

**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 [] High [ ] K-12 [ ] Charter

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

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

School Mailing Address 1145 Highway 42 East  
(If address is P.O. Box, also include street address.)  
Petal Mississippi 39465-9740  
City State Zip Code+4 (9 digits total)

County Forrest State School Code Number\* 1821-006

Telephone ( 601 ) 583-3538 Fax ( 601 ) 545-1229

Web site/URL www.petalschools.com E-mail jlinton@petal.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\* Dr. James Hutto  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Petal School District Tel. ( 601 ) 545-3002

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. Bruce Magee  
(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**

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

1. Number of schools in the district:        2   Elementary schools  
                                                            1   Middle schools  
                                                            0   Junior high schools  
                                                            1   High schools  
                                                            1   Other
- 5   TOTAL
2. District Per Pupil Expenditure:       \$6960
- Average State Per Pupil Expenditure:  \$7208

**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.   10   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	186	157	343
2				10	158	148	306
3				11	135	142	277
4				12	93	100	193
5				Other	5	2	7
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1126</b>

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>84</u>         | % White                          |
| <u>14</u>         | % Black or African American      |
| <u>1</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: .04 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	22
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	33
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	55
<b>(4)</b>	Total number of students in the school as of October 1	1126
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: .003 %  
4 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 43 %  
 Total number students who qualify: 482

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:  $\frac{17}{190}$  %  
190 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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>35</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>128</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>82</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>102</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 14:1

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	92%	96%	91%	97%	96%
Daily teacher attendance	93%	93%	94%	95%	94%
Teacher turnover rate	10 %	13%	6%	11%	13%
Student dropout rate (middle/high)	*3%	2%	2 %	2 %	2 %
Student drop-off rate (high school)	32%	33%	37%	%	%

\*NOTE: Beginning with the 2005 – 2006 school year the State of Mississippi procedures for calculating dropout rates/drop-off rates changed from those procedures used in preceding years. The main difference is that earlier calculations were based on student counts while the new procedures involve tracking students over time using data that is now available in the Mississippi Student Information System. A cohort of students is established when students enter the ninth grade, transfers in and out are taken into consideration, and summer no-shows who in past years were not included in calculations are now used to calculate the dropout/drop-off rates.

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

Graduating class size	<u>207</u>
Enrolled in a 4-year college or university	<u>16</u> %
Enrolled in a community college	<u>66</u> %
Enrolled in vocational training	<u>1</u> %
Found employment	<u>    </u> %
Military service	<u>    </u> %
Other (travel, staying home, etc.)	<u>    </u> %
Unknown	<u>17</u> %
<b>Total</b>	100 %

## **PART III - SUMMARY**

Petal High School is a public, suburban high school located in Forrest County approximately sixty miles north of the Mississippi Gulf Coast. The city of Petal was organized in 1976 for the express purpose of founding a separate school system. The Petal community holds high expectations for education which has contributed to Petal High School being rated a Level 5 (Superior rating) school from 1996 when accreditation levels were first introduced in the state to the present. During this time, Petal High School has also either met or exceeded AYP (Adequate Yearly Progress) growth.

The Petal community is primarily a bedroom community for the much larger city of Hattiesburg. It consists of middle class working people who support the school with their tax dollars as well as their physical and vocal support. Parent booster clubs provide financial support for every extracurricular activity. Parents and other community members serve on varied committees and councils to provide input to the school. Examples include helping to develop and monitor implementation of the district strategic plan and being a member of the Shared Decision Making Committee. Community volunteers also provide assistance to teachers, help tutor students, and serve as judges for Senior Projects.

Built in 1980, Petal High School is a modern, well maintained facility that houses six computer labs, three science labs, an up to date media center, a mini auditorium for forensics, a completely refurbished gymnasium, and a pleasant cafeteria setting. In addition to the original structure, twelve new instructional buildings have been added to the site. These buildings include a Career and Occupational Technology building, a Technology Discovery building, a visual arts building, a 1024 seat performing arts center, and a Polymer Science building that includes an industry style lab with injection molding machinery. The newest addition is the Performance Enhancement Center which houses state of the art Polar body assessment equipment, fitness club style exercise equipment, eight free weight stations, an indoor sprint track, two classrooms equipped with smart boards, dressing facilities for females and males, and offices for female and male coaches/instructors. This facility is open to all students involved in extra-curricular activities whether it be athletics, band, or show choir. Also, a new band and choral building is scheduled for completion during the 2007 – 2008 school year. These facilities reflect the support of the community and the commitment of the school district to the overall education of all students.

The Petal School District mission statement states, “The mission of the Petal School District is to empower all students with the attitudes, knowledge, and lifelong learning skills essential to thrive as responsible citizens in an ever-changing global society.” The staff and students at Petal High School have taken this mission to heart and as a result they have established a school climate that promotes superior achievement in academics, athletics, and the arts. The Petal Panther athletic program is composed of ten female sports and ten male sports that compete annually for district as well as state championships. The band program is comprised of 150 students who consistently have superior ratings in every competition in which they compete. During the past five years the band has marched in the Cherry Blossom parade in Washington, D. C., performed in competition in Tampa, Florida, and marched in the Hollywood Christmas parade. The school’s show choir is regarded as one of the premiere show choirs in the nation. The show choir has won competitions throughout the South, and they have won national competitions in Honolulu, New York City, Chicago, Orlando, and Nashville. The attitudes and commitment that these accomplishments require are also reflected in the academic achievements of the students. The forensics program for example is one of the top forensics programs in the state, and each year its members compete not only at the state level but at the national level as well. In 2006, the program was recognized by the National Forensics League as the outstanding forensics program in the state of Mississippi and as one of the top programs in the nation. Excellence in academics can also be seen in the fact that eighty-two percent of the 2006 graduating class enrolled in a two or four year college program the fall following their graduation. Also, of the 207 graduating seniors, 90 graduated with a 3.0 GPA or better, and the 2006 senior class received over 1.5 million dollars in scholarship money.

The staff believes every student can achieve, and they set high expectations and insist on a rigorous curriculum that will help students become productive citizens. The staff models the district’s mission statement as they strive to instill in all students a love and respect for academic achievement.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

In 2001-2002, Mississippi implemented its Subject Area Testing Program (SATP). This program requires that Mississippi students pass end-of-the year tests in English II, Algebra I, Biology I, and U.S. History from 1877. Mississippi students must pass all four of these tests in order to receive a diploma. As part of federal guidelines set under No Child Left Behind (NCLB), all students enrolled in Algebra I and English II must be tested. These test scores are used to measure school performance each year for the state of Mississippi Report Card and in the Adequate Yearly Progress (AYP) calculations used for accountability purposes. Each year the school's test data is analyzed by a select group of teachers and counselors that form the Petal High School SIT (School Improvement Team). As part of the school improvement plan, each core subject area department develops objectives to help students continue to move toward proficient and advanced levels on the subject area tests. This movement of students from minimal and basic performance levels to proficient and advanced levels is one Petal High School's most important goals.

The Algebra I test consists of 65 multiple-choice questions written to various levels of depth of knowledge. The rigor of questions ranges from level 1, which tests basic knowledge and terminology, to level 3, which requires higher-order thinking skills and multi-step operations. The English II test consists of two components: an 85-question multiple-choice test and a writing test. The multiple-choice test assesses language conventions and reading comprehension and the writing test requires students to write an informative essay. English II is one of the areas the state of Mississippi uses for accreditation of high schools. In two years, Petal High School has risen from 48% of its students at or above proficient and advanced in English II testing to 58% proficient and advanced in 2005-2006. Petal's 58% proficient and advanced is well above the state average of 37% proficient and advanced. Our subgroups have risen as well. Black students at PHS have almost doubled their proficiency percentage over the last three years from 14% in 2003-2004 to 27% in 2005-2006. See Attachment A for more information on these English scores.

Each English teacher has a computer-integrated smart board in the classroom to use in writing and grammar instruction as well as in class internet research projects based on literary works being studied. Teachers can also use an interactive-response system to provide students with immediate feedback on subject area practice test material.

Algebra I scores have consistently been above the state average for overall performance and subgroups alike. Students in the socio-economically disadvantaged sub-group have scored 74% at proficient or above compared to only 54% of students state wide. To further integrate technology into our mathematics program, each math teacher has a classroom set of graphing calculators and a computer-integrated smart board to facilitate instruction. See Attachment B for more information on these Algebra I scores.

The improvement and consistency that students at Petal High School have shown on Subject Area Tests is attributed to teacher collaboration within departments and an extensive after-school tutoring program. Common assessments used by teachers of these various subject areas ensure that students are exposed to quality testing materials. The use of Edusoft, an internet database that allows extrapolation of specific data, enables teachers to identify specific strengths and weaknesses in students and in instruction.

Additional Mississippi state test results can be found at the Mississippi State Department of Education website: [www.mde.k12.ms.us](http://www.mde.k12.ms.us).

## **2. Using Assessment Results:**

Petal High School is in a perpetual state of data analysis. We utilize assessment results throughout the school year in planning, evaluating and improving our programs. At the beginning of each school year, we review test score results from the Mississippi Curriculum Test and Subject Area Tests to determine student placement and need for remediation. We work closely with Petal Middle School to identify incoming freshmen in need of support based on MCT scores including Lexile scores to determine reading levels.

At Petal High School, the history and science departments have a lesson study period where teachers meet daily to plan lessons, align the curriculum, and develop common assessments. The lesson study program is in the process of expanding to include English and math departments. At this time English and math teachers are allowed additional planning days throughout the school year to analyze test data and determine needs. Students receive remediation through before/after school tutoring. Tutoring sessions begin the first week of school in all subject areas and are designed to address different learning styles. Petal High School's daily schedule is also designed to accommodate a variety of schedules by offering a "zero" period to students who have obligations which limit their time. To promote progress in all subject areas, Petal High School is focusing on the importance of student reading levels. Based on Lexile score data, we implemented a 9<sup>th</sup> grade reading focus class for all incoming freshmen and established a sustained reading time school wide.

The Petal School District has implemented a web-based program which enables administrators and teachers to track student performance through three kinds of tests: state exams, district benchmarks, and in-class teacher tests. The *Edusoft* program is utilized by subject area departments to develop common assessments, pre/post tests, and chart student progress prior to statewide assessments. This allows teachers to systematically prepare students to be in the best position to be successful on state assessments. This process also ensures alignment within each department of our school curriculum.

## **3. Communicating Assessment Results:**

The state of Mississippi requires every school to report their accountability results each year. Petal High publishes a district report each year which is distributed to each student to inform parents of district and school progress. Parents and community leaders can view the test results in local newspapers, as well as view the results on the Mississippi Department of Education's website. Teachers are in constant communication with families through phone calls, progress reports, emails, letters, and Hope Cards (postcards to parents with only positive comments). Also, parents and students have the opportunity to meet with teachers during *Choices Night* and understand the expectations for specific courses in each discipline, as well as talk to the counselors to plan the student's schedule for the upcoming year. Notice of tutoring of core subject area courses through regularly scheduled after school labs, Teacher Support Team tutoring labs, or individually scheduled times is provided at the beginning of school in a letter. Parents have access to attendance and grades on-line through a password-controlled "Active Parent" program. The State Testing Calendar is included in the Student Handbook and parents must sign a form indicating they have received and reviewed the handbook.

The district-wide newsletter is sent home to parents along with the report card each 9 weeks. The newsletter keeps parents informed about student performance and other good news happening in the district. The district's website also keeps parents and community members informed on Petal High School's accomplishments and activities with links available to specific events. The school district's

communications director, sponsors, and coaches inform the media about events and programs in the school with Petal High School receiving coverage from local television stations and area newspapers.

#### **4. Sharing Success:**

Administrators share school successes with other schools through active participation in the Gulf Coast Principal's Consortium where teacher evaluation methods, tutoring practices, and innovative instructional strategies are discussed. Our principal, State Principal of the Year for the 2004-2005 school year, has shared our Freshman Mentoring and Freshman Challenge programs (designed to reduce disciplinary problems, increase positive interactions, and promote teamwork), implementation of the Fish Philosophy (to improve teacher and student morale), and Lesson Study (Professional Learning Communities) with schools across the state. Many teachers have conducted workshops state and locally that include topics on curriculum alignment, inclusion, and vocational education.

Success is communicated through school celebrations such as an annual Christmas celebration and fish fry that acknowledges the faculty's commitment to student success. Also, playing a major role in communicating successes is the school district's strategic plan which outlines action plans or strategies for communicating school successes throughout the community. Petal High School is also a destination for student teachers from The University of Southern Mississippi and William Carey University each semester where bell assignments, use of technology, and instructional methods are shared with future teachers. Other school districts regularly visit to observe various programs such as Polymer Science, Freshmen Challenge, Lesson Study collaboration teams, and programs related to the new Performance Enhancement Center. Last year Petal High School applied for and was awarded the Tech Prep Exemplary Site award based on documentation of innovative strategies, high expectations, student engagement, academic advisement, and workplace experiences. Petal High School was also awarded a \$200,000 CISCO High School Redesign Grant based on the school's implementation of innovative programs in student mentoring, reading, and instructional collaboration (Lesson Study).

Active Parents, an on-line program where parents can access their child's grades, attendance history, and discipline history, has also proven to be a tremendous tool for communicating student achievement and progress.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Petal High School students participate in a curriculum that is both varied and challenging. We offer 99 courses for our students. Our high expectations for achievement are incorporated into all courses, and academic excellence is emphasized and expected throughout the curriculum. This curriculum offers a variety of academic, career technical, fine arts, physical education, and technology classes. We require 28 credits for graduation including 4 English credits with a senior project, 3 science credits including biology, 3 math credits including geometry, 4 social studies credits, health and fine arts.

Spanish and French courses are available for students seeking foreign language credits. In fact, Spanish I, II, and III as well as French I, II, and III are available so that Petal students have an opportunity for intensive study of a language. Students also have the opportunity to take other languages through the Mississippi Virtual School.

Business and technology classes provide students the opportunities to learn important skills to better prepare them for college and the 21<sup>st</sup> century job market. The business curriculum includes courses in keyboarding, Computer Applications, Information Processing, Innovative Applications in Technology, programming, and accounting. Students may choose to complete any of our two year programs in Allied Health, Agricultural Production, Agriscience, Business and Computer Technology, Computer Science Technology, Culinary Technology, Forestry and Polymer Science Technology.

PHS students also participate in a strong fine arts curriculum including marching band, concert band, show choir, choral choir, piano, theater, and art. Our band program and show choirs consistently earn superior ratings. Our music programs are based on the highest levels of achievement, and students are involved in challenging and high level content.

The math curriculum at Petal High is based on Mississippi standards as well as the standards outlined by the National Council of Teachers of Mathematics. Freshmen are placed in one of five courses according to MCT scores, final average in prerequisite coursework and teacher recommendation: pre-algebra, Transition to Algebra, Algebra I, geometry, or Advanced Geometry. The math program ranges from pre-algebra to AP Calculus. Content in these courses is based on the highest level of standards, and the staff has developed a math sequence that best meets needs and goals as well as a remediation and tutoring program to support students in meeting these goals.

The science department has started a new trend at our school. Three years ago, we implemented the science department lesson study and provided a common class period for the teachers to work together. This has been a wonderful addition and we plan to incorporate it into all core departments in the future. Science courses range from Physical Science and Science Skills & Reasoning to Physics I and II and chemistry.

The social studies department is at the top of their game. Like the science department, they meet daily to work on department wide lesson study. Courses range from Mississippi Studies to AP Government and AP Economics. We focus our students on a progression of courses which familiarize them with the geographic as well as historical perspectives of national and world cultures and events. As part of the state testing program our US History scores have been in the top 5% schools over the last two years.

The language arts program is consistently moving student performance levels forward. Classes range from reading and creative writing to English I – IV, including advanced placement courses. This department constantly works to improve the reading, writing, and comprehension level of our students.

Special Education students at Petal High School are offered three curriculum paths. They may pursue a regular diploma, an occupational diploma, or a certificate of completion. Special education students seeking a regular diploma complete compensatory courses and courses in learning strategies and are monitored by a case manager.

We work closely with our local junior colleges and universities and several of our students participate in dual enrollment each year. Petal students can choose a college class in place of one of their high school classes. Classes are also available through Mississippi Virtual School.

## **2b. English:**

The PHS Language Arts curriculum immerses students in the five strands of literacy outlined by the National Council of Teachers of English and the Mississippi Language Arts framework: reading, writing, speaking, listening, and viewing. Common assessments, both objective and performance-based, are used to measure student achievement in English 9-12. Students demonstrate their ability to write in a variety of modes and develop research skills in a sequenced curriculum that culminates in a research-based Senior Project. The Senior Project is a graduation requirement allowing students to demonstrate their ability to propose an original project idea; research and write a documented paper based on primary and secondary sources; complete the project under the guidance of an approved mentor; and compile a portfolio and give a speech about their project experience. Students may take Accelerated English in 9<sup>th</sup> and 10<sup>th</sup> grades and Advanced Placement in 11<sup>th</sup> and 12<sup>th</sup> grades. Elective courses are offered in Creative Writing and Mississippi Writers. Courses in drama, speech, and debate are available; students involved in these classes may participate in Youth Congress and Mock Trial at the local, state, and national levels.

The English Language Learner (ELL) program is implemented by a specialist who works one on one with our students. Language learners are scheduled in a class with this specialist who guides them toward fluency and provides tutorial help with academic classes. In addition, she serves as a resource to the faculty, sharing current best practices for teaching these language learners. For any student needing remediation, the English department provides extra help Monday through Thursday after school. Students can earn extra credit for attending these sessions. The English department is also involved in guiding vocational teachers in their use of the Mississippi SAT writing rubric to score student writing.

Beginning with the 2006 -2007 school year all 9<sup>th</sup> grade students are required to take a reading class in addition to their regular English I class. Also, to emphasize the importance of reading Petal High School has daily required reading for every student, teacher, and staff member. Each day at the end of 4<sup>th</sup> period, everyone reads a book of his or her choice.

## **3. Additional curriculum area.**

In an effort to better prepare freshmen students for a rigorous high school curriculum, a required course in reading was established for the 2006-07 school year. Particular skills are being targeted at this level to ultimately increase achievement in all subject areas. These skills include study strategies, organizational techniques, note-taking skills, graphic organizers, vocabulary-building, and reading methods. Petal High School desires to equip every student with the ability to read, comprehend, and analyze information from a variety of fiction and nonfiction materials including textbooks, novels, newspapers, and websites.

Mississippi Curriculum Test data and Lexile scores were utilized to group students according to learning needs. Class size is limited to no more than 24 students. At the beginning of the school year, core subject teachers provided vocabulary unique to their subjects that would be incorporated into the reading lessons. English teachers presented course goals and strategies to the entire faculty to facilitate the awareness and implementation of these strategies and expectations across the curriculum.

In another effort to enhance reading skills, time was established for a SSR (Sustained Silent Reading) program. For fifteen minutes of every school day, students, faculty, and administrators engage in reading for pleasure. This program has significantly heightened student interest in reading. Students are using the library regularly, reading at lunch, discussing books with classmates, and reading after completing class assignments. As students read and complete books, they gain a sense of accomplishment and are more inclined to make reading a normal part of everyday life. These reading initiatives further support the mission of the Petal School District.

#### **4. Instructional Methods:**

At Petal High School, we strive to provide a variety of instructional methods that address learning styles of all students to enhance the acquisition and assimilation of knowledge. Social studies teachers use authentic and culminating assessments such as chronological portfolios and interpretation of original documents. In science classes, students are engaged in lessons through hands-on laboratory activities and the development of mind-maps and other graphic organizers. English teachers guide students through a process of planning, completing, and presenting a Senior Project. Freshman students are required to take a reading course where they learn study skills, note-taking methods, reading strategies, and cross-curriculum vocabulary. In math classes, students creatively integrate art and reading with graphing projects. During the 2005 – 2006 school year, more than 350 integrated activities were completed among vocational and academic teachers. Integrated activities help students make connections between academics and the workplace. Vocational courses introduce students to workplace skills and expectations through hands-on activities and job shadowing experiences.

Instruction is both data-driven and technology-driven in all courses at Petal High School. Teachers monitor instruction through the ongoing analysis of statewide and subject-specific common assessments using Edusoft, a web-based assessment tool. Teachers in core subject areas prepare and present multimedia lessons using interactive Interwrite Board technology. These lessons incorporate a variety of resources such as PowerPoint, Excel, United Streaming Video, Inspiration (concept mapping software), images, animations, and a multitude of Internet resources that enhance the learning process. Technology available for student use includes graphing calculators, six computer labs, two mobile computer labs, smart carts, and the use of interactive Interwrite Boards for presentations. These instructional methods are reflective of the Mission Statement of the Petal School District in that we are preparing our students to be successful in an ever-changing global society.

#### **5. Professional Development:**

In 2006, the state issued the AIR (Achievement Index Rank). Petal High School ranked third in the state among high schools and eighth overall among all 600 schools. This ranking is evidence that professional development is impacting student achievement at Petal High School. During the spring of each school year a professional development needs survey is distributed to all teachers. The teachers are asked to provide input into areas in which they feel staff development could best meet their needs. Also, the school improvement team meets in the spring to look at student achievement data. Information from these surveys, results of student assessment data, new program development, and district or state initiatives are used to develop staff development for the following year. However, the central driving force behind staff development is evaluating student assessment data.

The science and social studies departments are involved in daily staff development called Lesson Study. During this staff development period, teachers work together to evaluate state assessments, ACT, and subject area common assessments to develop strategies to improve student achievement. These teachers also plan lessons together, research and apply new teaching techniques, setup student tutoring, and practice using new technology to enhance classroom instruction. This on-going departmental staff development has proven so successful in addressing teacher preparation and student needs that the

practice will be extended to the English and mathematics departments during the 2007–2008 school year.

New teachers participate in monthly staff development called New Teacher Academy. Through this program new teachers participate in staff development devoted to classroom management, parent conferencing, and developing instructional strategies. All new teachers are provided a two day summer orientation in which they are oriented to district expectations, programs, and assigned to a veteran mentor teacher. Also, all high school administrators are involved in a monthly staff development program called Administrator Academy. During these sessions, administrators participate in book studies, instructional strategy discussions, and leadership discussions and presentations.

## PART VII - ASSESSMENT RESULTS

*Level 5 Superior Exceeding 02-03, 03-04, 04-05, & 05-06*

### **Attachment A** - INFORMATION FOR STATE CRITERION-REFERENCE ENGLISH TESTS

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>SCHOOL SCORES - OVERALL</b>					
At or Above Basic %	86	84	88	81	72
At or Above Proficient %	58	48	54	50	41
At Advanced %	9	3	7	12	8
Number of students tested	259	221	253	209	251
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>Black</b>					
At or Above Basic %	63	62	69	59	43
At or Above Proficient %	27	28	14	14	18
At Advanced %	0	0	0	3	0
<b>White</b>					
At or Above Basic %	89	87	91	85	76
At or Above Proficient %	63	52	60	56	44
At Advanced %	11	3	8	14	9
<b>Economically Disadvantaged</b>					
At or Above Basic %	85	72	80	64	50
At or Above Proficient %	48	33	41	32	22
At Advanced %	7	0	3	6	3
<b>Non-Economically Disadvantaged</b>					
At or Above Basic %	87	88	91	86	78
At or Above Proficient %	68	55	59	56	47
At Advanced %	12	4	8	14	9
<b>Students with Disabilities</b>					
At or Above Basic %	50	31	42	43	40
At or Above Proficient %	12	6	16	29	7
At Advanced %	0	0	4	4	0
<b>STATE SCORES - OVERALL</b>					
At or Above Basic %	68	73	75		
At or Above Proficient %	37	36	39		

**Attachment B - INFORMATION FOR STATE CRITERION-REFERENCE MATHEMATICS TESTS**

Grade Edition/publication year	9, 10 Yearly *	Test Publisher	State of Mississippi Algebra I Test Harcourt Educational Measurement			
		2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>SCHOOL SCORES - OVERALL</b>						
At or Above Basic %		96	97	100	96	97
At or Above Proficient %		77	85	86	69	62
At Advanced %		33	38	36	23	13
Number of students tested		209	172	147	143	208
Percent of total students tested		100	100	100	100	100
Number of students excluded		0	0	0	0	0
Percent of students excluded		0	0	0	0	0
<b>SUBGROUP SCORES</b>						
<b>Black</b>						
At or Above Basic %		93	93	100	83	85
At or Above Proficient %		62	70	83	39	46
At Advanced %		14	30	29	11	4
<b>White</b>						
At or Above Basic %		96	98	100	96	99
At or Above Proficient %		79	87	86	75	64
At Advanced %		35	41	37	25	14
<b>Economically Disadvantaged</b>						
At or Above Basic %		97	95	100	92	94
At or Above Proficient %		74	81	77	62	55
At Advanced %		24	38	25	19	10
<b>Non-Economically Disadvantaged</b>						
At or Above Basic %		96	98	100	96	98
At or Above Proficient %		80	87	90	72	64
At Advanced %		43	39	41	25	14
<b>Students with Disabilities</b>						
At or Above Basic %		86	92	100	96	88
At or Above Proficient %		73	77	58	48	42
At Advanced %		23	31	25	9	4
<b>STATE SCORES - OVERALL</b>						
At or Above Basic %		82	85	91		
At or Above Proficient %		54	59	55		

**PETAL HIGH SCHOOL**

**SUBJECT AREA TEST RESULTS 02-03, 03-04, 04-05, 05-06**

*English II Multiple Choice*

<b>Year</b>	<b>Pass%</b>	<b>#Tested</b>	<b>PHS Mean Score</b>	<b>State Mean</b>	<b>+/-State</b>
<b>05-06</b>	<b>91</b>	<b>259</b>	<b>349</b>	<b>330</b>	<b>+19</b>
<b>04-05</b>	<b>88</b>	<b>221</b>	<b>343</b>	<b>334</b>	<b>+10</b>
<b>03-04</b>	<b>92</b>	<b>253</b>	<b>347</b>	<b>335</b>	<b>+13</b>
<b>02-03</b>	<b>90</b>	<b>209</b>	<b>346</b>	<b>330</b>	<b>+16</b>

*Algebra I*

<b>Year</b>	<b>Pass%</b>	<b>#Tested</b>	<b>PHS Mean Score</b>	<b>State Mean</b>	<b>+/-State</b>
<b>05-06</b>	<b>98</b>	<b>209</b>	<b>379</b>	<b>352</b>	<b>+25</b>
<b>04-05</b>	<b>92</b>	<b>172</b>	<b>383</b>	<b>356</b>	<b>+27</b>
<b>03-04</b>	<b>100</b>	<b>147</b>	<b>386</b>	<b>352</b>	<b>+33</b>
<b>02-03</b>	<b>95</b>	<b>143</b>	<b>363</b>	<b>340</b>	<b>+23</b>

*U.S. History*

<b>Year</b>	<b>Pass%</b>	<b>#Tested</b>	<b>PHS Mean Score</b>	<b>State Mean</b>	<b>+/-State</b>
<b>05-06</b>	<b>100</b>	<b>199</b>	<b>403</b>	<b>366</b>	<b>+37</b>
<b>04-05</b>	<b>100</b>	<b>222</b>	<b>406</b>	<b>366</b>	<b>+40</b>
<b>03-04</b>	<b>99</b>	<b>202</b>	<b>399</b>	<b>366</b>	<b>+33</b>
<b>02-03</b>	<b>97</b>	<b>213</b>	<b>380</b>	<b>363</b>	<b>+17</b>

*Biology*

<b>Year</b>	<b>Pass%</b>	<b>#Tested</b>	<b>PHS Mean Score</b>	<b>State Mean</b>	<b>+/-State</b>
<b>05-06</b>	<b>99</b>	<b>266</b>	<b>390</b>	<b>362</b>	<b>+27</b>
<b>04-05</b>	<b>98</b>	<b>221</b>	<b>384</b>	<b>361</b>	<b>+23</b>
<b>03-04</b>	<b>98</b>	<b>189</b>	<b>370</b>	<b>357</b>	<b>+13</b>
<b>02-03</b>	<b>95</b>	<b>231</b>	<b>378</b>	<b>352</b>	<b>+26</b>