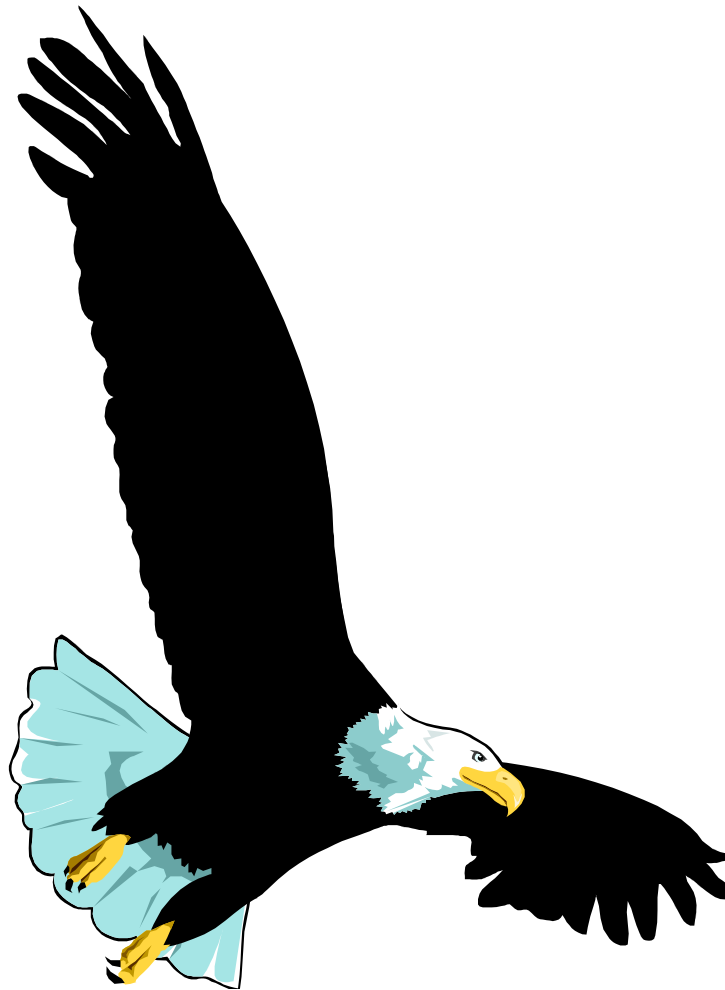


# Mayflower School District Educational Improvement Plan



**Education for Excellence**

**2011-2012**

## Overview

This document presents a guide to the Mayflower School District educational improvement strategies. Presented in this document are the leadership roles and responsibilities for the individual stakeholders. This plan outlines appropriate teaching strategies endorsed by the district, as well as, individual school goals based on achievement data. The educational improvement plan reviews the professional development budgets for each campus and provides an action plan to ensure staff development is meaningful and aligned to the district mission and vision statements.

The plan is compiled annually by the administration of the school district. The goal of this plan is to provide educational excellence and equitable success for all students. Mayflower School District's goal is to be the school of choice.

For this plan to be successful, it has to be adopted by all stakeholders. It is critical that teachers and staff work with their building administration to develop an educational improvement plan for their building. The District plan provides the direction for the development of each school's educational improvement plan.

## **Mission Statement**

The Mayflower School District, in partnership with the community, will strive to ensure that each and every student is educated and prepared to succeed in life. This will be accomplished through:

- \* promoting educational excellence
- \* strong instructional leadership
- \* utilization of excellent teaching strategies
- \* nurturing the unique talents of each individual
- \* excellent communication
- \* providing and maintaining excellent facilities
- \* ensuring a safe environment
- \* embracing cultural diversity
- \* developing responsible citizens
- \* creating life-long learners

# **A Vision Statement for Mayflower Schools**

## **A Collaborative Partnership for Student Success**

To ensure that the children of this community reap the benefits of an exemplary education, Mayflower School District must have a clear sense of its goals and what must be done to make them a reality. The following vision statement outlines the standards that Mayflower Schools will achieve and maintain.

### **A. Leadership**

Exemplary school districts require effective leaders - leaders who are able to build a shared vision that serves as a bridge between the district's present and the future that it desires. In such a district, the leaders:

- a. Promote and protect the district's vision on a daily basis.
- b. Establish priorities and focus that provide a sense of direction for the district.
- c. Are committed to continuous improvement and providing the ongoing professional development essential to an improving school.
- d. Facilitate teacher participation in the decision-making process.
- e. Facilitate positive relationships between community members, parents, staff, students, and faculty.
- f. Pursue the district's vision with persistence, tenacity, and courageous patience.

### **B. Staff**

An exemplary school district operates on the premise that a school can only be as good as the personnel that it employs. Therefore, it is committed to recruiting and retaining outstanding educators who can advance the district's vision. In such a district, all staff members:

- a. Are guided by shared goals and a sense of common purpose.
- b. Have high expectations for student achievement and accept responsibility for helping students meet those expectations.
- c. Collaborate with one another on a regular basis on curriculum, instruction, individual students, and school improvement initiatives.
- d. Model the importance of life-long learning by their commitment to their personal professional growth.

### **C. Curriculum and Instruction**

An exemplary school district provides a diverse and balanced curriculum. This curriculum includes a core that specifies the knowledge and skills that all students are to attain. The district designs its curriculum and instruction to enable all students to acquire these outcomes through their student educational plan. In such a school district:

- a. Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level and course.
- b. The scope (depth and breadth) and sequence (order or flow) of the curriculum are aligned from grade to grade and subject to subject so that teachers understand the relationship of their teaching assignment to the rest of the curriculum.
- c. The academic progress of each student is closely monitored and support is provided to meet each student's individual needs.
- d. Instructional strategies recognize individual learning styles, result in students who are actively engaged for the full class period, and promote independent learning.
- e. Systematic processes of analysis, goal setting, and implementation are in place to demonstrate the district's commitment to continuous improvement.

### **D. School Climate**

An exemplary school district ensures that all of its schools provide an orderly yet inviting climate that is conducive to learning and protects instructional time. In the schools of such a district:

- a. Relationships are based upon mutual respect and consideration.
- b. There is a commitment to providing an emotionally and physically safe, supportive environment.
- c. School rules are based upon fundamental principles that provide clear guidelines for student behavior.
- d. The entire staff helps students understand the importance of the school rules by consistently enforcing those rules.
- e. There is a conscious effort to recognize and celebrate the efforts and achievements of students and staff.

### **E. Parent /Community Support**

An exemplary school district has created an effective partnership with its community. The district is committed to addressing the educational needs of the community and establishes effective two-way communication to keep residents informed of district policies and initiatives. The community provides the district with the support that is essential to an improving district.

- a. The community has helped to develop and has endorsed the district's vision of the schools it strives to provide.

- b. The community provides the resources - personnel, facilities, materials, equipment, and time - that enable the school district to offer exemplary programs.
- c. The community has ready access to the school's resources and facilities.
- d. Parents play an active role in the education of their children, monitor their childrens' academic performance, work with teachers to emphasize the importance of education, and model a commitment to lifelong learning.

**F. Students**

In the final analysis, the effectiveness of a school district is determined on the basis of the conduct, character, and achievement of its students. In an exemplary school district, students:

- a. Accept responsibility for their learning, decisions, and actions.
- b. Set challenging goals and give their best effort to achieve them.
- c. Believe in themselves and take pride in their achievements.
- d. Demonstrate a desire to learn.
- e. Become actively involved in school activities.
- f. Conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere and ensures the rights of others.
- g. Form partnerships with their teachers in working to realize their full potential.

# Leadership Roles

## Board

Set Mission and Vision  
Approve Curriculum, Budgets, ACSIP and Bids  
Oversee Academic Process  
Staff Employment and Termination

## Superintendent

District C.E.O. that works with board, principals, staff and community to ensure the development of an excellent academic plan, to oversee its implementation and continue improvement.

## Principals

To work with the Superintendent and staff to plan, implement, and evaluate an excellent academic plan for student achievement. Principals are fully responsible for their assigned buildings.

### Principal Expectations - Focusing on the Improvement of Learning

- a. Perform teacher mid-year reviews.
- b. Review teacher planning and provide feedback.
- c. Overview Curriculum creation, publishing, being taught and aligned.
- d. Teacher observations – formal and informal.
- e. Develop data driven learning.
- f. Continually plan for the future.

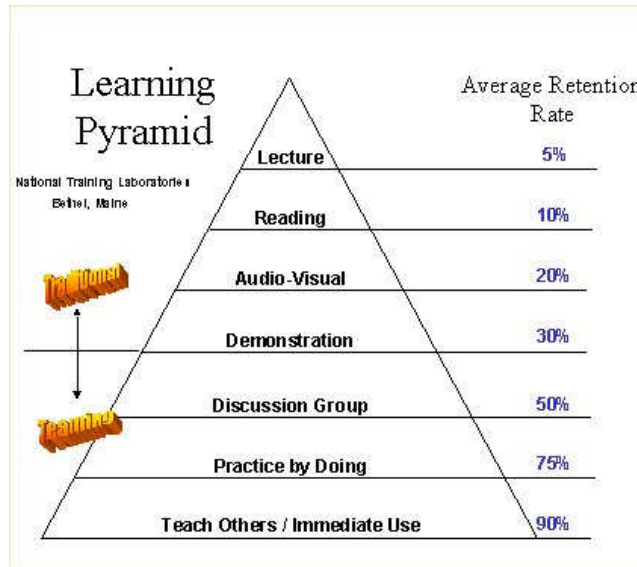
## Teachers

- a. Work with principals to implement, create and evaluate academic improvement plans and Board Policy.
- b. Write and implement an excellent curriculum that focuses on the development of the individual student needs.
- c. Utilize up to date, efficient, effective teaching strategies, resources, technology, and student assessment.
- d. Communicate with the community, parents, peers and administration.
- e. Desegregate data to identify individual needs of students.
- f. Participate in data driven professional development.
- g. Develop Grade Level and Subject Level Teams.
- h. Establish Model Classrooms.
- i. Develop Lead Teachers.
- j. Utilize Collaborative Planning.
- k. Evaluate and Adjust Teacher Written Curriculum.
- l. Teachers Observing Teachers.

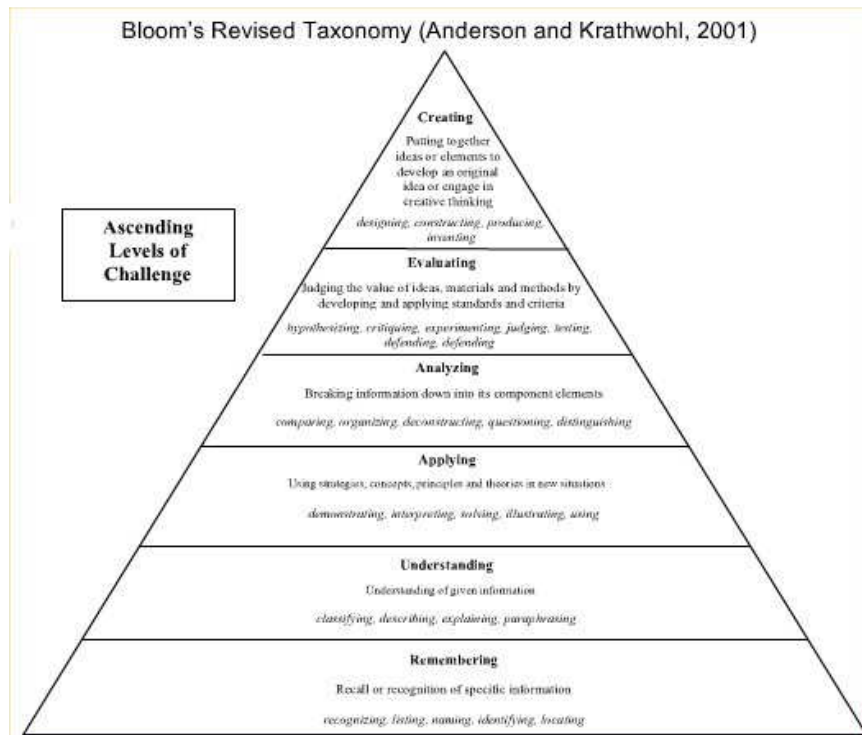
# School District Philosophy of Teaching

The philosophy of Mayflower School District in regards to teaching and learning practices is one that encourages the use of research-based best practices aligned with critical thinking and problem solving skills of Bloom's Revised Taxonomy. The instructional mode of delivery will utilize the Learning Pyramid to ensure retention of knowledge and skills.

## Teaching Strategies



<http://lowery.tamu.edu/Teaming/Morgan1/sld023.htm>



<http://www.wiziq.com/tutorial/23810-Revised-learning-pyramid>

## **Academic Goals for the Mayflower School District**

### **Technology**

1. One to one technology for every student.
2. Update computer labs with current computers, printers, media and high speed internet connections.
3. Integrate keyboarding into lower grade level curriculum and offer as soon as State Department will allow.
4. Increase student access to interactive technology

### **Curriculum Resources**

1. Build excellently furnished computer labs in each school.
2. Common Core State Standards recommended Literature.
3. CGI and Thinking Mathematically Professional Text.
4. Project Based Learning: Projects, Scoring Guides and Rubrics.

### **Schedules**

1. Develop and implement a schedule that allows for maximized learning and remediation to include motivation and reward for high student success.
2. Review length of school day to meet learning needs.
3. Additional literacy instructional minutes for Middle School students.

### **Teacher/Staff Support and Professional Development**

1. Implement the state endorsed teacher evaluation system.
2. Provide CCSS aligned professional development.
3. Develop a Curriculum Support Department consisting of Curriculum and Subject experts.
4. Teacher Master Degree Incentive Program.
5. Teacher Incentives for attendance, longevity and license renewal.
6. Provide professional development specialists in core content areas for High School.

### **Student Curriculum**

1. Continue development of Career/College preparation program.
2. Develop exemplary curriculum following the CCSS.
3. Programs to improve student attendance.
4. Develop k-12 after school programs
5. Develop Summer Academic and School Readiness Camps
6. Improve ALE Program

### **School Readiness Programs**

1. Kindergarten Camp for student preparation for school.
2. Preschool age two – five program.

### **Parent Support**

1. Continue development of Parent Center.
2. Provide Social Workers and Family Social Workers.
3. Homework Hotline including at home resources.

### **Staffing Issues**

1. Have staffing for each computer lab.
2. Add Assistant Principals.
3. District Athletic Director.

# ASSESSMENT GOALS FOR 2011-2012

## Long term

1. To prepare students to be college and/or career ready.
2. 85% of all students to score proficient or advance (or above the 50% percentile).
3. 12<sup>th</sup> grade ACT scores to average 23 or better.

## Short term – Objectives for Mayflower Schools

1. Kindergarten – Formative Assessments.
2. 1<sup>st</sup> Grade – Formative Assessments.
3. 2<sup>nd</sup> Grade – Formative Assessments.
4. 3<sup>rd</sup> Grade – 10% increase in literacy and 5% in math.
5. 4<sup>th</sup> Grade – 5% increase in literacy and math.
6. 5<sup>th</sup> Grade - 10% increase in literacy, 10% in math, and 5% in science.
7. 6<sup>th</sup> Grade - 10% increase in literacy and 5% in math.
8. 7<sup>th</sup> Grade - 10% increase in literacy and math and 5% in science.
9. 8<sup>th</sup> Grade - 10% increase in literacy and 5% in math.
10. EOC Biology – 5% increase.
11. EOC Algebra – 3% increase.
12. EOC Geometry – 2% increase.
13. High School Eleventh Grade Literacy - 5% increase.
14. AP Tests Pass Rate – 3% increase.
15. ACT – 20.3 composite.
16. Grade Inflation – 3% reduction.
17. Attendance Rate – 1% increase.
18. Drop Out Rate – 1% reduction.
19. Teacher Retention – maintain 90%.
20. Portfolio Assessments – 100% Passage Rate.

# DISTRICT ACTION PLAN

1. Data Analysis—Analyze CRT, NRT, TARGET, and classroom formative data (K-12):
  - a. To review curriculum strengths and weaknesses
  - b. To align instruction
  - c. To identify students in need of remediation
  - d. To identify students in need of accelerated experiences
2. Curriculum Mapping—Map, pace, and align curriculum according to CCSS timeline:
  - a. To implement CCSS curriculum in math and literacy in k-2
  - b. To begin transition to CCSS curriculum in math and literacy in 3-8
  - c. To review current instructional and assessment practices to ensure alignment, rigor, and relevance (K-12)
3. TARGET Testing—Administer checkpoints:
  - a. To grade 2 as a pre-, third quarter, and post-test
  - b. To grades 3-11 (literacy), grades 3-8 (math), algebra I, geometry, grades 5 and 7 (science), and biology as a pre-, first quarter, second quarter, third quarter, and post-test
  - c. To identify curricular gaps
  - d. To identify individualized student needs
4. Research-based Math Training—Provide ongoing, professional development support:
  - a. To k-1 teachers in year 1 (CGI)
  - b. To k-1 teachers in year 2 (CGI)
  - c. To grade 2-3 teachers—future planning (CGI)
  - d. To grades 4-8 teachers (Thinking Mathematically)
  - e. To algebra and geometry teachers in grades 5-8
5. Research-based Literacy Training—Provide ongoing, professional development support:
  - a. To grade 3 teachers in year 2 (ELF)
  - b. To grades 2-8 teachers in writing instruction
  - c. To grades 5-12 and special education teachers in C.L.A.S.S
6. Research-based Core Content Area Training—Provide ongoing, professional development support to grades 5-12 teachers
  - a. To increase content knowledge
  - b. To establish model classrooms
  - c. To observe and provide feedback to each other (TWT—Teachers Watching Teachers)
7. Technology Training—Provide ongoing, professional development support:
  - a. To enhance effective instructional use of DELL Interactive Projectors (1, 7-8, and special education)
  - b. To enhance effective instructional use of Classroom Response Systems
  - c. To enhance the use of Edline lesson planning (grades 5-12)—increase accountability of TIA implementation
8. ALE Training—Provide ongoing, professional development support (9-12)
9. High Schools That Work—Participate in research-based school improvement model (9-12)
10. Restructure Algebra I (8-9)
  - a. Split course to A/B
  - b. Bootcamp remediation
11. ACT Prep—Provide ACT strategies for students (9-10)
12. Education City Computer Lab Software—Provide software instruction to grades k-1
13. Push-in Intervention—Provide point-in-time remediation to identified students (k-4)
14. Literacy Coaching—Provide literacy coaching to teachers in need (k-12)

15. PLC—Utilize a professional learning community to support
  - a. Implementation of new Teacher Evaluation System (k-12)
  - b. Implementation of effective management, procedural, and instructional practices—book study (5-8)
  - c. Utilization of best practices—*What Great Teachers Do Differently* (9-12)
16. CWT—Utilize Classroom Walkthroughs to identify school improvement goals and to evaluate implementation of school initiatives and their effect on student learning

## COMMON CORE STATE STANDARDS IMPLEMENTATION

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>ONE 2011/12</b>	X	X	X	T	T	T	T	T	T				
<b>TWO 2012/13</b>				X	X	X	X	X	X	T	T	T	T
<b>THREE 2013/14</b>										X	X	X	X
<b>FOUR 2014/15</b>	CCSS Assessment Begins (P.A.R.C.)												

X=Implementation—CCSS curriculum in place and followed

T=Transition Year—prepare CCSS curriculum and ready students for implementation the next year.  
Focus on CCSS and not Arkansas Curriculum Frameworks.

# MAYFLOWER ELEMENTARY SCHOOL

## 2011-2012 PROFESSIONAL DEVELOPMENT PLAN

DATE	PROFESSIONAL DEVELOPMENT ACTIVITIES	PARTICIPANTS	MEETS EDUCATIONAL ACSIP PLAN	COST
6/27-6/30/11	CCSS Mapping	k-2 & Specialty Teachers	Curriculum Mapping	\$300
7/25-7/28/11	CCSS Mapping	3-4 & Specialty Teachers	Curriculum Mapping	\$300
8/8/11	District Mtg.—HR, Bookkeeping, Special Education/GT	Pre-k-4 & Specialty Teachers	District Requirements	\$0
8/8/11	AR History Parent Involvement	Pre-k-4 & Specialty Teachers	Curriculum Parent Involvement	\$500
8/9/11	Smart Core Crisis Plan Handbook Changes Health & Wellness Data Disaggregation Curriculum Mapping	Pre-k & Specialty Teachers	ACSIP Data Disaggregation Curriculum Mapping	\$500
8/10/11	CGI Math Guided Rdg.	Pre-k & Specialty Teachers	Curriculum Instructional Strategies	\$0
8/11/11	Classroom Preparation	Pre-k & Specialty Teachers	Curriculum & Instruction	\$0
8/12/11	Instructional Technology	Pre-k & Specialty Teachers	Instructional Technology	\$0
9/1/11-5/15/12	Ongoing CCSS & Data Disaggregation	k-4 Teachers	Curriculum Mapping Data Disaggregation	\$5000
9/6/11-5/1/12	Teacher Evaluation PLC	Pre-k-4 & Specialty Teachers	Building a Collaborative Learning Community	\$1000
9/1/11-5/1/12	CGI Yr. 1 Follow-up Days	k-1 Teachers	Curriculum & Instruction	\$500
9/1/11-5/1/12	CGI Yr. 2 Follow-up Days	k-1 Teachers	Curriculum & Instruction	\$600
9/1/11-5/1/12	ELF	3 <sup>rd</sup> Grade Teachers	Curriculum & Instruction	\$300
1/3/12	CCSS Mapping	Pre-k-4 & Specialty Teachers	Curriculum Mapping	\$500
NEW TRNG. Dates are being negotiated	CGI Yr. 1	2-3 Grade Teachers	Curriculum & Instruction	\$9000
NEW TRNG. Dates are being negotiated	Thinking Mathematically	4 <sup>th</sup> Grade Teachers	Curriculum & Instruction	\$4000
<b>TOTAL PD BUDGETED EXPENSES</b>				<b>\$22,500</b>

# MAYFLOWER MIDDLE SCHOOL

## 2011-2012 PROFESSIONAL DEVELOPMENT PLAN

Date	Activity	Participants	Cost	Meets Educational ACSIP Plan
August 08	8:00 Breakfast, Welcome and General Meeting (High School) 11:30-12:30 Lunch 12:30 – 3:30 Parent Involvement and Arkansas History (Elementary School)	Mayflower Public Schools Staff  Middle School Staff	\$100.00  \$500.00	Parent Involvement
August 09	8:00 – Breakfast (Middle School) 8:30-11:30 Teacher Handbook / Procedures / Day to Day Operations 11:30-12:20 Lunch (High School) 12:30-3:30 Data, Data, Data	Middle School Teachers	\$500.00	Data Review
August 10	8:00 Breakfast (Middle School) 8:30-9:45 Staying Organized 10:00 – Crisis Plan/Smart Core/Title 1 Programs/Health and Wellness Plan 11:30-12:20 Lunch 12:30 – 3:30 – Common Core State Standards	Middle School Teachers	\$600.00 Book Study	Common Core Title 1 Crisis Plan Smart Core Health and Wellness
August 11 <sup>th</sup>	8:00 – Breakfast (Middle School) 8:30 – TIA Documents and Pacing Guides 11:30-12:20 Lunch 1:00 – 3:00 – Curriculum Alignment to Standards (TIA)	Middle School Teachers	\$300	Data Review
August 12 <sup>th</sup>	8:00 Breakfast (Middle School) 8:30 – Technology – Edline – Everyone on Same Page 10:45 – 11:30 Day 1 12:30 – 3:30 – Department Meetings - Curriculum	Middle School Teachers	\$0	Technology Curriculum Development Core Classroom Training
August-May	Literacy Specialist-Sheryl Laughinghouse-Arch Ford Coop	Literacy Teachers	Substitutes 36 X \$65 \$2240	Literacy and Social Studies
August-May	Literacy Specialist-Sheryl Laughinghouse-Arch Ford Coop	Social Studies Teachers	Substitutes 36 X \$65 \$2240	Literacy and Social Studies
August-May	Data Review	All Core Teachers-Target Testing/Common Core	Substitutes \$8000.00	All Core Teachers
April	Science Conference	Science Teachers	\$1000.00	Science Teachers
Other In-service (Tentative)	District Meetings – Coaches Band Choir Library P.E. / Health Curriculum Counselor C.L.A.S.S/AP Training Other Miscellaneous In-service Expenditures	Designated Teachers	\$500 \$500 \$500 \$500 \$500 \$500 \$2500 \$3400	Specialty Teachers
	<b>Total Budgeted Amount</b>		<b>24480.00</b>	

# MAYFLOWER HIGH SCHOOL 2011-2012 PROFESSIONAL DEVELOPMENT PLAN

Date	Activity	Participants	Cost	Meets Educational ACSIP Plan
August 08	8:00 Breakfast, Welcome and General Meeting (High School) 11:30-12:30 Lunch 12:30 – 3:30 Book Walk – What Great Teachers Do Differently	Mayflower Public Schools Staff  High School Staff	\$100.00  \$500.00	Parent Involvement
August 09	8:00 – Breakfast (Middle School) 8:30-11:30 Teacher Handbook / Procedures / Day to Day Operations 11:30-12:20 Lunch (High School) 12:30-3:30 Data, Data, Data	High School Teachers	\$500.00	Data Review
August 10	8:00 Breakfast (Middle School) 8:30-9:45 Staying Organized 10:00 – Crisis Plan/Smart Core/Title 1 Programs/Health and Wellness Plan 11:30-12:20 Lunch 12:30 – 3:30 – PLCs and 123s	High School Teachers	\$0	Common Core Title 1 Crisis Plan Smart Core Health and Wellness
August 11 <sup>th</sup>	8:00 – Breakfast (Middle School) 8:30 – Working in Rooms 11:30-12:20 Lunch 1:00 – 3:00 – Working in Rooms	High School Teachers	\$0	Classroom Preparation
August 12 <sup>th</sup>	8:00 Breakfast (Middle School) 8:30 – Technology – Edline – Everyone on Same Page 10:45 – 11:30 Day 1 12:30 – 3:30 – Follow-up – What Great Teachers Do Differently	High School Teachers	\$0	Technology Curriculum Development Instructional Strategies
August-May	Literacy Specialist-Sheryl Laughinghouse-Arch Ford Coop	Literacy Teachers	Substitutes 27 X \$80 \$2160	Literacy and Social Studies
January 3rd	Dr. Sharon Faber – “How to Teach Reading When You Are Not a Reading Teacher”	High School Teachers	\$3500	Literacy and Social Studies
August-May	Data Review – Team Meetings Investigating Common Core	All Core Teachers-Target Testing/Common Core	Substitutes \$12000	All Core Teachers
December	CTE Meetings	CTE Teachers	\$500	CTE Teachers
Other In-service (Tentative)	District Meetings – Coaches Band Choir Library P.E. / Health Curriculum Counselor C.L.A.S.S/AP Training Other Miscellaneous In-service Expenditures	Designated Teachers	\$500 \$500 \$500 \$500 \$500 \$500 \$2500 \$3400	Specialty Teachers
<b>Total Budgeted Amount</b>			<b>\$25660</b>	

MAYFLOWER DISTRICT PROFILE							
Measures	State Goal	2007	2008	2009	2010	2011	District Goal
K - Literacy - NRT	≥ 50			54	66	79	71
1 - Literacy - NRT	≥ 50		22	27	32	49	42
2 - Literacy - NRT	≥ 50		20	37	33	47	43
3 - Literacy - CRT	78.4	49	57	59	63	68	73
4 - Literacy - CRT	78.4	43	61	73	62	80	67
5 - Literacy - CRT	75.7	46	55	60	68	60	73
6 - Literacy - CRT	75.7	47	51	71	71	64	76
7 - Literacy- CRT	75.7	57	58	52	79	60	82
8 - Literacy - CRT	75.7	57	59	75	73	79	76
9 - Literacy - NRT	≥ 50				52	51	
11 - Literacy - CRT	75.81	49	45	44	75	64	80
K - Math - NRT	≥ 50			36	56	73	61
1 - Math - NRT	≥ 50		39	42	54	62	59
2 - Math - NRT	≥ 50		32	52	54	66	59
3 - Math - CRT	77.5	77	75	67	78	84	83
4 - Math - CRT	77.5	51	62	73	49	83	54
5 - Math - CRT	73.41	66	55	67	68	69	78
6 - Math - CRT	73.41	57	61	73	72	76	77
7 - Math - CRT	73.41	58	55	58	73	79	76
8 - Math - CRT	73.41	54	44	60	67	65	70
9 - Math - NRT	≥ 50				72	42	
Algebra I	73.45	47	67	63	77	62	80
Geometry	73.45	42	47	63	80	81	83
5 - Science - CRT	n/a		40	61	60	72	65
7 - Science - CRT	n/a		23	28	33	54	38
Biology	n/a		17	38	17	25	32
AP Courses		5	10	9	17	20	20
District ACT		20.2	19.3	19.9	18.1		21
Grade Inflation		38	11.5	17.8			less 3%
College Remediation		61.5	63.9	63.8			
3-4 Portfolio Assessments	3 tested				100	100	100
5-8 Portfolio Assessments	8 tested				20	15	100
9-12 Portfolio Assessments	11 tested				100	100	100
Attendance Rate		93.7	93.3	92.8		92.7	1%
Drop Out		4.4	3.7	3		2.8	Reduce 1%
Teacher Retention		66	84	86	90	94	Maintain
Free & Reduced		43.8	42.9	37.3	54	53.2	
Enrollment		971	1005	1024	1021	1055	
<b>LEGEND</b>							
Meets/Exceeds Goal							
Maintain or Progress towards goal							
Baseline Data Year							
Did Not Meet Goal							

# 2011 Tracking Data

Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> - Percent at or above 50<sup>th</sup> Percentile  
 3<sup>rd</sup> through 8<sup>th</sup> – Percent of proficient and advance combined

*This data is used for tracking students through their career at Mayflower. This gives our district a good overall picture of how students are growing. The highlighted items are strictly for showing growth, not for meeting AYP requirements.*

## Kindergarten 2010/2011

Year	Literacy	State %	Math	State %
2011 - Kindergarten	79%	NA	73%	NA

## First Grade 2010/2011

Year	Literacy	State %	Math	State %
2010 - Kindergarten	66%		56%	
2011 – 1 <sup>st</sup> Grade	49%		62%	

## Second Grade 2010/2011

Year	Literacy	State %	Math	State %
2009 - Kindergarten	54%		36%	
2010 – 1 <sup>st</sup> Grade	32% ↓		54% ↑	
2011 – 2 <sup>nd</sup> Grade	47%		66%	

## Third Grade 2010/2011

Year	Literacy	State %	Math	State %
2009 – 1 <sup>st</sup> Grade	27%		42%	
2010 – 2 <sup>nd</sup> Grade	33% ↑		54% ↑	
2011 – 3 <sup>rd</sup> Grade	66% ↑	76%	84% ↑	86%

## Fourth Grade 2010/2011

Year	Literacy	State %	Math	State %
2008 – 1 <sup>st</sup> Grade	22%		39%	
2009 – 2 <sup>nd</sup> Grade	37% ↑		52% ↑	
2010 – 3 <sup>rd</sup> Grade	63% ↑		78% ↑	
2011 – 4 <sup>th</sup> Grade	80% ↑	82%	83% ↑	82%

## Fifth Grade 2010/2011

Year	Literacy	State %	Math	State %	Science	State%
2007 – 1 <sup>st</sup> Grade	24%		45%			
2008 – 2 <sup>nd</sup> Grade	20% ↓		32% ↓			
2009 - 3 <sup>rd</sup> Grade	59% ↑		67% ↑			
2010 – 4 <sup>th</sup> Grade	62% ↑		49% ↓			
2011 – 5 <sup>th</sup> Grade	60% ↓	76%	69% ↑	78%	72%	56%

### Sixth Grade 2010/2011

Year	Literacy	State %	Math	State %	Science	State %
2007 – 2 <sup>nd</sup> Grade	26%		32%			
2008 - 3 <sup>rd</sup> Grade	57%↑		75%↑			
2009 – 4 <sup>th</sup> Grade	73%↑		73%↓			
2010 – 5 <sup>th</sup> Grade	68%↓		68%↓		60%	
2011 – 6 <sup>th</sup> Grade	64%↓	71%	76%↑	77%		

### Seventh Grade 2010/2011

Year	Literacy	State %	Math	State %	Science	State %
2007 – 3 <sup>rd</sup> Grade	49%		77%			
2008 – 4 <sup>th</sup> Grade	61%↑		62%↓			
2009 - 5 <sup>th</sup> Grade	60%↓		67%↑			
2010 – 6 <sup>th</sup> Grade	71%↑		72%↑			
2011 – 7 <sup>th</sup> Grade	60%↓	67%	79%↑	74%	54%	39%

### Eighth Grade 2010/2011

Year	Literacy	State %	Math	State %	Science	State %
2006 – 3 <sup>rd</sup> Grade	53%		64%			
2007 – 4 <sup>th</sup> Grade	43%↓		51%↓			
2008 – 5 <sup>th</sup> Grade	55%↑		55%↑	↑		
2009 - 6 <sup>th</sup> Grade	71%↑		73%↑	↑		
2010 – 7 <sup>th</sup> Grade	79%↑		73%		33%	
2011 – 8 <sup>th</sup> Grade	79%	77%	65%↓	63%		

### Ninth Grade 2010/2011

Year	Literacy	State %	Math	State %
2006 – 4 <sup>th</sup> Grade	68%		62%	
2007 – 5 <sup>th</sup> Grade	46%↓		66%↑	
2008 – 6 <sup>th</sup> Grade	51%↑		61%↓	
2009 - 7 <sup>th</sup> Grade	52%↑		58%↓	
2010 – 8 <sup>th</sup> Grade	73%↑		67%↑	
2011 – 9 <sup>th</sup> Grade	51%		42%↓	

### Tenth Grade 2010/2011

Year	Literacy	State %	Math	State %	Biology	State %
2006 – 5 <sup>th</sup> Grade	43%		38%			
2007 – 6 <sup>th</sup> Grade	47%↑		57%↑			
2008 – 7 <sup>th</sup> Grade	58%↑		55%↓			
2009 – 8 <sup>th</sup> Grade	75%↑		60%↑			
2010 – 9 <sup>th</sup> Grade	51.25↓		72%↑			
2011 – 10 <sup>th</sup> Grade					25%	

**Eleventh Grade 2010/2011**

Year	Literacy	State %	Math	State %	Biology	State %
2011 – 11th Grade	65%↓					

Legend	2010-2011 State AYP Guidelines					
Meets/Exceeds Goals	k-5 Literacy	k-5 Math	6-8 Literacy	6-8 Math	9-12 Literacy	9-12 Math
Maintained Previous Year						
Baseline Data Year	78.40	77.50	75.70	73.41	75.81	73.44
Did Not Meet Goal						