

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 132 N. Main (If address is P.O. Box, also include street address)

Pontotoc Mississippi 38863 City State Zip Code+4 (9 digits total)

Tel. (662) 489-1275 Fax (662) 489-5255

Website/URL www.pontotoc.k12.ms.us Email kdavis@pontotoc.k12.ms.us

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

(Principal's Signature) Date

N/A

Name of Superintendent Dr. Susan Purser (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pontotoc Tel. (662) 489-3336

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 (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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 1 Junior high schools
 1 High schools
 4 TOTAL

2. District Per Pupil Expenditure: \$5159.00
 Average State Per Pupil Expenditure: \$5717.00

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. 1 Number of years the principal has been in her/his position at this school.
 1 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
9	92	90	182
10	61	68	129
11	55	77	132
12	55	63	118
Other	6	3	9
TOTAL STUDENTS IN THE APPLYING SCHOOL			570

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>70.88</u> | % White |
| <u>27.54</u> | % Black or African American |
| <u>1.23</u> | % Hispanic or Latino |
| <u>.35</u> | % Asian/Pacific Islander |
| <u>.0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 20%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	63
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	109
(4)	Total number of students in the school as of October 1	548
(5)	Subtotal in row (3) divided by total in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 1%
7 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: English, Spanish, and Mayan

9. Students eligible for free/reduced-priced meals: 35%
199 Total Number Students Who Qualify

10. Students receiving special education services: 10 %
57 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>9</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>3</u> Visual Impairment Including Blindness
	<u>3</u> Emotional Disability

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>	<u>0</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>43</u>	<u>1</u>

12. Student-“classroom teacher” ratio: 1:19

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	96%	93%	92%
Daily teacher attendance	94%	96%	93%	92%
Teacher turnover rate	18%	10%	8%	5%
Student dropout rate	.4%	1.1%	2.6%	1.3%
Student drop-off rate	2%	5.2%	6.3%	5.2%

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>110</u>
Enrolled in a 4-year college or university	<u>25</u> %
Enrolled in a community college	<u>62</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>11</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Pontotoc High School of Pontotoc, MS, a comprehensive public high school, is committed to its mission to provide all students a strong foundation. The vision of our school is that our students will become confident, self-directed, lifelong learners and that they will lead responsible, contributing, caring lives in a culturally diverse society. The 570 students at Pontotoc High School reside in the county seat of Pontotoc and its surrounding rural areas. Pontotoc is a small city in a rural area of Northeast MS. Pontotoc has a population of approximately 5,253, and the county has 25,977 according to the 2000 census. The per capita average household income in 2000 was \$13,986. Students come from a community with a strong work ethic. 62% of the workforce is employed in manufacturing, primarily the furniture industry; 38% of the workforce is non-manufacturing. Parents and community stakeholders take pride in our school, which has achieved Southern Association of Colleges and Schools accreditation since 1954. In 2000, 32.1% of the population held high school diplomas, 17.4% of the population had attended college, and 8% of the population held college degrees of 4 or more years. The majority of parents expect their children to enter college upon graduation. Of the 110 graduates in 2002, 62% enrolled in a community college, 25% enrolled in a 4-year college or university, 11% found employment, and 2% entered military service.

Because of the rapid industrial growth of the community, the school district opened a new high school facility in the fall of 1988. A four-classroom math and science building and a new library were added in 1993. An 11-classroom facility was added in 1996. Pontotoc High School has 36 faculty members, 18 with advanced degrees, and 7 with National Board certification (19% of PHS staff) for the disciplines which they teach. The racial background of students is 27.54% African American, 70.88% Caucasian, 1.23% Hispanic, and .35% Asian/Pacific Islander. The student mobility rate during the past year was 20%. The district per pupil expenditure is \$5,159.00. 35% of the student population at Pontotoc High School is eligible for free or reduced-priced meals. The racial composition of the community is approximately 83% Caucasian, 16% African American, and 1% Hispanic, Asian, or other ethnicity

Data from the current Subject Area Testing in the four tested academic areas show that the scores are well above the state mean. The state-mandated Functional Literacy Exam, administered to all students in Grade 11, requires a minimum composite score of 699 in order to be eligible for graduation. Pontotoc High School students have consistently scored above the state mean, ranking in the top 5 school districts in the state. The state has phased out the Reading and Written Communication segments of the test this year to be replaced by the English Subject Area Test as a graduation requirement. Students scored well above the state mean on the Mathematics segment this year with 38 perfect scores out of 122 scores. Although Pontotoc High School ranks in the lower 10% of per pupil expenditures in the state, student performance consistently ranks in the top 10% of state assessment scores.

The students, faculty, administration, parents, and community stakeholders are committed to the mission and vision of our school. Evidence gleaned from surveys and collaborative endeavors reveal that areas of our greatest strength lie in curriculum alignment with student learning; assessment; a shared vision, beliefs, and mission; and community building.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Pontotoc High School embraces the motto, “Providing continuing success daily.” This commitment to student success is evident in many ways. Many school districts in the state of Mississippi look to us as a model for both academic success and stewardship of public funds. Pontotoc City Schools has consistently had one of the lowest per pupil expenditures while also enjoying the highest academic ranking in the state. The Mississippi Department of Education has published its assessment of public schools in the Mississippi Report Card. Since its inception, the Mississippi Report Card has, each year, recognized Pontotoc City School District with its highest ranking—a level 5.

Data that reflects our academic achievement is provided from many different sources. The Mississippi Department of Education (MDE) mandates two groups of criterion-referenced tests, the Functional Literacy Examination (FLE) and the Subject Area Testing Program (SATP). These forms of assessment have been and are currently used to establish criteria for measuring academic success in Mississippi schools.

A priority of Mississippi’s educational system is to help all students acquire and apply the skills necessary to perform basic reading, mathematics, and written communication tasks. The Functional Literacy Examination (FLE) provides information on the effectiveness of the state, each district, and each school in achieving this goal. Since its beginning in 1989, the FLE has been utilized by the state as an exit examination which is taken during a student’s junior year in high school. The FLE is being phased out and replaced by the Subject Area Testing Program. However, throughout the existence of the FLE, Pontotoc High School has ranked consistently in the top 10 in the state. Two types of scores—scaled scores and percent of items correct—appear on the FLE reports. The format of scaled scores is the form of data used to present information in this report (see appendix A, B, and C).

As demonstrated in the charts found in appendix A, B and C, PHS has demonstrated scores that are not only greater than the state average, but also have ranked in the top ten percent each year. In the fall of 2002, mathematics was the only area tested. For the mathematics assessment in 2002 Pontotoc High School’s score ranked 1st in the state. Consequently, the Pontotoc School District has ranked in the top 5% in mathematics and reading for the last five years. Additionally, for each year presented in appendix A, B, and C, PHS has performed better than the state average in every subgroup area.

The Algebra I test measures “real-world” algebra by having students use their knowledge and apply their skills to solve practical problems. Students may use calculators throughout the test, which assess six areas of algebra: patterns, relations, and functions; equations and inequalities; polynomials; formulas in problem solving; slope; probability. The scale score provides the student’s total test score. Beginning with the 2000-2001 school year, the raw score on the total test was converted to a total test scale score ranging from 100 to 500 with 300 being a passing score. This report compares the school mean scaled score to the state mean score and compares mean scores across the subgroups: economically disadvantage, race, and sex. (see appendix D) Due to the change of the test format for the 2000-2001 school year, vertical comparison of the mean score is not applicable and test data was not provided by MDE for the 1999-2000 school year; however, comparison between state and school data demonstrates high achievement. Every year, our school mean is well above state mean, with the average ranking for the data falling in the top 10% of 154 school districts in the state. For example, in 2000-2001, when our district was ranked 7th, our mean score was 16.5 points above the mean. When the subgroup data is examined, there is remarkably little disparity among groups. Moreover, the mean score for the minority group shows a 6 point increase from the 2001 to the 2002 school year.

In both the FLE and the SATP Algebra I, scores were excluded for special education students whose individual educational plan specifies accommodations and modifications are not allowed under test parameters. In these cases where accommodations to the special needs of students cannot be met under normal testing conditions, the Individual Educational Plan (IEP) of the affected student is reviewed by the student’s IEP committee. An alternative form of assessment, which both meets the needs of the student and adequately performs assessment, is determined by the IEP committee and the assessment is implemented.

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The continued academic success of Pontotoc High School is in large part due to the assimilation and articulation of assessment data. Our administrators and all staff carefully analyze test results. This data is used to determine the effectiveness of current practices, improve instructional focus, and identify student needs. As soon as data is made available to the school district, the data is analyzed and checked by administrators and key instructional personnel. The data is compared to and cross-referenced to past performance, beginning of the year goals, and expected outcomes based on the implementation of new programs as well as teaching and learning strategies. The assessment data is scrutinized in relation to the current instructional focus in order to determine if modifications and adjustments are needed. Concurrent to this, plans are made for the implementation of staff development designed to communicate assessment results to the staff. Staff development will include the interpretation of the data and its relation to the effectiveness of current practices. Through the collaboration of staff, modifications to curriculum, teaching strategies, and future staff development will be made with the specific goal of addressing student needs and improving assessment results. Students whose assessment results have identified them as performing below district and state standards are targeted and an intervention plan is designed to address the students' specific needs.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The Pontotoc School Board is given the results of all state test scores. During this school board meeting which, is open to the public, an explanation of all data is presented. Students are given test results during an Advisor/Advisee meeting held during the school day. In this meeting, the test data is interpreted and explained. The scores, along with an explanatory letter for interpretation, are forwarded to parents from our school. Parents are encouraged to contact the guidance counselor for help with data interpretation. The counselor and school administrators also provide individual parent conferences on a walk-in basis, as well as phone conferences. For the Subject Area Tests (SATP), parents are invited to attend an evening meeting at school. During this meeting, parents have the opportunity to meet with the teachers who worked with their child in the subject area tested. The teacher interprets the assessment data and is available to answer any questions. Copies of each student's scores are placed in their cumulative records.

On a continuous basis, assessment data is communicated to students. Parents receive either a report card or progress report every 4 1/2 weeks. Letters are sent out at the end of each 9-week period for students who are at risk. Parents are encouraged to schedule conferences with teachers in order to better communicate and collaborate, methods to improve and understand student performance.

Standardized test scores are published in local papers. Data for all Mississippi schools is available at the Mississippi Department of Education Website. Links to these data can be accessed on the Pontotoc City School District website.

3. Describe in one-half page how the school will share its successes with other schools.

The desire to advance the academic success of young people is not limited to our school district. One of the privileges of being recognized as an exemplary school is the opportunity to share the keys to our success with other school districts. This is accomplished in a number of ways. One of the primary methods is staff development. Whether this occurs through the Mississippi Department of Education sponsored staff development programs or simply working in a joint effort with a neighboring school district, our staff members have experienced the opportunity to work with other schools with the primary goal of improving student performance. These exercises are carried out by the efforts of staff members whose recognitions include National Board Certification, a Radio Shack National Teacher, a Shaklee Awardee, and a Presidential Awardee.

Because the lack of good curriculum mapping and alignment is so detrimental to the success of student achievement, the sharing of an aligned curriculum guide and the philosophy as well as the

procedures for the continued development of district level curriculum is one of the most valuable contributions that can be made available to another school district. Accessibility to our curriculum is projected to be made available via our website. Additionally, workshops are made available to other school districts. These workshops promote collaboration between schools and the sharing of ideas with the focus of not only developing curriculum, but also generating strategies for the implementation of newly designed curriculum.

This collaboration is not limited to experienced teachers. Pontotoc High School serves as a clinical lab school for the University of Mississippi. Each year, student teachers are given the opportunity to work with and gain knowledge from our PHS staff members. There is also a collegial relationship between our staff and university instructors. As a result of these efforts, we not only improve present opportunities, but we also prepare for the future challenges.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Pontotoc High School currently offers its students approximately 92 courses in its effort to ensure that students have a comprehensive and well-designed curriculum, which provides a strong foundation of significant content based on high standards. Students are encouraged to excel beginning at Pontotoc Junior High where they are offered the opportunity to take Honors Algebra 1 while in the 8th grade. Once the students begin honors classes, they are expected to excel and advance further within the honors track. High expectations, placed upon students at an early age, encourage the students to not only do their best and prepare themselves for the challenge that lies within the advanced coursework. The honors track provides rigorous and challenging coursework for the approximately 68% of graduates who move directly to community or 4-year institutions of higher learning.

Pontotoc High School offers a total of six honors or accelerated classes, which prepares students for the rigorous curriculum defined in advanced placement classes. Accelerated math, science, and English classes are taught at each grade level. Seniors who have completed the accelerated or honors curriculum generally enroll in advanced placement core subjects. PHS offers a total of eight advanced placement classes. Each May, PHS offers the students enrolled in the advanced placement classes the option of taking the College Board advanced placement tests, enabling students to obtain college credit upon achieving a passing score.

Pontotoc High School gives its students a choice between French and Spanish foreign language classes. Introduction to French is offered at the junior high level. The students may take up to three years of Spanish or French, enabling them to continue foreign language studies successfully at the college level. Students enrolled in the Spanish 3 classes are encouraged to take the College Board College Level Entry Program tests. Transportation to a major university to test is provided by the school district. French classes are given the opportunity to practice the language first hand by visiting France during the summer, accompanied by a French language instructor from our district.

A number of technology classes, in addition to Keyboarding, Computer Applications, and Word Processing, have been added to the course selections for the coming year. Classes in web page design and business communications have been added to challenge students who have demonstrated computer literacy.

The need to expand the Fines Arts curriculum has been fulfilled for the coming year with the addition of four drama classes. Talent has long been evident at Pontotoc High School where the community is entertained with productions directed by teachers and staff. Students enrolled in both beginning and advanced art classes assist in the staging of productions. Music classes and an all-superior band provide orchestration for an already talented drama program.

Through continued efforts to assess the effectiveness of its curriculum, Pontotoc High School seeks to revise and improve curriculum to meet the needs of students. Students, parents, teachers, and community stakeholders have a voice in meeting the needs of the students in regard to curriculum to ensure that student achievement remains in the top 10% of our state.

2. Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English language curriculum consists of English I-IV courses, accelerated courses in grades 9-11, Advanced Placement English grade 12, SPED Basic English courses for grades 9-12, an ESLD program for second-language students, creative writing, public speaking, and journalism. Mississippi Writers, the American Novel, and classes in theater and performance are in place for the coming school year. English language classes are structured to meet the benchmarks of the state curriculum and the standards of the National Council of Teachers of English by providing instruction in the mastery of the recursive process of writing; reading for textual information, specific detail, the recognition of theme,

literary devices, and the relationship between the reader and the literary work through metacognitive, historical-biographical, and thematic strategies to promote student interaction with the text; basic grammar mechanics and usage; and finally, the integration of art, music, and film. The instructional context determines the quantity and quality of literature, both print and non-print, with which students interact and demonstrates a thorough knowledge in regard to educational, social, and family backgrounds. Multiple opportunities for student responses to literature are varied and geared to the students' needs, abilities, interests, and individual learning styles which allow students to acquire the level of appreciation of ideas generated by quality reading that leads to a lifelong love of reading. Students who read below grade level have access to tutorial sessions with classroom teachers held after school. Class size is kept to a minimum to support individualized instruction and cooperative learning. Services of a retired teacher have been utilized to intensely tutor at-risk students for the state-mandated Functional Literacy Exam. Classroom teachers implement peer tutoring with students in various reading strategies, which include small and whole group activities. Peer editing, which utilizes rubrics and checklists for specific objectives, provides excellent opportunities for student interaction and affords students opportunities to become comfortable sharing their responses with others. Student-teacher conferences provide insight into student progress, understanding, and interpretations of texts. Self-evaluation is imperative for all readers, for it is through this stage of the learning process that students reach the level of judging for themselves the quality of a literary work and the quality of their responses to that work.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The mathematics curriculum relates to essential skills and knowledge based on the school's mission to provide all students a strong foundation and produce confident, self-directed, life-long learners who will lead responsible, contributing, caring lives in a culturally diverse society. Courses which include Pre-Algebra, Honors Algebra I, Algebra I, Geometry, Honors Geometry, Math Topics, Algebra II, Trigonometry, Pre-Calculus and Advanced Placement Calculus offer a diverse selection to reach and prepare students with varying abilities, interests, and educational goals. The curriculum follows the state framework and National Council of Mathematics Teachers' Standards. Currently, at the district level, a vertical mapping of mathematics curriculum is being compiled and implemented. Graphing calculator and computer technology is incorporated in all mathematics courses. Class size is kept to a minimum to support individualized instruction and cooperative learning. Mathematics tutoring is available before and after school. All mathematics teachers are National Board Certified and/or have advanced degrees. Mathematics teachers stay abreast of educational pedagogy and subject knowledge through professional growth opportunities. In the classroom, every opportunity is used to connect math to other disciplines and real-world settings. Critical and analytical capacities of students are encouraged through questioning, discourse, research, and experimentation within the subject matter. Multiple paths to learning are modeled and encouraged in the mathematics classroom. With a consistent record of scoring at the top on mathematics assessments, it came as no surprise when our students this year had the top score in the state on the Functional Literacy Exam in Mathematics underscoring our mission to provide all students a strong foundation.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teacher commitment to students and their learning define the instructional methods employed. Careful consideration is given to individual differences, learning styles, students' interests, abilities, skills, knowledge, family circumstances, and peer relationships as teachers constantly monitor and adjust methodology and make every effort to make knowledge accessible to all students. Through professional development opportunities, teachers keep current with educational research about how students develop and learn. The overall focus of teachers is on the education of the whole child, fostering students' self-esteem, motivation, character, and civic responsibility, while helping students build a solid academic foundation for the future. Instructors create learning climates that capture, engage, and sustain the interest of students. In the classroom, a wide variety of instructional formats including interactive lecture, whole

group discussion, hands-on investigations, peer teaching and cooperative learning are used. Technology is infused seamlessly into everyday instruction. Students are encouraged to question, make conjectures and hypothesize. Research projects are used when appropriate. Lesson plans document that subject matter is integrated across disciplines and linked to real-world applications. Tutoring is available for students having difficulty with subject matter. Retired teachers assist the classroom teachers with tutoring when needed. Interested students may choose to take courses at the career and vocational center in variety of different areas. Next year, a new dimension will be incorporated in meeting the diversity of educational needs of our students by allowing senior students to participate in community service programs.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development for the district is planned by a staff development council composed of representatives from each of the four schools in the district. The council works with the superintendent, the district curriculum coordinator, and principals to plan professional development focused on improving student achievement. Student performance data and teacher input are the primary considerations in planning appropriate professional development. Typically, the school calendar allots five days of staff development time at the beginning of the school year and one day at the beginning of the second semester. During the school year teachers have a monthly 60% day (early dismissal for students on first Wednesdays) to focus on improving student achievement. This year a district wide mini-conference was held to begin the second semester. Faculty members presented sessions in the areas of technology, writing, behavior management, building community in the classroom, mathematics, thematic units, parent involvement, challenging gifted students, and national board teacher certification. Teacher collaboration is a key element in the structure and effectiveness of the Wednesday sessions. School personnel are also encouraged to participate in conferences, workshops and training that will impact student achievement. Pontotoc High School has 7 teachers who are National Board Certified. This process is recognized as rigorous and intense professional development experience. The profound impact of staff development on student achievement, through its focus on instructional improvement, is evidenced in our school's profile, which shows our students score consistently in the top 10% of state assessments.

Criterion Reference Test Results

Test: Functional Literacy Exam- Mathematics

Publisher: NCS Pearson Inc.

All eleventh grade students were tested. Scores were excluded for special education students whose individual educational plan specifies accommodations and modifications are not allowed under test parameters.

FLE Mathematics	2002	2001	2000	1999	1998
Mississippi Statewide Data	266.8	266.8	263.6	265.0	265.0
Pontotoc High School	287.3	281.0	279.0	283.0	283.7
District Rank (out of 154 districts)	1	6	6	2	2
School Rank (out of 242 schools)	1	13	10	3	4
Number of students tested	124	117	124	111	104
Percent of total students tested	98%	97%	97%	99%	92%
Number of students excluded	2	4	4	1	9
Percent of students excluded	2%	3%	3%	1%	8%
Subgroup Scores					
1. Race					
Black	279.5	279.9	268.7	272.0	276.0
% Blacks	27.0%	22.1%	27.5%	24.3%	27.6
White	290.3	284.2	284.5	275.3	286.3
% Whites	72.1%	76.1%	76.1%	75.7%	71.4%
2. Sex					
Male	290.0	282.9	280.1%	283.0	284.6
% Males	43.4%	46.9%	54.1%	45.0%	45.7%
Female	285.1	282.6	280.2%	283.0	282.6
% Females	56.6%	53.1%	45.9%	55.0%	54.3%
3. Economically Disadvantaged	274.1	275.1	269.0	N/A	N/A
% Economically Disadvantaged	23.8%	27.4%	25.7%	N/A	N/A

Proficiency levels have not been established by MDE for the Functional Literacy Exam.

Criterion Reference Test Results

Test: Functional Literacy Exam- Reading

Publisher: NCS Pearson Inc.

All eleventh grade students were tested. Scores were excluded for special education students whose individual educational plan specifies accommodations and modifications are not allowed under test parameters.

FLE Reading	2002	2001	2000	1999	1998
Mississippi Statewide Data	N/A	269.4	269.2	270.1	269.8
Pontotoc High School	N/A	280.4	278.0	282.8	283.6
District Rank (out of 154 districts)	N/A	1	7	1	1
School Rank (out of 242 schools)	N/A	2	8	1	1
Number of students tested	N/A	118	124	111	104
Percent of total students tested	N/A	98%	97%	99%	92%
Number of students excluded	N/A	3	4	1	9
Percent of students excluded	N/A	2%	3%	1%	8%
Subgroup Scores					
2. Race					
Black	N/A	273.8	272.0	274.8	277.6
% Blacks	N/A	22.1%	27.5%	24.3%	27.6%
White	N/A	284.0	282.5%	285.9	286.0
% Whites	N/A	76.1%	72.5%	75.7%	71.4%
2. Sex					
Male	N/A	282.0	278.9	282.4	284.7
% Males	N/A	46.9%	54.1%	45.0%	45.7%
Female	N/A	279.8	280.7	283.1	282.6
% Females	N/A	53.1%	45.9%	55.0%	54.3%
3. Economically Disadvantaged	N/A	274.1	273.3	N/A	N/A
% Economically Disadvantaged	N/A	27.4%	25.7%	N/A	N/A

Proficiency levels have not been established by MDE for the Functional Literacy Exam.

Criterion Reference Test Results

Test: Functional Literacy Exam- Mathematics

Publisher: NCS Pearson Inc.

All eleventh grade students were tested. Scores were excluded for special education students whose individual educational plan specifies accommodations and modifications are not allowed under test parameters.

FLE Written Communication	2002	2001	2000	1999	1998
Mississippi Statewide Data	N/A	264.9	266.8	267.7	266.6
Pontotoc High School	N/A	272.8	270.9	283.0	276.9
District Rank (out of 154 districts)	N/A	6	27	11	2
School Rank (out of 242 schools)	N/A	7	31	10	6
Number of students tested	N/A	2	124	111	104
Percent of total students tested	N/A	118	97%	99%	92%
Number of students excluded	N/A	98%	4	1	9
Percent of students excluded	N/A	3	3%	1%	8%
Subgroup Scores					
3. Race					
Black	N/A	270.5	265.2	272.0	278.2
% Blacks		22.1%	27.5%	24.3%	27.6%
White	N/A	274.7	274.5	275.3	276.5
% Whites	N/A	76.1%	72.5%	75.7%	71.4%
2. Sex					
Male	N/A	271.3	280.1	283.0	271.4
% Males	N/A	46.9%	54.1%	45.0%	45.7%
Female	N/A	274.5%	280.2	283.0	281.4
% Females	N/A	53.1	45.9%	55.0%	54.3%
3. Economically Disadvantaged	N/A	267.0	264.3	N/A	N/A
% Economically Disadvantaged	N/A	27.4%	25.7%	N/A	N/A

Proficiency levels have not been established by MDE for the Functional Literacy Exam.

Criterion Reference Test Results

Test: Subject Area Testing Program
Algebra I

Publisher: Harcourt

All students who were enrolled in Algebra I and were required to pass the Algebra I SATP in order to graduate were tested. Scores were excluded for special education students whose individual educational plan specifies accommodations and modifications are not allowed under test parameters.

	2001-2002	2000-2001	1998-1999	1997-1998
Pontotoc High School Scores				
TOTAL				
Mean Score	342.6	340.4	310.4	316.0
At or Above Minimal	22.7%	25.7%	N/A	N/A
At or Above Basic	40.9%	23.9%	N/A	N/A
At or Above Proficient	34.8%	38.5%	N/A	N/A
At Advanced	1.5%	11.9%	N/A	N/A
Number of students tested	66	109	102	87
Percent of total students tested	100%	97%	96%	95%
Number of students excluded	0	3	4	5
Percent of students excluded	0%	3%	4%	5%
SUBGROUP SCORES				
1. Economically Disadvantaged (Total # tested)				
Mean Score	333.4	333.4	N/A	N/A
At or Above Minimal	27.8%	31.7%	N/A	N/A
At or Above Basic	44.4%	34.1%	N/A	N/A
At or Above Proficient	27.8%	22.0%	N/A	N/A
At Advanced	0%	12.2%	N/A	N/A
2. Race				
Black (Total # tested)				
Mean Score	333.9	327.9	302.3	302.6
At or Above Minimal	25%	33.3%	N/A	N/A
At or Above Basic	35.7%	29.6%	N/A	N/A
At or Above Proficient	39.3%	29.6%	N/A	N/A
At Advanced	0%	7.4%	N/A	N/A
White (Total # tested)				
Mean Score	346.0	344.9	313.1	313.6
At or Above Minimal	18.9%	19.8%	N/A	N/A
At or Above Basic	45.9%	25.9%	N/A	N/A
At or Above Proficient	32.4%	40.7%	N/A	N/A
At Advanced	2.7%	13.6%	N/A	N/A
3. Sex				
Female (Total # tested)				
Mean Score	341.7	345.0	313.1	307.8
At or Above Minimal	35.1%	17.6%	N/A	N/A
At or Above Basic	35.1%	23.5%	N/A	N/A
At or Above Proficient	27.0%	45.1%	N/A	N/A
At Advanced	2.7%	13.7%	N/A	N/A
Male (Total # tested)				
Mean Score	344.0	336.3	308.0	312.6
At or Above Minimal	17.2%	32.8%	N/A	N/A
At or Above Basic	37.9%	24.1%	N/A	N/A
At or Above Proficient	44.8%	32.8%	N/A	N/A
At Advanced	0%	10.3%	N/A	N/A
Mississippi Statewide Scores				
TOTAL				
State Mean Score	335.9	323.9	303.3	301.7