

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [**X**] High [] K-12 [] Charter

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

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

School Mailing Address 300 East Old Pass Road

Biloxi MS 39532-4402
City State Zip Code+4 (9 digits)
total)

County Harrison State School Code Number* 2422-16

Telephone (228) 863-6945

Web site/URL www.lbsd.k12.ms.us E-mail whitens@lbsd.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_____

Name of Superintendent* Mrs. Carolyn Hamilton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long Beach School District Telephone (228) 864-1146

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 Mr. Grady Holder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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

1. Number of schools in the district:

<u>3</u>	Elementary Schools
<u>1</u>	Middle Schools
<u> </u>	Junior high schools
<u>1</u>	High schools
<u> </u>	Other
<u>5</u>	TOTAL

2. District per Pupil Expenditure: \$9971.63

Average State per Pupil Expenditure: \$7996.15

This figure is slightly inflated due to one time Katrina recovery federal funds.

SCHOOL

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. 4 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: **Other includes 16 self-contained special education students**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	100	112	212
2				10	104	113	217
3				11	117	95	212
4				12	102	106	208
5				Other	8	8	16
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							865

6. Racial/ethnic composition of the school:

<u>83</u>	% White
<u>11</u>	% Black or African American
<u>2</u>	% Hispanic or Latino
<u>3</u>	Asian/Pacific Islander
<u>1</u>	% 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: 25%

[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	126
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	86
(3)	Total of all transferred students [sum of rows (1) and (2)]	212
(4)	Total number of students in the school as of October 1	865
(5)	Total transferred students in row (3) divided by total students in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

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

9. Students eligible for free/reduced-priced meals: 41%

Total number students who qualify: 364

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: $\frac{7}{62}$ %
 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>0</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>10</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>42</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>6</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>1</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>
Administrators	<u>3</u>	<u></u>
Classroom teachers	<u>61</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u></u>
Paraprofessionals	<u>5</u>	<u></u>
Support staff	<u>24</u>	<u></u>
Total number	<u>98</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of Students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.
 In 2004-2005 the highest year of teacher turnover, two teachers retired, four teachers relocated to other areas because of a spouse's transfer at work, one teacher left to begin coaching on a college level, and one teacher left to begin a family.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	94%	95%	92%	92%
Daily teacher attendance	96%	96%	95%	96%	95%
Teacher turnover rate	13%	17%	14%	3%	8%
Student dropout rate (high)	2%	3%	4%	3%	3%
Student drop-off rate (high school)	30%	26%	32%	%	%

13. *High Schools Only.*

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>213</u>
Enrolled in a 4-year college or university	<u>30</u> %
Enrolled in a community college	<u>55</u> %
Enrolled in vocational training	<u>1</u> %
Found employment	<u>13</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Long Beach High School is rich in history and tradition that dates back to its first graduating class in 1960. Throughout these many years teachers, support staff, and administrators-with the support and involvement of this “bedroom community”- have been instrumental in creating one of the top-performing schools in the state, currently a Level 5 Superior school.

Built in 1959, the original school campus has had additions, including a fine arts center with a drama theater, choir facilities, and band hall. LBHS has 56 classrooms plus three computer labs, library/media center, technology discovery wing for the ninth grade, a career center. Long Beach takes pride in its progressive approach to education while utilizing traditional methods of instruction. There are five new computers in over eighty percent of the classrooms with thirty-five teaching symposiums located in all core subject classes and several elective classes. LBHS shares its off-campus Vocational Technical Center with a neighboring school district.

The Vo Tech facility provides a curriculum that broadens our outreach to the interests of all students. Many take advantage of three AP classes and the Dual Enrollment Program, in which they can earn up to fifteen hours of college credit in English, algebra, and world history on our campus, taught by our instructors. The Cisco networking class was the first in the state. ACT prep courses are offered several times a year for a minimal fee. There is a broad-based curriculum that focuses on the required state subjects with electives that reflect an eclectic mix of student interests.

Along with the highest level of academia, LBHS affords ample opportunities for students to participate in athletics, the arts, and extracurricular activities. The choir and band consistently earn superior ratings in competition. The drama department performs musicals, dramas, and comedies. The athletic teams, including cheerleaders and the dance team, compete successfully each year for district titles and state championships. The Forensic organizations participants have won honors and accolades. Recently, a broadcast journalism class was started that produces closed-circuit reports and interviews. Clubs and organizations form an integral support system for the school and the community as members participates in numerous service projects. The Student Council has been recognized locally, regionally, and nationally for its projects.

Reaching every student can only be possible because of a dedicated staff and supportive community. All teachers and administrators at LBHS are committed professionals who have created a school climate that encourages excellence and high achievement. Currently, eight teachers have National Board Certification with other staff members recognized in the community and the state for their hard work and their merits. The staff promotes the mission of the school district: to produce globally competitive graduates and responsible citizens utilizing the best opportunities while drawing on all community resources. This mission is accomplished because of our beliefs that all people can learn; each person is created with dignity, worth and unique abilities; learning is a lifelong process; high expectations lead to increased performance; change is essential to growth; education provides an individual the opportunity to pursue his or her dream.

“There is inside you/all of the potential/to be whatever you want to be/all of the energy/ to do whatever you want to do.” These lines, taken from a poem by Donna Levine, reflect the spirit of our school. The staff works sedulously to help every student experience the premise of this poem by instilling in them a love and respect for learning and succeeding and by creating a school environment that promotes superior achievement in academics, athletics, the arts, and extracurricular activities. LBHS wants every student to experience his/her dimension of greatness.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Mississippi Subject Area Testing Program (SATP) consists of end-of-course, criterion-referenced tests in Algebra I, Biology I, English II, and U.S. History from 1877. The SATP provides a meaningful assessment of secondary academic content tied to the state's content standards and promotes instructional strategies integrating both content and problem solving. All Subject Area Tests count for graduation. The Subject Area Tests are used for holding schools accountable for academic achievement, the academic growth (improvement) of students, and for the computation of Adequate Yearly Progress (AYP). Long Beach High School has a history of academic excellence. LBHS is committed to continuing to move our students from minimal and basic performance levels to proficient and advanced levels.

The performance classification assigned to a school will be determined by the percentage of students at the school who are performing at criterion levels (basic and proficient) and the degree to which student performance has improved over time (based on an expected growth value for the school). The results from the Achievement Model and the Growth Model are combined to assign each school a school performance classification as follows: Level 5 - superior-performing; Level 4 - exemplary; Level 3 - successful; Level 2 - under-achieving, and Level 1 - low-achieving. Information about Mississippi's school performance classifications may be found at www.mde.k12.ms.us.

The English II Subject Area Test measures knowledge of language conventions and reading comprehension. The 85 multiple-choice question test contains items that measure the two assessment strands addressing language conventions and reading comprehension. During the three year span LBHS students earned consistent scores on overall performance and for all subgroups while scoring significantly higher scores than the state average. The most significant improvement is an increase in the percentage of students passing the test from 73% in 2001-2002 to 89 % in 2005-2006.

The Algebra I Subject Area Test which consists of 65 multiple-choice items measures a student's knowledge of and skill level in applied Algebra. Algebra I scores have been our greatest advancement for both overall performance and sub-groups. From 2003-2004 to 2005-2005 the Algebra students improved from 73% to 81% in the percentage of students scoring proficient and above. During the same time frame LBHS black students rose from 60% proficient and above to 82% proficient and above while the economically disadvantaged experienced a growth of 20 % from 65 % to 84% in proficient and above scores.

For the last three years LBHS earned a Level 5 classification despite the fact that in 2005-2006 the teachers lost a month of instruction due to the devastation of Hurricane Katrina to our community, schools, and citizens. The successes in our test scores are attributed to after-school tutoring, pre-SATP study sessions, compensatory classes, and the dedication of the teachers. Teachers spend many hours outside of class time with the students. The teachers actively engage the parents in school work through phone conversations, e-mail, and on-line lesson plans.

2. Using Assessment Results:

Long Beach High School values and utilizes the data that assessment results provide to plan, evaluate, and improve our programs. The district uses a tracking sheet for MCT results that follows the student from school to school. Homeroom teachers at LBHS serve the same students throughout their high school career. One of the teachers' first tasks of the new school year is to track the MCT scores for incoming ninth graders and share these scores with the student's teachers. The scores are also given to the student's guidance counselor and administrator. In this way several people take ownership of the ninth grader, and

the instruction becomes more prescriptive for the student.

Immediately upon receipt of SATP the principal begins data analysis to determine areas of concerns and strengths of the school. Administration utilizes the data to make decisions about scheduling and remediation programs. The assessment data is very helpful to recognize strengths and weaknesses in curriculum and accomplished teachers. Teachers as a department and as individuals set goals for the year based on the data. Many of the goals extend to feeder courses for the subject area test. Accomplished teachers share best practices with other teachers.

The students are made aware of the results both individually and as a school through teacher and administration communication. Students know the goals of LBHS and strive to excel on each test. One measure of this is the interest in becoming a member of the “400 Club”. This club recognizes and rewards all students who earn a 400 or above scaled score on the subject area test.

Each department, even those who do not test, reviews the test data and plans for improvement. We employ cross-curricular strategies as identified by the SATP teachers in all classes. Analysis of the test data identifies which strategies are most appropriate for improvement.

3. Communicating Assessment Results:

The state of Mississippi requires every school to report their accountability results each year. The school district publishes a district and school report that is mailed to parents each year to inform them of the district and school progress. This information is also available on the district web page for parents and community members. A presentation of assessment results is given each year to the community and the School Board in a public meeting. Each semester the principal mails a letter to the parents of each student enrolled in a subject area tested class. This letter provides information about the test, a testing calendar, and the expectations for each student. During the Open House held for the community and parents each semester, subject area teachers provide a schedule of tutoring sessions and study sessions. As teachers recognize a need for intervention or remediation, parents are contacted, and this contact is maintained on a regular basis. Teachers document this contact each grading term and it is reviewed by the administration. A list of students who are at-risk in subject area classes is compiled. The parents of these students are contacted by a Guidance Counselor and/or an administrator. Students are issued individual progress reports at least every four-and-a-half weeks but usually more frequently.

The district-wide newsletter is mailed to parents quarterly. This contains information about assessment results and a calendar of testing. In addition this newsletter informs parents about the achievements of the schools and the district. The district’s web page keeps parents and community members informed of accomplishments and activities. In addition the school utilizes the many media outlets to make information available.

4. Sharing Success:

Sharing our successes and seeking the help of other schools is a vital component of assessment. The administrators actively participate in a coast wide group of principals. These meetings provide an opportunity to share ideas that work and seek answers to those questions that still exist. Administrators share successes during professional development meetings. One such success is the use of the tracking sheets of the MCT test results to identify and address at-risk ninth graders. During school year 2004-2005 the English teachers in an effort to improve test scores organized, facilitated, and hosted a meeting of all local English teachers. We realized from this meeting that we did many things that were unique and successful. One example is requiring a compensatory class for identified lower achieving students as a pre-requisite to English II. Many of our teachers are Nationally Board Certified. These teachers are mentors for teachers from many districts that are engaged in the process of becoming Nationally Board Certified. The successes of the Long Beach teachers are an integral part of this mentoring. Long Beach

High hosts many student teachers from the two local colleges. The direct observation of our teaching strategies in conjunction with the mentoring of our teachers spreads to other young teachers. Recently an English teacher was asked to speak to a class of student teachers on the daily oral language program used in English II classes. Many of our teachers are asked to present professional development activities at other districts. Most recently a teacher worked with math teachers on the use of technology in the classroom. Several teachers presented at the Ms. Council of Teachers of Mathematics convention. One presentation was on a method used in Algebra I classes to teach factoring polynomials that helped to increase our test scores.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:.

Long Beach High School affords its students an academically challenging curriculum that provides for the educational needs and special interests of all students. Our students are provided the opportunity to develop intellectually through experiences in subject matter content and methods of instruction.

Furthermore, they have 129 courses from which to choose in order to fulfill the 28 total units required for graduation. In addition to the core classes, students are encouraged to invest in their futures via AP courses, Honors classes, vocational - technical opportunities, Dual Enrollment with the community college, and cultural offerings. Moreover, we are a Tech Prep site offering integrated curriculums in English, math, and science. Graduation requirements are 4 English credits, 3 math credits including Algebra I and geometry, 3 science credits including Biology I, 3 ½ credits of history, health, fine arts, and technology.

The language arts program contributes to the nucleus of our school's curriculum. Reading, writing, listening, and speaking are stressed as valued components of every lesson. Here students are shown through literature an understanding and appreciation of our recorded social and cultural heritage. Classes run the gamut from Compensatory English to Honors English. Furthermore, this department is responsible for our school's yearbook, literary magazine, and broadcast journalism classes. Additional information on this department is discussed later in this document.

Our math curriculum is extensive. Sixteen different math classes are offered to fulfill the varying mathematical needs of our students. They may choose from a selection of nine weeks classes, semester classes, or even a year-long math class. Such time scheduling and individual research projects provide the most flexible of all of our core components.

Social studies students are exposed to the broad tapestry of human experience through their historical research and study of the world's great cultures. From geography and U.S. government to world history and economics, students are provided with an appreciation of mankind's past. Sociology examines the socialization process and our role in society while psychology introduces the stages of human growth and development.

Our science program instills all of the skills necessary to ensure that our students are competitive through hands-on investigative work. Biology, anatomy, marine science, botany, chemistry, and physics are our traditional course offerings which are lab -based classes. However, we also ensure scientific success through our science skills class and our spatial information science that includes the use of SIS to explore, investigate, collect data, analyze data, present findings, and suggest solutions to current problems through individual and group activities.

Business and technology at Long Beach High School are integral to our students' complete education. We offer a wide assortment of classes ranging from desktop publishing and power point to web page design and graphic arts.

In addition we enhance our students' cultural experiences through our three years of Spanish, P.E., and an impressive lineup of fine arts class offerings in order to facilitate divergent rather than convergent thinking and to encourage human communication within and across cultures. We offer 4 levels of art, band, choir, and three levels of theatre classes. Also our students may enroll in Health I and II, Aquaculture I and II, Auto body mechanics and repair I and II, food production, drafting, metal trades, and technology applications at the district Vo-tech center in Pass Christian.

Finally Long Beach seniors have the option of an extensive Dual Enrollment program in conjunction with

our local community college. We have 2 sections of College English I and II, College History I and II, and College Algebra. These classes give about 100 of our seniors the chance to jump start their college education while still in high school.

2b. English:

Using the guidelines outlined by the National Council of Teachers of English and Mississippi's language arts framework, our English curriculum engages students in literature and grammar/composition with careful and deliberate integration of speaking, listening, writing, and reading skills. English I-IV, Honors English I-IV, and Compensatory English all employ diversified methods of instruction ranging from role playing, cooperative learning, guest speakers, hands-on technology learning, special projects, and research papers (grades 10-12). Through careful planning of its teachers, the English department places strong emphasis on the development of reading skills and maintains high expectations regarding student achievement in reading. Many of our students are required to read several novels/plays over the summer break. Developmental reading skills are provided to students who have inadequate reading backgrounds or abilities. Our teachers assume the responsibility for keeping current on educational trends for assisting at-risk readers through workshops, department meetings, and journals. Consequently, our students participate in a comprehensive study through vocabulary work, literary analytical challenges, classical reading, literary response writing, journal writing, Daily Oral Language, portfolios, small and large group discussions, oral presentations, career center exploration, and media center instruction. Furthermore, tutorial programs are in place (offered by either teachers or student tutors) to assist students with specific reading deficiencies.

Careful attention is given to ensure that the English curriculum is vertically and horizontally aligned through meetings and follow-up of teachers in all levels of our school grades K-12. Addressing the range of learning abilities through the scope and sequence of the curriculum provides for the complete preparation of our students. Moreover, because our staff and administration recognize that language arts is at the core of all content areas, reading and writing are integrated across the curriculum in order to bring together the concepts and skills of separately taught subjects. Such emphasis makes students aware of the relevance of the English program to their careers and lifestyles.

3. Additional curriculum area.

Because part of our mission at Long Beach High School is to offer students a variety of programs and experiences, we have developed our fine arts department in order to educate the "whole" student. This category lends itself to great parental and community involvement, thereby allowing us to utilize another resource in teaching our students. Our choir, band, art, theatre, and speech classes are some of our particular strengths. These departments afford our students with an alternate means of expression apart from the understandable restraints of the traditional classroom, and they do so while reinforcing the concepts and strategies presented in the mainstream curriculum. They develop craftsmanship and the ability to apply aesthetics to their individual lives. Because the perceptions and understandings developed in these programs cannot be acquired any other way, they contribute to our students' ability to think critically and analytically. They facilitate human communication and allow our students to articulate their own special sense of being. Artistic and musical expression influence behavior and each of our fine arts allows students to delve deeper into the study by offering four years of their subject. Our concert choir students may participate in Madrigals and additional ensembles; our band students may choose to participate in Colorguard or Indoor Drumline; our art students may choose to participate in the National Art Society; our speech students may join Forensics, mock trial, or Youth Congress in order to hone their speaking skills; and our theatre students may choose to study theatre production, dramatic criticism, or become a member of Thespians or Bearcat Players. Our fine arts department rounds out the education of our students thereby adding a vital dimension to their scholastic foundation.

4. Instructional methods:

Long Beach High School recognizes that a plethora of instructional methods are necessary in order to meet the needs of the students in the twenty-first century. Because not all students learn in the same way or at the same pace, our staff balances a variety of teaching styles and learning strategies so that our students can claim success. Our teachers are constantly stretching themselves to find the best approach to provide a superior education for our students. Whether it is through reading professional journals, continuing education, National Board Certification, workshops, classroom observation, or department sharing, our teachers stay on the “cutting edge” of teaching techniques. A trip down any given hallway will provide numerous examples of varying teaching styles and proof that our teachers will do whatever it takes to ensure that our students learn.

Diversified methods of instruction are offered to each student, such as role playing, media groups, cooperative learning groups, peer response groups, modeling, special performances and/or guest speakers, technology application of subject matter, student presentations, individual learning projects, special assignments, field trips, and hypothetical situations to prepare for real-life situations, publishing, and outside group projects. Our students are accustomed to a variety of teaching approaches within the classrooms. Furthermore, our block scheduling which gives each class 94 minutes of instruction time allows students a longer period of uninterrupted time with which to participate in these varied instructional tools.

Moreover, our students have the opportunity for after and before school tutoring from teachers and students alike. Nova Net is used for remediation, improvement of skills, and credit recovery.

Furthermore, our classrooms are equipped with computers and a symposium allowing for maximum learning through technology. Our students are accustomed to incorporating technology into the learning process.

5. Professional Development:

Professional development focuses on improving instruction as a means to improve student achievement. The committee of teachers and administration reviews student assessment data, grade reports, discipline reports, and attendance reports, to determine areas of need. Information gathered from supervision of teachers is also included in the data pool. Based on all of this data the school develops a plan for improving student achievement.

Academic departments meet monthly to address specific topics of concern with instruction. Each department prioritizes goals and an implementation plan to address defined weaknesses in subject area tested classes. In addition each individual teacher defines two goals, one teacher specific and one institutional goal, for professional development. Teachers use learning communities to address these goals. A personal plan of action is agreed upon by the teacher and the principal. The supervision of teachers is focused in part on this plan. Recently professional development focused on the use of symposiums in the classrooms and TI calculators in all math classes and upper level sciences. This technology can be infused into lessons.

New teachers are involved in monthly professional development for orientation to district expectations and programs in addition to working with a mentor. Vertical teams for grades 6-12 meet regularly to ensure that students have a rigorous curriculum in all grades and that there is appropriate alignment.

The success of our professional development plan is evident in the state assessment results. The teachers understand that they have a major responsibility in the success of the students.

PART VII – ASSESSMENT RESULTS

Subject English II Grade 10 Test State of Mississippi English II Test
 Edition/Publication Year Yearly Publisher Harcourt Educational Measurement

	2005-2006	2004-2005	2003-2004
Testing months	December and April	December and April	December and April
SCHOOL SCORES			
TOTAL (School Mean Scaled Score)	348	348	351
At or Above Basic %	81	87	88
At or Above Proficient %	57	51	54
At or Above Advanced%	10	8	10
Number of students tested	228	235	249
Percent of total students tested	97	100	99
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Black			
At or Above Basic %	82	70	77
At or Above Proficient %	27	17	47
At or Above Advanced%	0	5	12
Number of students tested	22	33	17
White			
At or Above Basic %	80	89	89
At or Above Proficient %	60	58	55
At or Above Advanced%	10	10	11
Number of students tested	192	194	215
Asian			
At or Above Basic %	86	NA**	NA**
At or Above Proficient %	64	NA**	NA**
At or Above Advanced%	29	NA**	NA**
Number of students tested	14	NA**	NA**
Economically disadvantaged			
At or Above Basic %	73	68	76
At or Above Proficient %	52	22	48
At or Above Advanced%	11	4	3
Number of students tested	85	23	38
Disabled			
At or Above Basic %	36	92	NA**
At or Above Proficient %	4	57	NA**
At or Above Advanced%	0	0	0
Number of students tested	7	4	15
STATE SCORES			
TOTAL (State Mean Scale Score)	329	322	332
At or Above Basic %	67	72	73
At or Above Proficient %	37	35	37
At or Above Advanced%	5	5	5

** No members of this group

Subject Algebra I Grade 9, 10
Edition/Publication Year Yearly

Test State of Mississippi Algebra I Test
Publisher Harcourt Educational Measurement

	2005-2006	2004-2005	2003-2004
Testing months	December and April	December and April	December and April
SCHOOL SCORES			
TOTAL (School Mean Scaled Score)	369	377	369
At or Above Basic %	99	96	98
At or Above Proficient %	81	83	73
At or Above Advanced%	24	31	25
Number of students tested	147	229	216
Percent of total students tested	95	100	97
Number of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Black			
At or Above Basic %	100	96	92
At or Above Proficient %	82	74	60
At or Above Advanced%	18	14	21
Number of students tested	17	28	28
White			
At or Above Basic %	96	98	99
At or Above Proficient %	82	84	75
At or Above Advanced%	25	39	34
Number of students tested	123	218	208
Economically disadvantaged			
At or Above Basic %	100	96	95
At or Above Proficient %	84	72	65
At or Above Advanced%	24	23	30
Number of students tested	38	30	38
Disabled			
At or Above Basic %	NA**	NA**	96
At or Above Proficient %	NA**	NA**	76
At or Above Advanced%	NA**	NA**	9
Number of students tested	NA**	NA**	11
STATE SCORES			
TOTAL (State Mean Scale Score)	352	355	351
At or Above Basic %	72	85	90
At or Above Proficient %	43	69	54
At or Above Advanced%	17	21	18

** No members of this group