

**REVISED – 3/23/06**

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

Official School Name T. Y. Fleming Elementary School  
(As it should appear in the official records)

School Mailing Address 19928 Highway 49 East  
(If address is P.O. Box, also include street address)

Minter City MS 38944-9604  
City State Zip Code+4 (9 digits total)

County Leflore State School Code Number\* 4200-016

Telephone ( 662 ) 658-4817 Fax ( 662 ) 658-9992

Website/URL Leflore.k12.ms.us E-mail robertc4440@yahoo.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 \_\_\_\_\_

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

District Name Leflore County School District Tel. ( 662 ) 453-8566

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 \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Jeanette Brown  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

All data are the most recent year available.

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

1. Number of schools in the district:       5   Elementary schools  
   0   Middle schools  
   0   Junior high schools  
   2   High schools  
   \_\_\_\_\_ Other
- 7   TOTAL
2. District Per Pupil Expenditure:      \$1,123
- Average State Per Pupil Expenditure:      \$4,571

**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.   2   Number of years the principal has been in her/his position at this school.
- 2   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	3		3	7			
K	10	9	19	8			
1	9	7	16	9			
2	11	9	20	10			
3	9	13	22	11			
4	11	9	20	12			
5	7	8	15	Other			
6	12	10	22				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>137</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>13</u>   | % White                          |
| <u>87</u>   | % Black or African American      |
| <u>0</u>    | % Hispanic or Latino             |
| <u>0</u>    | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 10%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	13
<b>(4)</b>	Total number of students in the school as of October 1	134
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	10
<b>(6)</b>	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 100%

Total number students who qualify: 137

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: 20 %  
27 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.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>17</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> 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>    </u>
Classroom teachers	<u>7</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>    </u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>20</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

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	98 %	98 %	95 %	96 %	98 %
Daily teacher attendance	98 %	98 %	98 %	96 %	98 %
Teacher turnover rate	22 %	22 %	0 %	0 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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T. Y. Fleming Elementary School, Minter City, MS, is an ideal child centered educational learning environment housing students in Pre-K through sixth grade. Students are offered numerous opportunities to achieve academic success. Furthermore, the students enrolled at T. Y. Fleming Elementary are well behaved and eager to learn. We believe that all children can achieve academic success if given the proper tools and support.

“The mission statement of the Leflore County School District is to provide a quality formal education to enable its students to achieve academic success and become productive contributing members of society.” To further the school’s mission, the district has clearly stated benchmarks for each grade level to help students succeed. Moreover, objectives have been sequenced and aligned with the state frameworks.

“Public education, more than anything else, is America’s true investment in tomorrow.” We believe all people have equal, intrinsic worth; the family is the most important influence in a child’s development; everyone can learn; and all people are (should be) accountable and responsible for the quality of their community. We believe that with teachers and staff support, students can master a challenging curriculum. Although our students are on the right track, our primary focus is student achievement.

Specific goals and objectives, as well as a variety of activities and projects throughout the year, enable all students to achieve academic success. To ensure that no child is left behind, strategies have been developed to reach all students. Our after school tutorial program provides students assistance with homework, while technology workshops are being offered to parents and students who are interested in learning how to use computers. Additionally, to strengthen parental involvement, parents are invited to attend a PTA Meeting and Fun Night each month.

As a school, we strive to provide the following: 1) an orderly, positive, and safe learning environment that is conducive to learning; 2) an academic atmosphere staffed by highly qualified professionals; 3) necessary resources and equipment necessary to facilitate effective learning in the classroom; 4) health and counseling services; 5) utilization of community and state resources; 6) a competitive, educational curriculum which accommodates the diverse needs of all students; 7) encouragement of constructive communication among the community, parents, teachers, and students; 8) opportunities to develop productive citizenship and character building skills which support community involvement; 9) display respect and sensitivity toward students, staff, and the community.

Our staff is committed to keeping current with the latest teaching methods to meet the different needs of all children. We aim to achieve this goal through professional growth. With the exception of one teacher’s assistant, all assistant teachers have met the district’s criteria and are qualified. Furthermore, teachers have attained degrees in various fields of study ranging from a Bachelors degree to an Educational Specialist degree.

The school district offers high-quality professional development opportunities to assist teachers at all grade levels to meet the challenges of teaching every learner. Moreover, teachers are given the opportunity to serve on various district-wide committees.

Our commitment is to provide a professional staff and quality curriculum that will challenge students to achieve at all grade levels, while involving the community in such a way that will enable students to form strong relationships with their peers and other adults. We also provide opportunities for families to be involved in many aspects of the school, with emphasis on students’ positive character development through modeling, curricular emphasis, and community service.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The academic performance of students at T. Y. Fleming Elementary School is measured by the Mississippi Curriculum Test (MCT) for grades two through sixth and the Mississippi Grade Level Writing Assessment for fourth grade. The Mississippi Curriculum Test has been given every year for the past six years to all students in grades two through sixth at T. Y. Fleming Elementary School. This test measures students' progress in reading, language arts, and mathematics. The test is mandated by the Mississippi State Board of Education. The performance level descriptors reported on the MCT results indicate the percentage of students in the following four categories: Advanced – Students' work is outstanding and shows comprehensive knowledge and skills in the learning areas. Students can consistently use their knowledge and skills to solve problems and evaluate the results. Proficient-students' work shows that they have the knowledge and skills in the learning area to function satisfactorily. Basic- Students who fall into this category have less than satisfactory understanding of the benchmarks in that subject area and Minimal- Students exhibit very little or no ability to use the skills tested in the subject area. The State Assessment Website: [www.mde.k12.ms.us](http://www.mde.k12.ms.us) and click on **MAARS**

The only students excluded from the MCT are the severely handicapped. All other students who are designated Special Education are tested on their academic grade level. Students must complete the reading section of the test independently, but the administrator may read the questions and answer choices aloud for the other two sections of the test.

All Limited English Proficient (LEP) students must take the MCT every year. All LEP students take the reading section independently, but they have access to a Spanish-English dictionary. A reader is present to read aloud the section of the test that measures progress in language arts and mathematics.

The MCT assessment data for T. Y. Fleming Elementary School over the past five years show consistent and continuous increases in the performance of our students in reading, language arts, and mathematics. Mississippi ranks schools from Level 1-low performing to Level 5-superior. However, Grade Level 2 test data is not used by the state when computing achievement and growth level. In 2003 T. Y. Fleming Elementary School rose to the level 4 rating. In 2004 T. Y. Fleming Elementary School achieved a Level 5, and in 2005 retained the Level 5 rank by exceeding the scores of the preceding year.

There are only two LEP students who took the test at least 2 years at T. Y. Fleming Elementary School and both of those students showed improvement similar to that of the other students in the school. The Special Education students showed only a slight improvement.

Fleming School outpaces the great majority of schools in Mississippi and is one of only two to maintain a Level 5 in the Leflore County School District and surrounding areas.

### **2. Using Assessment Results:**

Several examples of the use of assessment data to improve student performances are: Prior to the beginning of school the faculty and staff of T. Y. Fleming Elementary School meet to assess and discuss the levels of each individual student who took the MCT the previous spring. Teachers share suggestions on how to assist students to capitalize on their strengths and how teachers can augment students' weakest areas.

In order to maintain documentation, teachers keep a checklist for each student illustrating how many times each benchmark has been taught and the last date on which the student passed the benchmark with 80% or better. These checklists are also studied and discussed before students arrive for the first day of school. Checklists are available in reading, writing/language arts, and mathematics, and each list contains the benchmarks for the respective subject area. Also, each checklist gives a suggested time period in which the benchmarks should be taught. Teachers collaborate across grade levels to analyze and discuss the information on the lists at least once a month in order to help prepare the learner for the next grade.

In addition to the checklists, there is also an intervention team in place to help with strategies for strengthening skills of students whose performance level drops. There are three tiers of intervention classification: Tier I -Quality Classroom Instruction based on the Mississippi Curriculum Framework, Tier II- Focused Supplemental Instruction and Tier III-Intensive Intervention specifically designed to meet the individual needs of the student. Tier III is overseen by the intervention team, who helps the teacher make adjustments and modifications to bring the student's skills up to standard.

### **3. Communicating Assessment Results:**

At the beginning of the school year, an unmarked copy of the benchmark checklist for each subject area is sent home with the approximate mastery dates indicated. This procedure provides parents ahead of time the expectations and deadline for assignments and/or projects. This also helps parents understand the curriculum and environment of their child's classroom. At the completion of each nine weeks reporting period, a note requesting a parent conference, is included in report cards of students who are not performing as well as pre-school assessments and discussions with prior teachers indicated they should perform. As a precautionary measure, follow-up telephone calls are made if a parent or care-giver does not attend the conference.

Every week typical examples of students' work, not just test papers, are sent home to keep parents informed of where each student is in the curriculum, and how well the student is progressing toward mastery. In addition, district-wide conferences are held twice annually to discuss students' mastery/non mastery of skills. On these days, students stay home and teachers conduct parent conferences until 5:30 p.m. Parent-Teacher Association (PTA) meetings are held at revolving hours to accommodate parents with different work schedules an opportunity to participate in conferences and other school related activities.

Individual school test scores, including T.Y. Fleming's, are communicated to the public on a regular basis through the local newspaper, The Greenwood Commonwealth. The MCT scores are listed in perspective by comparing them with the state averages. Furthermore, test data is shared with the faculty, principal, intervention team, as well as members of the PTA, to thoroughly explain the impact of the results. Moreover, students receive access to their assessment data promptly and continually throughout the year. This process allows students to see their progress marked on their individual benchmark checklist, in which they take great pride in seeing each benchmark "Checked off".

### **4. Sharing Success:**

The Greenwood Commonwealth has written several articles about T. Y. Fleming Elementary Schools' success and some of the reasons for achieving this success. As a result of the state and local recognition T. Y. Fleming Elementary School has received during recent years, representatives from schools in different parts of the state have traveled through the Mississippi Delta to visit the school. Some visitors have toured the school or met with the principal, while others have observed classrooms and interviewed teachers.

The local state representative, Mrs. May R. Whittington, District 34, takes special pride in Fleming Elementary and takes every opportunity to boast of the school's achievement. Rep. Whittington is responsible for raising money and finding the talented people who make a Reading Room possible at the school. The Reading Room has thick rugs, big floor pillows, easy chairs, a sofa, and many books where children can relax and read in comfort. Other cheerleaders for Fleming Elementary include a local realtor who is influential in the Chamber of Commerce.

T.Y. Fleming Elementary School also shared their success with students by giving each student a t-shirt with the school's name and the logo "Soaring Beyond Expectations," and a Picassoesque line drawing of a runner figure holding a "5" to represent the level the school had achieved. The school also sponsored a pep-rally for the students to allow them an opportunity to celebrate and proclaim their pride in themselves and in their accomplishments.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum

Fleming’s curriculum engages students in a learning environment that encourages students to achieve at high levels and to find success and satisfaction in learning. Every effort is made to enable each child to connect the classroom objective with his/her own real life situation. Since 99% of our students come from a low income population and many parents did not finish high school, our curriculum stresses problem solving and critical thinking in addition to the traditional subjects.

Students in grades K-3 are immersed in the basic literacy skills of listening, speaking, reading and writing, while a strong integrated language arts program in all grades emphasizes oral language as well as listening and writing. Students also write in subject journals to help them organize their thoughts. These journals have become valuable tools when studying for exams. Homework becomes a vital part of the learning process and provides a link between the home and school. The school’s focus on the “homework” concept is essential because in some cases, helping with homework is a parent’s only connection with the child’s learning experience.

T.Y. Fleming’s math curriculum utilizes the building blocks concept of teaching concept by concept in the same manner as laying bricks. The school believes it is paramount for students to understand the concept of math, rather than just learning the process.

Overall, the school’s curriculum is designed to mandate higher level thinking of all students. Additionally, art is integrated into every subject and is part of the assessment. Students have choices in reading materials, book reports, and research topics, which aid students to develop evaluative skills and discrimination in their choices. Furthermore, T.Y. Fleming has created an Intervention Team that is constantly available to assist with those students who might fall behind in the curriculum.

## 2. Reading:

The reading curriculum at Fleming Elementary is literature based and engages children in interesting and sometimes exciting stories about ways of living that are unknown to them. Houghton Mifflin “The Nation’s Choice” fits our objectives better than any of the other programs we examined. This program’s integrated approach to the language arts easily allows the writing and grammar objectives to be coordinated with the stories in the reading books. Teachers use numerous instructional practices that help students become fluent readers. The school uses in-depth instruction in letter recognition, phonemic awareness, sound symbol recognition, phonics and word recognition. Intensive instruction continues on an individual basis through 6th grade, if needed. Vocabulary, comprehension, and fluency instruction are priorities in all forms of reading, science, social studies, and other subject areas.

Every student in each grade level reads high quality literature of all genres and a variety of authors. To continue with this concept, fluency is developed by listening to the CD of each story provided by the publisher and modeling by teachers. All students practice reading aloud in addition to participating in a period of Sustained Silent Reading every day.

Comprehension is enhanced, as teachers use questions on different levels to guide students as they discuss characters’ feelings, map story elements, make predictions, orally describe the setting, and retell the story in their own words. Furthermore, students decode and gain meaning by singing the three-calling system: semantics, syntax, and grapho-phonemic.

## 3. Mathematics:

This school’s mission for mathematics is for all children to become problem solvers, to think logically, communicate reasoning mathematically, to value and apply mathematics to their own real problems and to other real life situations. Our mathematics curriculum builds upon itself and each concept carries the learner a step farther on their journey toward the school’s mission.

T.Y. Fleming’s instructional strategies include hands on concrete manipulatives at every grade level to

introduce new concepts and to ensure that the learner fully comprehends the reasoning behind the concept and not just the process which will render an answer. Also, concepts are presented in real life problem settings in which the learner can relate so he/she can realize and appreciate the value of mathematics as practical knowledge.

Other mathematic strategies involve systematic review of skills previously taught. Students also use a strategy called “writing mathematics” in which they learn to write the problem, next write possible ways to approach the problem, solve the problem mathematically and then write the solution. Teachers make connections with mathematics to other subject areas, and students become aware of the importance of math to their understanding of other subjects.

If a student begins to struggle with a concept, teachers provide one-on-one instruction. To hone the development of concepts, students are also encouraged to communicate mathematically through peer-to-peer activities. Furthermore, computer assisted math activities are utilized daily for all students in the school’s computer lab.

While it is important to emphasize the notion that there may be other avenues to solving a problem, teachers encourage students to explore all possible ways to finding a solution. As a means for preparing students to be successful on formal assessments, frequent informal assessments are administered with adjustments made in instruction as needed. Moreover, daily homework assignments provide students with additional practice as well as an opportunity for parents to share in their children’s school experience.

#### **4. Instructional Methods:**

The curriculum at Fleming is aligned to the state’s goals and objectives and we have high expectations for all students. Our instructional program contains the suggested strategies listed in the state document as well as other research-based methods to afford students every opportunity to achieve at their best.

Fleming uses cooperative learning opportunities in all areas of the curricula as a method of instruction. This gives learners the opportunity to communicate their ideas, listen and evaluate ideas of others, and build social skills. Direct instruction using the Program for Effective Teaching model (PET), based on Madeline Hunter’s research, give learners the background knowledge and assistance to develop the skills necessary to become independent learners.

Authentic learning experiences based on familiar problems hold students’ interest and engage them in active participation. In many cases, teachers model a concept for several weeks, and then students begin to take the lead in finding the solutions. Manipulatives and concrete examples are employed in all subjects whenever possible. Modeling, thinking-aloud, reflection and guided practice are methods used daily in one subject or another. Since T.Y. Fleming’s environment encourages the use of frequent informal assessments, within a timely manner, this process gives students a frame of reference in regards to how well they are progressing.

Other instructional methods include flexible pairing and small group sessions. Groups are formed according to the changing needs of the students, since students learn different skills at various rates. Children with Individualized Education Plans (IEP) who are in the regular education classroom are also instructed by specialized staff. The Title VI-Rural and Low Income Grant and the 21<sup>st</sup> Century Community Learning Centers Grant have enabled the school to provide after school tutoring by certified personnel for students who need additional help in mastering skills. This is also a time when additional intervention is provided.

#### **5. Professional Development:**

The main reason for professional development is to improve student achievement. Fleming strives to work with all students so they will be able to function at grade level, demonstrate knowledge in pertinent ways, and who behave in ways that are acceptable to society. The professional staff is committed to improving their knowledge and practices in order to promote the desired results in students. Professional development must address teacher behavior in the classroom to the end that students benefit. We focus on building the collective teaching talents of the entire faculty rather than of each teacher as an individual. For the past three years, Fleming’s professional development has focused on providing time in the school

day or week to allow teachers to meet together and discuss problems and successes.

Furthermore, the school provides ways to engage students in their own learning in order to become independent learners. During professional development, teachers and administrators examine best practices and discuss ways to adapt and implement these practices with students. Additionally, Fleming's professional development has focused on developing ways to use technology in every subject so children are comfortable when doing research, solving problems and communicating.

Teachers are also allowed to further their expertise in content areas, teaching strategies, classroom management, technology usage, assessments, data interpretation and dissemination, and discipline management. The school also provides teachers opportunities for sharing their knowledge and experience and for seeking help from others through peer coaching. And lastly, Fleming's professional development concentrates on, not only teacher development, but parent educational development, by providing and promoting instructions for parents, especially in technology and content areas being taught.

# PART VII – ASSESSMENT RESULTS

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Reading Grade 2<sup>nd</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	96	93	100	100	100
% At Exceeds State Standards*	96	79	82	96	100
Number of students tested	24	14	11	23	22
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
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	96	93	100	100	100
% At Exceeds State Standards	96	79	82	96	100
Number of students tested	24	14	11	23	22
2. <u>Black</u>					
% At or Above Meets State Standards	96	93			
% At Exceeds State Standards	96	79			
Number of students tested	24	14	*	*	*

\*Insufficient State Data

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Language Arts Grade: 2<sup>nd</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	96	96	91	99	100
% At Exceeds State Standards*	96	86	91	95	100
Number of students tested	24	14	11	23	22
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
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	96	96	91	99	100
% At Exceeds State Standards	91	86	91	95	100
Number of students tested	24	14	11	23	22
2. <u>Black</u>					
% At or Above Meets State Standards	95	96			
% At Exceeds State Standards	91	85			
Number of students tested	24	14	*	*	*

\*Insufficient Data from state

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Mathematics Grade: 2<sup>nd</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	100	100
% At Exceeds State Standards*	92	93	91	100	100
Number of students tested	24	14	11	23	22
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
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	96	96	100	100	100
% At Exceeds State Standards	91	93	91	100	100
Number of students tested	24	14	11	23	22
2. <u>Black</u>					
% At or Above Meets State Standards	96	96			
% At Exceeds State Standards	91	92			
Number of students tested	24	14	*	*	*

\* Insufficient Data from state

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Reading Grade: 3<sup>rd</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	94	100
% At Exceeds State Standards*	100	100	100	69	100
Number of students tested	14	12	21	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	100	100	100	94	100
% At Exceeds State Standards	100	100	100	69	100
Number of students tested	14	12	21	16	14
2. <u>Black</u>					
% At or Above Meets State Standards	100	100	100	93	100
% At Exceeds State Standards	100	100	95	69	100
Number of students tested	11	12	19	14	14

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Language Arts Grade: 3rd Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	88	100
% At Exceeds State Standards*	100	100	95	44	100
Number of students tested	14	12	21	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	100	100	100	88	100
% At Exceeds State Standards	100	100	95	44	100
Number of students tested	14	12	21	16	14
2. <u>Black</u>					
% At or Above Meets State Standards	100	100	100	87	100
% At Exceeds State Standards	100	100	85	40	100
Number of students tested	11	12	19	15	14

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Mathematics Grade: 3<sup>rd</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	100	100
% At Exceeds State Standards*	100	100	100	94	100
Number of students tested	14	12	21	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	100	100	100	94	100
Number of students tested	14	12	21	16	14
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	100	100	100	93	100
Number of students tested	11	12	19	15	14

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Reading Grade: 4<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	96	100	100	97
% At Exceeds State Standards*	100	96	100	100	89
Number of students tested	15	22	18	15	29
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
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	100	96	100	100	97
% At Exceeds State Standards	100	96	100	100	89
Number of students tested	15	22	18	15	29
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	100	100	97
% At Exceeds State Standards	100	100	100	100	89
Number of students tested	13	17	18	14	29

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Language Arts Grade: 4th Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	96	100	100	89
% At Exceeds State Standards*	100	96	100	100	72
Number of students tested	15	22	18	15	29
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
<b>SUBGROUP SCORES</b>					
1. <u>Economically Disadvantaged</u>					
% At or Above Meets State Standards	100	96	100	100	89
% At Exceeds State Standards	100	96	100	100	72
Number of students tested	15	22	18	15	29
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	100	100	89
% At Exceeds State Standards	100	100	100	100	72
Number of students tested	13	17	18	14	29

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Mathematics Grade: 4th Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	100	96
% At Exceeds State Standards*	100	95	94	100	89
Number of students tested	15	22	18	15	29
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
<b>SUBGROUP SCORES</b>					
1. <u>Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	100	100	100	96
% At Exceeds State Standards	100	95	94	100	89
Number of students tested	15	22	18	15	29
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	100	100	96
% At Exceeds State Standards	100	100	94	100	89
Number of students tested	13	17	18	14	29

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Reading Grade: 5<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	100	88	96
% At Exceeds State Standards*	95	100	92	73	91
Number of students tested	20	18	13	25	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
<b>SUBGROUP SCORES</b>					
<u>1. Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	100	100	88	96
% At Exceeds State Standards	95	100	92	72	91
Number of students tested	20	18	13	25	23
<u>2. Blacks</u>					
% At or Above Meets State Standards	100	100	100	86	96
% At Exceeds State Standards	100	100	92	71	91
Number of students tested	15	17	13	21	23

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Language Arts Grade: 5<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	95	100	92	88	100
% At Exceeds State Standards*	95	78	77	60	87
Number of students tested	20	18	13	25	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
<b>SUBGROUP SCORES</b>					
1. <u>Educationally Disadvantaged</u>					
% At or Above Meets State Standards	95	100	92	88	100
% At Exceeds State Standards	95	78	77	60	87
Number of students tested	20	18	13	25	23
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	92	90	100
% At Exceeds State Standards	100	82	77	57	87
Number of students tested	15	17	13	21	23

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Mathematics Grade: 5<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	83	85	80	86
% At Exceeds State Standards*	95	61	62	52	60
Number of students tested	20	18	13	25	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
<b>SUBGROUP SCORES</b>					
<u>1. Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	83	85	80	86
% At Exceeds State Standards	95	61	62	52	60
Number of students tested	20	18	13	25	23
<u>2. Blacks</u>					
% At or Above Meets State Standards	100	88	85	76	87
% At Exceeds State Standards	100	65	62	48	61
Number of students tested	15	17	13	21	23

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Reading Grade: 6<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	86	91	85	90
% At Exceeds State Standards*	100	86	78	67	55
Number of students tested	18	14	23	27	20
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
<b>SUBGROUP SCORES</b>					
1. <u>Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	86	91	85	90
% At Exceeds State Standards	100	86	78	67	55
Number of students tested	18	14	23	27	20
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	86	90	85	90
% At Exceeds State Standards	100	86	75	67	55
Number of students tested	17	14	20	27	20

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Language Arts Grade: 6<sup>th</sup> Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	86	87	96	95
% At Exceeds State Standards*	100	79	52	52	35
Number of students tested	18	14	23	27	20
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
<b>SUBGROUP SCORES</b>					
1. <u>Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	86	87	96	95
% At Exceeds State Standards	100	79	52	52	35
Number of students tested	18	14	23	27	20
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	86	85	96	90
% At Exceeds State Standards	100	79	45	52	35
Number of students tested	17	14	20	27	20

State Assessment Test  
Mississippi Curriculum Test (MCT)  
Results for T.Y. Fleming Elementary School

Subject Mathematics Grade: 6th Test: Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Meets State Standards*	100	100	57	52	55
% At Exceeds State Standards*	100	79	04	30	30
Number of students tested	18	14	23	27	20
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
<b>SUBGROUP SCORES</b>					
1. <u>Educationally Disadvantaged</u>					
% At or Above Meets State Standards	100	100	57	52	55
% At Exceeds State Standards	100	79	04	30	30
Number of students tested	18	14	23	27	20
2. <u>Blacks</u>					
% At or Above Meets State Standards	100	100	60	52	55
% At Exceeds State Standards	100	79	05	30	30
Number of students tested	17	14	20	27	20