

REVISED, MARCH 20, 2006

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

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

School Mailing Address 710 Commercial Avenue
(If address is P.O. Box, also include street address)

Monterey TN 38574-1221
City State Zip Code+4 (9 digits total)

County Putnam State School Code Number* 0055

Telephone (931) 839-2970 Fax (931) 839-6070

Website/URL www.montereywildcats.com E-mail matheneyj1@k12tn.net

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* Dr. Michael R. Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Putnam County Tel. (931) 526-9777

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. Jan Tate
(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 _____

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: 10 Elementary schools
 4 Middle schools
 0 Junior high schools
 3 High schools
 1 Other
 18 TOTAL
2. District Per Pupil Expenditure: \$ 6,362.00
 Average State Per Pupil Expenditure: \$ 6,970.00

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. 5 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	58	48	106
2				10	41	37	78
3				11	50	48	98
4				12	34	44	78
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							360

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 92 | % White |
| 0 | % Black or African American |
| 8 | % 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: 14 %

[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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(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	360
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 2 %
6 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 176

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: 19%
68 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> 4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 52</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 8</u> Mental Retardation	<u> 1</u> Visual Impairment Including Blindness
<u> 2</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> 2</u>	_____
Classroom teachers	<u> 17</u>	<u> 4</u>
Special resource teachers/specialists	<u> 3</u>	<u> 2</u>
Paraprofessionals	<u> 1</u>	_____
Support staff	<u> 6</u>	_____
Total number	<u> 29</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: 20:1

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	93%	94%	94%	93%	94%
Daily teacher attendance	95%	95%	96%	92%	92%
Teacher turnover rate	4%	4%	0%	0%	0%
Student dropout rate (middle/high)	4%	4%	11%	15%	6%
Student drop-off rate (high school)	14%	N/A	N/A	N/A	N/A

The drop off rate at Monterey High School is affected by several different factors. Partially reflected are the students of transient and migrant workers. Our school is blessed with several Hispanic students. Unfortunately, due to their parents' search for work and family commitments, the students tend to transfer at a higher rate than the typical MHS student. Also, Putnam County does not require school zoning. This allows students to transfer within the three county high schools during their high school years. Lastly, the Putnam County Board of Education has an agreement with the Overton County Board of Education which allows some out-of-county students to attend Monterey High School. These students tend to transfer more than average. All of these factors influence the student drop-off rate.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September **2005**.

Graduating class size	<u>72</u>
Enrolled in a 4-year college or university	<u>35</u> %
Enrolled in a community college	<u>16</u> %
Enrolled in vocational training	<u>14</u> %
Found employment	<u>20</u> %
Military service	<u>3</u> %
Other (travel, staying home, etc.)	<u>10</u> %
Unknown	<u>2</u> %
Total	100 %

PART III - SUMMARY

We, at Monterey High School, pledge to educate all students in an environment conducive to learning so that upon graduation, students will be prepared to enter the job force or pursue higher education; thus, they will become productive citizens and lifelong learners able to adapt to a complex and changing society. One goal, one mission, one student at a time is the philosophy of the teachers at Monterey High School.

Monterey High School is a small public school which serves grades nine through twelve. There are three hundred sixty students, twenty full-time teachers, six part-time teachers, and two administrators at MHS. The school operates on a 180-day calendar with a six-period day. Monterey is the smallest high school in Putnam County's A+ school system. MHS services the small rural town of Monterey with a population of approximately 3,000. Most of Monterey's working class citizens are predominately of European decent with a recent influx of Hispanics. The town of Monterey is a small hamlet on the mountain "where the hilltop kisses the sky", as the city limits sign so denotes! There is a pride and a sense of family in Monterey that surpasses most schools. Our size and our purpose is our strength, and we serve as both the cultural and academic sphere of the town.

Monterey High School was built in 1908 and in 1922 the first four-year graduating class crossed the stage. In 1955, a building project was approved, and the old building was replaced by the present-day school. The school opened in January 1956 and housed grades seven through twelve. A remodeling project was completed in 1979 and again in 1995 and in 2001 the middle school students moved to another facility.

Today, MHS is showing its age, but the rooms are bright and murals adorn many of the walls. The art department hangs beautiful art work in the corridors, and one can hear the voices of the newly formed school chorus on special occasions as he or she enters the school. The school has an award-winning newspaper whose plaques hang in the trophy case and a trades program, which raises thousands of dollars for our school when they auction their house (built by students) in the spring. MHS offers football,

baseball, basketball, volleyball, golf, softball, and club soccer. In addition, there are many travel advantages at the school. Since the school is small (and students well behaved), students are given many opportunities to see the world. Not only does the school offer educational day-trips, but tours abroad as well. Many students begin saving early for overseas trips to Europe, Australia, Russia, and even Egypt. In addition to summer travel, Monterey High is one of the few remaining schools to offer a senior trip to Washington D.C. and surrounding areas. The faculty and administration at MHS believe it is important for the students to have these extraordinary opportunities because many students have never been out of Tennessee; many have never eaten at a nice restaurant, or stayed in a hotel. These opportunities are unique to the school and are a very important part of the overall education for our students. The history of the school is a sustaining element—many of the students’ parents and grandparents attended MHS, worked on the newspaper, sang in the chorus, played sports, went to Europe, and built a trade’s house. These students’ children will attend MHS, and will follow in family footsteps. There is a familiar history at MHS with a long and sustaining legacy for generations of people in the community.

MHS has been accredited by the Southern Association of Colleges and Schools since 1981. All faculty members at MHS are highly qualified, and eighty-eight percent of the faculty has a masters or EdS degree. The teachers have an average of over seventeen years of teaching experience, and no one teaches outside of his or her endorsement. Teachers and administrators are committed to each child’s success and to each child’s personal excellence at Monterey High School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Monterey High School’s standardized test scores in mathematics and English reflect our high standards of academic achievement in the face of economic and cultural shifts within our community. MHS, along with the state of Tennessee, has a goal to raise student achievement scores and develop tests that measure the improvement of these scores. Tennessee provides data that has been disaggregated, so that schools and the community can be aware of our focus on student success. We need to develop skills, content, and concepts that will not only satisfy state requirements, but also encourage our students to be lifelong learners.

Monterey High School’s success can be gauged by using the results from the past several years of the Tennessee Gateway Exam for Algebra I and English 10. In the state of Tennessee, students must reach a level of “proficient” in order to graduate from high school. The standards for proficiency in Tennessee may be accessed by visiting the website at www.state.tn.us. In mathematics, our students have performed in greater than the 95th percentile of all school systems within the state of Tennessee for the past three years; however, for the past two years, in mathematics, 100% of our students, regardless of socioeconomic or racial status, have performed at a level of proficient or advanced. Also, in English, 100% of our students, regardless of socioeconomic or racial status, have performed at a level of proficient or advanced.

There is virtually no disparity between subgroups at Monterey High School; for the past two years, all MHS students have met the proficiency level required for graduation in the state of Tennessee for mathematics and English. Elucidation for this may be found in the data reported in Part VII and may also be accessed at <http://www.k12.state.tn.us/rptcrd05/school1.asp>.

These results stand out vividly compared to regional scores for similar school systems within our area. Our small blue-collar community, in historical context, would not appear to support the expectations revealed in these high scores, but we continue to meet cultural and academic challenges head-on, as is our tradition. Our challenge for the future is to prepare our students for a world of expanding technology while maintaining a stronghold on core skills and encouraging cultural diversity.

Student achievement in mathematics is the result of constant communication with our local middle school. Students are screened by teacher recommendation, stanine scores on the Terra Nova achievement test, percentile scores on the same exam, and pre-tests administered by the high school teachers. This

placement ensures that students have more time to strengthen their skills before they reach the Gateway exam. As a result of this communication, 100% of our students at MHS have reached the proficient or advanced level on the Algebra I portion of the Gateway exam.

Our English department, in order to meet the needs of all students, offers skills that emphasize reading, listening, speaking, writing, and using higher-level thinking skills. As described further in Part VII, our Writing Wednesday program, involving freshmen, sophomores, and juniors, teaches on a bi-monthly basis the tenets of the five-paragraph persuasive essay. In addition, students in English classes concentrate on a variety of creative and analytical papers, along with research papers in the sophomore, junior and senior levels. English 9, 10, and 11 offer honors-level courses to challenge high-achievers, and a dual-credit course affiliated with Tennessee Technological University is offered in senior English (upon grades and recommendations).

2. Using Assessment Results:

Our data is evaluated frequently in faculty meetings, departmental meetings, and among individual teachers. Our English and mathematics departments work closely with our middle school analyzing scores and advising parents for successful student placement. Our constant challenge is to produce a school that rises above the community's expectations and to create a model based upon our constantly rising levels of academic performance.

Our Writing Assessment results are the product of our Writing Wednesday program; improvement of writing scores using this program is an evolutionary process. Students are exposed to writing skills in a nurturing and supportive environment from every teacher in every discipline. This emphasizes to the student the importance of learning to communicate clearly and effectively.

To address the need for improvement in reasoning skills, Advanced Placement (AP) courses have been added in the past three years. Our AP classes have increased the number of students who have achieved advanced status on the Gateway exam and have improved our ACT scores.

The establishment of our school as a Title I School has provided us with funding to enrich and improve our students' core skills. We have acquired a new mobile computer lab as a result of this status. Teachers have received training in Edusoft, a statistical analysis program that enables us to see the progress of an entire class at once and establish target groups for remediation.

We offer a Lottery for Education Afterschool Program (LEAPS) to assist students from economically disadvantaged backgrounds in order to give them time to prepare for Gateway exams and exit exams. With the LEAPS program, students are given up to three hours every afternoon for remediation in a variety of subjects, including internet access and computers for word processing. At-risk students are identified through the Tennessee Value Added Assessment System (TVAAS).

3. Communicating Assessment Results:

Monterey High School informs students, parents, and the community of progress in varied ways. We are proud to share our assessment results and recognize the importance of doing so. Customary methods include progress reports sent to parents at 4½-week intervals, report cards at 9-week intervals, parent/teacher conferences, and individual communication with parents.

We also take advantage of the opportunities provided by our school newspaper and our local newspapers in Monterey and Cookeville. Along with a parents' night for incoming freshmen, where an orientation is held to communicate the increased focus on academics on the high school level, we have a college night for parents in which they can receive information on registration and financial aid.

Community awareness is further heightened in a yearly awards ceremony that honors students for exemplary academic performance, excellent attendance, and exceptional citizenship. In this ceremony, individuals and groups are recognized for their accomplishments before an audience of faculty, peers, parents, and community leaders.

The school marquee is an effective communication tool in a small community like Monterey. The marquee informs the community of announcements about testing dates and upcoming events.

Lastly, parents and other members of the community may access our school report card defining the

academic progress of MHS compared to all other schools within our system and the state. This report card can be accessed on the state education website at www.state.tn.us.

4. Sharing Success:

The faculty of Monterey High School is actively involved in many different state and national professional organizations that provide opportunities to get ideas and share our successes.

Our teachers have taken part in state and local workshops, such as Gateway Institutes, Block Scheduling, AP training, Tennessee Science Teacher Association (TSTA), Edusoft, and Apple iLife training. They have also received NEH grants and participated in national conferences in their respective disciplines. Our faculty, staff, and administrators actively exchange information and ideas for improving education and raising standards for our students and ourselves.

MHS also works closely with our district's sister high schools, Cookeville High School and Upperman High School, to collaborate on successful educational practices and teaching methods. In addition, we are eager to further our already excellent communication with the elementary and middle schools in our system through vertical team meetings. In the future, one goal of MHS is to improve communication by further utilizing our school website and the internet.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Description:

The curriculum at Monterey High School consists of classes offered in the following disciplines: English, mathematics, science, social studies, physical education, vocational, fine arts, and foreign language. We offer honors classes in eleven different subjects and also offer advanced placement classes in biology, calculus, and American history. The seniors also have the opportunity to take a dual enrollment English IV class in conjunction with the local university, which not only earns them high school credit, but also allows them to earn six college credits.

Science: The science curriculum correlates the objectives and standards of the National Science Standards, Tennessee Science Standards, and ACT standards. This curriculum includes hands-on laboratory activities as well as problem-solving and higher-order thinking skills in the classroom and the lab. The curriculum sequence and content enables the struggling student and the ESL student to be successful in the classroom and on the state mandated Gateway exam.

Social Studies: The social studies curriculum consists of courses in world geography, world history, United States history, economics, American government, and AP American History. All courses offered are based upon state standards and an end-of-course exam is used to evaluate retention in content. The AP United States history class allows the students to take an exam and possibly receive college credit.

Foreign Language: The foreign language program at MHS consists of three levels of Spanish beginning the sophomore year. The first two classes are required for all college-bound students, whereas the third year is an optional honors class for seniors. High standards are maintained in this program by emphasizing all four areas of language: listening, speaking, reading, and writing. The recent addition of a language lab assists this program. We are also blessed with Hispanic students who provide up-to-date vernacular and cultural background for the classes.

Fine Arts: The fine arts curriculum consists of theater arts, art 1, art 2, humanities, band, and chorus. The theater program consists of pantomime, clowning, directing, and all aspects of play production. The arts, in conjunction with the trades department, collaborate on theatrical productions during the school year. The humanities program at MHS was a pilot program in Tennessee. It includes philosophy, art, music,

history, and literature. Members are required to perform a number of humanitarian community projects. Art 1 is an introduction to the elements of design and art media. A survey of the political, religious, and social concerns throughout art history and the completion of studio activities enforce these lessons. Art 2 allows students a better understanding of art and an outlet for their artistic expression. A new chorus program has been added to MHS this year and involves over 25% of the student body. Students have attended several workshops and have already been involved in several community programs. The band program is geared toward performance with daily lessons in music literacy, appreciation, and concert. Students have been involved in two concerts this year.

Vocational Programs: Our vocational offerings include classes from the following departments: family and consumer sciences, business technology, and residential construction. All courses have competencies and standards equivalent to the standards of the academic courses. The vocational and academic programs at MHS are closely linked. One of the vocational program's most outstanding achievements is the construction of a house built on campus each year by the residential construction students. The house is auctioned in the spring to the public. They also work closely with the theater arts department in building sets and props for school productions. The business technology and family and consumer science departments collaborate with the other disciplines in designing multi-media presentations and providing services for improving school and community relations. The lessons learned in these vocational classes are invaluable and enable our students to further their education and become successful adults.

2b. English:

In order to meet the needs of all the students, the English department offers courses thorough in content for each year in high school. These courses emphasize all areas of the standards: reading, speaking, writing, and listening. Higher order thinking skills are incorporated in all English classes. Freshmen are taught the five-paragraph essay and sophomores and juniors are taught the rudiments of the persuasive essay to prepare them for the state Writing Assessment. A variety of creative and analytical papers are also taught. Research is taught and papers are written by sophomores, juniors, and seniors. Creative writing is encouraged with the individual classes, and students enter local, state, and national competitions. Summer readings are included for English 9, 10, and 11; and honor courses are available for high achievers. Seniors are offered dual-credit English in collaboration with Tennessee Technological University. One-hundred percent of our students who have enrolled in dual-credit have earned six semester hours credit which are transferable to most universities.

All levels of English follow countywide curriculum maps aligned with the Tennessee Framework. Writing Wednesdays, a practice essay for the Writing Assessment, are held each week. Workshops are offered prior to all ACT tests, as well as after-school programs to prepare students for the end-of-course and Gateway exams. Academic Assistance is offered in English to help at-risk English students.

In addition, MHS has LEAPS which is an after-school program providing nine hours of individual assistance in Language Arts including Gateway and ACT preparation. LEAPS provides instruction and tutorial assistance for students who are most "at risk."

An opportunity of inservice is given to each academic department in the area of content reading strategies. These training sessions teach content reading strategies to teachers so they will be better equipped to teach those strategies to their students. All inservice is focused on areas of need as noted in the School Improvement Plan.

3. Mathematics:

The vision of the MHS math department is for every student to be mathematically proficient and to obtain the skills necessary for success in their chosen path, whether that pathway is vocational or university. A major goal is to provide a curriculum that ensures all students entering our school will be successful on the Gateway Algebra I exam, as well as achieving mathematical success above and beyond the level of the Gateway. At this time, no student has been denied a diploma because of failure on the Gateway math exam. Subjects range from Foundations, at entry level, to AP Calculus for college credit. Foundations II

is a remedial level course designed for those students who need to strengthen their skills before taking Algebra I. Honors classes are offered in Algebra I, Algebra II, Geometry, and Pre-Calculus. Cooperative efforts between Burks Middle School (our feeder school) and Monterey High School's faculty and staff place students in a class that will ensure success. Students are encouraged to enroll in a math class each year of their high school career. Students who have chosen to continue their education past the high school level have the skills necessary to promote success. Whether students have enrolled in a vocational school or a college or university, they have been successful. There is an ongoing relationship between graduates of Monterey High School and our mathematics faculty; graduates are comfortable to return for academic assistance past their high school years.

4. Instructional Methods:

Members of the MHS faculty regularly implement a wide-range of instructional methods to ensure student achievement. Using both teacher-centered and learner-centered techniques, the teachers of MHS provide a solid foundation by encouraging the students to take an active role in the learning process and develop higher-order thinking skills.

Teacher-centered approaches include lectures with varying degrees of student-teacher discussion, question and answer sessions, Power Point presentations (student or teacher created), and instructional videos. One-on-one instruction is given in the classroom and is available before and after school. Teachers also make use of the Multiple Intelligence Theory and Freytag's Pyramid.

Learner-centered approaches are valued at MHS. Students are exposed to many different techniques including class competition, teamwork, grammar lab (computer based), directed reading and thinking activity, three-level study guide, manipulatives, graphing calculators in math, and songs in Spanish. Teachers supervise student-to-student interactions, such as cooperative groups, peer tutors, conversation carousel (students take turns explaining ideas in his/her own words), and peer buddies in the SPED classes. Hands-on activities include exploration and discovery, science laboratories, role-playing, simulation, and construction models. Students spend several hours researching and developing ideas through English reports, role-playing research, web page design, science fair projects, bridge building in math, group presentations, and mock campaigns in history classes.

Technology is also used for remediation and to provide students with technological skills. Plato is used to supplement learning for those students who are involved with the credit-recovery program or have not passed the Gateway or End-of-Course exams.

5. Professional Development:

Professional development at MHS is directed toward our goals for the School Improvement Plan as set forth by the Southern Association of Schools. Staff members receive training in areas of technology, writing skills, student academic improvement, and cultural awareness.

Technology training is a priority for our faculty at MHS. Toward this goal, faculty members have received training in PLATO, a self-guided program which enables students to strengthen their skills in core subjects, and provides remediation and practice for Gateway and ACT. We have held workshops using Edusoft, a program that allows teachers to perform statistical analysis of their students and establish target groups for individual instruction. Training in programs like iLife encourages creativity in the classroom and addresses needs of non-traditional learners.

Staff and faculty of all schools should be sensitive to the needs of minority students. MHS provides training for our teachers and support staff in the areas of cultural differences and special needs of ELL students. As our student body becomes more diversified, teachers and staff at MHS are eager to accommodate their academic needs. We have held inservice training with local social workers and probation officers who have made us aware of the difficulties facing those who are adapting to a new country and language.

MHS is proud of the advancement in scores for our students taking the ACT. Students at Monterey taking the ACT outscored both the system and the nation in all areas of the ACT: reading, language, science, social studies, and the composite score. To continue this tradition, ACT workshops are

held for juniors and seniors. Sample tests are given to students by teachers in each discipline; the results are graded and discussed with the students. Teachers also give test-taking tips and strategies for these students. This program has been in place for at least eight years with tremendous success.

Monterey High School is actively engaged in a partnership with the community of Monterey. Professional development is the key to making our school a part of the community, bringing students, parents, businesses, and town leaders together. We at MHS want to spearhead a sense of pride in the school and community, strengthening the mindset within the community of the importance of education. We are all stakeholders in our children's education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics	Grade: 9-12	Test: Gateway Algebra I	
	2004-2005	2003-2004	2002-2003
Testing Month: December and May			
Publisher	Pearson Education Measurement	CTB/McGrawHill	CTB/McGrawHill
SCHOOL SCORES			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	90%
% At or Above "Advanced"	56.5%	71.8%	71%
Number of Students Tested	62	80	81
Percent of Total Students Tested	100%	97%	97%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	89.5
% At or Above "Advanced"	61%	*	68.4
Number of Students Tested	40	38	35
Percent of Total Students Tested	64%	48%	43%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
2. White			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	91.4
% At or Above "Advanced"	69%	*	73.5
Number of Students Tested	58	76	79
Percent of Total Students Tested	94%	95%	97%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
STATE SCORES			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	75.9%	76.3	75%
% At or Above "Advanced"	42.7%	43.4%	45%

*The Proficient and Advanced Categories were not reported separately

STATE CRITERION-REFERENCED TESTS

Subject: English	Grade: 10-12	Test: Gateway English II	
	2004-2005	2003-2004	2002-2003
Testing Month: December/May			
Publisher	Pearson Education Measurement	Pearson Education Measurement	CTB/McGrawHill
SCHOOL SCORES			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	89%
% At or Above "Advanced"	63.5%	60%	54%
Number of Students Tested	86	74	75
Percent of Total Students Tested	98%	100%	98%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	95.3%
% At or Above "Advanced"	44%	*	39.8
Number of Students Tested	41	36	37
Percent of Total Students Tested	48%	49%	49%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
2. White			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	100%	100%	92.2%
% At or Above "Advanced"	54%	*	47.1%
Number of Students Tested	82	71	72
Percent of Total Students Tested	95%	96%	96%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
STATE SCORES			
% At or Above "Below Proficient"	100%	100%	100%
% At or Above "Proficient"	90.3%	86.9%	87%
% At or Above "Advanced"	60.2%	53.4%	52%

*The Proficient and Advanced Categories were not reported separately in this year.

3 Year TVAAS Report for Monterey High School
Gateway Algebra I

Year	N	Mean Student Score	Mean Student %ile	Mean Pred. Score	Pred. Score %ile	School Effect	School Effect %ile	School vs. State Avg.
2003	81	558.8	69	538.4	52	19.4	91	Above
2004	80	559	69	541.4	55	16.5	90	Above
2005	62	542.5	55	526.9	42	14.3	87	Above
3-yr-avg	223	554.3	66	536.3	52	16.8	93	Above

- A positive school effect indicates that students are exceeding performance expectations.
- A rating of “Above” indicates that our school is reporting data that occurs 2 standard deviations above the state average which indicates performance in greater than the 95th percentile.

3 Year TVAAS Report for Monterey High School
Gateway English II

Year	N	Mean Student Score	Mean Score %ile	Mean Pred. Score	Pred. Score %ile	School Effect	School Effect %ile	School vs. State Avg.
2003	75	513.7	52	511.3	49	1.9	62	NDD
2004	74	527	59	516.2	50	7.9	93	Above
2005	86	522.9	48	521.3	47	1.3	62	NDD
3-yr-avg.	235	521.3	52	516.5	49	3.7	80	Above

- A positive school effect indicates that students are exceeding performance expectations.
- A rating of “Above” indicates that our school is reporting data that occurs 2 standard deviations above the state average which indicates performance in greater than the 95th percentile.