

**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  High  K-12  Charter

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

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

School Mailing Address 1020 Highway 4 East  
(If address is P.O. Box, also include street address)

New Site MS 38859-9504  
City State Zip Code+4 (9 digits total)

County Prentiss State School Code Number\* 5900-28

Telephone ( 662 ) 728-5205 Fax ( 662 ) 728-1965

Website/URL http://Mississippi.ihigh.com/newsite/ E-mail: new\_site\_high\_school@hotmail.com

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.

\_\_\_\_\_  
(Principal's Signature) Date 2-6-06

Name of Superintendent\* Mr. Kenneth Chism  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prentiss County School District Tel. ( 662 ) 728-4911

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.

\_\_\_\_\_  
(Superintendent's Signature) Date 2-6-06

Name of School Board President/Chairperson Mr. Mike Hughes  
(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 2-6-06

## **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.
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**

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**All data are the most recent year available.**

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

1. Number of schools in the district:       2   Elementary schools  
    Middle schools  
    Junior high schools  
   1   High schools  
   3   Other (K-12)
- 6   TOTAL
2. District Per Pupil Expenditure:      \$7,936.25    
     Average State Per Pupil Expenditure:  \$7,208.00

**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  
 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			
K				8			
1				9	50	40	90
2				10	22	37	59
3				11	22	38	60
4				12	21	20	41
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>250</b>

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

6. Racial/ethnic composition of the students in the school: 100 % White  
 \_\_\_\_\_ % Black or African American  
 \_\_\_\_\_ % Hispanic or Latino  
 \_\_\_\_\_ % Asian/Pacific Islander  
 \_\_\_\_\_ % 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: 20.9 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	243
(5)	Total transferred students in row (3) divided by total students in row (4)	.209
(6)	Amount in row (5) multiplied by 100	20.9

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: N/A  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 48 %  
 Total number students who qualify: 122

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: 14 %  
34 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.

1 Autism                           Orthopedic Impairment  
     Deafness                           Other Health Impaired  
     Deaf-Blindness              31 Specific Learning Disability  
     Emotional Disturbance           Speech or Language Impairment  
1 Hearing Impairment                   Traumatic Brain Injury  
1 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**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>3</u>	<u>    </u>
Total number	<u>22</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15:1

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%	95%	98%	95%	97%
Daily teacher attendance	90%	93%	92%	85%	90%
Teacher turnover rate	1%	1%	2%	1%	N/A%
Student dropout rate (middle/high)	0.4%	1%	0%	1%	4%
Student drop-off rate (high school)	5%	7%	5%	8%	9%

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

Graduating class size	<u>50</u>
Enrolled in a 4-year college or university	<u>10</u> %
Enrolled in a community college	<u>54</u> %
Enrolled in vocational training	<u>12</u> %
Found employment	<u>24</u> %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100</b> %

### Part III – Summary

New Site High School works to provide a quality education for all. As a small rural school we provide our students with innumerable ways to excel in the classroom. The teachers work closely with the students to give them a sense of belonging as well as a sense of pride.

Our school district's mission statement says, "We are dedicated to the proposition of equal educational opportunity and excellence. The administration and staff sincerely embrace the concept that all children can learn and should be given the opportunity to pursue a course of study that promises to the extent possible that each student will be helped to reach his/her full potential.

Through a qualified and committed staff that clearly understands this mission, and by providing strong instructional leadership, a broad curriculum, good instructional management, a safe and orderly environment, high expectations, and regular evaluation, analysis, and adjustment, the Board and Superintendent commit and dedicate their energies to reach this goal."

Our teachers do not let the students settle for the lowest passing grade. They push the students to excel to the best of their abilities. With a student – teacher ratio of almost 15 to 1, the teachers are allowed to spend more one on one time with students who are struggling with a particular concept.

Being a small school means teachers are pulled in many different directions. Some hold after-school tutoring sessions, while others help prepare students for local, state, and national competitions. All teachers are responsible for extra-curricular duties during different times of the year. While despite wearing many hats, they still work hard to help their students achieve.

New Site began in 1925 with the help of many members of the community. It existed as a first through twelfth grades. The school remained a small school with an average attendance of about 200 students. During the spring of 1980 everything changed. The county school district became a separate district from the city. All county students who attended the city school would now be sent to a county school. New Site was no longer grades one through twelve. Grades one through eight would be sent to neighboring elementary schools. New Site became strictly a high school to house grades nine through twelve. The attendance soared in the first few years after separating from the city school district. The average attendance during those first few years was about 330.

The school was bursting at the seams. The community pulled together in the spring of 1983 and began a construction project of building two new classrooms and a bigger library and the auditorium was converted to two classrooms. The community raised the necessary \$40,000 to construct the new building and they worked on the building themselves to have it ready for the fall when school began.

Throughout the next twenty –five years, the school expanded and many other buildings were constructed. The school district provided money for the necessary buildings, but for desks and other equipment, the community was asked to help. They did not let the school down. From spaghetti suppers to concerts, money was raised to support the school.

In the twenty-first century, the community still supports New Site High School. Any fundraiser that a club needs, the community steps forward and helps the students become The BEST They Can Be.

## Assessment Results

School assessment is very important to teachers and administrators in this day and time. According to *No child Left Behind*, students must score at the level of proficient or above. Based on the school summary reports, the number of students who score in each category of advanced, proficient, basic and minimal is reported.

In the subject areas of English and Algebra I, the passing scores are 300. On a student's individual report, the assessment strands are shown as a percentage of correctness. It also gives the passing score and each student's score.

At New Site High School the scores are very important to the teachers. These scores give the teachers an opportunity to evaluate themselves as well as evaluate the students. In Algebra I, the teacher looks at the assessment area where the students scored the lowest. She works to find activities to give the next year's group a better understanding of the area that she was weakest.

For the past two years, all students in Algebra I passed the state tests. On the English II tests, the overall percentage of passing scores range from 93 to 98 percent. These students are recognized at an assembly at the first of the year.

In the state assessment system, there are five levels of accreditation that each school across the state is assigned. Numbers from one to five are assigned with a school receiving a one for being a low performing school to a school receiving a five for a high performing school. These numbers are assigned based on how each school performs in the state assessment system. Each year the school must improve their performance on these state tests to keep their accreditation level. All information about the state assessment system and how each school has performed on these tests can be found at [www.mde.k12.ms.us](http://www.mde.k12.ms.us).

## Using Assessment Results

Based on the previous year's scores, each subject area teacher looks at the data to determine strengths and weaknesses. After the initial view of the data, the teacher meets with the department to discuss the strengths and weaknesses that have been discovered. Suggestions are made to improve weaknesses. Other teachers are made aware of the group's weaknesses and those teachers will modify their curriculum accordingly. For example, a particular group may be weak in factoring quadratic trinomials; the geometry and Algebra II teachers are made aware and can adjust their lesson plans. The teachers want every student to succeed. Other teachers who are not part of the testing process are involved in helping all students to achieve. Everyone works together to improve school and student performance.



## Communicating Assessment Results

Our state department of education sends parent reports of all tested subjects to every school in the state. Those reports are then sent home to the parents before the end of the first grading period of the school year. If there are any students who may not have been successful in the tested areas, remediation begins by August 3 of each school year to help those in the retaking process.

The state department gives to the media the test data. In the fall of every year, the newspapers spread the results across the state. All members of the community look forward to reading about the test results and see how our school has performed with others across the state.

Our journalism class writes a weekly article for the local newspaper. All of our successes are shared in the article. The paper reaches almost everyone in our community. Students at New Site who passed these subject area tests are rewarded for their hard work with a small pizza party. It is not much, but the students appreciate what is done.

## Sharing Success

All teachers from the other schools in the district meet to discuss what worked or did not work in their classroom from the past year. We collaborate as one, because we are after the same purpose: to educate all children.

Ideas are tossed from one teacher to another. We have also met across the curriculum and discussed how we can incorporate other areas into our subjects. For example, in the Algebra I classroom, the teacher requires the students to write almost every day. This helps the students in algebra to explain how a problem works and it helps improve their writing in the English class.

We rely on our journalism class to share the scores with our community. Our web site is used to share success. If New Site High School received this award, the celebration would be as big as if our basketball teams had won the state championship. We would have television coverage and the local and regional newspapers would be invited to attend.

## Curriculum

Every student in grades 10-12 must pass 4 years of English, 3 years of math which include Algebra I and Geometry, 3 years of science which includes Biology I, 4 years of social studies, 1 year of health, 1 year of computer applications, and 1 year of art which includes band, music, art or drama.

Not only must these students pass these courses, there are also electives that must be completed to obtain 22 credits to graduate from high school. We offer 2 different foreign languages, French and Spanish. This year we have been able to also add a second year of Spanish to our curriculum.

The ninth graders' requirements are slightly different from the other grades. The students must have four credits in mathematics. These students must take Algebra I and at least two math courses that are higher than Algebra I.

Our teachers are the reason our students excel. They never let the students settle to just get by. Our teachers are genuinely concerned for the welfare of the student. We know that by the time our students reach us, some have already chosen a path that does not have graduation on it, but the teachers encourage and work with all students to make sure they are prepared to enter college and the work force.

## English Language Curriculum

Our English classes spend time concentrating on reading and writing throughout the four years of high school. With their literature books, they have exposed our students to material throughout time. They also find modern selections to help our students who read below grade level. They have found that selections that contain sports, trucks, and music which has encouraged the students to read.

In grades 9-11, we offer Accelerated English. This has exposed our students to a more advanced curriculum. The students who attend these classes are expected to read and write more than the students in the regular English curriculum. More emphasis is placed on writing in these classes. Some of the seniors take Advanced Placement English Literature and Composition. In this class, higher order thinking skills are a must to excel.

The English department is made up of four different teachers. One teacher is responsible for all the English I classes. This teacher also teaches the English IV and the Advanced Placement class. One teacher teaches our English II classes. Someone different teaches the English III course. She also teaches one of our foreign languages. We have a teacher who is shared between two schools. She comes at lunch and teaches Spanish I and II to our students.

## Math Curriculum

In the mathematics department, there are three teachers who teach the curriculum. One teacher is responsible for all the Algebra I classes which includes the state test. That teacher is constantly looking and using different activities to cover the objectives for the state test. Using the tech prep applied activities has been one way to help teach the objectives and give the students an opportunity to see where math is used in real life.

Another math teacher teaches the pre-algebra and transition to algebra classes. She is responsible for preparing the students to enter Algebra I. Without her talents, the students could not do as well as they do on the subject area test. The third math teacher teaches geometry, Algebra II and trigonometry classes. He carries the students to a higher level of mathematics while still applying the concepts to everyday life.

The math department tries to tie together the different levels of mathematics for all students.

## Instructional Methods

Many of our courses are designed to prepare students for the next level. Different instructional methods are used to cover the objectives. Labs, collaborative groups, and projects have been assigned to cover a particular objective. Many teachers still use notes and examples to cover the objectives for the state tests. The teachers push the students to accomplish their goals and they never give up.

## Professional Development

The Prentiss County School District's staff development coordinator spends massive amounts of time to find activities to improve student learning. This past year we have obtained the Student Progress Monitoring System (SPMS). A group of teachers from every school in the district was introduced to this system. In turn, all teachers at each school were trained to use this system. Some of the staff developments meeting are spent as departmental meetings. We spend time discussing what works well in the class and what does not. At the lower grade levels much time has been spent discussing the skills associated with reading.

Our contracts have seven extra days built into the school year for the teachers to spend time preparing for the students. Many teachers have been to workshops over the summer through our state's universities to gather ideas for their classes. We are given a day to work with our colleagues from throughout the district to share what we learned at the summer workshops. Some years the curriculum coordinator from our district has brought in other teachers from other school districts to tell what works well for them in their district and how we can implement it in our district.

There has been set aside a day where everyone from the same school meets and we share ideas across the curriculum. For example, the English department needs the math department to have their students write. Another example, the History department needs the English department to write some of their essays on historical happenings. We all work together to find the best way for our students to learn.

## English II Grade 10

Passing Score - 300

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
Number of Students	53	60	62
Mean Scale Score	355.5	351.0	355.4
Number of Students Passing	51	56	61
Percent of Students Passing	96.2%	93.3%	98.4%
Percent of Students Advanced	13.2%	6.7%	11.3%
Percent of Students Proficient	47.2%	55.9%	54.8%
Percent of Students Basic	30.2%	30.5%	24.2%
Percent of Students Minimal	9.4%	6.7%	9.7%

## Algebra I Grade 9

Passing Score - 300

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
Number of Students	39	55	51
Mean Scale Score	399.5	388.7	367.4
Number of Students Passing	39	55	49
Percent of Students Passing	100%	100%	96.1%
Percent of Students Advanced	59%	47.3%	31.4%
Percent of Students Proficient	35.9%	40%	47.1%
Percent of Students Basic	2.6%	12.7%	17.6%
Percent of Students Minimal	2.6%	0%	3.9%

**English II Grade 10**  
**Economically Disadvantaged Students**

	2004-2005	2003-2004	2002-2003
Number of Students Tested	17	11	12
Percent at or Above Passing	94.1 %	100 %	91.7 %
Percent at Advanced	5.9 %	0 %	0 %

**Algebra I Grade 9**  
**Economically Disadvantaged Students**

	2004-2005	2003-2004	2002-2003
Number of Students Tested	12	13	15
Percent at or Above Passing	100 %	100 %	100 %
Percent at Advanced	58.3 %	61.5%	20 %