

**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. Wayne Vincent Rodolfich  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 4307 Gautier Vancleave Road  
(If address is P.O. Box, also include street address)

Gautier Mississippi 39553-4800  
City State Zip Code+4 (9 digits total)

County Jackson School Code Number\* 3022-042

Telephone ( 228 ) 522-8783 Fax ( 228 ) 522-8788

Website/URL psd.k12.ms.us E-mail wrodolfich@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 M. 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

## **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 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.



6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>57</u> % White                         |
| <u>39</u> % Black or African American     |
| <u>2</u> % Hispanic or Latino             |
| <u>2</u> % Asian/Pacific Islander         |
| <u>0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

7. Student turnover, or mobility rate, during the past year: 14 %

(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.	59
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	54
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	113
<b>(4)</b>	Total number of students in the school as of October 1	820
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.14
<b>(6)</b>	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 1 %  
11 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Russian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 411

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: 11 %  
92 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>  2  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  4  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 75 </u> Specific Learning Disability
<u>  2  </u> Emotional Disturbance	<u>  2  </u> Speech or Language Impairment
<u>  0  </u> Hearing Impairment	<u>  0  </u> Traumatic Brain Injury
<u>  5  </u> Mental Retardation	<u>  1  </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:

	<b>Number of Staff</b>	
	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  3  </u>	_____
Classroom teachers	<u> 57 </u>	_____
Special resource teachers/specialists	<u>  6  </u>	_____
Paraprofessionals	<u>  6  </u>	_____
Support staff	<u> 24 </u>	_____
Total number	<u> 96 </u>	_____

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	96 %	96 %	96 %	95 %
Daily teacher attendance	97 %	95 %	96 %	97 %	96 %
Teacher turnover rate	14 %	10 %	19 %	15 %	5 %
Student dropout rate (middle/high)	3 %	5 %	3 %	N/A %	N/A %
Student drop-off rate (high school)	15 %	17 %	15 %	N/A %	N/A %

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>171</u>
Enrolled in a 4-year college or university	<u>28 %</u>
Enrolled in a community college	<u>41 %</u>
Enrolled in vocational training	<u>5 %</u>
Found employment	<u>6 %</u>
Military service	<u>15 %</u>
Other (travel, staying home, etc.)	<u>3 %</u>
Unknown	<u>2 %</u>
<b>Total</b>	<b>100 %</b>

### **PART III – SUMMARY**

Gautier High School is a public, suburban high school located in Jackson County on the Mississippi Gulf Coast. GHS is a relatively new school, established in 1997 as part of the Pascagoula School District. Once considered a suburb of neighboring Pascagoula, Gautier is now a rapidly growing community with the support of large industry such as Northrup Grumman Shipbuilding and Chevron/Texaco Oil Refinery. Much of Gautier’s population growth is due to the Naval Homeport located on Singing River Island in the mouth of the Pascagoula River. Despite its newness, the school has already become one of the top-performing schools in the state, thanks to a supportive and involved community as well as teachers and administrators dedicated to helping students succeed and excel in all areas of education.

The motto of the Pascagoula School District is “Superior—Expect It!” The staff and students at Gautier High have taken this motto to heart and have created a school climate that promotes superior achievement in academics, athletics, the arts, and extracurricular activities. Gautier High School is a Level 5 Superior school, the highest accreditation level in the state of Mississippi. For the previous two years, Gautier has not only met these Superior standards, but has exceeded its expected growth. This honor is earned by performing at the highest level in the state on the four subject area tests in Biology I, Algebra I, English II, and U.S. History. The Gautier Gator athletic program competes each year for district titles and state championships, and thirteen out of seventeen athletic teams were Mississippi High School Activities Association Scholar-Athlete Teams for the 2003-2004 school year. This honor is bestowed upon teams who have a cumulative grade point average of 3.0 or better. Additionally, both the band and choral programs have consistently rated “Superior” in performance competitions. The band performed at the inauguration ceremonies for President Bush this January, and the choir performed the national anthem at an Atlanta Braves game last year.

Such successes are the result of a team effort. The dedicated teachers and administrators of GHS wear T-shirts reading, “Gautier High School—Failure is Not an Option!” The staff’s dedication to this belief is evident in their attitudes and in the immense support they offer students in order to ensure their success. All teachers at GHS are committed professionals, five of whom have earned National Board Certification. As a result of this hard work, the three chief state school officials, representing public schools, community colleges, and universities, chose to visit Gautier High this year to view an example of the progress of today’s Mississippi’s schools.

Gautier High is an eight-year-old modern facility with much to offer its students. The inside of the school boasts fifty-five classrooms, three science labs, and three computer labs, plus four newly-developed learning centers including a parent center, fitness center, multi-media room, and a mathematics computer lab. The school grounds also include a pond, deck, nature trail, several vegetable planters, and

a greenhouse built by Pascagoula School District students. The courtyard of the school has a small fruit orchard and several other species of trees planted by the environmental science classes.

The mission statement of our school is to produce confident, capable citizens who have a passion for learning that lasts a lifetime. The administrators, teachers, staff, and students at Gautier High promote this mission by creating a school community that models these key principles: (1) respect for the worth and dignity of every individual, (2) cooperative effort applied to a common cause, (3) individual accountability to high standards of competence and character, and (4) continuous improvement in all personal dimensions - physical, mental and social. This respect, dignity, character and cooperation are illustrated each year at our Veterans' Day Breakfast. In 2004 Gautier students welcomed 250 local veterans and served them breakfast; the entire student body then honored them with a hand salute and a moment of silence. Our entire staff believes that every student can achieve, and we continue to set higher expectations and increase the rigor of our curriculum to help our students become productive citizens and life-long learners. By modeling and promoting this mission, we instill in Gautier High students a love and respect for learning and achievement.

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

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

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), for the first time all students enrolled in Algebra I and English II must be tested. These test scores are used to measure our performance each year for the State of Mississippi Report Card and in the Adequate Yearly Progress (AYP) calculations. Continuing to move our students from minimal and basic performance levels to proficient and advanced levels is one of our most important goals.

The Algebra I test consists of 63 multiple-choice questions and two open-ended items. These open-ended items require students to analyze the question and respond in writing. 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 a narrative essay and an informative essay. English II is one of the areas the state of Mississippi uses for accreditation of high schools. In three years Gautier High School has risen from 34% of its students at or above proficient and advanced in English II testing to 53% proficient and advanced in 2003-2004. Gautier's 53% proficient and advanced is well above the state average of 39% proficient and advanced. Our subgroups have risen as well. Black students at GHS have more than doubled their proficiency percentage over the last three years from 14% in 2001-2002 to 36% in 2003-2004. See Attachment A for more information on these English scores.

Algebra I scores have been our greatest advancement for overall performance and sub-groups alike. GHS students' scores as a whole have risen from 70% in 2001-2002 at or above proficient to 89% in 2003-2004. Our black students rose in the same time period from 18% advanced to 44% advanced. Students who are socio-economically disadvantaged rose from 51% at or above proficient to 84%; in fact, 45% of these economically disadvantaged students scored at the advanced level in 2003-2004, whereas only 18% of all students statewide reached this advanced level. These percentages reveal exceptional improvement over the course of the last three years. To further integrate technology into our mathematics program, a computer lab equipped with 15 Dell Computers and a large screen monitor was recently added; every math classroom has sets of graphing calculators and graphing overhead projectors. See Attachment B for more information on these algebra scores.

The year 2002-2003 was the last year of Functional Literacy mathematics as a graduation requirement. One example of our achievement is our improvement in the Functional Literacy

Examination. Three years ago only 88% of our students were passing this test in basic mathematics on the first attempt, and the school was operating consistently below the state average on mean scale performance on the test which was 266. Our students have risen to a 97.6% pass rate on the first attempt. The mean average has risen from a 260 mean scale average in 2001-2002 to a 277.1 in 2003-2004, which is one of the highest performance levels in the state. Out of the 177 students tested, 38 students made a perfect score, and 27 other students missed only one question.

The improvement in test performance is attributed to quality teaching, an extensive after-school tutoring program, parent contacts and a solid integration of Title I Compensatory courses to assist students in mastering their objectives. Teachers have committed many after-school hours to tutoring students and have made over 80,000 parent contacts from 2001-2002 to the current date. We have instituted a homework lottery for students who are not completing assignments, and this has helped to hold students accountable for mastering all concepts taught in the classroom.

Information for state assessment data may be found at [www.mde.k12.ms.us](http://www.mde.k12.ms.us)

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

Gautier High School is in a constant process of data mining, and we utilize our assessment results throughout the year in planning, evaluating, and improving our programs. When we receive the Mississippi Curriculum Test results from the middle school, our principals create a list of these 8<sup>th</sup> grade scores and distribute them to all teachers of freshmen. Faculty members then diagnose areas of need and prescribe instruction for incoming freshmen, immediately addressing the needs of these students.

During the summer, we break down state test results for the students who are currently enrolled and determine our strengths and challenges for the upcoming school year. We use this data to help in scheduling and planning our after-school tutoring program and to recognize accomplished teachers in specific areas who then share their best practices with other teachers.

Principals visit classrooms and share assessment information with students, who are well informed as to the state testing process, previous performance, and current school goals for growth in the areas of assessment. Test results released during the school year are immediately distributed to teachers. Students who were unsuccessful and will have to retake a subject area test are quickly placed in our after-school tutoring program to begin preparing them for retesting. These test results also help us identify students for remediation classes during the school day and scheduling changes are made as needed.

The English, math, science, and social studies departments regularly conduct meetings and discuss progress by reviewing the completion and effectiveness of ALMA's. The ALMA's are Anchor Learning Module Assessments created by district teachers that coincide with the state frameworks and are designed to prepare students for each facet of subject area testing as well as help teachers monitor student progress toward this preparedness. ALMA scores are used to identify students for our tutoring program, and those students who score below passing on subject area test pre-assessments are then included in weekly after-school remediation and review sessions. This process ensures horizontal alignment within each department of our school curriculum.

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

The state of Mississippi requires every school to report their accountability results each year. Gautier High publishes a district report each year which is distributed to each student to inform parents of district and school progress. Parents and community members can easily access the school's assessment results which are posted on the school district web page. Teachers are in constant communication with families regarding student progress in the classroom. The faculty made over 43,000 parent contacts in 2003-2004. Every parent of a Gautier High School student signs a tutoring letter at registration. This letter explains the high expectations we have for our students and the testing calendar for the school year. After the first two weeks of each semester, teachers submit names of students who are having difficulties in their classrooms as well as one positive intervention strategy they have employed to assist this particular student. A list of these at-risk students is compiled, and letters are sent to parents about the additional tutoring sessions and study sessions we provide for our students. The grades of these students are

continuously monitored, and teachers stay in close contact with parents. Students are issued individual progress reports/report cards every four-and-a-half weeks. Parents also have access to attendance and grades on-line through a password controlled "Internet Viewer" program.

The district-wide newsletter is mailed to parents three times each year with a message from the superintendent on the front page. The newsletter keeps parents informed about student performance and other good news happening in the district. The district's web page also keeps parents and community members informed on Gautier High School accomplishments and activities with links available to specific events. The school district's Communications Director informs the media about events and programs in the school with Gautier High School receiving coverage from two local television stations, two area newspapers and numerous radio stations.

4. *Methods employed by the school to communicate successes.*

We share our successes with other schools through our active participation in the Gulf Coast Principal's Consortium. We discuss teacher evaluation methods and tutoring practices with other principals. We have a Center for Teaching and Learning that other district's teachers and administrators visit to review our Teacher Mentoring Program and our New Teacher Orientation Program. Our principal attended the Millsaps Principals' Institute and shared our proven data-mining strategies with other principals throughout the state and the southern region. Each district administrator is required to complete the multi-session, coast-wide Orientation for School Leaders Program, and we often share successful practices such as our Student-Motivation Video, designed to create empathy for under-motivated students, and our intensive remediation programs during these sessions. We are also a destination for student teachers each semester where we share our bell assignments, instructional methods and classroom management philosophies with these future educators. Our district and school website provides another outlet for other schools to discover our successful practices. Since the inception of the Subject Area Testing Program, our school has sought and compiled Gulf Coast and state testing data and then disseminated this information to area schools so that we can use each other's strengths to enhance the performance of all coast students. Because safety is a concern in every school, our principal created a PowerPoint, which addressed the prevalence of violence in American schools and shared preventive measures with which our school has had success. This program was presented at the 2004 state MECA Convention, which was attended by numerous districts from across the state; the presentation won the top technology award. Our teachers are sought after to facilitate staff development at district and statewide workshops.

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

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

Gautier High School students participate in a curriculum that is both varied and challenging. We offer 127 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, vocational, fine arts, physical education, NJROTC, and technology courses. We require 28 units for graduation including 4 English credits, 3 science credits, 3 math credits, history, government, economics, geography, health, fine arts, physical education, and computer education.

Spanish and French courses are available for students seeking foreign language credits. In fact, Spanish I, II, III, and IV as well as French I, II, III, and IV are available so that Gautier students have an opportunity for intensive study of a foreign language.

Business and technology classes provide students the opportunity to learn important skills to best prepare them for college and the 21<sup>st</sup> century job market. The business and technology curriculum includes courses in keyboarding, legal systems, accounting, desktop publishing, computer programming, and a high tech video class. Students may also choose to complete a two-year program at the district

Technology Center in Pascagoula. Programs in automotive mechanics, drafting, marketing, allied health, carpentry and other technical fields are available.

Our students also participate in a strong fine arts curriculum including marching band, concert band, show choir, concert choir, madrigals, piano, theater, and Art I and II. Our band and choir programs 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 Gautier 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 four courses according to their MCT scores, final average in prerequisite coursework, and teacher recommendation: compensatory math, pre-algebra, Algebra I, or geometry. Our math program ranges from compensatory mathematics 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 student needs and goals as well as a remediation and tutoring program to support students in meeting these goals.

Social Studies is one of our strongest departments. Courses range from Mississippi Studies to AP Government and AP Economics. We focus our students on a progression of courses that 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% in the state over the last two years.

The language arts program is consistently moving student performance levels forward. Classes range from Compensatory English and 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 Gautier 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 meet the regular graduation requirements but they are monitored and tutored to ensure proficiency in the required competencies.

Gautier teachers volunteer to conduct ACT preparation courses periodically during the year to best prepare students for testing. These courses are offered before the October and April test dates each year. We work closely with our local community college, and several of our students participate in dual enrollment each year. Gautier seniors can elect to use up to 50% of their school day completing college coursework at the local community college.

#### *2b. English language curriculum and improvement efforts.*

Our English curriculum actively engages students in the processes of reading, writing, speaking, listening, and viewing as outlined by the National Council of Teachers of English. The English curriculum follows Mississippi's language arts framework, which emphasizes reading and language as well as writing in a variety of modes, cooperative learning, higher level thinking skills, research, and appreciation of literature. Accelerated English is offered in 9<sup>th</sup> and 10<sup>th</sup> grades, and advanced placement courses are offered in 11<sup>th</sup> and 12<sup>th</sup> grades. The English curriculum has been vertically and horizontally aligned in order to ensure there are no gaps in learning. Junior and senior English students are required to write a research paper and complete objectives in using print and non-print resources and appropriately cite those sources. Elective courses are also offered in drama, oral communications, and Debate I and II.

The ELL program at Gautier High School is intensively implemented by a specialist who works one on one with our limited English speaking students. They are given tutoring opportunities after school with teachers who assist them in working on specific challenges. Title I provides two full time compensatory teachers, one in math and one in English, as well as a lab assistant who works with students in the computer labs, to serve targeted children. Courses in compensatory reading and writing are offered for those students who need extra help with the content for future English coursework.

The school has a wide range of reading opportunities for all students. Students are required to read in physical education, weightlifting, driver education, health, and technology discovery. Special reading materials have been purchased for all of these classes. We continue accelerated reader from the middle school to the high school through the completion of their ninth grade year. Teachers also have

independent reading assignments within their classroom. For example, students who take Marine Biology are required to read a novel as part of the course requirement.

### *3. Additional curriculum area.*

One of the main goals we have here at Gautier High School is to prepare our students to do their absolute best on the Biology I Subject Area Testing Program. We address this issue thoroughly in the Biology I classroom, as evidenced by our continued presence in the top 10% of all schools in Mississippi for Biology I SATP performance. The entire science department works diligently to improve the curriculum and best prepare students for success on the Biology I test. The work that began with the design of this Biology I course of study has impacted the entire science curriculum and has led to increased expectations for all science courses. For example, course offerings have expanded in the past three years to include astronomy, genetics, zoology, marine biology, AP chemistry, and AP biology. Gautier High School's dedication to high expectations and superior performance is well illustrated by the science department. Instruction has moved from a primarily teacher-centered format to an emphasis on student-centered activities and hands-on learning. An example of this hands-on approach is our annual "Wetlands Workshop." We bring together all sixth grade students from the Pascagoula School District as well as Resurrection Catholic's sixth grade students. These children come together with Gautier High School students, teachers, Master Naturalists, and local industry scientists to experience a full-day immersion into life in the Mississippi Wetlands.

Gautier High School's Biology I course directly addresses two portions of our school's Mission Statement: (1) Cooperative effort applied to a common high cause; and (2) Personal accountability to high standards of competence. In the spring of 2004, 529 students participated in after-school tutoring in preparation for the Biology I Subject Area Testing Program. These tutoring sessions were led by seven instructors from our Science Department in an effort to dramatically improve the students' chances of performing well on this state assessment. The evening before the test was administered, approximately 75% of all Biology I students stayed after school to be a part of a 2-hour intensive review for the test. Gautier High School had the highest mean scale score in its history following this tutoring effort. This personal effort and cooperative atmosphere made it possible for Gautier High School to test 232 students – the most in school history – and achieve a 100% pass rate.

### *4. Instructional methods utilized to improve student learning.*

At Gautier High School, we strive to provide a balanced curriculum that addresses the needs of ALL students and provides these students with opportunities to develop and demonstrate their individual strengths, talents, and abilities while strengthening areas where they are weak. Our teachers are required to include differentiated instructional methods regularly in their lesson plans and address the needs of the various types of learners in their classrooms.

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 program, and 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

Technology is an essential component in course offerings and is utilized for individual and group learning and teaching. Gautier students have access to four computer labs, learning software, graphing calculators and smart carts. Realistic and relative learning opportunities using this technology are used throughout the school to help students understand and connect to their roles as future citizens and employees.

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

Professional learning at Gautier High School focuses on improving teaching as a vehicle for improving student achievement. Data drives the planning and implementing processes. The committee reviews student data from state and local assessments, as well as grade reports, discipline reports, and attendance reports, to determine student needs. Teacher evaluation data is also included in the data pool. Based on all of this data the school develops a plan for improving student achievement.

Gautier High School operates on a 96 minute block schedule. During the planning block teachers meet together, or with an administrator, to plan units of instruction, review ALMAs, investigate/practice new teaching strategies, develop plans for student tutoring, or practice using new technology. Recently this school's technology efforts have focused on implementing two programs – an electronic grade book and Digital Curriculum, a program that provides on-demand short film clips that can be infused into lessons.

Gautier High teachers also participate in professional learning initiated by the district. The Teacher Enhancement Academy hosts a three-day summer institute to orient new teachers to district expectations and programs; teachers with three or less years experience also attend monthly follow-up sessions; and all teachers new to the district are assigned trained mentors. Vertical teams for grades 6-12 work to ensure that students have a rigorous curriculum in all subjects and that there is appropriate alignment. Many of our teachers participate in issue/topic training offered by the Center for Teaching and Learning; the topics offered are based on teacher/administrator input. The district also conducts an Administrator Academy; during three days in the summer and monthly three-hour sessions, administrators focus on book studies, becoming stronger instructional leaders, and developing management skills.

It is evident that our professional development is impacting student learning because our scores have moved into and are maintaining a level in the top ten percent of the state even though we have a high rate of mobility and a high poverty rate. GHS teachers understand that they have a major responsibility in the success of students.

## PART VII - ASSESSMENT RESULTS

### Attachment A - 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
<b>SCHOOL SCORES</b>			
TOTAL (School Mean SS)	348.5	341.5	334.5
At or Above Basic %	85	84	73
At or Above Proficient %	53	46	34
At Advanced %	9	7	5
Number of students tested	179	155	184
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Black (Mean SS)	336.4	329.8	315.9
At or Above Basic %	79	74	59
At or Above Proficient %	36	33	14
At Advanced %	3	4	1
White (Mean SS)	356.4	348.8	345.1
At or Above Basic %	95	86	82
At or Above Proficient %	60	46	47
At Advanced %	10	11	8
Economically Disadvantaged (Mean SS)	335.2	334.4	NA**
At or Above Basic %	83	74	
At or Above Proficient %	32	38	
At Advanced %	2	2	
<b>STATE SCORES</b>			
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

**Attachment B** - 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
<b>SCHOOL SCORES</b>			
TOTAL (School Mean SS)	389.5	368.3	365.8
At or Above Basic %	97	97	92
At or Above Proficient %	89	72	70
At Advanced %	46	23	33
Number of students tested	171	118	74
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
Black (Mean SS)	382.6	353.2	360.4
At or Above Basic %	99	95	100
At or Above Proficient %	84	45	64
At Advanced %	44	20	18
White (Mean SS)	392.7	378.1	370.4
At or Above Basic %	100	97	88
At or Above Proficient %	96	76	74
At Advanced %	55	42	38
Economically Disadvantaged (Mean SS)	383.9	357.0	NA**
At or Above Basic %	98	95	
At or Above Proficient %	84	51	
At Advanced %	45	21	
<b>STATE SCORES</b>			
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