

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13LA6*

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Ms. Gwendolyn Seay

Official School Name: Morehouse Magnet School

School Mailing Address: 909 Larche Lane  
Bastrop, LA 71220-2924

County: Morehouse State School Code Number\*: 034023

Telephone: (318) 281-3126 E-mail: gseay@mpsb.us

Fax: (318) 281-3181 Web site/URL: http://www.mpsb.us

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\*: Dr. George Noflin Jr. Superintendent e-mail: gnoflin@mpsb.us

District Name: Morehouse Public School Board District Phone: (318) 281-5784

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: Mrs. Tamika Farrell

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**

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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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
11 Total schools in district
2. District per-pupil expenditure: 9280

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 6
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	17	24	41
1	16	28	44
2	12	16	28
3	20	20	40
4	17	15	32
5	10	16	26
6	12	16	28
7	10	25	35
8	13	10	23
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>297</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
38 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
60 % White  
0 % 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: 4%  
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.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	297
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 1  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 58%

Total number of students who qualify: 173

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: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>5</u>
Total number	<u>28</u>	<u>7</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:

17:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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:	_____	0
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other	_____	%
<b>Total</b>	_____	<b>0%</b>

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**

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Morehouse Magnet School (MMS) is one of eleven schools located in Morehouse Parish, a rural and agricultural community. We are a kindergarten to grade eight school with 287 students. Our school sits in the center of Bastrop, a city with a population of approximately 12,500. Our mission is to positively impact student achievement and promote academic excellence. Morehouse Magnet School emphasizes the essential skills to prepare our students to succeed in the challenging world ahead. MMS is committed to providing a climate in which students can receive a firm foundation in language arts, math, science, and social studies. Reaching beyond the limits of regular classes, Morehouse Magnet students experience unique instruction in art, foreign language, discovery science, computer science, and music. MMS is also one of the few schools in Northeast Louisiana that offers an engineering activity class. Additionally, we house the only gifted education program in our parish. Rigorous and high expectations are evident in every classroom. Differentiation is an integral component of daily instruction. Although Morehouse Magnet School is not a Title I school, teachers and students accomplish much with few monetary resources.

The faculty at Morehouse Magnet is dedicated to our students. Teachers show a strong work ethic and a love of teaching by arriving early and staying late and preparing lessons well in advance. At the beginning of the school year, each teacher creates a professional growth plan which includes continuing education classes and professional education development workshops. We offer tutoring outside regular school hours using a computer-based intervention program. Teachers encourage students to become life-long readers by incorporating the Accelerated Reading Program into the curriculum. MMS annually has students participate in a parish literacy competition.

At MMS, student leadership as well as participation in extracurricular organizations and activities is widely encouraged. At the beginning of each day, students lead the pledge, recite the Morehouse Magnet School's school-wide behavior expectations and make announcements. Many of MMS's organizations and programs are facilitated by students. Students have opportunities to participate in the Honor Society, 4-H, Fellowship of Christian Students, Honor Choir and Honor Band. Even though our school is not fortunate enough to have our own sports activities, many students participate and excel in sports at our local middle school. These activities help students develop talents and interests going beyond just the subject matter in their classes. Each year the faculty selects one fifth grade student of the year and one eighth grade student of the year who exemplify leadership and academic qualities.

Morehouse Magnet School's testing results provide evidence of academic strengths and accomplishments. For years, the Louisiana State Department of Education has recognized our school as a leader in academic excellence. From 2004-2012, we have received formal recognition as "A School of Exemplary Academic Growth." In 2007 we received the award as "The School of Recognized Academic Growth." For the past thirteen out of fifteen years, Morehouse Magnet School has met or exceeded the growth target set before us. For the past year of 2011-2012, we had an annual growth of 11.3%. With ninety-five per cent of all students tested performing at or above grade level in English and math, we are currently ranked as an A+ school. According to the 2011 baseline school performance scores, Morehouse Magnet School ranks in the top 5% of Louisiana schools.

Morehouse Magnet has implemented a school-wide Positive Behavior Intervention and Support System (PBIS). Rewards for students include trips, waterslides, luncheons, and dress passes. Another reward is the "Magnet Buck" that students can spend in our school PBIS store for following the MMS behavior expectations. Students, who maintain both positive behavior and an exceptional grade point average throughout the year, earn an educational trip to a destination such as New Orleans, Dallas, Houston, Memphis, or Branson.

Morehouse Magnet goes beyond traditional instructional methods by incorporating a variety of challenging and accelerating multi-sensory activities. These include a roller-coaster competition, zoo fair, social studies fair, vocabulary parade, math and science family night, Renaissance Festival, and an annual School-wide Festival. We also have two career-awareness days in which students visit local business establishments and experience hands-on job training. In all these activities, students apply research and writing skills.

Teachers encourage Morehouse Magnet students to be involved in community service. Students generously support the March of Dimes, Relay for Life, and the Christmas Cheer Community Food Drive. Over the years, students have raised over \$25,000 for St. Jude's Hospital through annual Math-a-Thon participation. Each year the eighth graders present a Veteran's Day program in which local veterans are honored.

While rising to the challenges before us, Morehouse Magnet has consistently improved. The community considers our school an asset. Morehouse Magnet School plays a vital role in attracting newcomers to our parish. In many ways we serve as a model for other schools. Some of our teachers serve as mentors for the new-teacher induction program. Due to our positive image, we've had visits from other schools' principals and teachers as well as the Morehouse Parish Schools Central Office staff. Our governor's wife and various state representatives have come on special occasions. We are an A+ school and our administrators, teachers, students, and community are proud of our influence.



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

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

Each year Louisiana administers tests to students in grades three through eight to determine if the students have mastered the academic standards for their grade level. Louisiana's state assessment is based on grade level expectations which reflect the knowledge and skills students should have acquired at the time of testing. Students in grades 4 and 8 participate in the high-stakes Louisiana Educational Assessment Program (LEAP). This test measures their knowledge and skills in ELA, math, science, and social studies. The LEAP test determines if students in grades 4 and 8 will be promoted to the next grade level. To be eligible for promotion students are expected to achieve a basic level on either the ELA or math portion of the LEAP test and approaching basic or higher on the iLEAP.

Students in grades 3, 5, 6, and 7 take the integrated Louisiana Educational Assessment Program (iLEAP). This test is also based on grade level expectations, but it does not determine if students are promoted or retained. There are five levels on both of these tests: advanced, mastery, basic, approaching basic, and unsatisfactory. This test is scored using typical data reporting statistics, such as normal curve equivalents, percentiles, and scaled scores.

Each public school in Louisiana receives a yearly School Performance Score. Middle school scores are based on the following: 90% based on iLEAP/LEAP test scores, 5% attendance, and 5% drop-out rate. Because we are part of the public school system, Morehouse Magnet School students in grades three through eight participate in this Louisiana Accountability System by being tested on the iLEAP and LEAP tests. Each year a large percentage of Morehouse Magnet School students score within the two highest levels---advanced and mastery.

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

Morehouse Magnet School has consistently been considered a school of academic success. We received formal recognition as "A School of Exemplary Academic Growth" several times. In 2007 we received an award as "The School of Recognized Academic Growth." In the 2011-2012 school years our growth was 11.3 which ranks us in the top 5% of all Louisiana schools.

Morehouse Magnet School data shows that we have students achieving at higher levels regardless of race or income level. Teachers realize that even though students are achieving at high levels, there is constant need for improvement. Because of that we are constantly striving to increase the number of students to scoring "advanced".

Data from 2007-2008 through 2011-2012 reveals an increase on the iLEAP. Third graders increased from 58% to 70% in ELA for mastery and above and increased from 49% to 85% in math for mastery and above. Fifth graders increased from 36% to 55% in ELA for mastery and above and increased from 29% to 63% in math for mastery and above. Sixth graders increased from 28% to 65% in ELA for mastery and above and increased from 59% to 68% in math for mastery and above. Seventh graders decreased from 60% to 48% in ELA for mastery and above and increased from 73% to 74% in math for mastery and above.

Data from 2007-2008 through 2011-2012 also reveals an increase on the LEAP. Fourth graders increased from 51% to 73% in ELA for mastery and above and 45% to 84% in math for mastery and above. Eighth graders increased from 35% to 63% in ELA for mastery and above and 30% to 54% in math for mastery and above.

Several factors can be attributed to this growth. A highly trained administrative leadership team is in place to ensure that goals and expectations are met. The staff at Morehouse Magnet comprises teachers who are dedicated to the task of teaching and are both certified and highly qualified. Many teachers/staff hold a master degree or higher. Teachers/staff are constantly involved in professional training workshops. We also have a strong parent support system. Parents are always willing to support any program that we offer to help their children. An after-school tutoring program enables students to receive extra instruction. Every student in grades 3-8 has daily access to the Successmaker computer program designed to improve math and reading test scores. The EAGLE (Enhanced Assessment of Grade-Level Expectations) online assessment tool is used to enhance student learning throughout the year. Students and teachers receive feedback from the EAGLE system that can help adjust ongoing instruction and learning in each content area and grade level. This system provides Louisiana teachers the ability to build online quizzes, assign them to students, and receive students and class performance reports on items aligned to the grade-level expectations (GLEs).

Morehouse Magnet School uses assessment data to analyze student and school performance in order to continually increase student's achievement levels. MMS effectively uses all test data when creating the master schedule at the beginning of the year and also when we write our school improvement plan. Students' needs determine class offerings both for those who need extra assistance and those who excel on the test. MMS classroom instruction is driven by the test data provided to all teachers at the beginning of the school year. Data snapshots are completed on each student every year and are a picture of their test scores and also their strengths and weaknesses. These snapshots are used by the teachers and students throughout the year check for growth and continuously target individual and group weaknesses.

### **3. Sharing Lessons Learned:**

Teachers at Morehouse Magnet School are always available to share ideas and information with other teachers. Many of our teachers attend special conferences and workshops and then present the information they received to other teachers in the parish. During our parish grade level meetings, teachers, share ideas with other teachers. We also have teachers from other schools who ask to visit our classrooms in order to get help from our staff. We also have student teachers from the University of Louisiana (in nearby Monroe) who do their student teaching under the leadership of one of our teachers and come to observe our teachers as part of their course requirements.

Morehouse Magnet School has worked and collaborated with other schools in the district with gifted hearing impaired students, also attention deficiencies and behavioral strategies offering staff development and providing teachers throughout the district with inspiration and strategies to take back to their classroom. The number one goal is at MMS is to protect every instructional minute we have.

### **4. Engaging Families and Communities:**

Family and community play a vital role during our school year. Community and parental support is key to our success. Parents are encouraged to work side by side with the Morehouse Magnet School faculty/staff and are utilized in a variety of ways. We also maintain close contact with parents through our many programs that encourage parental involvement, including a back-to-school-night, a book fair, and a school-wide festival. Each fall during our book fair, we have special activities for students, parents, and grandparents to attend together; they include events like "Donuts for Dads," "Muffins for Moms," and "Goodies for Grands."

Teachers use community leaders as valuable assets to enhance learning and teachers invite guests from the community to speak on various topics including career awareness and college preparedness. Leaders from our community are also invited to read to our elementary students on a frequent basis. Students also venture into the community where they are educated on future job opportunities. In addition, local law enforcement officials are always willing to speak about political and drug awareness issues.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The magnet programs offer students advanced academic studies in an environment built on collegial relationships, individual growth, and intellectual rigor. Emphasis is placed on independent research, group collaboration, presentation of new learning, and the development of original designs and solutions. Computers are used as tools to access, process, and generate ideas and students have the opportunity to collaborate with engineers, authors, doctors, and other professionals. Internships, field-based experiences, and laboratory studies also are an integral component of the magnet experience. Students receive transportation to the magnet program that they attend. Students are picked up at the nearest school to their home and taken to the magnet program. Students can participate in all district sponsored activities, athletics, clubs, band, orchestra, and other extra-curricular activities.

Admission to magnet programs is selective and by application. Each program has its own admission application form and deadlines. Some common factors in admission include previous report card grades, nationally-normed standardized test results, an essay or letter, and teacher recommendations.

The curriculum at Morehouse Magnet School is part of the comprehensive curriculum guide assigned to each subject area by the Louisiana State Department of Education. Each teacher in a core subject area is given a curriculum guide which includes the learning objectives, a pacing guide, and supplemental activities which can be of assistance as lesson plans are being developed. The school has also made the transition to the common core curriculum which aligns with national standards.

Science classes focus on higher-ordered thinking activities. Manipulatives and technology are emphasized to aid student understanding of scientific concepts. The science curriculum at MMS incorporates traditional teaching methods with laboratory demonstrations as well as hands on experiments to expand mastery of basic concepts. Because of the success of the science program, many eighth grade students exit MMS with a Carnegie unit in physical science. Also at MMS, junior high students can elect to take Project Lead the Way: Gateway to Technology, an introductory/survey class in engineering. Beginning in kindergarten, students participate in our unique discovery lab, one of our magnet classes, designed to enrich and broaden core curriculum concepts. The discovery lab teacher collaborates with grade level teachers to provide enriching activities for our students which contribute greatly to our success.

The Social Studies program integrates several disciplines in its curriculum: citizenship, civics, economics, geography, history, and map skills. Learning is enhanced by cross curricular activities, field trips, participation in social studies fairs, and projects and research. Each year junior high history students at MMS create a school constitution that is patterned after the United States Constitution.

The foreign language curriculum program at MMS is a unique program. Beginning in kindergarten, students are immersed in the Spanish culture, learning more than just information from a text. Students sing, perform, and celebrate Spanish traditions, such as Cinco de Mayo and Day of the Dead.

The health and physical education curriculum at MMS supports the physical, emotional, and nutritional health of all students. To help students develop physically, we have a state-of-the-art fitness and training center. Cross curricular activities from writing to mathematics are integrated daily into physical education classes.

Courses in music include band and chorus. MMS offers three instructional levels: beginning, intermediate, and advanced. Our music students consistently earn superior rankings and place in all-district and all-state honors bands and choirs. Christmas concerts and spring musicals allow students to showcase their vocal and instrumental talents.

The art program encompasses all students in grades K-8. Students learn about famous artists, techniques, and styles. Students have used these skills to paint our school mural which adorns the entrance to our building. In prior years they have created Christmas ornaments which were displayed in our governor's mansion. Exhibits of student work are sometimes displayed at the local Snyder Museum.

Computer Science classes are also offered to MMS students in grades K-8. They learn basic computer skills/functions, along with keyboarding. They also complete tutorials for academic subjects. Students leave MMS proficient in basic Microsoft applications. This is an integral part of our technology program. Eighth graders complete a high school preparatory course called IBCA (Introduction to Business and Computer Applications) which is one Carnegie unit.

## **2. Reading/English:**

At MMS the language arts curriculum enables all students to communicate effectively and write competently. Every student is given the opportunity, to read, comprehend, and respond to a variety of literary genres. Students also read for information, and for pleasure. The implementation of the accelerated reading program is a school wide initiative used by ELA teachers. Writing is also a focal point of ELA because students are not only taught the rules of grammar but how to apply these rules in their writing. For example each year fourth grade students write and publish original stories. Students also apply research techniques through real world applications. Emphasis is placed on higher-ordered thinking activities.

MMS elementary teachers routinely have children actually reading and writing for as much a half of the school day. Our teachers believe If children are to read a lot throughout the school day, they will need a rich supply of books they can actually read. Our teachers support supplying children with books of appropriate complexity. Teachers and staff provide students with enormous quantities of successful reading opportunities so they become independent, proficient readers.

Our exemplary teachers routinely offer direct, explicit demonstrations of the cognitive strategies used by good readers when they read. In other words, they model the thinking that skilled readers engage while they attempt to decode a word, self-monitor for understanding, summarize while reading, or edit when composing. Our teachers implement the "watch me" or "let me demonstrate" stance when working with their students.

Most grade levels having an uninterrupted block of time allotted for reading instruction in an effort to meet the needs of all the students. Scientifically research based curriculum is used to meet this goal. The methods incorporate phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Students in grades K-3 receive a minimum of 90 minutes of reading instruction daily. Grades 4 and 5 receive 60 minutes in reading instruction and an additional block of 30 minutes daily for writing. Grades 6, 7, 8, receive 50 minutes in reading and 50 minutes in English. Students also benefit from time spent on the Success Maker program in reading which ranges from 30 minutes daily for K-5 and 20 minutes bi-weekly for 6-8.

Baseline data is collected for each student. The school uses DIBELS, Success Maker, Accelerated Reader, classroom performance, sight word recognition and running records as screening tools. Mid-year and end-of-year data is collected and compared to division benchmarks. Students not meeting benchmarks are provided intervention.

The intensity of reading intervention is data-driven. They are expected to be responsible and participate in their own learning, but the school strongly believes that excellent reading instruction is vital to the concept of lifelong learning. The staff strives to maximize opportunities for success by strategically planning every day around students' reading needs.

## **3. Mathematics:**

Elementary and Junior High students are introduced to mathematics content from the LA Comprehensive Curriculum and additional skills that prepare them for future learning using a variety of methods such as hands-on discovery and the use of manipulatives and literary strategies as well as the traditional method of direct instruction. Typically, many future mathematical standards are introduced a year early.

One example of hands-on discovery is used to develop the formula for surface area of a cylinder; students are given a cardboard tube and a variety of tools and asked to work as a group to describe how to find the area of each surface of the tube. From the group findings, the class works together to formulate a formal definition and working formula.

Often students are asked to demonstrate content knowledge through individual and group projects. Here are a few examples of student projects.

1. Students use their previous year's standardized test scores to identify a weak math area and a weak science area. They research the topics and create an integrated math and science mini-lesson to present to the class. Presentations must include a technology component and a hands-on component.
2. Students use their knowledge of transformations to design and create a paper quilt.
3. Students create a city layout using geometry terms such as parallel, perpendicular, alternate interior and alternate exterior angles.
4. Students use their understanding of area, perimeter, proportions, and scale drawings to design a room and create a project board to present their design as well as the costs of individual projects within the design.

Math vocabulary is stressed throughout the curriculum. At the beginning of each unit, students begin a Vocabulary Self-Awareness chart; they complete the chart throughout the unit. Students demonstrate vocabulary knowledge through traditional tests, poems, and short stories that showcase mathematic definitions.

In order to integrate technology into mathematics, students not only use a calculator but are often required to use computers to access the web for additional instruction or project research, word processing programs to compose reports, poems and stories to print, or create a mini-lessons to teach using SMART technologies.

Students utilize Success Maker and other web-based "games" to aid both under- and over-performing students; these resources are used to re-teach and introduce additional mathematical skills.

#### **4. Additional Curriculum Area:**

Working together the stakeholders at MMS will positively impact student achievement and promote academic excellence.

#### **5. Instructional Methods:**

MMS teachers use essential questions, and teachers really have to be intentional about what they want the students to be able to do, and it has to be at the highest-level of learning. The students have to be able to analyze and apply; they cannot just answer the question with a yes or no. It has to be an extended response. An essential question must be "multi-skill" in order for it to be a good one.

With the technology we have, one of the main things we do is show video clips. Students love it when they see their favorite show or cartoon. Initially, they don't know what they're about to learn so they focus on that video clip. Then the teacher uses that engagement to link to the lesson, and the students realize that their likes or interests can channel a learning experience. Example: For a lesson on the elements of a character, students watch a clip from a popular TV show. Then they made a T-chart and on one side wrote

down the character's name and on the other side wrote down elements of that character.

At MMS we only use vocabulary that's relevant. Teachers must pick and choose what is going to be most important and most effective. They teach vocabulary through a graphic organizer, through an experience, or whatever they need to help the students get it.

Students can maintain their attention span only for the number of minutes equal to their age plus two or three, so the lecture must be chunked. When that amount of time has elapsed, teachers must stop and have students do something different. Once students have completed a two- or three-minute activity, the teacher can go back to lecturing for another chunk of time. Examples: We have students talk to their neighbor, draw a picture, write a few sentences that summarize or describe the lecture, finish an example problem, or get in a discussion with their group.

Students need to be able to conceptualize whatever information we're giving them. The graphic organizer is student friendly. When they look at information that's organized, it's easier for them to retain and remember that information. And when they go home, it is less intimidating to look at that information as opposed to pulling out a notebook that has pages and pages of notes. Examples: We have students record information in colorful charts in their notebooks, use computers to create graphic organizers, or create a "foldable."

Student movement at MMS is a must. Students need to be mobile at some point during instruction to ensure they're actively engaged. This one is probably the most challenging for our teachers because it can be intimidating to have students moving. But student movement looks a number of different ways at MMS, and it doesn't always mean students have to get up. They just must be physically engaged in whatever the teacher is doing. It's important because students don't like to sit still, especially male students. We found that when our male students are up and moving around the room, they are totally engaged in what the teacher is doing. Examples: We have students do a gallery walk in which they move in groups from corner to corner, answering questions or analyzing things posted on the walls; they work in teams or at rotation stations; they raise their hands or give the thumbs-up or thumbs-down; they answer questions with their body, putting their left foot out if they think the answer is A and their right foot out if they think it's B.

The HOT questions are a fixture in our lessons. The rationale behind them is we want to give the kids an opportunity to be challenged in the classroom. The way the teacher presents these questions varies, and students' responses can be indicative of their learning pace. The same question should be used for all students, but advanced learners may be required to respond in a different way. Students can respond on paper, as part of a classroom discussion, in paired discussion, or through homework.

Our teachers find creative ways to have the students answer the essential question at the end of the lesson. A student's ability to answer the essential question at this point is a way for the teacher to assess the student's learning. In most instances, this is the point where our teachers can determine whether he/she needs to go back and re-teach or needs to accelerate student learning. Examples: We have students use a writing prompt, short activity, discussion, or illustration to summarize, or have them summarize on an exit ticket.

Our lessons are rigorous. The activities taught are challenging and move at a brisk pace. There are not opportunities for students to get bored or periods when they have nothing to do. The entire lesson should be an active lesson. Teachers have to take students to the highest level of knowledge. You have to be on your toes. Time on task — everything that you do has to be scheduled to maximize your time. With our students, we have only 180 days, so we've got to move them with the limited minutes that we have each day in the classroom.

At MMS work towards our entire lesson being student centered. The ways that we instruct our students must demonstrate that they are our focus and that what we do is centered on their success. The use of

technology as a tool is a critical component of this. It provides students with 21st-century skills that are both engaging and relevant to real-world applications. It is a partnership: If you effectively and successfully plan, your students will effectively and successfully work and learn. Teachers are trained to take a step away from the learning process to become facilitators rather than "givers of all knowledge" in the classroom. We have to teach students to become lifelong critical thinkers, and we teach them this through resources and tools that they can relate to and will pique their interest. As educators, we have to keep up with advances in technology and go the distance to teach our students in ways that will help them feel empowered to be successful.

## **6. Professional Development:**

Morehouse Magnet School's mission statement "...to positively impact student achievement and promote academic excellence" drives job-embedded professional development. Our School Improvement Plan addresses three major goals: to increase student academic achievement in reading, to increase student academic achievement in math, and to reduce the number of student behavior infractions. The plan provides guidance for staff development in which teachers exchange ideas, enhances their knowledge, and create high levels of learning expectations for all students. Collaboration helps teachers make data-driven decisions which positively affect student learning.

Morehouse Magnet School has implemented job-embedded staff development in several ways: grade level meetings (during teacher planning time, once a month), content area meetings (on as as-needed basis), and whole faculty meetings (monthly). Our teachers meet approximately fifty hours annually for job-embedded professional development.

Another component of our professional development is the use of data obtained from the "Walk Through" observations required of our administrators and teachers at MMS. These informal observations allow the teachers to have a base of contact and provide an opportunity for reflection and sharing of effective methods.

## **7. School Leadership:**

Our School leadership team consists of an administrative team, the principal and the curriculum facilitator. Both administrators wear many hats and work hard to ensure the success of all students. Both work to maintain a positive school climate that is conducive to learning. Our curriculum coordinator acts as a testing administrator for our school; she ensures that all teachers are equipped with necessary teaching materials to prepare for district tests and assists elementary teachers with DIBELS testing.

The overall instructional leader at our school is our principal. She is responsible for the overall running of the school including all major decisions affecting student achievement. Her main goal is to provide a learning environment that promotes academic excellence. She facilitates grade level meetings and school-wide staff development. At MMS instructional learning time has always been of extreme importance to our leaders. The principal implements fund raisers to provide money for teachers to buy instructional materials that are utilized in the classroom. Our principal not only works hard for our school and also serves on the Disciplinary Advisory Committee providing valuable input on decisions which will impact discipline policies for the parish.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: iLEAP

Edition/Publication Year: Mathematics Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	100	100	100	93
Mastery and Advanced	89	60	71	65	49
Number of students tested	26	30	28	40	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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	94	100	100	100	96
Mastery and Advanced	50	53	75	69	55
Number of students tested	17	17	12	16	22
<b>2. African American Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	100	Masked
Mastery and Advanced	Masked	Masked	Masked	64	Masked
Number of students tested	7	9	9	11	1
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced	Masked				Masked
Mastery and Advanced	Masked				Masked
Number of students tested	1				1
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked		Masked	Masked	
Mastery and Advanced	Masked		Masked	Masked	
Number of students tested	1		1	1	
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced	Masked	Masked			Masked
Mastery and Advanced	Masked	Masked			Masked
Number of students tested	1	1			1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ILEAP

Edition/Publication Year: ELA

Publisher: RIVERSIDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	96	100	96	100	97
Mastery and Advanced	70	60	50	56	57
Number of students tested	26	30	28	40	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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	94	100	92	100	100
Mastery and Advanced			50	69	64
Number of students tested	17	17	12	16	22
<b>2. African American Students</b>					
Basic, Mastery and Advanced	Masked	100	Masked	100	Masked
Mastery and Advanced	Masked		Masked	64	Masked
Number of students tested	7		9	11	7
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced	Masked				Masked
Mastery and Advanced	Masked				Masked
Number of students tested	1				1
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked		Masked	Masked	99
Mastery and Advanced	Masked		Masked	Masked	66
Number of students tested	1		1	1	100
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced	Masked	Masked			Masked
Mastery and Advanced	Masked	Masked			Masked
Number of students tested	1	1			1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: LEAP

Edition/Publication Year: MATH

Publisher: LDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	100	100	94	99
Mastery and Advanced	84	80	74	36	51
Number of students tested	26	30	38	33	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	Masked	100	99	100	100
Mastery and Advanced	Masked		65	40	50
Number of students tested	6	10	20	15	22
<b>2. African American Students</b>					
Basic, Mastery and Advanced	100	100	99	Masked	100
Mastery and Advanced		70	66	Masked	43
Number of students tested		10	12	8	14
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced				Masked	
Mastery and Advanced				Masked	
Number of students tested				1	
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	100	Masked	Masked	Masked	Masked
Mastery and Advanced		Masked	Masked	Masked	Masked
Number of students tested	16	1	1	1	4
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced				Masked	Masked
Mastery and Advanced				Masked	Masked
Number of students tested				1	1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: LEAP

Edition/Publication Year: ELA

Publisher: LDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	100	100	96	99
Mastery and Proficient	73	70	50	54	51
Number of students tested	26	30	38	33	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	100	100	100	100	100
Mastery and Proficient	69	44	50	54	50
Number of students tested	16	15	20	15	22
<b>2. African American Students</b>					
Basic, Mastery and Advanced	Masked	100	100	Masked	100
Mastery and Proficient	Masked	90	25	Masked	43
Number of students tested	6	10	12	8	14
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced				Masked	
Mastery and Proficient				Masked	
Number of students tested				1	
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced		Masked	Masked	Masked	Masked
Mastery and Proficient		Masked	Masked	Masked	Masked
Number of students tested		1	1	1	4
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced				Masked	Masked
Mastery and Proficient				Masked	Masked
Number of students tested				1	1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Proficient					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ILEAP

Edition/Publication Year: Math

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	94	97	93	90
Mastery and Advanced	50	46	69	39	29
Number of students tested	27	35	32	41	64
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	100	100	100	86	83
Mastery and Advanced	50	60	73	36	33
Number of students tested	16	21	18	14	30
<b>2. African American Students</b>					
Basic, Mastery and Advanced	100	90	100	73	Masked
Mastery and Advanced	63	20	70	18	Masked
Number of students tested	11	10	10	11	9
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced		Masked	Masked		
Mastery and Advanced		Masked	Masked		
Number of students tested		1	1		
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	Masked	Masked
Mastery and Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	2	3
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced			Masked	Masked	Masked
Mastery and Advanced			Masked	Masked	Masked
Number of students tested			1	1	1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: ILEAP

Edition/Publication Year: 2009-2010 Publisher: LDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	100	87	95	89
Mastery and Advanced	55	46	31	27	36
Number of students tested	27	35	32	41	64
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	100	100	89	85	96
Mastery and Advanced	56	60	39	21	43
Number of students tested	16	21	18	14	30
<b>2. African American Students</b>					
Basic, Mastery and Advanced	100	100	90	82	Masked
Mastery and Advanced	54	40	40	18	Masked
Number of students tested	11	10	10	11	9
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced		Masked	Masked		
Mastery and Advanced		Masked	Masked		
Number of students tested		1	1		
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	Masked	Masked
Mastery and Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	2	3
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced			Masked	Masked	Masked
Mastery and Advanced			Masked	Masked	Masked
Number of students tested			1	2	1
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ILEAP

Edition/Publication Year: Math

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	100	97	96	100
Mastery and Advanced	63	62	59	52	59
Number of students tested	37	29	34	57	32
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	100	100	100	96	100
Mastery and Advanced	65	61	64	44	60
Number of students tested	37	18	14	25	20
<b>2. African American Students</b>					
Basic, Mastery and Advanced	100	Masked	89	100	100
Mastery and Advanced	59	Masked	26	40	60
Number of students tested	12	9	25	10	10
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced	Masked	100	100		
Mastery and Advanced	Masked	0	0		
Number of students tested	1				
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	Masked	
Mastery and Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	2	3	
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced			Masked	Masked	
Mastery and Advanced			Masked	Masked	
Number of students tested			1	2	
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ILEAP

Edition/Publication Year: ELA

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	97	93	97	88	100
Mastery and Advanced	64	45	56	30	28
Number of students tested	37	29	34	57	32
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	95	89	93	92	100
Mastery and Advanced	65	72	64	32	15
Number of students tested	20	18	14	25	20
<b>2. African American Students</b>					
Basic, Mastery and Advanced	92	Masked	Masked	90	100
Mastery and Advanced	67	Masked	Masked	30	20
Number of students tested	12	9	8	10	10
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	Masked	
Mastery and Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	1	2	3	
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced			Masked	Masked	
Mastery and Advanced			Masked	Masked	
Number of students tested			1	2	
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ILEAP

Edition/Publication Year: Math

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	97	96	100	100
Mastery and Advanced	72	51	38	52	33
Number of students tested	23	31	55	37	42
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	100	92	100	100	100
Mastery and Advanced	77	38	40	37	28
Number of students tested	13	13	20	22	18
<b>2. African American Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	Masked	100
Mastery and Advanced	Masked	Masked	Masked	Masked	34
Number of students tested	6	5	7	9	15
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced					Masked
Mastery and Advanced					Masked
Number of students tested					1
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked		Masked
Mastery and Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	1	2		1
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced			Masked		
Mastery and Advanced			Masked		
Number of students tested			1		
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6





## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: LEAP

Edition/Publication Year: Math

Publisher: LDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Basic, Mastery and Advanced	100	91	99	100	99
Mastery and Advanced	54	22	14	56	31
Number of students tested	24	45	27	32	49
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery and Advanced	Masked	88	100	100	100
Mastery and Advanced	Masked	19	14	50	
Number of students tested	8	16	14	12	20
<b>2. African American Students</b>					
Basic, Mastery and Advanced	Masked	Masked	Masked	100	100
Mastery and Advanced	Masked	Masked	Masked	64	31
Number of students tested	5	5	8	11	16
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery and Advanced		Masked		Masked	
Mastery and Advanced		Masked		Masked	
Number of students tested		1		1	
<b>4. Special Education Students</b>					
Basic, Mastery and Advanced		Masked		Masked	
Mastery and Advanced		Masked		Masked	
Number of students tested		1		1	
<b>5. English Language Learner Students</b>					
Basic, Mastery and Advanced				Masked	
Mastery and Advanced				Masked	
Number of students tested				1	
<b>6. N/A</b>					
Basic, Mastery and Advanced					
Mastery and Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13LA6

