athletic teams house many trophies won while competing at the district and state level. The Cooter marching band is invited to many parades and has won every competition entered for the past several years. We have the first marching band to use bass guitars and amplifiers instead of tubas.

Cooter's Junior-Senior High School staff, guided by our Math and English department chairpersons have made tremendous efforts to stimulate and motivate students to achieve at a high level. This hard work and great work ethic has led to exponential growth of student enrollment in college courses, ACT scores and a larger, more positive student population. The driving force behind these numerous positive achievements is

secondarily the mandates of the patrons, school district, state and federal government. The primary and common factor is our belief: Doing what is best for the kids.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

    The state of Missouri utilizes the Missouri Assessment Program (MAP) to assess students in Communication Arts and Mathematics. Students in grades seven and eleven are tested in Communication Arts and students in grades eight and ten are tested in Mathematics. The MAP consists of three parts. Multiple choice (selected response), short answer (constructed response) and essay items (performance task). Testing items reflect State Standards and measures objectives, processes and concepts. Upon the state grading the assessment an achievement level measuring student progress toward the Show-Me-Standards is determined. Levels of achievement are identified by one of five descriptors: Step 1, Progressing, Nearing Proficiency, Proficient and Advanced. Students scoring Step 1 are substantially behind in terms of meeting the Missouri Show-Me Standards. Progressing students are beginning to use simple concept knowledge to solve basic problems but many errors are still made. Nearing Proficiency students understand key concepts with their ability to apply this knowledge being limited. Students in the Proficient category are in the desired achievement level and demonstrate the skill and knowledge expected by the Missouri Show-Me Standards. Advanced student's demonstrate in-depth understanding of all concepts and apply this knowledge in complex ways. Missouri considers students achieving at or above the Nearing Proficiency level to be at or above average intelligence.

    Fifty-four percent of our seventh grade students scored nearing proficient or above in communication arts. Thirty percent scored proficient or higher and seven percent scored advanced verses the state level for advanced being two percent. This means fifty four percent of our seventh grade students understand, demonstrate and apply the skills and seven percent capable of applying knowledge in complex ways according to the Missouri Show-Me Standards. The overall seventh grade MAP index was 193, which is up thirty points from last year and above the state level. Seventy-five percent of eleventh grade students scored nearing proficient or above in Communication Arts. This means seventy-five percent of our eleventh grade students understand, demonstrate and apply the skills called for by the Missouri Show-Me Standards. The overall eleventh grade MAP index was 195, which are also up drastically from one year ago and much higher than the state level. In mathematics, seventy-one percent of the tenth grade scored nearing proficient or above, while twenty-five percent scored proficient or higher. This means seventy-one percent of our eleventh grade students demonstrate the knowledge and skills called for the Missouri Show-Me Standards. The MAP index for the eleventh grade was 196. This is a thirty-point increase from the previous year and twenty-four points above the state level. This information may be found on the following website: http://dese.mo.gov/schooldata/ (then download Cooter RIV).

    Over forty percent of the student population fall into the low socio-economic needs category or free and reduced lunch. With our free and reduced lunch population being this large we have implemented many interventions to meet the needs of these students. These programs include after school programs, tutoring services and dedicated time

blocks during the school day that target specific groups of students in our district. Our significant improvements did not come easily and it was a total effort to ensure this vision became a reality. The entire staff became committed to this vision. Each staff member would create MAP appropriate questions and each test would target a different standard thus preparing all groups of students for the state assessment. This commitment has created the following results: tenth grade mathematics free and reduced lunch students have increased the above or nearing proficient percentage almost fifty points in the past three years to 77 percent. The tenth grade has also increased the at above proficient level from zero, three years ago to twenty-six percent. Our eleventh grade communication arts free and reduced lunch students have increased the above or nearing proficient level thirty-three points in the last three years from 42 to 75 percent. Our eleventh grade has also increased the at or above proficient form eight to thirty-three percent in the last three years.

2. Using Assessment Results:

    Cooter Junior-Senior High School believes the utilization of data is imperative for the decision-making process concerning programs, instruction, placement and assessment. Aggregate and disaggregate data will be analyzed on an annual basis by, but not limited to, administrators, curriculum coordinators, guidance personnel and teachers. Based on the data analysis, strategies for addressing weak areas will be developed and implemented through input of all stakeholders.

    The primary goal when the Communication Arts and Mathematics Departments analyze state assessment data is to align the curriculum with the Missouri Show-Me Standards. Cooter High School incorporates multiple strategies such as: Vertical teaming, horizontal teaming, utilizing released MAP items and covering all grade level expectations (GLE's) to help improve areas of deficiencies.

    Cooter Junior-Senior High School created and implemented an incentive program for students taking the State Assessment in communication arts and mathematics. Students are rewarded for their hard work and effort. Students scoring in the proficient or advanced range are rewarded with prizes and monetary stipends. The class with highest overall average is receives a pizza party with the principal. Students scoring Step 1 or progressing will be enrolled in an after school program to improve the deficient skills.

    Crystal Report, clear access and data released through the Missouri Department of Elementary and Secondary Education is used to identify areas of weakness and develop strategies. We understand this process is not a short-term process rather it is an ongoing process that all stakeholders must be involved in to ensure success for all students.

3. Communicating Assessment Results:

    Cooter Junior-Senior High School communicates student's performance in a timely and purposeful fashion. Assessment results are mailed to our school district in the fall. At this time, assessment results will be distributed to each student. Administrators, teachers and guidance personnel will discuss and interpret assessment results with each student. Results will also be mailed to every parent, along with a news release being released to local media outlets concerning achievement data and changes in scores from the previous years. Assessment data will also be made available for the viewing of all stakeholders through the Cooter School District Report Card.

Test results, achievements and weaknesses of students will be discussed and interpreted for parents during quarterly parent-teacher conferences or through schedule conferences throughout the year. Administrators, teachers and guidance personnel will be available to discuss parental concerns. Food and drinks will be available for teachers, parents and students during the first quarter parent-teacher conference to help strengthen public relations with the community.

Prior to assessment students are reminded of incentives during a reach or the stars assembly. Teachers and students join in the games and motivational surprises preparing all for the upcoming stressful week of testing. Incentives for achievement and extended lunch periods for perfect testing attendance are awarded to deserving students during the week of assessment. These strategies have been extremely beneficial in our endeavor for success.

4. Sharing Success:

Cooter Junior-Senior High School communicates student success and successful strategies with other schools in a variety of methods. First, Cooter Junior-Senior High School is located in Pemiscot County and there are two countywide school district meetings. Some of our teachers lead group discussion and activities dedicated to their specialty field during these countywide teacher meetings. Cooter's Junior-Senior High School administrators and guidance personnel take our successful assessment data to county wide administrative conferences where Cooter's success is the focal point of discussion. Secondly, mentoring student teachers has been an important aspect of sharing our success. Thirdly, our principal teaches a class for Three Rivers Community College for students desiring to enter education. One of our parents also teaches a class for Arkansas Northeastern College. Fourthly, our teachers, administrators and guidance personnel often field phone calls from area school inquiring of curriculum, classroom management cues, teaching strategies and incentives implemented to continually achieve our level of success and improvement. Finally, is the world of technology. The Internet and email usage has provided links, communication networks and immediate access for other educators, administrators and school districts wanting to learn more about our successes. There is more potential for Cooter Junior-Senior High School to expand links and networks through advancing technology. Should Cooter Junior-Senior High School receive the Blue Ribbon Award, we will continue to communicate the successes with other teachers, administrators and school districts.

PART V – CURRICULUM AND INSTRUCTION

1.Core of Curriculum:

Cooter Junior-Senior High School has a comprehensive curriculum for each subject area (mathematics, communication arts, science, history, art, music, physical education along with all other elective classes and vocational offerings.) Teachers, administrators and school board members review curriculum guides, instructional materials and student achievement through program evaluation and examination of assessment data. The goal at Cooter is to prepare our children to become successful citizens.

Cooter Junior-Senior High School's written curriculum contains the following components: a rationale relating goals of each course to the school's mission; a description of the content area; achievable goals in each subject area; and specific measurable learner objectives for each course at each grade level. The curriculum is articulated to ensure the continuity of learning and provides support for teachers such as: scope and sequence, instructional strategies, resources and assessment tools. The staff for planning instructional programs and delivering educational services utilizes the written curriculum. Teachers and administrators evaluate the curriculum to ensure correlation with state standards.

Communication Arts – All students enroll in an extensive literature and grammar sequence before given freedom to take language art electives. The main purpose of our communication art curriculum is two-fold; first is to teach students to effectively articulate written and spoken word. Secondly, is to ensure students comprehend and are able to interpret the works of others.

Mathematics – The mathematics curriculum is a sequence of math skills teaching our students: life long skills, skills of algebra, geometry, trigonometry and calculus in a progression from seventh to twelfth grade. All students must complete at least one year of this sequence in high school before enrolling in math electives.

Social Studies – Cooter's Junior-Senior High social studies curriculum allows students to analyze, explore and develop an appreciation for the cultural diversity of their world. A comprehensive coursework is offered in world history, government, American history, and geography. American and Missouri government is required along with the mandatory passing of a U.S. and Missouri Constitution tests. Sequential problem solving and critical thinking are focal points in social studies.

Science – Science curriculum is a sequence of courses focusing on the scientific point of view. Students are assured of gaining knowledge on the usage of effectively solving problems through observation, predicting, experimenting and communication. Our curriculum ensures students will have problem-solving skills after graduation.

Foreign Language – Students can choose between Spanish and French. Both are offered in two-year programs. Spanish is also offered in the eighth grade.

Electives – Cooter offers courses in art, photography, yearbook, keyboarding, computer applications, family and consumer sciences, physical education, music, health, marching band, business, and juniors and seniors have the option of enrolling in vocational technical classes in a cooperative program at a separate location in which they attend through a two-year program. Each of these electives will help our students become more excited about learning and improve their self-confidence. Each elective course will also use supplemental materials to aid in higher order thinking and problem-solving to help improve assessment achievement.

2b. English Language Curriculum:

The mission/vision of Cooter Junior-Senior High School is to ensure every student possesses the knowledge, skills and experiences needed to be a successful member of society. Our English curriculum ensures that every student will be provided the opportunities necessary to develop the knowledge needed to fulfill this mission/vision and become a productive citizen.

Cooter Junior-Senior High School's English curriculum is multifaceted. The components constructing our curriculum are: A variety of literary studies, vocabulary study, writing and grammatical structures with the focal point: expressing ideas clearly. Our English curriculum is aligned with state standards, benchmarks and grade level expectations (GLE's). The English department under the advisement of the department chair formulate lesson plans, instructional material and assessment tools in compliance with the state standards, benchmarks and GLE's.

Cooter's English curriculum is driven by two focal points. First, is vocabulary and writing techniques that help students with sentence fluency, organization and being able to use all levels of Bloom's Taxonomy. Secondly, is the ability of students to apply literature to their life in such a manner to improve communication skills.

Cooter's library media center provides a large variety of reading materials and literature in support of our English department. Other support systems aiding our English curriculum include but not limited to: Special education teachers and tutors helping below grade level readers.

3. Mathematics curriculum:

The mission/vision of Cooter Junior-Senior High School is to ensure every student possesses the knowledge, skills and experiences needed to be a successful member of society. Our Mathematics curriculum ensures that every student will be provided with the opportunities necessary to develop the knowledge needed to fulfill this mission/vision and become a productive citizen.

Cooter Junior-Senior High School's Mathematics curriculum is multifaceted. The components constructing our curriculum are: mathematical reasoning, problem solving skills, formulation of problems, analysis of data and the understanding of grammatically structured problems. These components will enable students to connect real world situations with mathematics and improve student's assessment scores. Our math curriculum is aligned with state standards, benchmarks, and grade level expectations (GLE's). The math department under the advisement of the department chair formulate lesson plans, instructional material and assessment tools in compliance with the state standards, benchmarks and GLE's.

Cooter Junior-Senior High School and the math department believe every child can learn. The focal point of the math curriculum is to demonstrate and engage students in the necessary skills to be productive in an ever-changing society. This is accomplished by the staff through focusing the efforts of all students toward understanding all levels of mathematics and how each level applies to daily life.

Mathematics as all curriculums is revised on an as needed basis. State assessment results and the educational needs of all students being analyzed by staff, administrators and guidance personnel is the method for determining changes and revisions.

4. Instructional Methods

Multiple choice questions and constructed response questions are the types of questions on the state assessment. These types of questions are the driving force behind the different types of instruction and different methods of teaching and strategies. The strategies include:

- Cooperative learning: Designed to thought provoking and develop critical thinking.
- Cross curriculum: Designed to each more students through staff teamwork
- Comparing and contrasting: Designed to use previous knowledge to develop more understanding.
- Problem solving: Designed to use real-life scenarios, construct different points of view, base opinions on fact and consider consequences before making decision.
- Technological instruction: Designed to use a variety strategies while implementing technological equipment (smart board, computers, digital cameras, internet, etc.).

Implementing multiple teaching methods enables our staff to identify and understand students' strengths and weaknesses. Understanding students allows our staff to make proper modifications or adaptations to enable Cooter's students to become lifelong learners.

5. Professional Development

The Cooter Junior-Senior High School professional development program is committed to finding and providing high quality professional development for the staff. Goals of this program are: increase student achievement, ability to analyze and use data, enable students to become effective problem solvers, increase student's critical thinking ability, improve students writing and comprehension levels.

Our professional development program is based on three criteria: Knowledge, application and impact. Faculty members share the knowledge, application and impact with their peers after attending a conference. When professional development is an in-service, the administration ensures of follow-up in-services to aid in understanding and implementation.

In addition to Cooter's staff and administration opportunities to attend beneficial professional development conferences, we have several in-house professional development activities. The school year begins with two days of in-service and followed by prescheduled in-service training days through the calendar year. Because several migrant children will attend Cooter during cotton harvest, one in-service will be designed to help English second language (ESL) or limited English proficiency (LEP) students.

Cooter Junior-Senior High School teachers and administration will determine the appropriate in-service training on an annual basis. State test scores, data analysis, objectives of our School Improvement Plan, teacher surveys and professional development opportunities will be the deciding factors for planning in-service activities.

PART VI – PRIVATE SCHOOL ADDENDUM – NA

PART VII - ASSESSMENT RESULTS

Public Schools

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject:_ Communication Arts___   Grade:_7____   Test:__ Missouri Assessment Program (MAP)

Edition/Publication Year:_1996___   Publisher:__Prentice Hall_____ _____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or above Nearing Proficient	26	50	35	36	50
% At or above Proficient	57	40	9	27	15
Number of students tested	24	20	23	11	21
Percent of total students tested	95	100	100	100	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
STATE SCORES					
% At or above Nearing Proficient	41	40	40	38	40
% At or above Proficient	33	33	33	34	31

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject:_Mathematics_____ Grade:_8____ Test:__Missouri Assessment Program (MAP)__

Edition/Publication Year:_1998___ Publisher:_ Houghton Mifflin_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or above Nearing Proficient	40	39	37	47	42
% At or above Proficient	5	11	37	6	8
Number of students tested	20	18	19	17	12
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._____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
STATE SCORES					
% At or Above Nearing Proficient	34	35	35	32	31
% At or above Proficient	14	13	13	12	13

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject:_ Mathematics _ Grade:_10___ Test:__Missouri Assessment Program (MAP)

Edition/Publication Year:_1998___ Publisher:__Houghton Mifflin_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or above Nearing Proficient	71	40	29	23	17
% At or above Proficient	25	7	5	4	0
Number of students tested	24	30	21	26	23
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 (48%) (specify subgroup)					
% At or Above Nearing Proficient	77	41	28		
% At or Above Proficient	26	7	0		
Number of students tested	13	13	13		
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
STATE SCORES					
% At or above Nearing Proficient	47	47	45	41	43
% At or above Proficient	17	14	12	11	12

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject:_Communication Arts_ Grade:_11___ Test:__Missouri Assessment Program (MAP)__

Edition/Publication Year:_1996___ Publisher:__Prentice Hall_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or above Nearing Proficient	75	60	37	70	93
% At or above Proficient	21	5	11	0	33
Number of students tested	28	20	27	20	15
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 (46%)_ (specify subgroup)					
% At or Above Nearing Proficient	75	58	42		
% At or Above Proficient	33	16	8		
Number of students tested	12	12	12		
2._____(specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
STATE SCORES					
% At or Above Nearing Proficient	65	64	65	65	66
% At or above Proficient	23	22	22	24	23