

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13LA8

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Ms. Mardele S. Early

Official School Name: Lake Forest Elementary Charter School

School Mailing Address: 12000 Hayne Boulevard
New Orleans, LA 70128-1127

County: Orleans State School Code Number*: 036158

Telephone: (504) 826-7140 E-mail: mearly@lakeforestcharter.org

Fax: (504) 248-7020 Web site/URL: http://lakeforestcharter.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Stan Smith Superintendent e-mail: stan_smith@opsb.us

District Name: Orleans Parish School Board District Phone: (504) 304-3520

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. G. Lee Caston

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 10 Elementary schools (includes K-8)
0 Middle/Junior high schools
7 High schools
1 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 8349

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: 12
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	11	8	19
K	32	20	52
1	27	23	50
2	19	25	44
3	22	22	44
4	27	21	48
5	23	34	57
6	28	33	61
7	28	31	59
8	19	47	66
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			500

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
91 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
0 % White
1 % 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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	500
(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: 6%

Total number of ELL students in the school: 30

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Vietnamese, Korean

9. Percent of students eligible for free/reduced-priced meals: 82%
 Total number of students who qualify: 408

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: 10%
 Total number of students served: 48

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>5</u> Autism	<u>1</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>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</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>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>10</u>
Total number	<u>57</u>	<u>10</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:

19:1

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	97%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

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: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

Lake Forest Elementary Charter School (LFECS) is a PreK-8 school located in New Orleans, LA. Its mission is to provide a nurturing environment for children in grades PreK-8 that facilitates maximum student achievement through a rigorous, accelerated program incorporating visual, cultural and creative arts. Our vision is to produce students who embrace high-level learning and the completion of an accredited four-year university as they transition to becoming global, contributing citizens.

As a Type III Charter School under Louisiana’s Charter School Law, LFECS is operated by the Council for Quality Education, an independent 501c (3) nonprofit organization, which was solely created to govern Lake Forest Elementary Charter School. The school’s charter is authorized by the Orleans Parish School Board.

The original school, established in 1988 in the Eastern New Orleans neighborhood as Lake Forest Montessori School, was severely flooded in August 2005 after Hurricane Katrina. With the threat of the entire neighborhood’s demolition, several teachers and the principal from Lake Forest, themselves left homeless, gathered with determination to reopen the school. Their dedication, not only to their community but also to providing a high quality education to children in the community, galvanized the success of Lake Forest Elementary Charter, which was granted a public charter to operate in January 2006.

Opening with 66 students in April of that year, and no longer embracing a Montessori curriculum, LFECS has become one of the highest-performing elementary schools in Orleans Parish and the State of Louisiana as measured by the Louisiana Department of Education’s School Performance Score. In 2012, LFECS’s School Performance Score was 151.9, a growth of 4.1 points from the school’s 2011 score of 147.8, and 22.9 points from the school’s 2009 score of 129. In comparison, the Louisiana State Performance Score for 2012 was 100.5. Since the school’s inception, all 4th and 8th grade students have passed with proficiency the LEAP state-standardized assessment. Consistent high academic performance effectively secured the school’s ten-year charter renewal in 2011, which secures the school’s operation through 2021.

By 2012, LFECS’s current enrollment of 500 students exceeds its capacity and LFECS is expected to move to its new state-of-the-art facility by 2015. Current enrollment is composed of a diverse student population of 91% African American, 6% Asian, 2% Hispanic, and 1% Multiracial. Six percent of students are English Language Learners. Eighty-two percent of students qualify for free or reduced-price lunch — a strong indicator of economic disadvantage.

LFECS has received numerous honors. It has been recognized as a *High Performing, High Poverty School* by the Louisiana Department of Education. In 2009, the school was recognized as a *National Title I Distinguished School*, and in 2010, was the first ever recipient of the *Louisiana School Character Education Award*—an award granted by the Louisiana State University Agricultural Center to schools with an outstanding character education program.

Our mascot, the American Bald Eagle, is more than just a symbol to our staff, students, and parents. It embodies the spirit of commitment to high-level learning, perseverance, and hard work. Our students are constantly reminded that Eagles always soar high and never give up. In alignment with our mascot, teachers, administrators, and staff are referred to as “Eagle Leaders” and students are referred to as “Eagles.” Our school site is referred to as the “Eagles’ Nest” where our students, teachers, and parents interact as a family of stakeholders in our students’ education.

Furthermore, at LFECS we embrace an accelerated, rigorous educational program to prepare our young Eagles for future academic success. Focusing on research-based strategies, differentiated instruction, individualized instruction, learning styles, community service, a strong creative arts component, and unwavering parental & community support, our students strive to succeed in every aspect of life. Equally important, we work with each teacher to develop an effective, targeted instructional delivery technique that maximizes student achievement.

LFECS has created an atmosphere where students desire to perform well in academics. From the very first day of school students are encouraged to work hard academically to become members of the “500 Club”— a prestigious honor for students who score a perfect 500 in the various subjects of the annual state assessments. These students are recognized with trophies and other awards such as tee-shirts, which promote their accomplishments as well as general positive attitudes toward academic excellence. Slogans posted throughout the campus encourage students to soar to higher levels of student achievement. College and university pendants adorn the entire campus, reminding students of the minimum expectation to complete a post-secondary education at a four-year university.

In summary, Lake Forest Elementary Charter School is an exemplary model of a National Blue Ribbon School because of a significant history of consistent high student achievement and developing young children into global, productive citizens who embrace academic excellence, creative arts, leadership, and community service.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lake Forest Elementary Charter School uses the following assessments in accordance with the State of Louisiana's educational accountability system: Louisiana Educational Assessment Program (LEAP), Integrated Louisiana Educational Assessment Program (iLEAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and English Language Development Assessment (ELDA).

Administered to all 4th and 8th graders in the spring, the LEAP assessment is a criterion-referenced test that measures proficiency in English Language Arts, mathematics, social studies, and science. Student proficiency is measured by an indicator of one of the following scores: advanced, mastery, basic, approaching basic, and unsatisfactory. LFECS aims for all students to score at least at the mastery level.

The iLEAP assessment is administered to 3rd, 5th, 6th, 7th grade students in the spring. This test, both criterion-referenced (CRT) and norm-referenced (NRT), measures proficiency in English Language Arts, mathematics, social studies, and science. Student proficiency is measured by the same indicators as the LEAP. LFECS aims for all students to attain at least at the mastery level.

DIBELS is a set of standardized, individually administered measures of early literacy development and is administered at the beginning of the year, mid-year, and at the end of the year in grades K-3. The individual components are short (one-minute) fluency measures to monitor the development of pre-reading and early reading skills. Lake Forest Elementary Charter School uses the results of DIBELS to evaluate individual student development as well as to provide grade level feedback toward grade level instructional objectives.

ELDA is administered to any student who is identified as having limited English proficiency in one of the following clusters: K-2, 3-5, 6-8. The test measures a student's proficiency in speaking, listening, reading, and writing. Scores are generated on a scale of 1 to 5 (1 the lowest; 5 the highest). A composite score of 5 is considered fully English proficient. A student earning a composite score of 4 on ELDA and at least a basic level in English Language Arts on the LEAP/iLEAP is considered fully English proficient.

The five-year data set of a LEAP and iLEAP scores from 2008 to 2012 in grades 3 through 8 shows that students at Lake Forest Elementary Charter School have dramatically improved year-after-year. At the school's inception in 2006, enrollment was 66 students; very few families had returned to New Orleans in the aftermath of Hurricane Katrina, especially in the Eastern New Orleans neighborhood where LFECS is located. Regardless, the neighborhood has continued to grow and reestablish itself, as evidenced by LFECS's current enrollment of 500. A growing enrollment of English Language Learners and new students who are unfamiliar with the academic rigor and school culture are considered potential contributing factors to marginal declines in assessment scores, especially in subgroups.

LFECS attributes some of its success to its ability to earnestly disaggregate data and immediately make adjustments to instructional delivery and activities. Our increases are also a result of the school's responsive Eagle Instructional Delivery approach to instruction. Each student, grade-by-grade, content area-by-content area, is continuously monitored for progress and areas of improvement. Instructional leaders (teachers) are able to make quick adjustments to lesson plans and re-teaching exercises. In addition, Lake Forest also focuses on increasing subject/skill professional developments and in-depth mentoring and coaching for instructional leaders. Further emphasis on differentiated and small group instruction as well as after-school tutoring reinforces reading, writing, and mathematical skills.

LFECS expects reading and mathematics scores to continually increase year-after-year at approximately the same rate as the past five years of data. The math interventionist along with the Math Marvel after-

school tutoring sessions have allowed our overall proficient scores to continue to increase. There is a considerable amount of increase of students attaining an advanced achievement level on the mathematics section of the state standardized tests for most years. However, we do note that in the advanced achievement level of the mathematics state assessment there were two instances of decrease, from school year term 2008-2009 to 2009-2010 for fifth and eighth grades.

Overall proficient scores for the reading component of the state assessment for the past five years have shown steady increases of students attaining proficiency. Moreover, our students have maintained exceptionally high scores. In the advanced achievement level for the reading state assessment there was a decrease for 3rd grade (years 2010-2011 to 2011-2012), 4th grade (years 2009-2010 to 2010-2011), and 8th grade (year 2010-2011 to 2011-2012).

2. Using Assessment Results:

Disaggregation of assessment data and early planning are critical driving forces in providing high quality instructional delivery. At the end of the school year, the instructional staff and support staff meet to analyze intensely the state test results for the current year. Moreover, the instructional staff (administrators, instructional facilitators, and teachers) meet in grade-level clusters to evaluate test results. Other clusters such as cross-grade level groups analyze the data for the grade spans (i.e., 3rd, 4th, and 5th). Conclusions are drawn, areas for improvement are identified, professional development decisions are made, and brainstorming for new instructional delivery techniques and activities are determined.

At the beginning of each school year, instructional leaders meet with their grade level instructional facilitator at grade level meetings to discuss and disaggregate assessment results and align resources to the curriculum. Data from these meetings is used to make informed decisions and ultimately drive instruction. Curriculum staff and instructional leaders also meet regularly throughout the school year to dissect the data line-by-line, skill-by-skill, student-by-student, and to review the CRT and NRT assessment score comparison spreadsheet over a 6-year span.

In addition to the state's educational accountability program (LEAP, iLEAP, ELDA, and DIBELS), Lake Forest Elementary Charter School uses Evans Newton's Target Teach to track student progress and monitor student success. Target Teach has several components that teachers use to determine value-added progress of our students, the most integral of which is incremental assessments. Data gathered from incremental assessments, combined with LEAP, iLEAP, ELDA, and DIBELS, are disaggregated and frequently monitored, allowing LFECs to provide instructional leaders with the tools necessary to drive continuous improvement. Using the Target Teach incremental assessments in grades 1 through 8, LFECs is able to collect, analyze, and interpret data on a regular basis in order to differentiate instruction to accommodate the learning styles of our students and maximize student academic growth. The curriculum team and instructional leaders also compare longitudinal trend data across grade levels to measure value-added progress, collaborate, and discuss strategies for accelerating achievement while also evaluating the effectiveness of teacher instructional delivery.

LFECs requires that parents actively participate in their child's education. They receive their child's incremental assessment results in a parent-friendly format three times a year in grades 3 through 8 and four times a year in grades 1 and 2. Parents or a designated parent representative are required to pick up their child's report card during quarterly afternoon-evening sessions. This is one small measure that the school takes to ensure that parents are active participants in their child's education.

3. Sharing Lessons Learned:

Lake Forest Elementary Charter School is a founding member of the Eastbank Collaborative of Charter Schools (ECCS), whose mission is "to ensure the survivability of the charter school reform movement in

New Orleans so that parents and students can have access and choices to high quality schools.” Through the ECCS, Lake Forest’s curriculum team attends monthly meetings with other member schools to share curriculum successes and failures. Most important, LFECS’s curriculum team brainstorms with other schools about emerging technology trends in education, implementing new state and Common Core Standards, and adopting new educational resources. The partnership with ECCS has been critical to the success of Lake Forest because the current education climate in New Orleans is highly decentralized.

LFECS also welcomes visitors from across the State of Louisiana and nationally to observe day-to-day instructional delivery at LFECS. Conversely, the chief executive officer has been invited to present at conferences and district seminars throughout the country to share the school’s approach to high student achievement.

4. Engaging Families and Communities:

Research has proven that a connected, actively involved parent group is directly related to student success. Our parent-teacher organization is passionate, motivated, and invested in the success of all students. The connection between student, parent, and Eagle Leaders sets a positive tone and lends itself to common expectations and goals. The connection between the school and the parent-teacher organization is enhanced by electronic communication (Blackboard Connect phone messages, email, e-newsletters) to constantly inform parents about the school and individual student concerns.

However, traditional styles of communicating with parents also appear effective for many of our parents in driving academic success, specifically for parents who may underestimate the time needed at home to be engaged in their child’s education. In these situations, parent-teacher conferences and, as-needed, meetings with the school social worker or appropriate administrator are used. The School Assistance Team (SAT) offers further response to intervention (RTI) services and develops action plans for students to maximize academic growth. LFECS believes that academic success begins at the home and is truly a collaborative effort.

Parent volunteers are critical to the daily operations of the school. Parents are required to volunteer a nominal number of annual service hours; many parents far exceed the minimal obligation. Parents are always welcome on campus and many take the opportunity to observe their child’s class.

LFECS also works with citywide community resources to strengthen the school, families, and student learning. Thanks to the work of many community members, LFECS has benefited from partnerships with the NBA Cares Foundation, the New Orleans Ballet Association, the Girl Scouts of America, First League LEGO Robotics, and many more to provide students with extracurricular and exploratory activities. In turn, LFECS strives to teach students the importance of giving back to the community. Throughout the school year, our students donate to designated charities and organizations including the American Heart Association, Martin Luther King Foundation, First Harvest Food Bank, Adopt-A-Family Program, and Susan G. Komen for the Cure. LFECS teaches our young Eagles that regardless of your personal situation and challenges, you are always in a position to help others.

LFECS maintains long-lasting relationships with grassroots organizations, nonprofits, and other community organizations in the New Orleans area for the school’s annual fall family learning night, which brings together parents, students, teachers, and community members for an interactive, curriculum-based evening of fun. Participating organizations include the Audubon Nature Institute, Louisiana Children’s Museum, American Red Cross, Ochsner Health Systems, and many others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Lake Forest Elementary Charter School we embrace an accelerated, rigorous educational plan to prepare our young Eagles for future academic success. At the beginning of each school year, instructional leaders determine student learning styles using Abiator’s Online Learning Styles Inventory, which evaluates each child’s learning style as visual, auditory, and/or tactile/kinesthetic. Instructional leaders use this critical information to differentiate instruction and provide meaningful practices that incorporate students’ individual modalities for learning. Additionally, teachers determine each child’s academic level through anecdotal notes, report cards, standardized test scores, and incremental assessment data.

The educational plan of LFECS encompasses a plethora of best practices, strategies, and research-based methods that we refer to as a “Gumbo” and incorporate into our daily Eagle Instructional Delivery. Our curriculum is research-based and aligned with state and national educational standards. Learning today’s content is presented in an engaging, interactive, and high-impact learning environment, and students actively practice real-world applications using relevant examples.

English Language Arts/Reading is required for all students in all grades. Lower grades focus on mastery of phonics, fluency, and speech, while upper grades focus on critical thinking, reading comprehension, and advanced writing. LFECS offers Saturday morning writing camp and weekday workshops for all students.

Mathematics is also required for all students in all grades. Students in grades PreK – 8 are introduced to and master the following mathematical strands at varying levels: number & number relations; algebra, measurement, geometry, data analysis, probability, discrete math, patterns, relations, and functions. All students are required to use logical reasoning, locate relevant and irrelevant information, find hidden information, mental math, and UNRAVVVEL strategies. Students who are struggling are referred to the mathematics interventionist who, in partnership with the instructional leader, develops individualized instruction in a small group and/or individual setting, giving the students more instructional opportunities to master mathematics content.

LFECS esteems itself on fostering global productive leaders. In order to cultivate well-rounded learners, the social studies program emphasizes the development of historical literacy, cultivating problem solving skills, and promoting expression through Socratic Symposiums. A day in a social studies classroom can be described as engaging, dynamic, informative, and fun. Instructional leaders ensure that daily lessons incorporate cross-curricular instruction, geography, civic engagement, and connections to real-life scenarios.

The students of LFECS are eager about science and complete requirements of life science, earth/space science, physical science, and science inquiry. The basal text used throughout the school is Pearson Interactive Science. The driving force of Pearson Interactive’s Science curriculum is the Big 5 Model of engagement, exploration, explanation, elaboration, and evaluation.

All students in lower grades take visual art where students learn to sketch, draw, and paint. Upper grade students have the opportunity to take more advanced art as an elective. All lower grade students take Spanish language and a significant number of upper grade students take Spanish classes as well.

Classrooms provide a technology-enriched educational experience. Intelligent equipment such as Bluetooth, LCD projectors, ELMOs, Promethean Boards, and desktop computers or laptops is readily available for student use. All teachers integrate educational software in order to enhance learning,

differentiate instruction, and prepare our students for an increasingly competitive, technological, and global community. Most frequently, Quizdom and the Jeopardy System are used.

2. Reading/English:

LF ECS has a strong foundational reading program for grades PreK through 3. DIBELS assessments with data disaggregation are used to determine student pre-reading and early reading skills. Instructional leaders teach phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension to assist students in becoming proficient readers. DIBELS is a major component of LF ECS's RTI Literacy program.

The literacy program emphasizes multiple symbol systems, student literacy workstations, differentiated instructional strategies, reading in the content areas, and essential reading interventions. Literacy is developed through various experiences in order to promote effective communicators, lifelong independent readers, and dynamic writers. LF ECS groups all levels of literacy into three categories: reading, writing, and instructional technology.

Reading curricula primarily encompass core reading textbooks (Harcourt for grades PreK-5 and Prentice Hall for grades 6-8) and award-winning Caldecott/Newberry novels in grades 5-8 in several genres in addition to global and local news worthy events. Literacy components are reinforced across the curriculum and students are given opportunities to present orally in class, work in collaborative groups, and exchange ideas. Computer-assisted instruction enhances reading achievement and LF ECS incorporates the following programs into lessons: Study Island, Louisiana Pass, EAGLE, and Achieve 3000.

Writing is integrated in all content areas. Our instructional leaders use the five-step writing process: pre-writing, drafting, revising, proofreading, and publishing. LF ECS endorses the six traits of writing as established by Great Source: ideas, organization, voice, word-choice, sentence fluency, and conventions. Our ultimate goal and responsibility is to empower students to improve their own writing, putting their ideas into word form so that they are able to examine their own writing, and to know what to respond to in other writers' work. Students are also encouraged to participate in writing competitions (Victorious Foundation's "Youth Essay Contest" and Olive Garden's "Pasta Tales Essay Contest") and submit their work for publication. Students have had their work published in local periodicals.

In lower grades (PreK-3), students learn to read through whole word visual discrimination and through basic decoding skills using onsets and rimes. Students are introduced to high frequency sight words and real world nouns and verbs through visual discrimination. Phonemic awareness, phonics, vocabulary building, grammar, punctuation, fluency, and reading comprehension skills are also integrated. In upper grades (4-8), our reading curriculum covers skills from understanding the sounds that make up words to the summary and critique of complex reading passages while building student vocabulary levels. The curriculum also focuses on the following components of reading: word analogies, work origins, and structural analysis.

School-wide expectations of daily practice include the following reading activities: the Cloze technique; Echo technique; choral, partner, independent, and audio reading; vocabulary in context; and, reflective writing. Instructional leaders create print and literacy rich PreK-8 classrooms. Instructional leaders also read grade level texts to and with students in grades K-8. In grades K-8, instructional leaders teach, model, and practice strategies of expert readers before, during, and after reading. All students are expected to read a minimum of 30 minutes per day.

Students scoring below grade level are required to participate in Response to Intervention, which includes high quality instruction, ongoing student progress monitoring, and data-based decision making. LF ECS incorporates the following RTI strategies: writing camps, the UNRAAVEL mnemonic, small group

instruction, individual instruction, independent practice packets, and implementation of teacher-created action plans.

At Lake Forest Charter we subscribe to the saying, “What you do is as important as what you say.” Pull the Plug and Read (PPR) is a parental involvement activity sponsored by the school’s parent-teacher organization. PPR is a year-long reading incentive program that kicks off each October. Parents are required to read together and talk about what they are reading with their child a minimum of 30 minutes every Wednesday. The type of materials read and the time spent together are tracked using a “Monthly Reading Log,” which requires a parent’s signature. The activity promotes the joy of reading and academic progress. Parents are able to see that when they read with their child it benefits the entire family.

3. Mathematics:

LF ECS’s math curriculum is research-based, aligned with state and national education standards, and incorporates the Principles and Standards for School Mathematics as developed by the National Council of Teachers of Mathematics (NCTM). The curriculum focuses on the development of understanding key mathematical concepts, proficiency with key terms and skills, and the ability to solve complex problems and make real-world applications. The study of mathematics emphasizes the development of higher order thinking skills (reasoning, analyzing, estimating, and inferring), making mathematical connections, understanding of mathematical concepts, communicating about math, and applying math to real-world situations.

Learning today’s content is presented in an engaging, interactive, and high-impact learning environment and students work real-world, relevant examples. Student mastery is achieved through the introduction of all state objectives prior to administering state standardized assessments. Grades PreK-8 use school-wide math strategies such as the UNRAVVEL mnemonic. Studies conducted at LF ECS have proven students generally score at improved rates when math strategies are employed.

LF ECS students have a deep understanding of math and are able to apply that understanding in multiple ways. LF ECS consistently develops learning communities by linking practice and performance. One goal is for all students to have a basic understanding of Algebra 1 by the end of grade 8 and be prepared for higher level math in high school including Advanced Placement (AP) classes.

All students learn through the use of visual aids, manipulatives, graphic organizers, computer-assisted instruction (Study Island, Louisiana Pass, IXL, and EAGLE), flexible grouping, higher-order questioning techniques, and help signals (students are provided with brightly colored green, yellow, and red index cards: green is “I’m working well”; yellow, “I need assistance;” and, red, “I don’t understand!”

Students in grades PreK-8 are introduced to and master the following mathematical strands at varying levels: number & number relations, algebra, measurement, geometry, data analysis, probability, discrete math, patterns, relations, and functions. Students are required to solve word problems, represent and interpret data, understand place value, understand properties of operations to perform multi-digit arithmetic using a range of algorithms, represent and solve mathematical problems involving the four operations (addition, subtraction, multiplication, and division), analyze and describe situations, build fractions from unit fractions by applying and extending an understanding of operations on whole numbers, understand decimal notation for fractions, and compare decimal fractions, convert like measurement units within a given measurement system, and to use equivalent fractions as a strategy to add and subtract fractions.

Students in grades 5-8 are able to reason and solve one-variable equations and inequalities, solve real-world and mathematical problems involving area, surface area, and volume; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers; understand ratio concepts and use ratio reasoning to solve

problems; summarize and describe distributions; solve real-world and mathematical problems using numerical and algebraic expressions and equations; investigate chance processes and develop, use, and evaluate probability models; and define, evaluate, and compare functions. Mathematical components are reinforced across the curriculum and students are given opportunities to present orally in class, work in collaborative groups, and exchange ideas.

Students scoring below grade level are required to participate in RTI. Instructional leaders use the following RTI strategies, but are not limited to them: Math Marvel tutoring sessions, instruction with math interventionist, small group instruction, individual instruction, independent practice packets, and implementation of teacher created action plans.

School-wide expectations of daily practice include: scaffolding (vertical and horizontal alignment), employment of logical reasoning, checking for reasonableness in responses, locating necessary and unnecessary information, finding hidden information, Mental Math, UNRAAVEL mnemonic, formulating questions, essential question notes (EQN), performance task/rubric, formative assessment, and re-teaching.

4. Additional Curriculum Area:

Exposure to a diverse curriculum is critical to the success of any student. At Lake Forest, the cornerstone of our physical education program is a unique swimming education that provides all students an opportunity to develop a lifelong passion for swimming and exercise while also developing gross motor skills. Our physical education leader teaches our Eagles proper swimming techniques, staying afloat, propulsion, and water safety.

Each swimming lesson is also tied back to the school's core curriculum. For instance, students learn about the delicate balance of chemicals necessary to maintain a proper pH balance in the pool for safe swimming (mathematics and science), and learn that it is necessary for everyone to swim, especially in the New Orleans area where there is a significant history of flooding due to lands lying below sea level (geography and history).

More important, the swimming program addresses a critical public health issue. According to a 2009 study conducted by the University of Memphis and funded by the Department of Health and Human Services, African Americans, other minorities, and economically disadvantaged children are often disadvantaged in terms of swimming ability. The study found that almost 60% of African Americans and Hispanics are more likely to be unable to swim or have a strong fear of swimming compared to 30% of White children. As a minority-majority school, since its inception in 1988, Lake Forest has embedded swimming instruction into its core curriculum.

5. Instructional Methods:

LF ECS's instruction is driven by the school's Eagle Instructional Delivery program that is aligned to Louisiana Content Standards and Benchmarks within the context of each student's individual instructional needs. Our daily Eagle Instructional Delivery involves primary instruction, practice, re-teaching, review, and assessment.

Initially, instruction is delivered through sequential presentations that are designed to connect standards/objectives and allow students to master the objectives. Providing the fundamental building blocks for students to master essential prerequisite concepts and skills further reinforces this instruction. Parent Assisted Lessons (PALS) are integrated to encourage practice activities at home so that parents and their children actively reinforce skills that are learned in the classroom.

Based on student performance on incremental assessments, teachers and instructional facilitators review each student's progress and together develop an action plan per student for any content areas where students are struggling. This action plan always includes secondary re-teaching, practice, reviewing, and new assessments.

6. Professional Development:

Professional development is aligned to school improvement practices and intended to enhance professional practices. These sessions are framed by state standards, focus on student achievement, and foster learning communities that increase instructional leader effectiveness.

Several professional development days are scheduled throughout the school year. All professional development sessions are designed to support teachers in absorbing, disaggregating, and making sense of state assessment results. Curriculum staff and instructional leaders dissect the data line-by-line, skill-by-skill, student-by-student and also examine a CRT and NRT assessment score comparison spreadsheet with a 6-year span. This allows instructional leaders and facilitators to see what has worked, what areas need revisiting, and to set growth targets.

Our instructional management program incorporates comprehensive professional development that emphasizes cognitive and behavioral components. Instructional facilitators work with each teacher to ensure that transference of professional development competencies occurs in instructional delivery, which is essential to our students' academic success. Furthermore, instructors form study groups—vertically and horizontally—to stay current with the latest research-based information and strategies.

Continuous professional development extends beyond the instructional calendar. Teachers are encouraged to attend independent conferences and seminars during the summer break at the school's expense. Using the turnkey approach, teachers who attend these conferences share information learned with colleagues during regular professional development sessions. Lastly, the week before teachers are scheduled to return for the upcoming school year, instructional facilitators meet with their grade level teachers, in a relaxed setting, to dialogue about new approaches to critical areas of academic concern and to develop an implementation plan.

7. School Leadership:

The Council for Quality Education d/b/a Lake Forest Elementary Charter School is the governing body charged with executing the school's mission through its staff. As of January 2013, the board has seven members. The chief executive officer reports directly to the board and oversees all teachers and department heads, including the assistant principal, assistant principal of curriculum, and other essential department heads such as the directors of finance/operations, technology, and development. Instructional leaders and facilitators report directly to the chief executive officer, assistant principal, and assistant principal of curriculum. Although reporting lines are clear, Lake Forest emphasizes teamwork and mutual responsibility for student achievement regardless of title.

With constant feedback and communication with the assistant principal of curriculum and the instructional facilitators, the chief executive officer provides constant guidance in ensuring that all students are learning. Instructional facilitators are key Eagle Leaders who support the daily operations of instruction, assessment, intervention, and student achievement. They serve as mentors to new teachers, model lessons which demonstrate research-based strategies, provide professional development, collaborate vertically and horizontally with grade level teams, monitor student progress and mastery of objectives through data analysis and dissemination, modify instructional strategies, and align resources to address students' needs and ultimately improve students' performance in all subjects. They provide connectivity among students, parents, and teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	100	97	100	91
Advanced	51	51	35	40	8
Number of students tested	39	41	60	40	72
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	100	96	100	90
Advanced	48	54	39	37	9
Number of students tested	31	37	51	35	64
2. African American Students					
Advanced, Mastery, Basic	100	100	97	100	90
Advanced	51	50	36	39	9
Number of students tested	37	38	59	38	66
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked				Masked
Advanced	Masked				Masked
Number of students tested	1				1
4. Special Education Students					
Advanced, Mastery, Basic	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	3	1		1	
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	2	8
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	2	5
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	100	98	100	93
Advanced	31	41	17	20	4
Number of students tested	39	41	60	40	72
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	100	98	100	94
Advanced	32	41	18	17	5
Number of students tested	31	37	51	35	64
2. African American Students					
Advanced, Mastery, Basic	100	100	98	100	92
Advanced	30	42	17	21	5
Number of students tested	37	38	59	38	66
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked				Masked
Advanced	Masked				Masked
Number of students tested	1				1
4. Special Education Students					
Advanced, Mastery, Basic	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	3	1		1	
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	2	8
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	2	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advance, Mastery, Basic	100	100	100	97	98
Advanced	44	30	35	7	10
Number of students tested	48	60	54	73	51
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advance, Mastery, Basic	100	100	100	97	98
Advanced	43	30	31	8	12
Number of students tested	44	50	45	64	42
2. African American Students					
Advance, Mastery, Basic	100	100	100	97	98
Advanced	42	31	37	7	8
Number of students tested	43	59	51	67	49
3. Hispanic or Latino Students					
Advance, Mastery, Basic				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	1
4. Special Education Students					
Advance, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
5. English Language Learner Students					
Advance, Mastery, Basic		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	4	7	3
6. Asian					
Advance, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	5	1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: LEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advance, Mastery, Basic	100	100	100	95	98
Advanced	40	25	41	10	18
Number of students tested	48	60	54	73	51
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advance, Mastery, Basic	100	100	100	95	98
Advanced	41	22	40	9	14
Number of students tested	44	50	45	64	42
2. African American Students					
Advance, Mastery, Basic	100	100	100	94	98
Advanced	42	25	43	10	18
Number of students tested	43	59	51	67	49
3. Hispanic or Latino Students					
Advance, Mastery, Basic				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	1
4. Special Education Students					
Advance, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
5. English Language Learner Students					
Advance, Mastery, Basic		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	4	7	3
6. Asian					
Advance, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	5	1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	97	100	97	94	98
Advanced	31	15	12	24	11
Number of students tested	65	59	76	54	44
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	96	100	97	93	98
Advanced	28	14	11	23	12
Number of students tested	54	50	66	43	41
2. African American Students					
Advanced, Mastery, Basic	97	100	97	94	98
Advanced	30	16	13	25	10
Number of students tested	63	56	70	52	42
3. Hispanic or Latino Students					
Advanced, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
4. Special Education Students					
Advanced, Mastery, Basic		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	1		1
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	7	3	2
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	1	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	95	100	97	98	93
Advanced	11	14	5	9	0
Number of students tested	65	59	76	54	44
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	94	100	97	98	93
Advanced	11	8	6	12	0
Number of students tested	54	50	66	43	41
2. African American Students					
Advanced, Mastery, Basic	95	100	97	98	93
Advanced	11	14	6	10	0
Number of students tested	63	56	70	52	42
3. Hispanic or Latino Students					
Advanced, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
4. Special Education Students					
Advanced, Mastery, Basic		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	1		1
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	7	3	2
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	1	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	96	98	100	93
Advanced	33	13	14	18	15
Number of students tested	60	78	56	39	41
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	96	98	100	91
Advanced	28	12	17	17	17
Number of students tested	53	67	47	30	35
2. African American Students					
Advanced, Mastery, Basic	100	96	98	100	91
Advanced	31	14	15	17	14
Number of students tested	55	71	54	36	36
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
4. Special Education Students					
Advanced, Mastery, Basic	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		1	2
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	3	3	5
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	1	2	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	97	100	100	98
Advanced	15	1	7	0	2
Number of students tested	60	78	56	39	41
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	99	100	100	97
Advanced	9	1	6	0	3
Number of students tested	53	67	47	30	35
2. African American Students					
Advanced, Mastery, Basic	100	97	100	100	97
Advanced	15	1	6	0	3
Number of students tested	55	71	54	36	36
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
4. Special Education Students					
Advanced, Mastery, Basic	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	1	1		1	2
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	3	3	5
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	1	2	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	96	100	100	93
Advanced	22	28	30	35	9
Number of students tested	76	50	40	40	43
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	95	100	100	91
Advanced	22	25	29	38	12
Number of students tested	68	40	35	34	34
2. African American Students					
Advanced, Mastery, Basic	100	96	100	100	93
Advanced	22	27	25	34	10
Number of students tested	69	48	36	35	42
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	1	
4. Special Education Students					
Advanced, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	4	4	2
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	1	3	3	1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: iLEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	99	100	100	100	96
Advanced	17	24	20	13	19
Number of students tested	76	50	40	40	43
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	99	100	100	100	94
Advanced	19	25	20	15	18
Number of students tested	68	40	35	34	34
2. African American Students					
Advanced, Mastery, Basic	99	100	100	100	96
Advanced	17	23	19	11	19
Number of students tested	69	48	36	35	42
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	1	
4. Special Education Students					
Advanced, Mastery, Basic			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	4	4	2
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	1	3	3	1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

13LA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: LEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	97	100	100	100	93
Advanced	29	26	24	33	0
Number of students tested	38	35	38	43	26
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	97	100	100	100	92
Advanced	23	26	21	32	0
Number of students tested	30	34	33	37	25
2. African American Students					
Advanced, Mastery, Basic	97	100	100	100	93
Advanced	28	16	21	32	0
Number of students tested	36	31	34	41	26
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	1	
4. Special Education Students					
Advanced, Mastery, Basic		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	2		1
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	4	4	3	
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	3	3	1	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: LEAP

Edition/Publication Year: 2008

Publisher: Louisiana Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Mastery, Basic	100	100	100	98	89
Advanced	32	46	24	2	0
Number of students tested	38	35	38	43	26
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Mastery, Basic	100	100	100	97	88
Advanced	27	44	24	3	0
Number of students tested	30	34	33	37	25
2. African American Students					
Advanced, Mastery, Basic	100	100	100	98	89
Advanced	31	45	24	0	0
Number of students tested	36	31	34	41	26
3. Hispanic or Latino Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	1	1	
4. Special Education Students					
Advanced, Mastery, Basic		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		1	2		1
5. English Language Learner Students					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	4	4	3	
6. Asian					
Advanced, Mastery, Basic	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	3	3	1	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Test results for small groups (less than 10 students) should not be publicly published.					

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