

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 1716 Tucker Avenue
(If address is P.O. Box, also include street address)

Pascagoula Mississippi 39567-5198
City State Zip Code+4 (9 digits total)

County Jackson School Code Number* 3022-052

Telephone (228) 938-6443 Fax (228) 938-6445

Website/URL www.psd.k12.ms.us E-mail aherbert@psd.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 February 3, 2005

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

District Name Pascagoula School District Tel. (228) 938-6491

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 February 3, 2005

Name of School Board
President/Chairperson Mr. M.R. Cole
(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 February 3, 2005

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 11 Elementary schools
 3 Middle schools
 0 Junior high schools
 2 High schools
 3 Other
 19 TOTAL
2. District Per Pupil Expenditure: 7455
 Average State Per Pupil Expenditure: 6402

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	157	201	358
2				10	196	148	344
3				11	119	110	229
4				12	117	119	236
5				Other	19	8	27
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1194

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>58</u> | % White |
| <u>38</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</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: 9%

(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.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	61
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	107
(4)	Total number of students in the school as of October 1 (same as in #5 above)	1194
(5)	Subtotal in row (3) divided by total in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 2%
25 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 50%
 Total number students who qualify: 599

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: 10 %
123 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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>101</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>6</u> Speech or Language Impairment
<u>6</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Emotionally Disabled	

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>4</u>	<u>0</u>
Classroom teachers	<u>72</u>	<u>2</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>26</u>	<u>0</u>
Total number	<u>110</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 17.7

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	95%	96%	95%
Daily teacher attendance	95%	96%	95%	94%	96%
Teacher turnover rate	16%	19%	23%	9%	17%
Student dropout rate (middle/high)	2%	2%	4%	7%	8%
Student drop-off rate (high school)	7%	7%	6%	9%	8%

Differences between the dropout rate and drop-off rate are due to the differences in calculations of the two measures. Dropout is calculated using school data compared to enrollment while drop-off rate is calculated using a true cohort group.

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

Graduating class size	<u>215</u>
Enrolled in a 4-year college or university	<u>29</u> %
Enrolled in a community college	<u>57</u> %
Enrolled in vocational training	<u>3</u> %
Found employment	<u>7</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

Pascagoula High School, located in Pascagoula, Miss., is a public, suburban school committed to “doing what’s right for kids.” Situated in Jackson County on the Mississippi Gulf Coast, a large portion of our school population comes from maritime families since a shipbuilding industry and a Naval Station are a major presence in our city. The shipbuilding industry has brought in personnel from around the world and, in turn, an increase in Pascagoula High School students who need to learn English. Pascagoula High School has responded to that need by expanding its English Language Learning Curriculum, providing students who speak several different languages the skills they need to be successful in the classroom.

Thanks to the committed efforts of a truly visionary, education-minded community, Pascagoula High School students attend a state-of-the-art facility. The passage of a school bond issue in 1994 allowed for the construction of this new school in 1996 where all grades, nine through twelve, are housed under one roof. Our students, faculty and community now have a new sense of unity and school pride.

Under the leadership of our principal, everyone involved in our school – administrators, teachers, students, custodial and cafeteria staff, office support staff – and our community have established high expectations for all students. Because of our superior expectations, Pascagoula High School is a “Level 5 Superior Performing High School,” the highest level of achievement under Mississippi state standards. Our district’s mission statement is to “produce globally, competitive graduates by helping them grow toward their maximum potential and providing them with rigorous, innovative learning experiences.” We live up to that mission statement each day by working together as a team to provide the best education to enable our students to function successfully in the world. New Advanced Placement classes and programs have been added to strengthen and challenge our students to face this diverse, ever-changing and highly competitive world. Superior performing NJROTC, band, choir, art and technology programs - as well as our athletic teams - showcase the diverse interests and talents of our students and provide them with a sense of accomplishment and confidence. We can see our success in the classroom as our level of student achievement continues to move forward each year. Fourteen of our eighteen athletic teams were named Scholar-Athlete Teams for the 2003-2004 year for their performance in the classroom; this honor requires a cumulative grade point average of 3.0 or higher.

A solid base of dedicated, retired teachers tutor students who are deficient in various areas of knowledge, proctor student testing, make copies of class work, chaperone students as they work on

homecoming displays, and give back to the community by participating in a number of service projects.

Pascagoula High School is also privileged to have an actively involved Parent/Teacher/Student Organization that has raised money to sponsor Senior Flight Night on graduation night, providing a safe haven for students to have fun, win hundreds of door prizes from community merchants, and most importantly, keep these graduates off the streets during a night when drinking, driving and too much celebrating can have deadly consequences. This tireless group has also raised funds for new trophy cases, provided funds for clothes closets for needy students, and spearheaded an ambitious project to commemorate every graduating class by gathering composites of each class since the first graduates in 1939. These refurbished composites now grace the halls of Pascagoula High School following an open house where hundreds of Pascagoula High alumni gathered to reminisce with old friends and view their class photos with current Pascagoula High students serving as hosts for the evening.

All of these endeavors have given students, teachers, staff, parents and community a sense of ownership and commitment to Pascagoula High School. We are a caring team working together to sustain the quality we have achieved while striving for continued improvement to serve our students better. We have superior expectations for our students, our teachers, and our school as a whole. Because we expect great success, we firmly believe our students will achieve great success and contribute to the betterment of society. In this increasingly competitive world, nothing less will do!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School's assessment results in language arts and mathematics.

Beginning in the 2001-2002 school year, the Mississippi Subject Area Testing Program (SATP) was implemented as a requirement for all students to pass for graduation. Students are assessed on content in four academic end-of-the-course areas that include Algebra I, Biology I, English II with a writing component, and U.S. History from 1877. As part of federal guidelines set under No Child Left Behind (NCLB), all students enrolled in Algebra I and English II for the first time must be tested. These Algebra I and English II (multiple choice) test scores are the basis of our assessment measurement in the yearly State of Mississippi Report Card and in the Adequate Yearly Progress (AYP) calculations. Moving students out of the basic and minimal categories into proficient and advanced is the goal set for Pascagoula High School.

The Algebra I test consists of 63 multiple-choice questions and 2 open-ended items. Assessment strands include formulas in problem solving, slope, probability, patterns, relations, polynomials, inequalities, equations and functions. The open-ended items require the student to analyze the question and respond in writing. The English II test measures knowledge of language conventions, effective writing skills, and reading comprehension. The multiple-choice test contains 85 passage-based items while the writing component consists of a narrative essay and an informative essay.

Our information reflects state testing data in Algebra I and English II for 2001-2002, 2002-2003, and 2003-2004. The largest growth was noted in the Algebra I test. Among the three subgroups, the black subgroup showed the greatest growth in the "At Advanced" category with an increase from 7 percent to 40 percent, a jump of 33 percent. The white subgroup also made great strides with a movement from 20 percent to 51 percent. Overall in the past three years, Pascagoula High School has seen an 18 percent increase in the "At or Above Proficient" category, a 36 percent improvement in the "At Advanced" category, and the school's mean scale scores have moved upward from 360.3 to 384.5.

Improvement on the English II test was also seen. Significant improvement in the black subgroup was noted with an overall growth of 19 percent to 30 percent in the "At or Above Proficient" category. The economically disadvantaged subgroup also showed positive movement with a 27 percent to 35 percent growth from two years of data results available, 2002-2003 and 2003-2004. Overall, Pascagoula High School scores in English II have increased from 42 percent to 51 percent in the "At or Above Proficient" category with a mean score movement of 336.1 to 349.5.

These rising test scores reflect the mindset of the Pascagoula High School faculty and their

unwavering dedication to challenge each student to reach his or her maximum potential. The staff is committed to making every effort to meet the needs of every student, a commitment that has been clearly shown with the continuing rise of our students' academic achievements. Information on Mississippi's state assessment system may be found at www.mde.k12.ms.us.

2. Use of assessment data to understand and improve student performance.

Pascagoula High School focuses on three types of assessment data in our efforts to improve student and school performance. First, state assessment data is broken down into content strands to look at school scores and identify possible curriculum issues; teachers take this data and use it to make necessary adjustments in instruction, curriculum, and formative assessments. Individual student data is studied to identify areas of weakness by strand prior to tutoring. Tutoring is structured by content strands. The second type of data utilized is results from Anchor Learning Module Assessments (ALMAs). This data is used while the student is taking the required state course to identify the need for remediation prior to the state test. The data also informs us of needed changes to align the curriculum to increase testing proficiency. The third type of data used is teacher-made and/or district assessments. Collected data assist both in developing tutoring groups and in ensuring an aligned curriculum.

Based on assessment data, Pascagoula High School has added Title 1 compensatory reading, writing, and math classes to strengthen students' academic skills before they are placed in regular classes. In addition, Pascagoula High School offers pre-algebra and transitional algebra classes to help students acquire the necessary skills to succeed in Algebra I and the state subject area test. Placement into Algebra I from pre-algebra requires a student to accumulate a 90 percent grade point average in pre-algebra and have a teacher recommendation.

All areas of core instruction have tutoring programs in place to help at-risk and/or failing students succeed. For state assessments in all four subject areas, tutoring services are divided into two phases. One plan is designed to meet the needs of students taking the subject area test for the first time. The second plan uses the subject area results to target the specific deficient skills of individual students required to retake the test. The regular teachers and special educators teach test-taking skills to assist first time testers as well as repeating testers. After-school study hall is in place for all students who need help, especially before exam times. Individual teachers volunteer to help at these times.

3. School procedures for communicating student performance to all stakeholders.

Communication between Pascagoula High School, parents and the community is handled in many different ways. An open house is held in the fall and the spring when parents and other community members can tour the school and participate in following a mini-block schedule. Each year, parents are given a School Report Card based on progress the school is making as set forth by No Child Left Behind.

The district-wide newsletter is mailed to parents on a tri-annual basis with a message from the superintendent on the front page keeping everyone abreast of the good news happening in the district. The district's website and Pascagoula High School's website are kept up-to-date on current activities at the school with links available to specific events. The school district's Communication Director informs the media about events and programs in the school with Pascagoula High School receiving coverage from two local television stations, two area newspapers, and numerous radio stations.

The "Pascagoula High Today" broadcast journalism class reports to the student body via television on a regular basis. The teacher is a reporter with the local television station, WLOX. Teachers send home letters defining student expectations in every class. Many teachers have individual websites giving students and parents access to assignments, test dates, and other information pertinent to that course. Parents also have access to attendance and grades on-line through a password controlled "Parent Internet Viewer" program.

Teachers communicate to parents through individual conferences, e-mails, and telephone contacts. These contacts are tracked through a monthly phone log sheet. To date, since the beginning of the 2004-05 school year, the Pascagoula High School faculty has logged in more than 22,000 contacts. The principal's bi-annual newsletter also keeps parents abreast of happenings at the school. Our

homework lottery is a teacher referred daily study hall for students who have not met the class requirements. Administrators and counselors contact parents seeking permission for students to report to the study hall on the day the phone call is made.

Students are issued individual progress reports/report cards every four and a half weeks. Parents may also request more frequent hard copy reports as needed. Parents with special needs students who have a current ruling under IDEA and a current Individualized Educational Program (IEP) also receive progress reports based on their child's individual goals.

4. Methods employed by the school to communicate successes.

Pascagoula High School shares its successful programs and ideas with other schools in a myriad of ways. Pascagoula High School teachers and administrators regularly participate in the Gulf Coast Education Initiative Consortium that provides professional development activities for educators in South Mississippi. This organization provides an avenue through which school personnel have the opportunity to share winning programs and exchange ideas.

Monthly district administrative planning meetings provide opportunities for Pascagoula High School administrators to share our successes. Administrators and teachers also conduct staff development meetings in which they communicate their achievements in the classroom. For example, teachers come together in a vertical alignment departmental district meeting to share "Best Practices" twice a year. Our teachers and administrators are often asked to provide professional development with other school districts as well. Recently, one Pascagoula High School business teacher shared in a staff development for Mobile (Ala.) County Schools concerning Industry Certification and used her program to help Mobile as they set up their program.

Pascagoula High School administrators and teachers make full use of networking opportunities, teaching adjunct classes at Mississippi Gulf Coast Community College in Gautier and on-line college classes where they serve as strong ambassadors for Pascagoula High School. Many of the school's success stories have been aired on two local television stations and printed in two area newspapers and are seen by school districts along the Mississippi Gulf Coast.

On the state level, the Orientation for School Leaders, a state-operated program for new administrators, has been an excellent avenue to share school achievements. Our former principal has been a presenter for curriculum and staff development at the state and national levels. Our current principal serves on the advisory board for the nationally renowned Millsaps Principals' Institute. School districts from across the nation travel to Pascagoula to observe and learn more about our successful practices. Last year at the National Association of Federal Education Program Administrators' Conference in Washington D.C., our district along with Pascagoula High, was featured in a report showing how our schools are managing the challenges of implementing the No Child Left Behind Act.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

Pascagoula High's curriculum guides the acquisition of skills, knowledge, understandings, and attitudes necessary for students to realize success in educational settings as well as the workplace in the twenty-first century. Our curriculum maps a plan of academic development for all students; it also recognizes the characteristics unique to each individual and provides a process for development and expression of each student's potential and talents. It takes into account the critical thinking and individual inquiry skills that will prepare each student to become a lifelong learner and seeker of knowledge beyond what is taught in the classroom. The district pushes for every teacher to address differentiated instruction in planning lessons to meet the academic needs of a wide variety of learners.

All core academic courses are aligned with national and state standards. Academic strands and competencies are the focus for classroom teaching and learning because they are the core learning expectations for a student. The competencies form a "learning pathway" for our students as well as

define what a student should know and be able to do upon graduation. Commitment is made, however, to exceed these core learning expectations in all areas of our course offerings.

The school offers a broad curriculum with 138 courses offered to students. To graduate a student must have 28 credits – 4 English, 4 social studies, 3 mathematics, 3 sciences, 1 art, 1 business and technology, 1 health and physical education, plus 11 electives. Students may take two or three years of technical training at the Applied Technology Center. Eighteen Advanced Placement courses are offered in the four major subject areas, the arts, and foreign languages.

Our language arts curriculum actively engages students in the processes of reading, writing, speaking, listening, viewing, and presenting; with a focus on the communication of meaning, students experience varied opportunities to use functional language. Language arts processes are not learned in isolation but are integrated in our classrooms to create learning environments that foster the development of literacy and critical and analytical thought components.

We believe a balanced and practical approach to mathematics learning focuses on more than just computation; it teaches students to think mathematically. Students learn important mathematics content in the areas of number sense; patterns, relations, and functions; geometry and measurement; statistics and probability; and trigonometry and calculus; a strong emphasis on important process skills in the areas of mathematical problem-solving, communication, reasoning, and connections is evident. Special attention is given to developing “numeracy” in all students as well.

Our science program is designed to instill curiosity necessary for building and understanding the world around us by emphasizing investigation along with creative and critical thinking. Students are systematically introduced to the knowledge, methods, skills, and attitudes of scientists as they engage in units of study that explore life, earth and physical sciences. For example, the Marine Science classes conduct hands-on lessons at the nearby beach, and the Environmental Science/Botany classes work in a fully operational greenhouse here on campus. The greenhouse was funded through a teacher-secured grant.

The social studies curriculum is designed to develop thoughtful, enlightened citizens who can carry our nation into the future with dignity and wisdom. The social studies standards and competencies include academic content and skills in four interrelated disciplines: history, geography, economics, and civics/government. Students learn about the rich and diverse contributions people of many backgrounds have made to American life and institutions, our shared heritage, and our responsibilities as citizens of the United States by participating in projects such as a Living Museum.

Students in grades 9 to 12 participate in foreign language classes designed to develop their ability to speak, read, and write in the target language as well as to understand, accept, and appreciate diversity of languages and cultures, including their own. They may choose from Spanish, French, and German.

Our special education program supports students with identified special education needs. While students work individually or in small groups with specially trained teachers to learn strategies which may be transferred to classroom work, they are included in regular education classrooms as much as possible. Our goals are to help each student experience success and build self-confidence as a learner.

Students may choose from electives in three areas of the arts – visual art, music, and theater. The arts are considered to be an integral part of our curriculum. The classes provide all students with opportunities to learn, experience, and appreciate the fundamental concepts and techniques involved in the visual and performing arts. Students compete and exhibit their talents on both the local and national levels as in the recent superior performance of the Pascagoula High Band in London, England.

2. English language curriculum and improvement efforts.

The Pascagoula High School language arts curriculum covers a wide range of courses designed to meet the diverse needs of our students. By promoting oral and written communication skills, the English classes are developed to equip students with the necessary tools for success as they establish themselves in the world. The course offerings range from compensatory reading and writing classes for students who read below grade level to regular classes, accelerated classes and Advanced Placement classes. Title I compensatory classes in writing and reading are available for ninth and tenth grade students who need

remediation for the state subject area English II test. Other students may choose to take a college prep schedule that involves accelerated feeder classes for the senior Advanced Placement Literature and Composition class. The classes are available for any student willing and motivated to do the work.

Additional English programs are also available for students who are reading below grade level. The English Language Learner (ELL) class works with students who move into our school either unable to speak/read English or with limited English-speaking/reading skills. The Accelerated Reader (AR) program allows students to improve their reading skills. The AR program is widely used with our ninth grade English students and those students who receive special education services yet are seeking a regular diploma. Anchor Learning Module Assessments are also required for ninth and tenth grade English classes including the compensatory reading and writing courses to guide students toward success in the subject area English II class.

After-school tutoring services, conducted by certified English teachers, work in two phases. One involves English teachers working with at-risk students preparing to take the English II subject area test for the first time in a proactive measure. The other phase uses student data to eliminate areas of weakness revealed in the student's subject area test scores. These tutoring programs are held throughout the entire school year. Special education teachers also work through the inclusion program to help at risk students succeed in regular English classes.

3. Additional curriculum area

Pascagoula High School's social studies curriculum is structured to assist students in developing a social conscience and global awareness in order to contribute effectively to society as informed citizens. Students extend their understanding of their individual duties and responsibilities as citizens through knowledge of the democratic process. The foundation is provided early in social studies with the expanding theme model that progresses from self to the global community and culminates with student participation in United States history and government. Students are required to strengthen their knowledge of United States foreign and domestic policy through careful application of social studies skills using library and Internet research and interactive technology applications.

Four strands – civics, history, geography, and economics – are woven throughout the curriculum and developed by teachers with exacting district-wide ALMAs (Anchor Learning Module Assessments) that provide in-depth writing assessments, careful political cartoon analysis, and requisite chart and graph examination. The Pascagoula High School Social Studies Department offers extensive tutoring opportunities from one-on-one study sessions to carefully delineated group settings. Students may expand their experiences with in-depth research opportunities provided by "National History Day" and an active two-semester Advanced Placement history program that successfully concludes with college credits.

4. Instructional methods utilized to improve student learning.

A variety of research based methods are used to address the individual needs and learning styles of our students. Special attention is given to student-centered classrooms and students' acceptance and responsibility for their own learning. Realistic and relative learning opportunities exist in each classroom so students understand or create connections to their roles as future citizens and employees.

Technology integration as a curriculum implementation strategy links the content and skills from various disciplines. It is our belief that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests as well as other indicators of student success. Technology is an essential component in instruction and is utilized for individual and group learning.

Assessment is an integral part of the teaching and learning cycle. Teachers continue to assess students using ALMAs (Anchor Learning Module Assessments), which are common district assessments, practice tests, and classroom assessments in order to make instructional decisions. Using the knowledge gained from the assessments, intensive interventions are set in place for students. These interventions include but are not limited to after school tutoring, student mentoring programs, and the Homework Lottery. Textbooks are only one resource used to help students learn about subject matter. We believe that true

understanding rarely occurs simply from reading about something in a book. We want our students to experience concepts through as many senses as possible and make connections to their lives and their world around them so that learning is meaningful. Worthwhile integration allows for meaningful connections to be made across the curriculum.

5. Professional development program and its impact on improving student achievement.

Pascagoula High uses data to drive the planning and implementation of its professional development plan. Using student data from school and state assessments, discipline reports, grade reports and attendance reports, a committee identifies areas of strength and areas of need. Data collected from teacher evaluation documents are also included in this process.

We conduct most of our professional development during our 96 minute planning periods. The teachers, meeting in small groups, work together on issues that are common across content areas. These problem-solving sessions result in better solutions because of the diversity of the groups. We are also providing technology training during the planning periods with a current focus on implementing an excellent program that provides instructional video clips on-demand. Content/department meetings focus on reviewing ALMAs, adjusting curriculum and instruction, and discussing teaching strategies.

Pascagoula High also uses larger group sessions to work on broader school issues. We are currently working on strengthening the vision for our school, and we are using researched strategies for team building.

In the summer we host a one-day orientation for teachers new to our campus. This is held in conjunction with the district's Teacher Enhancement Academy, a three-day institute that introduces all teachers new to the district to the district's programs and expectations. All of these teachers are assigned a trained mentor. Teachers with less than three years experience attend monthly follow-up sessions at the Center for Teaching and Learning.

Our teachers work in vertical teams with other grade 6-12 teachers to maintain a rigorous and appropriately aligned curriculum. Because our school has had an increasing number of Hispanic students, the district provides assistance for our teachers in understanding cultural differences and in implementing instructional strategies. Many of our teachers take issue/topic oriented courses at the district's Center for Teaching and Learning. Our administrators also participate in the Administrator Academy, a district initiative that focuses on developing stronger instructional leaders, strengthening management skills, and engaging in study groups/book studies.

Our test scores are improving at a time when we have an increasing ELL population, a high poverty level, and a high mobility rate. This is an indication that our professional development program is positively impacting student achievement.

INFORMATION FOR STATE CRITERION-REFERENCED ENGLISH TESTS

Grade 10 Test State of Mississippi English II Test
 Edition/publication year Yearly* Publisher Harcourt Educational Measurement

	2003-2004	2002-2003	2001-2002
Testing month	Dec. & April	Dec. & April	Dec. & April
SCHOOL SCORES			
TOTAL (School Mean SS)	349.5	341.9	336.1
At or Above Basic %	88	83	72
At or Above Proficient %	51	43	42
At Advanced %	7	9	7
Number of students tested	270	232	288
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Black (Mean SS)	327.5	325.3	315.0
At or Above Basic %	69	75	52
At or Above Proficient %	30	24	19
At Advanced %	1	0	3
2. White (Mean SS)	362.5	350.5	351.5
At or Above Basic %	95	89	86
At or Above Proficient %	65	57	58
At Advanced %	13	10	10
3. Economically Disadvantaged (Mean SS)	333.0	328.4	NA**
At or Above Basic %	73	76	
At or Above Proficient %	35	27	
At Advanced %	2	2	
STATE SCORES			
TOTAL (State Mean SS)	334.5	330.0	321.5
At or Above Basic %	75	67	58
At or Above Proficient %	39	35	28
At Advanced %	5	6	4

* Block schedule test twice yearly

** 2001 Data for Economically Disadvantaged is not available

INFORMATION FOR STATE CRITERION-REFERENCED MATHEMATICS TESTS

Grade 9, 10 Test State of Mississippi Algebra I Test
 Edition/publication year Yearly* Publisher Harcourt Educational Measurement

	2003-2004	2002-2003	2001-2002
Testing month	Dec. & April	Dec. & April	Dec. & April
SCHOOL SCORES			
TOTAL (School Mean SS)	384.5	365.3	360.3
At or Above Basic %	99	96	98
At or Above Proficient %	91	63	73
At Advanced %	51	33	15
Number of students tested	177	147	124
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Black (Mean SS)	378.0	356.2	351.5
At or Above Basic %	95	94	96
At or Above Proficient %	84	68	65
At Advanced %	40	17	7
2. White (Mean SS)	391.0	369.3	366.8
At or Above Basic %	99	99	99
At or Above Proficient %	92	74	80
At Advanced %	51	25	20
3. Economically Disadvantaged (Mean SS)	376.7	367.2	NA**
At or Above Basic %	94	96	
At or Above Proficient %	88	72	
At Advanced %	35	32	
STATE SCORES			
TOTAL (State Mean SS)	352.3	339.9	335.9
At or Above Basic %	91	82	79
At or Above Proficient %	55	45	42
At Advanced %	18	14	11

* Block schedule test twice yearly

** 2001 Data for Economically Disadvantaged is not available