

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Jerry Jefferson Morgan PhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bayou View Middle School
(As it should appear in the official records)

School Mailing Address 212 43rd St.
(If address is P.O. Box, also include street address.)

Gulfport Mississippi 39507-3943
City State Zip Code+4(9 digits total)

County Harrison State School Code Number* * 2421-012

Telephone (228) 865-4633 Fax (228) 867-1967

Web site/URL http://www.gulfportschools.org/SCHOO E-mail jj.morgan@gulfportschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Mr. Glen Vincent East
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gulfport Schools Tel. (228) 865-4600

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. David Anthony Mauffray
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 7 Elementary schools
 _____ 2 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 11 TOTAL
2. District Per Pupil Expenditure: _____ 8679
 Average State Per Pupil Expenditure: _____ 8298

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. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ 0 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
Pre K	0	0	0	7	116	122	238
K	0	0	0	8	114	112	226
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	95	121	216				
TOTAL STUDENTS IN THE APPLYING SCHOOL							680

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 35 | % Black or African American |
| 3 | % Hispanic or Latino |
| 60 | % White |

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 28 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	95
(2)	Number of students who transferred from the school after October 1 until the end of the year	93
(3)	Total of all transferred students [sum of rows (1) and (2)]	188
(4)	Total number of students in the school as of October 1	676
(5)	Total transferred students in row (3) divided by total students in row (4)	0.28
(6)	Amount in row (5) multiplied by 100	28

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 7 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 354

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: $\frac{8}{52}$ % 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.

1	Autism	1	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindness	36	Specific Learning Disability
5	Emotional Disturbance	11	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
9	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	3	0
Classroom teachers	49	0
Special resource teachers/specialists	6	0
Paraprofessionals	6	0
Support Staff	9	0
Total number	73	0

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 $\frac{21}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	93 %	96 %	95 %	93 %
Daily teacher attendance	97 %	96 %	95 %	97 %	98 %
Teacher turnover rate	7 %	12 %	8 %	8 %	5 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Bayou View Middle School is one of two middle schools within the Gulfport (MS) School District, and serves approximately 680 students. We are located in Gulfport, MS, on the central Mississippi Gulf Coast, conveniently located between Mobile, AL to the east and New Orleans, LA to the west. A certified staff of 60 dedicated employees serves the instructional needs of every child, aided by an enthusiastic and qualified support staff of 16 classified employees. We are a holistic learning community with a diverse stakeholder base: children, parents, teachers, staff, and community members. Our motto is 'Keep the 5 Alive!'

While our current percentage of students who qualify for free and reduced lunch stands at approximately 52%, our total 2005-2006 student population (100%) qualified for the free and reduced program according to federal guidelines in the immediate aftermath of Hurricane Katrina, which devastated the MS Gulf Coast on August 29, 2005. All students remained eligible through the end of January, 2006. Despite faculty and staff housing losses of almost 50% due to Katrina, 100% of Bayou View Middle's work force returned for duty when school reopened on October 3, 2005.

BVMS consists of 22 first period academic, self-contained, regular-education classrooms. Students are placed in teams in grades 6-8. Elective classes begin 2nd period. Our 6th grade Nathan Walker Academy offers reduced class size and is composed of three teams. This makes the adjustment easier from elementary to middle school. It is in its third year of existence. Both 7th and 8th grade have two teams each; therefore, they have larger class sizes. Our special education department has one self-contained behavior modification program, as well as four staff members who serve students in resource and inclusion-based settings. We offer gifted classes that serve only 6th grade. Enrichment for 7th and 8th grade is offered in advanced classes in all major subject areas. We have a part-time speech pathologist, two guidance counselors, art class, music class/choir, band (concert and jazz), strings, Gang Resistance Education and Training (G.R.E.A.T.), health, media specialist, character education (6th grade), Spanish (6th grade), and physical education.

At BVMS, as throughout the Gulfport School District, our vision is driven by the following philosophy: Every Decision: What is Best for Children? Every Time. Through this mantra, we realize our district's mission statement in 'inspiring each student to become a problem solver, lifelong learner, and productive member of society.' This indicates that we are completely child-centered, and strive to meet the full educational needs of each and every student. Bayou View Middle School has been recognized by the Program for Research and Evaluation of Public Schools (PREPS), four times since 2002. This recognition is for performing above expectations on state assessments for a school within our socioeconomic status.

Our curriculum is a combination of the MS Department of Education's state benchmarks, supplemented by additional benchmarks and objectives designed by the Gulfport School District that every student must meet in order to be competitive in the 21st century. We assess learning in reading/language arts, writing, math, history (8th grade), and science every four-and-one-half weeks through a district mixed-practice assessment, and use the results to determine mastery of these objectives. As with all Mississippi middle schools, all 7th grade students are assessed through the GLTP (Grade Level Testing Program) Writing Assessment (through 2006-07), and all 6th through 8th grade students are assessed through the MCT (Mississippi Curriculum Test), Mississippi's criterion-referenced assessment instrument that satisfies the national NCLB standards. We also take the S.A.T.P. (Subject Area Test Program) in Algebra I. This is only taken by 8th graders in the Algebra I class each May.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Mississippi Curriculum Test

Assessment results from the Mississippi Curriculum Test (MCT) provide school/district personnel, parents, and students with information regarding skills and content mastery as designated by the Mississippi Curriculum Frameworks. Along with numerical results for reading, language, and mathematics, the student reports specify the students' proficiency levels. The goal for all students is to score proficient or above in all subject areas. The chart below describes the established proficiency levels.

Advanced

Student consistently performs in a manner clearly beyond that required to be successful in an advanced course in the content area.

Proficient

Student demonstrates solid academic performance and mastery of the knowledge and skills required for success in an advanced course in the content area.

Basic

Student demonstrates partial mastery of the knowledge and skills in a course and may experience difficulty in an advanced course in the content area.

Minimal

Student does not demonstrate mastery of the knowledge and skills required for success in a course in the content area.

Reading/Language Arts

The students at Bayou View Middle have consistently exceeded state and federal expectations on the state exam since its inception in 2000. Currently 81% of students in grades six through eight scored proficient or advanced in reading, while 76% scored proficient or advanced in language arts respectively. Likewise, the students' scale scores have increased to above the state mean scale scores. In sixth grade, scale scores have increased since the inception of the Nathan Walker Academy in all tested levels. In the area of reading (2007), 95% of all sixth graders scored proficient or advanced in the area of reading. This is 20 points higher than the state average. Language arts scale scores in sixth grade increased over a six year period. This increase is 18 points higher in 2007 than in 2001! In grades seventh and eighth language scores fluctuate since 2001. This is an area that BVMS can improve upon. This year, 85% of sixth grade students scored proficient or advanced in language.

Mathematics

Mathematics continues to be strength for Bayou View Middle School. On the mathematics section of the Mississippi Curriculum Test, 80% of the students scored proficient or advanced. This includes the following: sixth: 86%, seventh: 78% and eighth: 77%. This percentage (80%) surpasses the state percentages by 18% along with the students' scale scores which show an increase above that of the state average. For example, students in the sixth grade are 16% above the state, seventh grade is 15% above the state, and eighth grade scored an average of 19% better than the state. The greatest gains can be seen in the Algebra I scores. In 2006, BVMS ranked number 10 overall in the state, and in 2007 ranks number 7 overall! Our school is also been in the top 20 schools in the state in the past two years according to the State School Performance Index. In 2006, we finished eleventh in the state with 558 points. We vowed to be better than eleven in 2007, and finished ninth with 555 points! We hope to go from 'Good to Great in 2008!'

Overall, the gains that were accomplished by the students and faculty at Bayou View Middle School are exceptional, particularly in the two years following Hurricane Katrina. Both have shown a dedication to learning and student achievement in the face of extreme adversity. The stability of our school has been a guiding force to the entire community.

2. Using Assessment Results

The premise for instruction in the Gulfport School District builds upon the district's mission and core beliefs. Our model represents a cycle of effective instruction, on-going assessment and monitoring of student progress, analyzing student performance so that re-teaching and improved learning occurs.

Prior to the beginning of each academic year, we analyze results of the previous spring's MCT and Subject Area assessment data to determine the specific needs for each child; this determines class placement and alerts classroom teachers as to the instructional needs of each child in their classes.

Students who do not score proficient or advanced must be provided remediation. BVMS has a Language/Reading Lab and a Mathematics Lab. Students will go to one or both labs if scoring in the lower quartiles on the Mississippi Curriculum Test. Since two electives are provided daily students do not miss any academic classes to attend the lab. Plans are done for each student and are evaluated quarterly. Eighth Grade teachers also divide the students among the teams to receive extra attention and one on one instruction. The seventh grade uses a student progress plan. During scheduled Accelerated Reader time (at least once a week), the English & Career Discovery teachers will work with 'blueberry' students (students not scoring proficient or advanced, the name is related to an ice cream story told by our superintendent) on an individual basis. The teacher will keep a folder for each student indicating their individual areas of weakness on the MCT as well as STAR test scores. Any subcategory in which the student scored less than 75% accuracy will be provided assistance. They also work with Good to Great students: During scheduled AR time (at least once a week), the science and history teachers will work with the Good to Great students on an individual basis. In an attempt to get the students into the advanced threshold, students will work on skills in which they scored less than 85% proficiency. The team leader will provide the teacher with the student folder that includes the daily lesson for that student. The teacher should spend one on one time discussing the skill with the student, then the student will complete independent practice. Finally, sixth grade teachers provide extra assistance in English, math and reading classes.

During the academic year, we assess learning in reading/language arts, writing, math, and science every four-and-one-half weeks through a district mixed-practice assessment, and use the results to determine mastery of these objectives. Each assessment results' report contains detailed data which allows teachers to determine deficiencies in specific objectives, and help identify which children need remediation and supplemental instruction. This allows teachers to differentiate instruction for individuals, and eliminates redundancy in re-teaching. Teachers give weekly mixed-practice tests and bell work that gives feedback on lessons throughout the week. Data is analyzed to determine objectives learned and those needing remediation.

3. Communicating Assessment Results

The state of Mississippi requires every school to report their accountability results each year. Bayou View Middle School publishes a school level and district level report each year which is distributed to each student to inform parents of school and district progress. Parents and community members can easily access a copy of the school and district report cards via the district website. Teachers are in constant communication with families regarding student progress in the classroom. Weekly lesson plans and parent involvement homework sheets also include student progress notes. The school and district also provide student progress via JPAMS, a student/family specific report obtained through the district's website. A weekly newsletter, The Viking News, continually updates parents concerning school level curriculum issues as well as general information about the school. The newsletter keeps the high expectations the school has for its students in the forefront and also provides parents with a testing calendar for the school year. During the summer, the administration of the school assesses the test scores from spring testing and begins the process of identifying 'blueberries'. As teachers return to school, they are provided with the test scores of their previous students and their upcoming students. A list of 'blueberries' in the Gulfport School District is compiled and teachers begin immediate communication through phone calls and parent conferences to begin filling the gaps of these students. The grades of these students are continually monitored and

the administration of the school carries the names of these students when making classroom observations to help ensure the school is meeting the needs of each individual student. Teachers also complete reflections on these students.

The Gulfport School District works through the GOOD NEWS newspaper, a local community publication, on a monthly basis to inform parents about student performance and other good news happening in the district. A message from the district superintendent continually reminds parents in the school district of the district mission and objectives. The district's web page also keeps parents and community members informed of the accomplishments and activities with links to specific events. The school district public relations director informs the media about events and programs in the school district with Bayou View Middle School receiving coverage from a local television station, local newspapers, school newspaper- The Viking Vibe, and numerous radio stations.

4. Sharing Success:

Every school within the Gulfport School District is committed to working together to ensure success for all of Gulfport's children. Bayou View Middle School is no exception to this rule, and actively shares its successes with other schools within the district and state.

The Gulfport School District holds a monthly professional development entitled 'GSD Connections' in which all grade-level teachers from across the district come together to discuss issues, present challenges and solutions, and model successes. Each grade level from BVMS strives to present positive, engaging success strategies at each meeting that other teachers can take back to their respective schools and use.

The district holds many professional development training sessions throughout the year in an 'in-house' fashion, utilizing successful teaching strategies from our district's own teachers. Bayou View Middle faculty members are called upon regularly to present workshops (Essential Pieces) that highlight the excellence in teaching and learning that takes place at BVMS on a daily basis.

Teachers are required to do a Visit a Colleague form each quarter. They visit a different class and observe the teacher and class. They are encouraged to go where they would not immediately think, such as a different grade or subject area. From this, a new idea may develop to use in their respective classes. Also part of our faculty meetings is sharing quality work. This may involve presenting an exemplar lesson, having students perform, or presenting teaching strategies.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curricular practices at Bayou View Middle School are rigorous, relevant, and meaningful. All core content areas have been vertically aligned in order to provide a smooth transition from grade to grade. The objectives and skills that are taught revolve around those standards outlined by the Mississippi Department of Education Curriculum Frameworks; however, the teachers at Bayou View Middle have continued to strive for excellence as they have committed to provide authentically engaging work for all students.

The curriculum at Bayou View Middle requires teachers to know their students and how they learn best. This process takes into account the whole learner by ensuring access for all students to a curriculum that is both rigorous and engaging. Consequently, teachers are challenged to create high quality work that authentically involves students in the learning process. As a middle school our job is to ensure success for students coming in from elementary as well as exiting for high school. We also teach an advanced curriculum for all core subject area classes. Students must meet requirements to be enrolled in these classes.

The premise for instruction at Bayou View Middle builds upon the district's core beliefs and mission. The model for instruction represents a cycle of effective instruction, on-going assessment, and monitoring of student progress, which enables teachers to analyze student performance when making decisions about teaching and learning.

When focusing on the lesson design for instructional strategies, the faculty employs various engaging methods that strive to integrate cross-curricular mediums. For example, reading, language, and math bell work is done school-wide. Likewise, writing skills are also integrated to encourage critical thinking and communication skills. Furthermore, process skills that are introduced in math are also paralleled in science. Therefore, the integration of core content curriculum is the driving force behind student achievement. For example, science writing projects are typed in computer discovery.

To compliment the primary curriculum, a sixth grade Spanish program has been implemented. In this program, students are exposed to both the Spanish language and culture, which support the core curriculum. The Spanish lessons are designed to reinforce and extend the students' comprehension through the use of hands-on learning techniques. To create a well-rounded curriculum, the fine arts program at Bayou View Middle enables students to experience real-world application of key concepts through visual and performing arts through close integration with schools core content areas.

The curriculum at Bayou View Middle is extended to all students in a manner that challenges them to reach their full potential. The administration and staff ensure that every decision is in the best interest of all students. The Bayou View curriculum is the medium by which teachers deliver lessons that excite students and inspires them to become problem solvers, life-long learners, and productive members of society.

2b. (Secondary Schools) English:

The goal of meeting the achievement needs of every child at Bayou View Middle School finds the language arts program supporting the Gulfport School District Language Arts Standards . Reading classes are offered in sixth grade only. Any child who performs Basic or Minimal in seventh or eighth grade is placed in the Language Arts Lab. The facilitation of language arts instruction is embedded across the curriculum. The use of Thinking Maps and writing rubrics provides a foundation for critical thinking and writing development that helps seventh grade students average a 2.9 and 2.7 over the previous two years on the state writing assessment. This is based on a four point rubric. The use of a whole language program, Four Square Writing, Building A Better Vocabulary, state frameworks, curriculum

maps, and blueprints provides a research based avenue for remediation of struggling students.

Constant mining of language arts assessment data provided by MCT results, STAR testing, and District mixed practice tests continually discover students who may be struggling with language arts processes. These students are provided additional reading help through the Language Arts lab, student improvement plans, and Teacher Support Teams (T.S.T.). The use of the Renaissance Learning Accelerated Reader Program provides both remediation and enrichment for students as they work to meet established language arts benchmarks each semester.

The school has a wide range of reading opportunities for all students. The library is the hub of learning for the school and reading is required in all academic areas. The use of book-reporting and reading fairs provide other avenues for successful language arts development.

3. Additional Curriculum Area:

Bayou View Middle offers an extensive core of science, history, math, and discovery curriculum to students in grades 6-8 utilizing many resources. Students begin in sixth grade with studies in earth and space, life, and physical science. Integrated science studies continue through eighth grade. The JBHM program is used to supplement the science program in grades seven and eight. The JBHM Education group provides services in response to new accountability demands on public schools. The school has also received a \$60,000 grant from Lowes for the creation of a greenhouse to teach horticulture. Some of the grant has also been used for gardening and school beautification. Students have also participated in recycling, and creating bird sanctuaries. Students in the eighth grade advanced science class participate in The Science Olympiad.

History is taught in all grades 6-8. In 6th grade students learn about Western Hemisphere Studies. In 7th they take World History, and in 8th U.S. History to 1877. All 6th grade teachers are certified in history and another content area. The class is divided into 4 quarters and students rotate to all 4 teachers on the team.

Discovery classes are also offered in seventh and eighth grade. Both classes are part of the Tech Prep initiative. Career Discovery is taken in seventh grade. Here students learn about different vocations. They even job shadow in February of each year. The curriculum is taught through a variety of projects, reports, and research. Computer Discovery, which is offered to eighth graders, teaches keyboarding skills, spreadsheets, databases, telecommunications, multimedia, letter writing, and integrates with other subject areas. This is also a high school credit. All teachers in 7th and 8th grade are certified in the new IC3 curriculum.

Mathematics offers a 6th grade advanced class. Seventh grade offers both pre-algebra and integrated mathematics. Students in pre-algebra must qualify for the course exiting sixth grade. Eighth graders earn another high school credit in either pre-algebra, transition to algebra, or Algebra I. All math classes use the Renaissance Learning Accelerated Math Program, which allows teachers to individualize student instruction to meet the needs of every child. Students are expected to master many objectives to meet their goal each quarter.

Elective classes are offered to each student twice a day. Students who need remediation will go to the Language Arts or Math lab and Special Education students will have a daily resource course. Other classes include the following: Art, Gang Resistance Education and Training (G.R.E.A.T. for seventh grade only), Physical Education, Health/Character Education, Advanced Art (eighth)/Yearbook, Choir, General Music, Strings, Band, and Jazz Band (eighth). Sports are offered after school in the following categories: cross country, track, football, basketball, baseball, softball, soccer, and swimming.

All BVMS sixth grade classrooms are equipped with Promethean 'Smart Boards,' which allow teachers and students to apply the latest touch-sensitive computer technology to their studies. We also have two computer labs, one in sixth grade and one for the upper grades.

4. Instructional Methods:

BVMS employs the use of many different instructional methods to meet the diverse needs of the entire student body. Daily classroom instruction utilizes the design concepts of the 'Working on the Work' (WOW) action plan from the Schlechty Center for Leadership in School Reform. Through different design qualities, teachers develop lessons with only authentically engaging work that puts the focus on the students' work. These design qualities include meaningful content and substance, organization of knowledge, product focus, clear and compelling product standards, protection from adverse consequences of initial failures, and affirmation of performances. The action plan is designed around the engagement level of the student, which requires feedback from students. This may be done through questionnaires, surveys, interest inventories, or questioning techniques. Our district is currently in its' sixth year of using this action plan.

Renaissance Learning: As explained earlier, Accelerated Reader and Math are key supplemental programs on the BVMS campus.

Ramp Up: This reading/math instruction method delivers the concepts and skills of language arts and math through a variety of strategies and concepts. It is designed for students who are 2 or more years behind. It is incorporated in our labs.

Transition Program: This program is designed to give sixth graders who are two years behind the boost they need to succeed in seventh grade after only one semester. It concentrates on reading, language, and math skills.

Inclusion: This mainstreams special education students into regular education classes. They include the resource teacher to assist the regular education teacher with all students.

Behavior Modification: This includes students in grades sixth through eighth. It is a self-contained district program that works on behavior and academics. It includes both a highly qualified teacher and teacher assistant. It can accommodate up to nine students.

Power Hour: This is an after school tutoring program where help is offered to students every week (Wednesdays) in the areas of math, English, and science.

5. Professional Development:

Professional learning at Bayou View Middle School focuses on improving teaching as a vehicle for improving student achievement. The collection and interpretation of data drives the planning and implementation process. Through the use of district-wide surveys, teachers develop an individualized staff development plan as each teacher seeks to remediate areas of weakness or enrich areas of strength. This initial survey provides the foundation of M-Life, a middle school professional development conference that enables teachers to enhance individual areas for improving student achievement.

Bayou View Middle School teachers also participate in professional learning provided by the district. The Essential Pieces Conferences are held throughout the school year where teachers from all over the district utilize and choose workshops to attend. Gulfport School District Connections is a district-wide grade-level based professional learning environment where teachers across the district share best practices and devise strategies for eliminating areas of academic weakness across the district. Monthly Saturday workshops are also sponsored by the district to meet teacher needs. The district sponsors a yearly administrative three-day retreat where the administration of the district focuses on student achievement goals, book studies, development of leadership techniques and development of management skills. This year the administrators were trained by The University of Mississippi on techniques for coaching teachers. The district also sponsors a career ladder development program for assistant principals and upcoming administrators from within the district. This program provides information concerning the way the district handles instructional management, personnel issues, etc.

It is evident that the professional learning process at Bayou View Middle and within the district is impacting student learning because student achievement benchmarks are being sustained in the top of the schools in the state even though there are high mobility and poverty rates. Bayou View Middle School teachers understand that they have a major responsibility for the success of each student.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 6 Test Mississippi Curriculum Test

Edition/Publication Year 2001 Publisher CTB/MsGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	88	90	82	90
% "Exceeding" State Standards					
Advanced	30	25	25	24	21
Number of students tested	212	194	271	249	195
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	12
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	80	76	66	66	69
% "Exceeding" State Standards					
Advanced	13	9	9	9	13
Number of students tested	83	75	78	77	54
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	96	95	96	89	96
% "Exceeding" State Standards					
Advanced	43	35	34	31	26
Number of students tested	119	112	175	166	133
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	83	89	82	69	77
% "Exceeding" State Standards					
Advanced	17	27	11	8	6
Number of students tested	101	157	114	93	69
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	74	75	67	73	65
% "Exceeding" State Standards					
Advanced	48	44	37	32	34
Number of students tested	243	243	237	263	216
Percent of total students tested	98	97	98	98	98
Number of students alternatively assessed	0	0	0	1	13
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	54	57	45	58	35
% "Exceeding" State Standards					
Advanced	25	23	14	15	13
Number of students tested	74	74	55	74	38
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	84	83	75	80	73
% "Exceeding" State Standards					
Advanced	59	53	45	39	39
Number of students tested	159	162	159	178	161
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	56	76	48	49	38
% "Exceeding" State Standards					
Advanced	25	44	18	10	25
Number of students tested	95	201	79	89	56
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	85	80	75	69	73
% "Exceeding" State Standards					
Advanced	27	30	27	21	23
Number of students tested	212	194	271	248	203
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	8
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	69	71	55	53	60
% "Exceeding" State Standards					
Advanced	19	25	13	10	11
Number of students tested	84	75	88	77	55
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88	87	86	76	76
% "Exceeding" State Standards					
Advanced	35	35	35	26	26
Number of students tested	119	112	175	165	135
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	68	82	58	47	59
% "Exceeding" State Standards					
Advanced	18	34	11	4	10
Number of students tested	100	157		93	63
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Plus Advanced	86	85	76	72	78
% "Exceeding" State Standards					
Advanced	65	58	51	37	46
Number of students tested	212	194	270	248	195
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	16
Percent of students alternatively assessed	0	0	0	0	8
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Plus Advance	68	72	55	59	57
% "Exceeding" State Standards					
Advanced	45	40	22	16	19
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient Plus Advance	67	77	65	81	74
% "Exceeding" State Standards					
Advanced	22	26	25	36	21
Number of students tested	216	230	296	246	246
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	13
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Plus Advance	60	57	45	69	56
% "Exceeding" State Standards					
Advanced	11	8	12	18	15
Number of students tested	93	63	91	61	64
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Plus Advance	74	86	75	84	80
% "Exceeding" State Standards					
Advanced	33	33	31	41	23
Number of students tested	117	159	185	173	175
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient Plus Advance	58	79	42	66	45
% "Exceeding" State Standards					
Advanced	11	27	9	14	8
Number of students tested	99	193	126	79	80
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	79	81	81	84	86
% "Exceeding" State Standards					
Advanced	31	35	30	33	33
Number of students tested	216	230	296	247	244
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	16
Percent of students alternatively assessed	0	0	0	0	7
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	60	60	66	71	69
% "Exceeding" State Standards					
Advanced	22	16	15	20	13
Number of students tested	93	63	63	71	62
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	86	91	88	88	91
% "Exceeding" State Standards					
Advanced	39	43	38	38	41
Number of students tested	117	159	195	173	173
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	59	82	64	69	62
% "Exceeding" State Standards					
Advanced	20	36	13	16	14
Number of students tested	99	193	127	80	79
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	MAy	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	79	79	70	71	76
% "Exceeding" State Standards					
Advanced	51	46	38	49	43
Number of students tested	216	230	296	246	245
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	14
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	74	62	51	46	59
% "Exceeding" State Standards					
Advanced	37	18	19	26	16
Number of students tested	93	63	91	61	63
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	83	87	79	79	83
% "Exceeding" State Standards					
Advanced	62	58	47	55	53
Number of students tested	117	159	195	172	175
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	74	81	48	51	56
% "Exceeding" State Standards					
Advanced	39	47	18	28	18
Number of students tested	99	193		79	79
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	72	74	76	82	81
% "Exceeding" State Standards					
Advanced	29	25	25	31	21
Number of students tested	245	244	238	264	220
Percent of total students tested	98	98	96	98	98
Number of students alternatively assessed	0	0	0	0	7
Percent of students alternatively assessed	0	0	0	0	3
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	51	50	62	71	59
% "Exceeding" State Standards					
Advanced	11	14	14	16	8
Number of students tested	74	74	56	75	49
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	82	84	81	87	87
% "Exceeding" State Standards					
Advanced	36	29	31	37	23
Number of students tested	160	163	159	178	164
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	48	78	61	67	68
% "Exceeding" State Standards					
Advanced	10	26	13	10	13
Number of students tested	97	201		90	56
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	71	62	73	66	73
% "Exceeding" State Standards					
Advanced	23	20	23	19	28
Number of students tested	245	244	238	264	217
Percent of total students tested	98	98	97	98	98
Number of students alternatively assessed	0	0	0	0	8
Percent of students alternatively assessed		0	0	0	4
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	55	42	55	49	46
% "Exceeding" State Standards					
Advanced	5	7	12	8	8
Number of students tested	74	74	56	75	48
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	78	72	79	71	80
% "Exceeding" State Standards					
Advanced	30	26	27	24	32
Number of students tested	160	163	159	178	162
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	56	76	48	49	38
% "Exceeding" State Standards					
Advanced	7	20	8	6	17
Number of students tested	97	201		55	55
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	96	96	96	100	90
% "Exceeding" State Standards					
Advanced	89	86	65	73	37
Number of students tested	27	35	53	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	96	96	100	100
% "Exceeding" State Standards					
Advanced	100	60	57	66	33
Number of students tested	1	5	7	6	3
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	100	96	100	100
% "Exceeding" State Standards					
Advanced	92	93	62	72	37
Number of students tested	26	29	38	47	48
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	100	96	100	
% "Exceeding" State Standards					
Advanced	100	83	57	50	
Number of students tested	1	6		2	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					