

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 50 Elementary schools (includes K-8)
12 Middle/Junior high schools
14 High schools
1 K-12 schools
77 Total schools in district
2. District per-pupil expenditure: 12416

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 22

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	70	46	116
7	32	66	98
8	57	55	112
9	50	49	99
10	38	42	80
11	51	57	108
12	46	60	106
Total in Applying School:			719

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
16 % Asian
7 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2011	692
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 21%

Total number of students who qualify: 152

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%

Total number of students served: 12

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>1</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>3</u>
Total number	<u>52</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

31:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	95%
High school graduation rate	95%	95%	90%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>83</u>
Enrolled in a 4-year college or university	<u>98%</u>
Enrolled in a community college	<u>1%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>1%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

In 2005, Haynes Middle School officially became Haynes Middle School for Advanced Studies (6th-8th); a year later, it became the first 6th-12th magnet school in Jefferson Parish. Haynes's mission is to provide an exemplary learning center that encourages students and staff to actively discover, integrate, and apply knowledge in a dynamic, global, and technological environment.

Although Haynes has existed since 1909, its major milestone was its inception as a magnet school in 2005, when Haynes accepted advanced students from the greater New Orleans area who were misplaced due to Hurricane Katrina. Haynes is nearly sixty percent academically gifted and talented, drawing students throughout Jefferson Parish. One of the most salient features of Haynes is its ethnic and socioeconomic diversity and the academic opportunities which are given to all students.

Haynes's student body has embraced decades of past traditions including: our school colors, the yellow jacket mascot, the alumni association, and the school songs. The school continues to build its own traditions such as: International Food Festival, Homecoming, Junior Ring Ceremony, Senior Walk Through, Junior/Senior Prom, Fall Festival, Spring Fling, Gala Auction, Haynes Variety Show, and the Morning News Program.

In order to address the caliber of students at Haynes, the credentials of the highly qualified faculty include: 100% of the administration hold advanced degrees, 27% of the faculty are National Board Certified, 70% possess master's degrees or higher, and 44% are gifted or talented certified. Several members of the faculty are former Jefferson Parish Teachers of the Year and National Teachers of the Year in their respective fields.

Additionally, the Haynes Parent/Teacher Organization is strong and supportive. Proceeds from the PTO's annual fundraising auction provide teachers with numerous opportunities for continuing education and materials for student and teacher use. Leading by example, the PTO influences our organizations such as Student Council, National Honor Society, and Key Club in promoting fundraisers during the year that benefit charities throughout the world.

The advanced curriculum at Haynes Academy includes 13 high school AP classes as well as Renzuli's Enrichment Model. The vast majority of courses offered from sixth through twelfth grades are honors classes. A unique aspect of our curriculum is the opportunity for dual enrollment for high school and college credit, both on and off campus. During 2011-2012, 11 % of the junior class qualified for National Merit Scholarships. During this same year, our second graduating class (86 students) earned over eight million dollars in academic and leadership scholarships.

Ranked as one of the top performing high schools in America by *Newsweek*, Haynes is also Southern Association of Colleges and Schools (SACS) accredited and received an A+ performance score by the Louisiana Department of Education. Haynes Academy offers a full complement of clubs and organizations for students to join—all sponsored by faculty members. Haynes has received numerous honors and recognition in organizations including, but not limited to: Engineering and Robotics Teams, Mock Trial, Speech and Debate, Academic Games, Quiz Bowl, Mu Alpha Theta, We the People (state and national), Social Studies and Science fairs (local and state winners), and district and state rallies. More specifically, not only has the Haynes Middle School Robotics Team been awarded \$50,000 for its presentation of "The Solution to the World's Energy Problem," it was also invited to Washington DC to present its "Solution to Coastal Erosion." Individually, one of our middle school students won the Jeopardy Kids' championship, and Haynes also boasts a high school chess world champion.

The Haynes Academy Athletic Department offers a wide range of competitive sports programs for girls and boys for both junior and varsity teams, including football, basketball, volleyball, soccer, baseball, softball, swimming, golf, cheerleading, and dance team. We have had several “A+ Scholars” recognized by WWL Broadcasting Systems for their achievements both on and off the field. The Yellow Jacket Cheerleaders and Dance Team have earned numerous trophies for their winning performances in local, state, and national competitions, and they lead the spirit efforts at school pep rallies and sporting events. Four times a year, students in sixth through twelfth grades come together as a family in the school gym, make spirit banners, and show their school spirit during interactive programs organized by Student Council.

Over the past four years, the Haynes Yellow Jacket Band has grown from 40 to 175 members and has been recognized by regional assessments as the top school in concert and jazz ensemble. Haynes’s talented arts department offers music, theater, and visual arts. Full-time art teachers give students opportunities to develop artistic skills.

What sets Haynes Academy apart from other schools is not merely our test scores, our curriculum’s flexibility, our polished faculty, myriad of activities, or spirited student body. It is the short period of time in which all of this was accomplished.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Throughout the past five years, Haynes has administered three types of state mandated, criterion-referenced, standardized tests: the Graduate Exit Exam (GEE: 10th and 11th grade), the Integrated Louisiana Educational Assessment Program (iLEAP: 6th, 7th, and 9th grade) and the Louisiana Educational Assessment Program (LEAP: 8th grade). Student results are categorized into five groups for the iLEAP, LEAP, and GEE: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. The state deems Basic or above (iLEAP, LEAP, and GEE) as proficient. However, expectations at Haynes Academy for Advanced Studies are that the students will perform at the Mastery or above level on all three tests. Please note that data for percentages of students performing at the Mastery level were not made available to Haynes, thus our data reflect students performing at the Advanced level, which is the highest level. During the 2010-2011 academic school year, the state phased out the iLEAP, hence the 9th graders only have scores from 2007-2010. During the 2011-2012 academic school year, the state phased out the GEE, hence the 10th graders only have scores from 2007-2011.

Our 6th graders have maintained 100% proficiency in Mathematics for the past five years. Haynes shows improvement in Mathematics from 56% Advanced in '07 to 62% Advanced in '11, indicating 6% growth. In Reading, our 6th graders again maintained 100% proficiency for the past five years with a slight dip to 99% during '09 and '10. Our Advanced scores in Reading show an overall increase of 12% for the past five years, with 11% in '07, 20% in '08, 34% in '09, 25% in '10, and 33% in '11.

For our 7th graders, Haynes has achieved 100% proficiency in Mathematics for four of the past five years (99% in 2009). Haynes demonstrates a tremendous growth in Mathematics from 44% Advanced in 2007 to 81% Advanced in 2011, a 37% improvement. The 7th graders have maintained 100% proficiency for the past five years in Reading, and although there have been dips in the Advanced category with 28% in '08 and 34% in '09, Haynes has exhibited an overall increase of 7%, with a 50% in '10 and 47% in '11.

Our 8th graders have displayed 100% proficiency in Mathematics for three of the past five years (99% in '07 and 99% in '10). There has been a comprehensive growth in the Advanced category beginning with 27% Advanced in '07 to 69%, a 42% increase. In Reading, Haynes has increased its proficiency from 98% in '07 to 100% in '11. Our Advanced level has increased every year for the past five, beginning with 13% in '07, 20% in '08, 29% in '09, 31% in '10, and 42% in '11, indicating a 29% overall increase.

Since the state phased out the iLEAP for 9th graders in '10, Haynes can only report on years '07-'09. Our 9th graders have maintained a 100% proficiency level in Mathematics during those years. Haynes also evidenced a dramatic augmentation in the Advanced level of Mathematics, from 31% in '07 to 73% in '09, an outstanding 42% increase. In Reading, the 9th graders again maintained 100% proficiency level from '07-'09. The Advanced level in Reading declined from 25% in '07 to 9% in '08 but then made a 17% increase back to 25% in '09.

In 2011, the state also phased out the Graduate Exit Exam for our 10th graders, which is why Haynes's data only include '07-'10. Haynes's 10th graders have increased their proficiency level from 98% in '07 to a 99% in '10. Even though Haynes' population has grown exponentially from 44 students in '07 to 109 students in '10, our Advanced level has also grown as well, from 36% in '07 to 45% in '08, to 60% in '09, to 77% in '10, a 41% overall growth. From '07-'10, only two students have not reached the proficiency level (thus the 98% in '09) in Reading. Every other year 10th students have been at 100% proficiency. At the Advanced level, Haynes began at 9% in '07 and rose to 13% in '10.

Since Haynes Academy is a magnet school, expectations for our students are higher. Students who score at a Basic or below level are identified and receive tutoring and specialized classes in order to perform at

higher levels. It should also be noted that even though Haynes Academy went through a nine-teacher reduction in force in 2010, increasing our teacher/student ratio, we still maintained 99%-100% proficiency at all grade levels. Suffice it to say, since Haynes Academy has performed at 98%-100% proficiency for the past five years, so have all of our subgroups.

2. Using Assessment Results:

Since the vast majority of the students at Haynes already demonstrate proficiency, we at Haynes pursue those who are performing at the Basic level. The students are identified at both the school and the classroom level. Every person on our campus is involved in the improvement of each student, from administration to teachers to even the student's peers.

In seeking to advance our students' already proficient skills to Mastery or above, testing data are continually scrutinized. Students identified by faculty or administration are placed in enriching tutorial classes to hone their skills. Each core subject offers these tutorial programs, and supplemental materials are provided to pupils for skill building. The magazine *Buckle Up* is one such resource used to support student progress and success in these enrichment clusters.

Haynes's teachers also provide interventions and make plans to increase student performance for identified students. By evaluating past test scores, the faculty is asked to list identified students and to track interventions that are being implemented to increase each student's performance. Administration monitors the lists and interventions. Courses of action range from teacher to teacher and extend from individual tutoring to extra remediation. For example, students can use Louisiana Pass, a website that offers sample, state modeled test questions in all four core areas. Another useful website is EAGLE, where teachers can create their own state-modeled questions that students can take for practice. The parish also provides teachers with interval assessments, given four times during the school year and used to gauge intermittent student progress toward mastery of core literacy and math skills. Interval Assessments are then used by teachers to monitor students' progress throughout the year. Using a website provided by The Learning Institute, teachers can electronically analyze the weaknesses of the entire class and redirect their instruction accordingly to best prepare students for the state test. All teachers at Haynes Academy create assessments that mimic the challenging questions similar to those students will encounter on standardized testing. Administration monitors assessments to ensure parallelism between teacher and state tests.

As a magnet school, Haynes Academy has the unique advantage of assisting students on their state scores by peer tutoring. For instance, our National Honor Society, Science National Honor Society, and Mu Alpha Theta (Math Club) mentor the younger students through lunchtime tutoring.

Test data are circulated by the Louisiana State Department of Education. Our local newspaper, *The Times Picayune*, annually publishes test results and the state ranking each school has earned. The Jefferson Parish Public School System website is also an excellent communication tool for parents and community members. It contains information about the parish and each individual school. Each school is given a school report card, prescribed by the state of Louisiana, which provides an in-depth look at each school such as demographics, academic achievement via state standardized test scores, and a comparison between the students at the school to state and national performance scores. The report card is also available for viewing on the website. Parents receive a state-designed handout which guides them in understanding their child's progress. Our school's counselors also meet with each student to explain his or her scores. Haynes Academy distributes a monthly school newsletter electronically to every parent/guardian, outlining the various achievements, successes, and upcoming plans at our school.

3. Sharing Lessons Learned:

Haynes Academy has an open door policy, inviting area schools and teachers to share lessons with one another on our campus. In addition, graduate students from local colleges intern at Haynes in the counseling, theater, and special education departments. Our theater program hosts a variety of plays that local schools attend annually.

The Haynes Middle School Robotics Team and its faculty sponsor have donated robots to Metairie Academy, Airline Park Academy, and home-school programs in order for these schools to build their teams. They have also been selected to share their “Solutions to the World’s Energy Crisis” and “Coastal Erosion” proposals in Baton Rouge, LA and Washington DC.

The Haynes Foreign Language Department includes a year-round exchange program which pairs Haynes students with students at Le Lycée Beaumont in Redon, France to communicate through writing and video-conferencing. Haynes Academy is preparing to host these visiting French students and teachers this spring; in return, Haynes’s French students and teachers will visit Le Lycée Beaumont in June.

Social studies classes traveled to the Chalmette Battlefield for the annual reenactment of the Battle of New Orleans, and shared their experiences through live video-conferencing with students in Lafayette, LA. Students in Lafayette were able to speak directly with British and American characters as part of the sharing experience.

The Thinking Kids Project, founded by two members of the High School Haynes Academic Games’ team and their faculty sponsor, support all teams in the league, and students created a website to offer their award-winning strategies to teams around the country. Haynes’s students hold workshops for area schools on the weekends, after school, and during the summer. The Thinking Kids Project has partnered with Benjamin Franklin Elementary, Metairie Academy, and Meisler Middle School.

Our AP Biology teacher, in conjunction with LSU Medical School, provides a genetics course which includes lectures, labs, and guest speakers from LSU Medical School. Biology students from Grace King, a Jefferson Parish high school, are invited to Haynes each year to share the experience with our students.

4. Engaging Families and Communities:

There is no greater example of engaging family and community at Haynes Academy than International Food Festival. This event highlights not only the school’s cultural diversity, but the talents of our musical, artistic, and theatrical students. Campus clubs, faculty, and parents help with set-up and serving. Our parents and local restaurants prepare or provide food representing over thirty countries. During the meal, students perform non-stop, celebrating a “world of talents” such as Indian dance, French singers, a global fashion show, and vocal and band selections. While building a sense of community and family, this festival also serves as a main fundraiser for our school. In 2012 the festival raised over \$18,000, which went directly back to student success and school improvement. Every club that participates in the festival is eligible for part of the profit. For example, our Mu Alpha Theta Math Club was able to recently register for a conference with some of the money from the festival.

Individual students, teams, clubs, and sports at Haynes Academy participate in competitions locally and nationally. We use several methods to highlight our students’ academic and athletic accomplishments. An in-house live TV show every morning shares the good news of these events with the student body. We send out a Parent Newsletter monthly, and our school website celebrates student success. Every nine weeks we have school assemblies to award academic certificates. At the end of the year we hold an Awards Day for academics and an award banquet for sports.

Haynes Academy also serves as a “good neighbor” to the community. With local business establishments, a local grocery store and a local jewelry store, literally across the street from our school, Haynes allows these businesses to use its parking lot on weekends, freeing up more space for their patrons. The store

owners donate items for our Gala Auction. The money raised goes directly to the school via a Teacher Grant Program where teachers can apply for funds to be used for professional development, textbooks, or classroom technology to improve student success. The Haynes athletic field also serves as an “extended back yard” and hundreds of neighbors in the community come on weekends and enjoy the greenery.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Haynes Academy provides an accelerated, enriched, and balanced curriculum for all of our students that best prepares them for any university in the United States.

Our English classes prepare our students for high stakes testing and college with a rigorous, accelerated Reading/ELA curriculum each year. The curriculum requires all students in grades 6-11 to read seven outside novels in addition to the course curricula. The writing curriculum demands extensive literary analysis of literature, genre writing, research, and technology integration.

Our advanced math curriculum provides a strong foundation of concepts, techniques, and applications. Vertical teaming and subject level planning and coordination of teaching methods and assessments ensure students are well prepared for the next math course, college entrance tests, and AP exams. The early math curriculum is sequential and prescribed by the state standards; however, course diversification, student choice, and advanced theory with applications after the fundamental courses is the norm for matriculation. Calculator and computer technologies are used to reinforce concepts and facilitate learning.

The science curriculum courses are geared toward college preparation and national excellence. All science courses provide hands-on, laboratory based learning experiences for students. Haynes offers a full range of challenging courses (Biology, Physics, Chemistry and Anatomy and Physiology) and AP courses (Chemistry and Biology). A greater percentage of students achieve “4’s” and “5’s” on the Advanced Placement exams in Biology, Chemistry, and Physics than comparable schools in the parish and state.

Critical thinking, research skills, and practical application provide the framework for Social Studies honors and AP courses that prepare students for competitive colleges. Primary sources are analyzed and linked to current issues. Electives such as Law Studies and Mock Trials provide additional opportunities for real-world application.

Haynes offers Talented Visual Arts as well as Art electives which include basic drawing, painting, color theory, print making, sculpture, and art history. Our art department also offers basic instruction in Photoshop, covering basic tools and program layout as well as creative possibilities. Our middle school art department offers instruction in aesthetics, creative and historical perspectives of art, and utilizes various mediums.

The Talented Theatre, Music, and Band programs offer a rigorous and comprehensive curriculum in vocal/instrumental music and theatre. Students have many opportunities to perform throughout the year and have won numerous awards and college scholarships. The inclusion of the arts prepares students for future academic success.

Physical Education provides students with the knowledge, skills, and attitudes to maintain healthful and satisfying lives. Be Fit, a program that tracks individual physical fitness, is held yearly. Jazzercise, Zumba, and other exercise programs are offered to students and faculty as part of a grant from Alliance for a Healthier Generation. Health screenings, a Fun Run, and presentations by a nutritionist are available to students, faculty, and parents. Students learn the importance of proper nutrition and healthy lifestyle choices in classroom and extracurricular activities.

Technology is integrated in the curriculum to support college and career readiness. Eighteen classrooms have interactive white board technology, Activotes, and document cameras. Three full computer labs are

available for class assignments and testing in addition to three mobile laptop carts. Our technology coordinator assists teachers with software and hardware integration.

The foreign language curriculum is aligned with local and national goals. Middle and high school students may select from the following programs: Elective Rosetta Stone in any world language, French and Spanish honors courses, and Advanced Placement classes. The Foreign Language Department expects students to achieve optimal proficiency in the language of their choice. Haynes also provides opportunities for several language immersion experiences such as school pairings and summer travel.

2. Reading/English:

Haynes Academy's English language arts curriculum is rigorous and based on Common Core and Louisiana State Standards. All students are accelerated one grade in ELA. This allows for our Advanced Placement (AP) program with a pre-AP emphasis in grades 9-11. Students are challenged by our continuous vocabulary program in grades 6-12, quarterly outside reading requirements, required entrance into ELA writing competitions, and summer reading. The Accelerated Reader program supports our middle school students' reading proficiency through their independent reading. Our ELA teachers choose instructional methods to support our students, who are all college-bound. Some instructional methods used are: shared inquiry, literature circles, seminars, whole/small groups, and literacy projects/research projects.

As student ELA performance dictates, teachers use content literacy strategies, such as graphic organizers, anticipation guides and split-page note taking to scaffold classroom learning, while understanding that some students require more support than others. Integrated into daily lessons, ELA teachers use mini-lessons to teach and review a variety of multisensory reading, writing, and research strategies in the context of teaching. Haynes teachers also offer tutoring assistance during lunch or elective time for targeted and struggling students.

Writing is a large part of our ELA program. Our writing program is based on the 6 Traits of Writing. Projects typically require the research process. Projects are not only written; students may also use a variety of web tools to create products reflective of state and district objectives. There is an extracurricular writing club for middle school students, and Haynes offers a chapter of the National English Honor Society for qualifying high school students. Both groups encourage enthusiasm for writing and literacy.

Our teachers constantly use data to drive instruction. Results from interval tests, standardized tests, ACT/SAT tests, and nine weeks tests and exams are analyzed and used to adjust lessons. Because of this, our students perform exceptionally well on standardized tests, college entrance tests, and the AP English Literature and Composition test. Use of these data enables teachers to improve their lessons by including strategies on close reading, guided reading, and modeling to help students improve their writing and reading.

3. Mathematics:

All Students are advanced one year in Math, beginning in sixth grade when they are enrolled in seventh grade Math. Eighth graders take Algebra I. In the middle school, emphasis is on both basic concepts and higher order thinking. Use of the Promethean Board, Activotes, Guided Problem Solving workbooks, group activities, Problem-of-Day/Kagan activities, and manipulatives facilitate conceptual understanding and application aligned with Common Core State Standards.

Standardized Test Prep workbooks are used as supplemental review and reinforcement of common core and transitional curriculum standards. Haynes has had superior LEAP, EOC, and iLEAP scores in the state for the past several years.

The high school course sequence is designed with college readiness in mind: Geometry, Algebra II, and Pre-Calculus. During senior year, students may take Calculus AP, Statistics AP, or Discrete Mathematics, a dual enrollment class (students earn high school credit and 3 – 6 college credits).

The mathematics curriculum is designed to provide rigor and relevance. Haynes develops students' quantitative reasoning/ problem-solving skills and their ability to understand and communicate mathematical ideas effectively. Teachers use interval assessments, standardized test scores, and teacher-designed assessments to evaluate student progress. Power Point presentations and Promethean flipcharts are employed to engage and accommodate different learning styles.

For students in need of remediation, peer tutoring is available through National Honor Society & Mu Alpha Theta. Teachers are available at lunch or before school. Students who are evaluated to be at risk for not meeting individual goals are scheduled in a tutoring class offering extension and remediation according to individual needs.

The success of our Math Department is demonstrated by the number of individuals and teams who win or place in mathematics competitions such as Mu Alpha Theta tournaments, and placement in both District and State Rally. The rigor of the Mathematics program is also evident in the number of graduates attending Ivy League Schools and universities with selective admissions policies (MIT, University of Chicago). Data show that Haynes Academy's graduating seniors do well in their first year of college, often testing out of introductory courses due to high scores on college entrance and AP exams.

Last year, 100% of the students taking the Algebra I End of Course test passed, with 99% scoring the highest rating, Excellent. Similarly, Haynes students have earned high End of Course test scores since the inception of Algebra I and Geometry EOC.

4. Additional Curriculum Area:

Diversity is a source of Haynes' strength in general and is a benchmark aptly applied to our social studies offerings. Both our core curriculum and our electives offer something for everyone, and our clubs and organizations are an extension of our goals.

Besides the academic content presented in each social studies course, teachers challenge students by requiring in-depth research, extensive writing, and communication and presentation skills. In 2009 Haynes offered only one Advanced Placement course. In only four years, this has increased to thirteen, seven of which are in social studies: AP European History, United States History, Government, Comparative Government, Psychology, Macro Economics, and Micro Economics.

Our Law Studies curriculum is applied through the Mock Trial competition, while history and government courses supply the material for our "We The People" team to advance through local and state levels and move on to national competition. The regional and state social studies fair has been "an embarrassment of riches" as our students sweep many categories with their well-researched projects and the ability to communicate their learning in oral presentations. Through "Project Citizen," students select a public policy issue and create an action plan that will improve related situations in the community.

As an outflow of Project Citizen and of their knowledge of local, state, national, and global issues, students participate in service projects such as collecting items for our military, citizens affected by hurricanes, and others in need. As an extension of their World Geography studies, several students prepared a thought-provoking presentation on world poverty. Their efforts brought in monetary donations that were contributed to UNICEF to foster this organization's goal of "a childhood for every child."

Our newly formed YMCA Youth and Government Club, the creation of interested students, epitomizes the wonderful diversity of Haynes. Initially founded as a chapter of the Model United Nations, our

students enlarged their focus to include the Youth Legislature in Baton Rouge. At their second UN competition, our team surprised seasoned competitors by being awarded both the Monice Oliphant Award for best delegate and the Premier Delegation Award, given to only one school.

Our young people's success is testimony that our social studies curriculum is fostering leadership through service, enrichment and confidence through varied classes and clubs, and educating students to be active, informed citizens on the local, state, national, and international stage.

5. Instructional Methods:

Haynes Academy has adopted Howard Gardner's Multiple Intelligence Theory to meet our students' different learning needs and ensure high levels of interest in learning. All classrooms either have interactive white board technology or ceiling mounted projectors to facilitate Multiple Intelligence-based instruction. We also have three working computer labs and two mobile computer carts. Since our subgroups perform on the same level as our other students, we find differentiating instruction for all students is the best practice.

To insure student engagement, Haynes has implemented the Schlechty design quality of choice. For example, students may select AP classes according to their individual strengths and interests. Students can take AP tests from courses not yet offered at Haynes. For example, before we were able to offer AP Micro and Macro Economics classes, one of our high school social studies teachers tutored students during lunch to prepare them for the test. In addition, we provide an AP independent study program led by faculty members to work with students who want to take the AP exams on subjects not offered. Haynes Academy uses the Renzulli Project-Based Learning Model, which promotes critical thinking and cooperative learning. Students may select the methods for how they present their information and research. Students have used programs including: Prezi, Photo Story, Google Maps, Glogster, blogging, and Windows Movie Maker, along with Web 2.0 technologies. We supplement learning by providing tutoring from both teachers and organizations such as Mu Alpha Theta and National Honor Society. Haynes Academy provides differentiated instruction to special needs students. A full-time special education teacher on staff ensures that their needs are met. Technologies such as AlphaSmart keyboard and Activotes increase their autonomy in the classroom. Haynes uses Kurzweil technology that allows students to scan textbooks to enlarge the print. Another example is the TI-84 Graphing Calculator Overhead Projector Unit that math teachers and students use to project techniques used on graphing calculators.

6. Professional Development:

Professional development at Haynes is aligned to support student achievement and school improvement. Our state and district provide professional development opportunities for administration and teachers centered on two topics: COMPASS (Clear, Overall Measure of Performance to Analyze and Support Success) and Common Core, the knowledge and skills that students are expected to learn in a subject in each grade. Louisiana defines academic standards for core subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health. In the monthly professional development training, our administration learns how to ensure that teachers are instructing at a high level of student engagement while incorporating rigor in the curriculum. After attending these professional developments, our administrators return to disseminate the information to the department heads. This type of professional development is directly parallel to our academic standards since much of the country is now adopting Common Core.

Haynes' philosophy is to "train the trainer." Faculty members attend workshops and professional development sessions during the school year as well as the summer and present the information to our faculty. Our teachers are also given stipends provided by PTO fundraisers to attend workshops such as LaCUE (Louisiana Association of Computer Using Educators) and Advanced Placement conferences, which align perfectly with our academic standards. We encourage our students to take AP classes which prepare them for the rigors of college and, in some instances, earn them academic credit.

Most of our staff meetings are data-driven. At the beginning of each year, the faculty analyzes test score data from the previous year. With this data we as a school are better able to make decisions on curriculum integration that best serves the needs of our students. We meet by departments to review specific skills that need to be reinforced according to the data. During our department meetings, we focus on Vertical Teaming.

Within the last five years, our district has conducted various professional development seminars on such topics as Phillip Schlechty's design qualities of Working on the Work (WOW) and multiple workshops at Smithsonian, National World War II, and Ogden museums. In addition, technology hardware and software support has been provided to teachers through district, regional, and individual school training. The district has also afforded opportunities for instructional departments to meet and discuss current educational trends as well as sample lessons.

7. School Leadership:

The success of Haynes Academy is a collaborative effort by the administration, faculty, students, and parents. The faculty is encouraged and supported by the administration to assume leadership positions as department heads, committee heads, and club sponsors. Our students reap the benefits, and parents are invited to take active roles in their children's education.

The principal sets the tone for the entire school community. He is the first person students see in the morning and the last person they see at dismissal time. He appears daily on the Haynes Morning News with optimistic words of inspiration and information about the day. He assumes lunch duty responsibilities and attends school functions such as sports competitions, pep rallies, fundraisers, and school dances. His enthusiastic attitude encourages a positive learning environment on campus. One of his gifts is selecting highly qualified teachers to meet the needs of the variety of learning styles among the student population. Our principal acts as liaison for parent and teacher communication by attending monthly PTO meetings and promoting school spirit at the annual Haynes Picnic, Gala, and International Food Festival. He and his administration provide an open door policy for students, teachers, and parents. Our principal is instrumental in the success of Haynes Academy.

The assistant principal at Haynes Academy is integral to the success of the administrative team. His primary function as curriculum coordinator allows parents, teachers, and students to discuss scheduling and other academic issues that may arise during the year. Students' needs are his number one priority, and he works tirelessly to accommodate them. His ability to create a class schedule that encompasses middle and upper school and allows for student participation in gifted/talented (G/T) programs is impressive. The assistant principal is highly visible and shares morning, afternoon, and lunch duties with the faculty and administration team. He attends a variety of school-wide events and also oversees the G/T program and ensures that all identified students have the proper documentation to receive services.

The dean of students is the Advanced Placement (AP) and standardized testing coordinator and oversees the ABIT (Academic Behavioral Intervention Team). She also ensures that students follow the procedures and policies mandated by the Jefferson Parish School System. She attends school functions and shares lunch and dismissal duties with the administrative team. Her role is invaluable to Haynes Academy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: GEE
Edition/Publication Year: 2005-2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month		Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient		99	99	100	98
Advanced		77	60	45	36
Number of students tested		109	86	62	44
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		96	100	100	
Advanced		74	52	47	
Number of students tested		23	27	15	
2. African American Students					
Proficient		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		8	4	6	8
3. Hispanic or Latino Students					
Proficient		100	100	Masked	Masked
Advanced		91	73	Masked	Masked
Number of students tested		11	15	2	1
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient		100	100	100	100
Advanced		87	71	40	45
Number of students tested		15	14	10	11
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. The state of Louisiana discontinued the GEE testing in 2011 no free/reduced lunch data available for 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: GEE

Edition/Publication Year: 2005-2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month		Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient		100	98	100	100
Advanced		13	14	11	9
Number of students tested		109	86	62	44
Percent of total students tested		100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		100	93	100	
Advanced		9	0	13	
Number of students tested		23	27	15	
2. African American Students					
Proficient		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		8	4	6	8
3. Hispanic or Latino Students					
Proficient		100	93	Masked	Masked
Advanced		9	13	Masked	Masked
Number of students tested		11	15	2	1
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient		100	93	100	100
Advanced		27	21	10	0
Number of students tested		15	14	10	11
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The State of Louisiana discontinued the Graduation Exit Exam after 2011 no students tested in 2012 no free-reduced lunch data available for 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: iLEAP

Edition/Publication Year: 2005-2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	100	100	100
Advanced	62	69	61	51	56
Number of students tested	93	114	114	115	123
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	
Advanced	69	56	56	41	
Number of students tested	26	25	27	27	
2. African American Students					
Proficient	Masked	Masked	100	Masked	100
Advanced	Masked	Masked	67	Masked	45
Number of students tested	9	7	15	9	11
3. Hispanic or Latino Students					
Proficient	Masked	100	Masked	100	Masked
Advanced	Masked	67	Masked	58	Masked
Number of students tested	8	15	9	12	7
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient	100	100	100	100	100
Advanced	80	84	70	67	80
Number of students tested	10	19	30	18	15
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. no free-reduced lunch data available in 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: iLEAP

Edition/Publication Year: 2005-2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	99	100	100
Advanced	81	76	50	61	44
Number of students tested	114	117	116	127	147
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	
Advanced	75	81	33	64	
Number of students tested	24	26	27	25	
2. African American Students					
Proficient	Masked	100	Masked	Masked	100
Advanced	Masked	60	Masked	Masked	27
Number of students tested	5	15	9	8	11
3. Hispanic or Latino Students					
Proficient	100	Masked	100	Masked	Masked
Advanced	69	Masked	23	Masked	Masked
Number of students tested	16	9	13	7	9
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient	100	100	100	100	100
Advanced	89	90	53	86	62
Number of students tested	18	31	19	14	26
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. no free or reduced lunch data available for 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: iLEAP

Edition/Publication Year: 2005-2012 Publisher: River4side

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	100	100	100
Advanced	47	50	34	28	40
Number of students tested	114	117	116	127	147
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	
Advanced	33	54	26	28	
Number of students tested	24	26	27	25	
2. African American Students					
Proficient	Masked	100	Masked	Masked	100
Advanced	Masked	60	Masked	Masked	36
Number of students tested	5	15	9	8	11
3. Hispanic or Latino Students					
Proficient	100	Masked	100	Masked	Masked
Advanced	31	Masked	38	Masked	Masked
Number of students tested	16	9	13	7	9
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient	100	100	100	100	100
Advanced	44	48	63	43	54
Number of students tested	18	31	19	14	26
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. no free or reduced lunch data available for 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: LEAP

Edition/Publication Year: 2005-2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	99	100	100	99
Advanced	69	36	53	63	27
Number of students tested	108	103	120	127	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	95	100	100	
Advanced	61	10	42	54	
Number of students tested	28	21	24	24	
2. African American Students					
Proficient	100	Masked	Masked	100	Masked
Advanced	43	Masked	Masked	50	Masked
Number of students tested	14	9	8	10	9
3. Hispanic or Latino Students					
Proficient	Masked	100	Masked	Masked	100
Advanced	Masked	33	Masked	Masked	23
Number of students tested	9	15	6	5	13
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient	100	100	100	100	100
Advanced	92	44	62	81	39
Number of students tested	25	16	13	27	18
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. no free or reduced lunch data available for 2008					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: LEAP

Edition/Publication Year: 2005-2012 Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	99	100	100	98
Advanced	42	31	29	20	13
Number of students tested	108	103	120	127	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	100	
Advanced	39	24	17	8	
Number of students tested	28	21	24	24	
2. African American Students					
Proficient	100	Masked	Masked	100	Masked
Advanced	43	Masked	Masked	0	Masked
Number of students tested	14	9	8	10	9
3. Hispanic or Latino Students					
Proficient	Masked	100	Masked	Masked	100
Advanced	Masked	47	Masked	Masked	15
Number of students tested	9	15	6	5	13
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient	100	100	100	100	94
Advanced	60	38	31	30	22
Number of students tested	25	16	13	27	18
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. no free or reduced lunch data available for 2008					

13LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: iLEAP

Edition/Publication Year: 2005-2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month			Apr	Apr	Apr
SCHOOL SCORES					
Proficient			100	100	100
Advanced			73	51	31
Number of students tested			112	95	72
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			8	5	6
3. Hispanic or Latino Students					
Proficient			Masked	100	Masked
Advanced			Masked	40	Masked
Number of students tested			7	15	2
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian or Pacific Islander					
Proficient			100	100	100
Advanced			78	69	36
Number of students tested			23	16	11
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state of Louisiana discontinued the iLEAP testing for 9th graders in 2011 No students tested in spring 2011 or spring 2012					
no free or reduced lunch data available					

13LA5

