

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

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

School Mailing Address 1845 Richard Drive
(If address is P.O. Box, also include street address.)

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

County Harrison State School Code Number* 2420-008

Telephone (228) 435-6105 Fax (228) 435-6353

Web site/URL www.biloxischools.net E-mail pamela.manners@biloxischools.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr Paul A. Tisdale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Biloxi Public School District Tel. (228) 374-1810

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. Loyce Searight
(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 _____

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

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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>7</u>	Elementary Schools
<u>1</u>	Middle Schools
<u>1</u>	Junior high schools
<u>1</u>	High schools
<u>1</u>	Other (Alternative School)
<u>11</u>	TOTAL

2. District Per Pupil Expenditure: \$8383.29

Average State Per Pupil Expenditure: \$7207.82

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. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9			
2				10	187	172	359
3				11	174	168	342
4				12	140	159	299
5				Other	9	6	15
6				(GED)			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1015

6. Racial/ethnic composition of the school:

<u>61</u>	% White
<u>28</u>	% Black or African American
<u>3</u>	% Hispanic or Latino
<u>8</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: 23 %

[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	148
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	66
(3)	Total of all transferred students [sum of rows (1) and (2)]	214
(4)	Total number of students in the school as of October 1	935
(5)	Total transferred students in row (3) divided by total students in row (4)	.23
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: 4 %
40 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Vietnamese, Polish, Spanish, Indian (Erdu/Hindi)

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 426

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: $\frac{9}{90}$ % 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>7</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>66</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>8</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>6</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>5</u>	<u> </u>
Classroom teachers	<u>80</u>	<u>3</u>
Special resource teachers/specialists	<u>4</u>	<u> </u>
Paraprofessionals	<u>3</u>	<u> </u>
Support staff	<u>15</u>	<u> </u>
Total number	<u>107</u>	<u>3</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 13:1

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.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	95%	%	%
Daily teacher attendance	96%	98%	97%	96%	97%
Teacher turnover rate	6%	12%	15%	%	%
Student dropout rate (middle/high)	1%	2%	3%	4%	4%
Student drop-off rate (high school)	35%	33%	34%	%	%

*The drop-off rate is higher due to the mobility of casino and military personnel.

14. **(High Schools Only)**

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

Graduating class size	<u>260</u>
Enrolled in a 4-year college or university	<u>26%</u>
Enrolled in a community college	<u>51%</u>
Enrolled in vocational training	* <u> </u> %
Found employment	<u>13%</u>
Military service	<u> 5%</u>
Other (travel, staying home, etc.)	<u> 1%</u>
Unknown	<u> 4%</u>
Total	100 %

- Included in community college statistics.

PART III - SUMMARY

Biloxi High School is a public, small city school, located on the Mississippi Gulf Coast. In its 300 year history, the city of Biloxi has been home to a melting pot of immigrants, primarily drawn to the warm weather and abundant seafood industry. Casinos have recently replaced fishing as the number one industry, and Keesler Air Force Base continues to lend our community a world focus. It is undeniable that Biloxi's unique cultural exchange is an important factor that enriches and influences the lives of our students and teachers.

Biloxi High graduated its first class, housed near the beach in the city proper, over 100 years ago. Three years ago the school was moved to a new, state-of-the-art campus nestled on approximately 90 acres between the Back Bay of the Mississippi Sound and Interstate 10. This facility, serving students in grades 10-12, includes fully equipped science laboratories; computer labs; a 200 seat performing theatre; practice and competition gymnasiums; a football stadium; a baseball stadium with indoor batting cages; music areas with individual practice rooms and risers; and kilns in the art classrooms. A softball field is currently being built. The beautifully landscaped courtyard, maintained through a partnership with community organizations and our school environmental club, provides outdoor classrooms and computer ports.

With an average enrollment between 1100 and 1200, the student population is highly diverse and mobile. The school is accredited through the Southern Association of Colleges and Schools (SACS/CASI), with over 10 percent of the 80 teachers Nationally Board Certified. The support staff is comprised of administrators, counselors, career center technician, media specialists, paraprofessionals, and a full-time nurse. One of the school's greatest successes is that, despite the devastation caused by Hurricane Katrina last year, Biloxi High School's dedicated students and staff continued to maintain and in fact, in most areas, surpassed, the high academic and extracurricular standards that have long been a hallmark of this district.

Biloxi High School has an award winning student government; a band that recently placed first in field and parade competition at the Liberty Bowl; a competitive, award winning theatre department recently nominated to participate in the American High School Theatre Festival in Scotland; a show choir that performed in Carnegie Hall last spring and has been invited to the 2008 Olympics in China; a national award winning yearbook staff; and over 30 organizations aimed at student involvement, including National Honor Society, Spanish National Honor Society, International Culture Club, African-American Culture Club, and Key Club. Athletic programs in football, baseball, basketball, tennis, swimming, track, golf, cross country, soccer and softball are offered. Many of our teams qualify for the Mississippi High School Activities Association Scholar-Athlete Teams, with team grade point averages 3.0 or better. Our fine arts department produces many talented young people, as exemplified by the Mississippi Theatre Association bestowing the best actress in the state award to a Biloxi High student at recent competitions.

A supportive community partners with the school to provide guest speakers, motivational programs, and career preparation. A project between Mississippi Gulf Coast Community College and Biloxi High School has received statewide recognition for promoting career and technical training to students. Since the inception of this Career Fair there has been a dramatic increase in the number of students who elect to continue their education with a one or two year degree in lieu of immediate entry into the work force.

Our mission at Biloxi High School is to provide an educational climate where all students have the opportunity to achieve academic success, develop physical and emotional well-being, and become productive, responsible citizens. Biloxi High's staff embraces this mission, promoting it through their dedication, respect, high expectations, and a firm belief in the dignity and capabilities of each individual.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

To comply with federal guidelines set forth under The No Child Left Behind Act (NCLB), Mississippi implemented its Subject Area Test Program (SATP) in 2001-2002. The program mandates students to pass end-of-the-year tests in English II, Algebra I, Biology I, and U.S. History in order to receive a diploma. To meet federal guidelines, Algebra I and English II test scores are used to measure our annual performance for the State of Mississippi Report Card and for Adequate Yearly Progress (AYP) calculations. AYP reports are designed to show how schools performed against the accountability requirements mandated under Title I of the NCLB Act. Continuing to move students from Minimal and Basic performance levels to Proficient and Advanced is one of our main goals. In the state accountability system there are also 5 levels of accreditation, with a 5 being superior performing and a 1 assigned to low performing schools. Biloxi High School has maintained a level 5 (superior) over the past five years, in addition to meeting or exceeding adequate yearly progress. An achievement level index (ALI) is also calculated to report the school's overall achievement and to determine statewide ranking. Biloxi High School ranks 46 out of 837 schools in the state.

The Algebra I test measures a student's knowledge and skill level in applied algebra. The test consists of 65 multiple choice items. In each of the past three years, over 95% of our students passed this state test, and in 2005-2006, despite the ravages of Katrina on our city, 98% passed. Since 2003-2004, Algebra I test scores have risen from 62% of students scoring at or above Proficient and Advanced to 63%. Additionally, BHS has consistently maintained scores that are well above the state mean. In 2005-2006, for example, Biloxi High School's 63% Proficient and Advanced rate is well above the state average of 53%. Also significant is the minimal gap in achievement between our subgroups. For the past three years, each of the racial subgroups had a passing percentage rate over 93%. There has also been very little difference in the pass rate of our economically disadvantaged students as opposed to the non-economically disadvantaged students. There was a 2% disparity in 2004-2005, and a .4% difference between the two groups in 2005-2006. Biloxi High School's Algebra I scores indicate an equally high achievement percentage regardless of race, gender, or socioeconomic status.

The English II subject area test measures knowledge of language conventions, reading comprehension, and effective writing skills. The test consists of two separate administrations: English II multiple choice and English II writing. In each of the past three years, over 88% of our students passed this test, with BHS consistently scoring above the state mean. One of our proudest achievements was having the tenth highest scores in the state, with twenty percentage points over the state average, immediately following Katrina. Since 2003-2004, English II scores have risen from 60% of the students at or above Proficient and Advanced to 61%, which is well above the state's mean of 37%. Over the past three years, over 96% of BHS students passed the Informative writing portion of the English II test, and in 2005-2006 the pass rate increased from 96% to 98%. In addition, the economically disadvantaged subgroup gained 3% in the number of students passing with a score of Proficient or Above. Improvement in test performance can be attributed to extensive after-school tutoring; mandatory compensatory courses for at-risk students; a resource center with a full-time certified teacher giving individual instruction; teacher collegiality and sharing; parental contact; and common lesson plans aligned with state curriculum frameworks. Additionally, counselors meet, advise, and monitor student progress, providing academic mentoring and guidance for both students and parents. Accelerated Math; computer labs with English software; Information on Demand telephone and computer systems for parents; and a strategic plan geared toward professional learning communities are resources used to hold students accountable for their academic progress. Further information about the state assessment system can be found at www.mde.k12.ms.us

2. Using Assessment Results:

Biloxi High School analyzes assessment data on a continual basis, utilizing results to plan, evaluate, and drive decision-making to improve student, teacher and school performance. As soon as the Subject Area Test results are received in the summer, administrators and counselors meet with subject area teachers, who voluntarily come in to begin test score analysis. The master schedule is readjusted and students are immediately rescheduled based on the data, with tutoring, compensatory classes, accelerated and other resource classes added or taken away as indicated. Teachers with outstanding results are recognized, and opportunities are created for them to share successful instructional strategies with their peers.

Disaggregated scores and all resulting analyses are discussed with the faculty in a professional development session before each school year begins. All teachers, regardless of subject taught, develop assessment-related “bell-ringers” to work on identified weaknesses at the beginning of each period. Teachers refer to the data to develop weekly lesson plans, prepare remediation sessions or add enrichment materials. Test results released during the school year are immediately distributed to teachers, administrators and counselors, allowing us to immediately identify those at-risk and devise the best intervention for each student. Our data analyses also indicate which students might benefit from more challenging coursework.

Individual scores and school performance results are made available to parents and students as well, giving them the opportunity to remediate or reinforce objectives at home. Principals visit classrooms regularly to discuss assessment results with students, and grade-level assemblies are held to reinforce academic success. Assessment data is also used to determine teacher effectiveness, and those with low student performance indicators are assigned to sessions at the District Learning Institute or other workshops to develop effective practices. Results are utilized to make curriculum revisions, improve vertical and horizontal alignment within departments and grade levels, and drive budgetary decisions.

3. Communicating Assessment Results:

Biloxi High School complies with the Mississippi mandate requiring schools to provide yearly accountability results by publishing a comprehensive “report card”. This is distributed by mail to parents, students and community members as soon as accreditation levels and assessment results are made public. Notices are sent to the media, and the school public relations representative disseminates pertinent information to various public enterprises all year. The same information is printed on a district “z” card, a pocket-sized foldable document, which is placed in prominent areas of the school and district. The principal conducts a “state of the school” presentation at PTA meetings to explain assessment results and other school performance indicators. All school performance information is also available on the state, district and school websites. Individual results are given to students and parents, with teachers and counselors available to interpret scores and answer questions.

Teachers maintain constant contact with parents by telephone, email, letter, frequent progress reports, and/or report cards. Parents and students may also access current grades, attendance, and assignments on the Information on Demand telephone and Internet system. Students are also required to sign for the student handbook (available in three languages) which explains our high expectations, school rules, grading requirements, school calendar, the state assessment program and graduation requirements. Phone calls are made and letters are often sent home at regular intervals by counselors to update parents on attendance problems, parent-teacher conferences, tutorials, scholarships, or other academic concerns. Parents and community members are encouraged to sign up for the district e-letter, *The Windtalker*, which lists all assessment information, important events, and school accomplishments on a monthly basis. Stakeholders may also attend strategic planning sessions, Title budget meetings, calendar meetings, vocational education craft committees, school board meetings and other planning sessions in which we communicate school performance results and improvement strategies.

4. Sharing Success:

Biloxi High School shares successes with other schools through participation in the Gulf Coast Education Initiative Consortium, which meets regularly to discuss improving student performance. The principal also shares information with educators through panel discussions organized through the Chamber of Commerce Leadership Gulf Coast Education Day. Biloxi High School is often asked to host international and national educators for the purpose of sharing best practices. In the past few months, for example, BHS welcomed principals and teachers from out of state high schools to collaborate on ways to improve performance through professional learning communities. Student teachers and administration classes from universities also ask to observe our classrooms, work with teachers, or conduct internships, with BHS teachers and principals freely sharing their knowledge.

Assessment information, master schedules, specific programs, and other information are readily accessed by the community on our teacher, school and district websites. We also maintain an ongoing relationship with local media to share success stories. Our lockdown procedures, for example, recently aired on television, thereby showing other schools the safety techniques that have been successful at BHS. We were recently featured, also, in a national magazine for initiating a “Money Talks” program on campus.

Teachers are encouraged to present at or attend local, state and national workshops. Biloxi High teachers, for example, recently conducted sessions for National History Day and Advanced Placement Art techniques in New Mexico. Principals also shared effective practices at the National Institute for School Leaders and will continue to do so through networking and follow-up sessions. Biloxi High is currently building partnerships with other schools via technology, using Promethean Boards to share successful lessons, and utilizing video from school to school to view teaching strategies in action. With “Excellence From All, For All” as our vision, we hope to involve educators and students, regardless of locale, in all successful practices that could improve student performance.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Biloxi High School's curriculum provides students with challenging, rigorous, and extensive course selections. The curriculum includes over 150 courses, encompassing a variety of academic, vocational, fine arts, physical education, and technology courses, including innovative courses in study skills, ACT preparation, and sign language. Dual enrollment is offered, and correspondence courses and on-line courses are available for credit recovery. Partnerships with local enterprises are encouraged, as evidenced by Biloxi High's after school "Money Talks" program, which was created by Keesler Credit Union for students to learn about handling money and credit. Although it offers no credit toward graduation, the program is so popular that the credit union has expanded it to include more classes coast-wide and overseas in their member countries.

Biloxi High School requires 26 credits for graduation. The school conforms with the Institution of Higher Learning's requirements, including 4 English credits, 4 mathematics credits, 4 science credits, 4 social studies credits, 3 technology credits, 1 ½ health and fine arts credits, and 5 ½ electives, including advanced electives of foreign language and a fourth year of lab-based science. High expectations are incorporated into all courses and standards of excellence are emphasized. A program of studies is updated annually, with counselors meeting with students and parents to plan the best career path.

Honors/Accelerated (weighted) classes are offered in English, math, science and foreign language. Nine Advanced Placement classes are offered, to include courses such as physics, art, economics, and calculus. We have worked extremely hard over the past three years to build an Advanced Placement program that is inclusive and challenging. Advanced Placement and college-prep courses at Biloxi High are open to all students. The only prerequisites are desire and commitment. The English department offers creative writing, journalism, and oral communication in addition to English I-IV; math and science courses range from astronomy and pre-algebra to trigonometry and chemistry. Our social studies department offers law-related education, minority studies, and psychology in addition to required courses. All courses are based on high standards set by the Mississippi Curriculum Frameworks and our district "guaranteed curriculum program".

Biloxi High offers an excellent fine arts program, exemplified in part by a jazz band, a strings orchestra, pottery classes, a 3-D art class, a show choir, and drama classes. The foreign language curriculum encompasses French I-IV; Spanish I-IV; and Latin I-III. Also offered are specialized programs such as AFROTC; English as a Second Language; drivers education, including a lab with simulators; and seventeen technology classes ranging from basic keyboarding to computer engineering. Twenty-five career technical courses are also available to prepare students with the skills needed for initial entry into the fields of healthcare; automotive; building trades; business; childcare; drafting; family dynamics; hospitality; nutrition; personal development; resource management, and welding. The career technical building's newest addition is a day care center which trains students in child care. We are currently serving 22 of the community's two, three and four year olds on a daily basis. Despite heavy Katrina damage to some buildings, these programs continue to excel.

To give every student the opportunity for education and training within the limits of his/her abilities, Biloxi High School offers exceptional education classes. Special Education students are able to choose three curriculum paths: certificate of completion, occupational diploma or regular diploma. Students have opportunities for work experience in and out of school, and have initiated their own school-based enterprise through which they run the school supplies store and a gift basket business.

A staffed Career Center, instrumental in students having been awarded over \$25,000,000 in scholarship funds over the past ten years, assists students with their college and career plans. Biloxi High School's

students, staff and the community work closely together to provide a learning institution that prepares students for future employment, further education, and active citizenship. Our varied curriculum helps ensure success for the culturally diverse students who are enrolled in and who transfer to Biloxi High School.

2b. English:

Biloxi High School's English curriculum is centered on the areas of reading, writing, listening, speaking, research, and inquiry as outlined by the Mississippi Curriculum Framework. Higher level thinking skills, writing in a variety of modes, analyzing literary works, and increasing fluency and vocabulary are priorities in the English department. Common term exams and collaboration within the department guarantee that each student has an opportunity to excel. The District Learning Institute helps to ensure that the curriculum is aligned, in addition to honing teachers' delivery skills.

BHS offers accelerated classes in English I-IV, and Advanced Placement courses in English III and IV. As part of their graduation requirement, juniors must satisfactorily complete a rigorous, formal research paper; seniors must complete a challenging critical analysis of a classic novel. English II students must take the state tests, which encompass reading comprehension, grammar, sentence structure, vocabulary, and informative writing. Elective courses are offered in creative writing, oral communication, sign language, newspaper and yearbook journalism, and English as a Second Language. Students received a national award last year for their annual, which is produced digitally; students also create the literary magazine and school newspaper. The English Language Learners at BHS are instructed by a highly qualified teacher who implements research-based strategies to assist students with reading, writing and speaking English.

Compensatory reading and writing classes are scheduled for lower performing readers to help improve both reading and English skills. Specific resource materials that have been aligned with our curriculum and subject area test are purchased to improve reading skills, and a full-time teacher is employed through the career technical department to work individually with any students, either using computer software or through direct instruction. All teachers tutor their students before and after school if necessary, and differentiated instruction is employed in English classrooms to accommodate struggling readers. Teachers put remedial or refresher reading skills on the board as "bellringers" each period, and social studies and biology teachers are strongly encouraged to individualize instruction to improve reading in their content areas.

3. Additional Curriculum Area:

High school students often remark that they dislike social studies and have a difficult time becoming actively engaged. With U.S. History as one of our state-mandated exit exams, students had to improve in this essential skill. By using innovative teaching strategies that involve more application and less rote memorization, teachers and students have experienced success in ways they did not predict. On the U.S. History state test, for example, students had a 99 % pass rate in 2005-2006 and a 97 % rate the year before. Additionally, when teachers in other social studies courses began utilizing similar activities, they experienced fewer classroom management problems and higher term averages. Role playing, guest speakers, Smart Board computer activities, student-made PowerPoint presentations, class competitions, scavenger hunts, newspapers and magazines, and many other techniques are used to stress important concepts.

Subsequently, participation and interest in current events, state and national competitions, and community volunteer programs increased. Our students and teachers are actively involved in the local Veteran's History Project; our mock trial team recently placed second in the state; our Quiz Bowl Team hosts schools from all over for academic competition; teachers take students to register to vote and conduct mock elections; seniors work the actual voting polls for major elections; and the law-related class partners

with Biology II to do mock trials using DNA and forensics. In 2004-2005, BHS had 18 winners at the National History Day Competition in Washington, D.C., and 31 winners in 2005-2006. Biloxi High's participants in the national We...the People competition placed second overall in State Hearings in 2004-2005 and third in 2005-2006. The U.S. History AP students placed second in the 2006 state competition, with students in the state Economics Challenge placing second and third two years in a row. This spirited effort resulted in excellent test scores from all subgroups. It also meets goals stated in our school's mission whereby we first pledge to provide an educational climate where all have an opportunity to achieve academic success, and next, strive to produce responsible citizens.

4. Instructional Methods

Biloxi High School employs a wide variety of instructional methods to improve student learning. Recognizing the need to provide opportunities for students with different learning styles to succeed, teachers readily employ differentiation in their instructional deliveries. Textbooks are more often used as a resource, with emphasis placed on individual research projects, cooperative groups, use of technology, peer instruction, role playing, case studies, and student-led discussions. Computer labs are available for teachers to use content-related software for initial instruction, remediation or enrichment. Teachers are strongly encouraged to collaborate and integrate objectives, as evidenced by a recent project between an oral communications class and a technology class where students produced a morning talk show for the entire school to view. Students having difficulty with coursework or state test objectives have the opportunity to be in smaller compensatory classes with direct, one-on-one instruction during the school day; they may also attend after school sessions with teachers or community volunteers. Biloxi High's media specialists also work with students on projects because teachers keep them apprised of assignments. In addition, resource teachers and counselors maintain close contact with students' needs and assist teachers with individualized instructional interventions.

Biloxi High School teachers strive to give students immediate feedback on assessed material to correct weak areas. Additionally, reteaching and retesting are required because we believe that if an objective is significant enough to be assessed, it is essential for the student to know it before moving on. Classes at Biloxi High School rely heavily on application rather than lecture. Our science labs, outdoor classrooms, nature trail, mock hospital in the allied health course, and other well-equipped classrooms readily lend themselves to situational and "real-life" learning experiences. Teachers and students are also provided with resources, materials and manipulatives such as graphing calculators, accelerated math software, interactive videos and other necessary laboratory items to further enhance the use of different instructional strategies.

5. Professional Development

Biloxi High School's professional development program depends heavily on the premise that professional training should focus on what students need to learn and, through effective practices, how to address any difficulties students may have in their learning. To develop these solid practices and improve student achievement, teachers regularly attend sessions at the District Learning Institute, which offers ongoing instruction in classroom practices, with topics ranging from constructing common term exams to improving classroom management techniques. These courses are offered during the school day, and also include an array of technology sessions to keep employees abreast of new procedures. New teachers attend a comprehensive orientation at the Institute, to learn district expectations and procedures. A mentor is then assigned to conduct follow-up training at the school site.

Because successful professional development is more effective if it is ongoing, follow-up discussions are frequently held in weekly faculty or department meetings. Budgets permitting, teachers are encouraged to attend out-of-district or even out-of-state conferences and seminars, with the stipulation that they will share concepts with other staff members upon their return. Administrators attend many professional development sessions on a variety of topics ranging from leadership activities to state assessment updates, all of which are presented to the faculty or implemented where applicable. Biloxi High School also hosts

and encourages professional speakers, educational meetings, and other groups to use our facility. This allows us to present quality programs to our teachers on our own campus.

Biloxi High School's professional development program has had a strong impact on student achievement as evidenced by the improvement in our assessment scores, and our success in maintaining an accreditation level in the top percent of the state despite a high poverty rate. Biloxi High School staff members have remained vigilant in their commitment to lifelong learning, embracing the belief that student performance is the ultimate goal.

PART VII – ASSESSMENT RESULTS

Criterion-Referenced English Test:

Grade: 10
Edition: Yearly

Test: State of Mississippi
Publisher: Harcourt Educational Measurement

English II MC

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
At or Above Basic %	82	88	90
At or Above Proficient %	61	60	60
At Advanced %	11	12	8
Number of Students Tested	335	339	333
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
Black			
% Basic and Above	67	75	77
% Proficient and Above	42	37	37
% At Advanced	3	4	4
White			
% Basic and Above	89	92	95
% Proficient and Above	69	68	69
% At Advanced	15	17	10
Economically Disadvantaged			
% Basic and Above	72	80	82
% Proficient and Above	50	46	47
% At Advanced	7	7	5
Non-Economically Disadvantaged			
% Basic and Above	90	92	84
% Proficient and Above	71	67	67
% At Advanced	15	15	10
Hispanic			
% Basic and Above	62	NO SUBGROUP	
% Proficient and Above	54		
Asian			
% Basic and Above	83	93	83
% Proficient and Above	57	69	57

Criterion-Referenced Mathematics Test:

Grade: 10-12
Edition: Yearly

Test: State of Mississippi
Publisher: Harcourt Educational Measurement

Algebra I

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			
At or Above Basic %	91	91	98
At or Above Proficient %	63	63	62
At Advanced %	15	16	15
Number of Students Tested	174	213	170
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
Black			
% Basic and Above	89	91	98
% Proficient and Above	54	59	45
% At Advanced	8	10	13
White			
% Basic and Above	91	90	99
% Proficient and Above	70	66	70
% At Advanced	17	22	18
Economically Disadvantaged			
% Basic and Above	91	87	96
% Proficient and Above	65	52	58
% At Advanced	9	11	15
Non-Economically Disadvantaged			
% Basic and Above	90	93	100
% Proficient and Above	63	69	50
% At Advanced	20	20	15
Hispanic			
% Basic and Above	93	No Subgroup	96
% Proficient and Above	73		96
Asian			
% Basic and Above	96	96	96
% Proficient and Above	69	80	79
NCLB Adequate Yearly Progress			
	Read/Lang Arts	Math	Other Indicators
2005-2006	Met	Met	Met
2004-2005	Met	Met	Met
2003-2004	No Displayable Results for School Year 2003-2004		

Biloxi High School

Level 5 Superior Performing

2005-06; 2004-05; 2003-04

Subject Area Test Results						
300 is passing score						
English II MC	Year	Pass %	# Tested	Mean Score	State Mean	+/- State
	2005-06	88	337	350	329	+21
	2004-05	93	340	356	333	+23
	2003-04	92	337	351	332	+18
	2005-06	Advanced and proficient		61	37	+25
	2004-05	Advanced and proficient		60	35	+24
	2003-04	Advanced and proficient		60	37	+13
Algebra I	Year	Pass	# Tested	Mean Score	State Mean	+/- State
	2005-06	96	174	358	352	+7
	2004-05	95	213	355	355	
	2003-04	98	170	356	351	+5
	2005-06	Advanced and proficient		64	53	+11
	2004-05	Advanced and proficient		63	59	+5
	2003-04	Advanced and proficient		62	54	+9
US History	Year	Pass	# Tested	Mean Score	State Mean	+/- State
	2005-06	99	263	381	366	+15
	2004-05	97	301	370	366	+5
	2003-04	98	326	375	366	+15
	2005-06	Advanced and proficient		72	62	+10
	2004-05	Advanced and proficient		68	64	+5
	2003-04	Advanced and proficient		N/A	N/A	N/A
Biology I	Year	Pass	# Tested	Mean Score	State Mean	+/- State
	2005-06	99	226	391	362	+29
	2004-05	98	229	389	361	+29
	2003-04	94	261	364	355	+9
	2005-06	Advanced and proficient		89	70	+19
	2004-05	Advanced and proficient		88	69	+19
	2003-04	Advanced and proficient		N/A	N/A	N/A
English II Writing	Year	Pass	# Tested	Mean Score	State Mean	+/- State
Informative Essay	2005-06	98	342	2.1	2	+1
	2004-05	96	341	2.2	2.1	+1
	2003-04	97	337	2.1	2.1	