

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Mitchell Stubbs

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tchefuncte Middle School

(As it should appear in the official records)

School Mailing Address 1530 West Causeway Approach

(If address is P.O. Box, also include street address.)

City Mandeville State LA Zip Code+4 (9 digits total) 70471-3046

County St. Tammany State School Code Number\* 052051

Telephone 985-626-7118 Fax 985-674-0773

Web site/URL http://tchefunctemiddle.stpsb.org/ E-mail mitch.stubbs@stpsb.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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 \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. W.L. "Trey" Folsie, III E-mail: trey.folsie@stpsb.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Tammany Parish Tel. 985-892-2276

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. Elizabeth Heintz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
  - 21 Middle/Junior high schools
  - 8 High schools
  - 0 K-12 schools
- 54 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	117	139	256
5	131	126	257
6	121	169	290
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	369	434	803

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 5 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	77
(4) Total number of students in the school as of October 1	849
(5) Total transferred students in row (3) divided by total students in row (4)	0.091
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 2%  
12 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Spanish, Japanese, Urdu, and Chinese
8. Students eligible for free/reduced-priced meals: 33%  
 Total number students who qualify: 186

If this method is not 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.

9. Students receiving special education services: 14 %  
122 Total number of students served

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

11 Autism	0 Orthopedic Impairment
0 Deafness	39 Other Health Impaired
0 Deaf-Blindness	38 Specific Learning Disability
4 Emotional Disturbance	21 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
4 Mental Retardation	2 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	26
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Tchefuncte Middle School has a long history of excellence in the St. Tammany Parish Public School System. Opening in 1994, Tchefuncte Middle School was established to ease the overcrowding at its sister school during the rapid expansion of St. Tammany Parish, which is located on the north shore of Lake Pontchartrain north of New Orleans, Louisiana. During those early years, the school's administration and instructional staff sought to create a school with high expectations of both its students and staff. It quickly became a place where the students were prepared for the challenges of the future. Tchefuncte Middle currently receives students from two local elementary schools- Mandeville Elementary and Pontchartrain Elementary School. Pontchartrain Elementary School has been recognized as a Blue Ribbon School of Excellence by the U.S. Department of Education.

In using the school's initials, TMS, parents, teachers, and administrators crafted a mission statement that would serve as a lens to direct the decision making process for the school. That mission statement, "Teaching, Motivating, Succeeding by Laying Foundations for the Future," still serves as a guide for the school's stakeholders. Administrators, teachers, and a highly involved Parent-Teacher Association still use the focus of, "How will this benefit the students in the future?"

Tchefuncte Middle School's vision statement states that we will provide a safe, nurturing environment cognizant of individual needs where students can expand their knowledge academically, culturally, and socially. Through the development and use of a relevant and rigorous curriculum, Tchefuncte Middle School offers students the opportunity to develop their strengths to become responsible, productive learners. At Tchefuncte Middle School, educators, students, parents, and community members collaborate to ensure student achievement in a global society.

Tchefuncte Middle School has a long tradition of welcoming and encouraging parents to be involved in their child's education. Each year our PTA hosts its 'Walk-a-Thon'. This annual event promotes a healthy lifestyle. Local businesses and organizations are invited to participate. Students, families, and school personnel are encouraged to walk laps and engage in other physical activities at our feeder school, Mandeville High School. Mandeville High School is recognized as a Blue Ribbon School of Excellence by the U.S. Department of Education. It is a wonderful experience that involves the community, promotes wellness and well-being, and encourages school personnel to engage students and families during a weekend event.

In addition, Tchefuncte Middle School and the PTA host several grade- and school-level events in the evening to reinforce those community and parental connections that must be in place in order for a school to experience success. Family Night is an evening social event where students, families, and school personnel come together to engage in recreational activities. The goal is to show students that learning and fun can go hand-and-hand. The school and PTA host a technology night where families are invited to learn more about how technology is being used in the classroom and impacting their child's education. Recently the PTA and school hosted a Family Heritage Celebration Evening. While the school is 85% white, within the past three years, our numbers of diverse families has increased. The school is fortunate to have a community that is rich in cultural diversity. We were able to showcase fifteen different cultures at our Family Heritage Celebration. This is a new and exciting trend for our community. The goal of the event was to educate and celebrate the richness of our families, students, and local businesses.

The faculty, staff, and administration believe that each student has unique physical, social, emotional, and intellectual needs addressed through a variety of teaching styles. Self-esteem is fostered by recognizing the individuality and cultural diversity of every student. Providing a safe, comfortable physical environment promotes learning. Students are encouraged to develop and use critical analysis and imagination to find solutions to problems. The elements of visual and performing arts are incorporated into a strong academic program to ensure the essential development of the whole child. Tchefuncte Middle School firmly believes that educational technology facilitates learning. High expectations for student achievement and behavior create a positive school culture for success.

All of these strong school, family, and community connections have allowed Tchefuncte Middle School to thrive and succeed. The school is currently the highest scoring public school in the St. Tammany Parish Public School System. One-hundred percent of our state accountability score comes from standardized testing. For the 2013 testing cycle, Tchefuncte Middle scored 117.7 out of 150. It has been labeled an 'A' school based on standardized tests results. Being rated the highest performing school in the district, and one of the highest in the state, has been accomplished through an open registration system with no special conditions for students to attend the school. In addition, the school achievement results have been accomplished as the population of free and reduced lunch recipients have steadily increased in the past few years. Within the past five years, the population of low socioeconomic students has risen from 16% to 33%. The challenges of meeting the students where they are, and taking them to the next level, are being met at Tchefuncte Middle School. One element that allows us to meet the needs of our students is the high percentage of advanced degrees amongst our certificated personnel. Forty-seven percent of the teachers have a Bachelor's degree. Fifty-one percent have a Master's degree. Two percent have a Doctoral degree. Thirteen percent of the instructional staff are National Board Certified Teachers, and sixteen percent have participated in our district leadership course for prospective administrators.

Tchefuncte Middle School has a long tradition of excellence and continual improvement. As the demands of education continue to evolve, Tchefuncte Middle School teachers, staff, and administration welcome these challenges.



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

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

A) Tchefuncte Middle School has always been one of the top performing schools in both St. Tammany Parish and the State of Louisiana. We are very proud of the fact that we are an open enrollment public middle school, and other than attendance boundaries, there are no special conditions in order for students to attend. These achievements are the result of a school that has a long tradition of education excellence and continual improvement, a strong partnership with our PTA and community, and students who come from homes where parents value and expect a high caliber educational experience.

The Louisiana standardized tests performance levels are divided into five categories from highest to lowest: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. The categories of Advanced, Mastery, and Basic comprise the proficient students. For the testing session 2013, 21% of the students scored Advanced, 35% scored Mastery, 36% scored Basic, 6% scored Approaching Basic, and less than 5% scored Unsatisfactory. In all, 92% of our students scored at the proficient level. Traditionally, 90% or more of our students score at the proficient level. For the school year testing cycle of 2011, the school performance score was 129.8, the district performance score was 111.3, and the state performance score was 93.9. This is representative of historical averages for the school, district, and state.

B) We are proud of the accomplishments of our school, students, and teachers in regards to results of state standardized testing. Our fourth graders take the Louisiana Educational Assessment Program- LEAP. Our fifth and sixth graders take the iLEAP. Despite the ongoing challenges that schools have faced around the nation in the past five years, budget cuts and changing curriculum demands, Tchefuncte Middle School continues to be one of the top performing schools in the State of Louisiana. One of the key facets to that success is the extensive use of multiple sources of data our teachers use to guide classroom instruction. Using data from our state standardized tests, LEAP for fourth grade and iLEAP for fifth and sixth, beginning of the year and mid-year instructional assessments, and teacher generated assessments during and following instruction, our teachers tailor and modify classroom instruction to meet the needs of each student. This is evidenced by being the top performing school in St. Tammany Parish and an ‘A’ rated school by the State of Louisiana.

Our fourth grade teachers have posted some of the most remarkable gains in the school during the past five years. The overall proficiency level in both math and reading/language arts have grown by five percent in the past five years. In addition, during that same five year period, the overall proficiency level of the whole school has remained above 90% or better. That success in fourth grade is evident when achievement results by some of our most at-risk sub-groups are analyzed, as well. In the past five years, the percent proficient in our Socio-Economically Disadvantaged students has increased from 84% to 86% in math and 71% to 89% in reading/language arts. In the past five years, the percent proficient in our Special Education students has increased from 65% to 91% in math and 62% to 94% in reading/language arts, as well.

Our fifth grade teachers have also been successful with their students. Our fifth grade teachers have maintained a 91% proficiency rating in both math and reading/language arts during the past five years. In addition, that success is evident in the same at-risk subgroups that are present in fourth grade. The average proficiency rating of our Socio-Economically Disadvantaged students has been 85% in math and 83% in reading/language arts. During that same time period, the average proficiency rating of our Special Education students has been 77% in math and 69% in reading/language arts. With the professional collaborative structures and data review practices that are in place at Tchefuncte Middle School, our fifth grade teachers have worked this year to address the needs of these students.

We are also very proud of the efforts of our sixth grade teachers. Those teachers have worked very hard and also experienced success with their students. Our sixth grade teachers have maintained an average proficiency rating of 96% in math and 94% in reading/language arts during the past five years. Our at-risk subgroups have experienced success, as well. The average proficiency rating of our Socio-Economically Disadvantaged students has been 87% in math and 85% in reading/language arts. During that same time

period, the average proficiency rating of our Special Education students has been 81% in math and 81% in reading/language arts. Despite all the success with the various subgroups, our teachers understand there is still a great deal of work that needs to be done. They have explored new avenues of using data to guide instruction, implemented curriculum that contains new standards and instructional expectations, and increased their efforts in regards to collaboration with fellow educators.

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

Tchefuncte Middle School uses data derived from performance tasks and School Improvement Plan to guide academic instruction that fulfills our mission of Building Character, Promoting Responsibility, and Impacting Lives. Data-driven instruction includes assessments, analysis, and action to ensure student success. Analyzing assessments allows us to ascertain how well a student has learned a concept, and whether any reteaching is needed.

We consistently use a variety of assessments and tracking tools to identify student needs. State developed LEAP/iLEAP rubrics allow teachers to evaluate mastery of current standards. Achieve 3000 assesses individual student comprehension of non-fiction readings. Data allows teachers to individualize reading strategies that reach students of all reading lexiles. Student and teacher produced rubrics encourage self-reflection and evaluation of concept mastery. Review of prior standardized test scores at the beginning of the year is an important tracking tool for planning classroom instruction that meets the needs of each learner. Our state sponsored EAGLE online instructional standards site provides an opportunity for pre- and post-assessment of skills based on curriculum standards taught during specific units. Accelerated Reader allows student interest to drive reading material. Scholastic News, Mensa for Kids, and Brainpop testing are just a few of the other activities that use data to align instruction and assessment. Continental Math provides a rigorous program of merit at a national level to assess advanced learning in math. All of these represent one component in the assessment cycle.

Another component is the analysis and interpretation of standards to enhance instruction and assessment. Faculty book studies allow teachers to develop new strategies. Team and teacher partners brainstorm and develop assessments that enable reflective learning and communication skills. Shared expectations are a systematic method for an entire faculty moving in the same direction. Collaborative teaching in grade levels, and across content areas, is essential in classrooms. Collaborating school wide and with sister schools allows for district, state, and national comparisons.

Clear and open lines of communication among students, teachers, administrators, parents, and district leaders ensure an understanding of content standards and assessment results. School scores are regularly published in local newspapers and on the school website. Parents are notified of student progress through emails, JPAMS, St. Tammany Parish's grade and attendance reporting system, and teacher conferences. Parent access to performance data is available through Achieve 3000 and Accelerated Reader. This allows for a hyper focus by the whole team on individual student needs and facilitates differentiation throughout the process of instruction and assessment.

In addition to paper and pencil tests, a variety of assessments are used as indicators of student success. PBIS goals are assessed at a functional level to ensure that students develop self-awareness and affective skills to interact with the community around them. Tracking Gator Gumptions, our student recognition tickets, and the success of disciplinary policies are other examples of data being used to assess the whole child. Testing analysis is one aspect of student success that begins in the summer, with our student data analysis professional development days, and continues throughout the year. The mission of Tchefuncte Middle School is to reach Every Child, Every Day.

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

The faculty at Tchefuncte Middle School has collaborated in a variety of ways with other professionals, within the school, and neighbor schools, as well. At the building level, the faculty meets monthly with fellow grade-level department members to discuss the curriculum and share successful ideas for addressing

the curriculum changes. A number of math and science teachers attended workshops on the use of online “Gizmos” and disseminated information with those departments on how to engage students through inquiry and exploration with this online tool. ExploreLearning Gizmos are the world's largest library of interactive online simulations for math and science. TMS faculty members have attended Kagan conferences to learn strategies for cooperative learning and team-building and, in turn, trained the rest of the staff on professional development days. In addition, Tchefuncte has faculty members that attend the Schlechty Center Program annually which focuses on the creation of engaging work for students. These teachers are an asset during the monthly collaborations among grade levels. The PBIS (Positive Behavior Intervention Support) Team also meets each month to concentrate on the emotional environment at TMS in terms of student expectations and issues related to discipline. The team has a shared file on the school network to provide faculty with presentations designed to teach and modify behaviors while emphasizing accountability. In addition, TMS presented at a parish-wide PBIS conference on the use of “restorative practices” for discipline matters.

Beyond Tchefuncte, the faculty and staff work in partnership with St. Tammany Parish. Dr. Stubbs, principal, and Mr. Heier, assistant principal, regularly meet with principals and assistant principals of neighboring schools to discuss instruction, teacher collaboration, and community issues. The teachers meet with fellow sister schools, including Lake Harbor Middle, Mandeville Middle, and Lancaster Elementary, to share and address concerns regarding Common Core and share ideas. Many grade levels have established “Dropbox” files to share effective resources with other schools which they have created or found elsewhere. TMS faculty members frequently present at workshops, such as St. Tammany’s Summer Institute, sharing expertise in a variety of disciplines, including classroom management strategies, project-based learning, and Math workstations. The PBIS team plans community-building activities in coordination with Pontchartrain Elementary, Tchefuncte Middle’s feeder school.

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

Tchefuncte Middle School makes it a priority to engage families and the community in school performances, events, and improvement endeavors. Year after year, we are able to drive our school forward as a result of active, hands on support of parents, teachers, students, and school administrators. We excel in achieving that fine balance of creating fun memorable experiences for our students, which also accomplishes the objective of building confident, character driven young people. However, everyone knows it does not just happen. The school and PTA work hard and focus our energy on uncovering student’s needs, starting before day one. Our teacher membership, year after year, is 100%. Family membership for the 2013 - 2014 school year is currently 85%, and monthly volunteer hours easily approach 1500 hours.

At the end of each school year, we begin the process of readying our communities and families for the fall. We offer school supplies to all students for the upcoming year and support our students in need with uniforms and other needed resources to pave the way for a positive start. TMS prepares families with “what to expect” tips and hosts a Welcome Dinner designed to acclimate new families to middle school. Once classes begin in early August, TMS hosts an Open House event to help parents make those critical connections in the classroom. TMS administration seeks feedback and opens dialogue holding monthly open PTA meetings and town hall meetings.

We connect our students to the bigger picture. We give back in supporting our local Samaritan Center with monthly community drives. And, we recently celebrated our diverse community by hosting our first Family Heritage Night in February 2014. Many cultures celebrated together and learned about foods, dance, customs, and clothing from more than ten countries found around the globe.

We often say, “FUN” is our middle name. Our Tche”fun”cte Family Night events are another perfect example. We partner with local restaurants, enjoy dinner, karaoke, and even applesauce eating contests with each other. Our unique spirit of “Community and TMS Family” that has been built over the past twenty years has made TMS the middle school jewel of the Northshore.

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

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### **1. Curriculum:**

Tchefuncte Middle School utilizes a core curriculum that addresses many learning standards applicable to the school through the employment of the St. Tammany Parish Guaranteed Curriculum. At the middle school level, there is no foreign language instruction as part of the curriculum. Our curriculum is a district-wide, living document based on common national standards. The curriculum is developed at the district level through the collaboration of many different teacher writers from across the district, including several writers from our school. The benefits from this formulary have a direct positive impact on our students. Fashioned by beliefs like Schlechty's "Working on the Work", where teachers have the greatest impact on student learning through the creation of work that is most engaging to their students, and Wiggin's "Understanding By Design", where lessons are structured around the end result as the primary drive for student activities, the learning standards at TMS are spiraled where they increase in complexity. The standards that the children are expected to learn often seem similar; however, they tend to scaffold as they build on each other and increase in rigor. A school-wide Design Team monitors and maintains the standards that will continue to foster curriculum while stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

In addition to meeting Common Core State Standards and our district's guaranteed curriculum through our core subject areas, our school exceeds expectations by implementing high interest programs. Here, students participate in weekly science lab lessons, providing unique and interactive hands-on experiences. These opportunities enhance classroom curricula as they directly align with state and district standards through constructing, manipulating, designing, observing, and interacting with every element of science. Furthermore, students are empowered with learning through an online program called Achieve 3000 available to them both at school and home. This program integrates science and social studies real world events with reading and writing. Nonfiction articles are differentiated to meet individualized lexile levels and are adjusted monthly. Students complete activities based on articles read on their individual level; data is then available for teachers to monitor college preparedness and standardized testing capabilities. This allows our school to provide individualized interventions to raise student achievement. Likewise, our students interact with technology for all subjects, including math, through a program called EAGLE where students participate in ongoing assessments to monitor mastery of standards. Through ongoing collaboration and teacher training, these programs continually progress into class instruction and provide consistent, frequent data to ensure all students meet curriculum standards.

TMS students are exposed to other unique curricula opportunities through library science. One goal is teaching informational resources from the Core Curriculum. Students access and analyze a variety of resources in isolation and cumulatively across curricula. In conjunction with manipulating resources, students are taught appropriate etiquette for online usage and safety thus empowering them to utilize technological resources in future endeavors.

Sixth grade students are provided distinctive opportunities enhancing learning experiences which are embedded in the district's core curriculum. They continue developing college preparatory skills and career readiness through many of these unique opportunities that are provided. While the majority of skills are focused on developing current English-Language Arts standards related to written and oral presentations, students also benefit from exposure to life skills preparing them for their contribution to the world's work force. Students participate in a "Career Day" where several guest speakers come to share details related to various career paths. Additionally, these students are also given the opportunity to participate in "Shadow Day" where they spend a day in a chosen career. The experience then enhances the learning standards by requiring the students compose journals, letters, power points, and various presentations on careers that they consider of interest. This magnifies college preparation by providing early exposure to career options, in addition to providing students with multiple opportunities to refine written and oral communications as required by the school's core curriculum to address the specified learning standards.

Through all of the content areas, many content literacy strategies are used such as Kagan Structures, Reciprocal Teaching, Comprehension Strategies, and Understanding by Design to increase student achievement. Continuous use of technology in the classroom heightens student engagement. Ongoing professional development opportunities are available to teachers to stay at the top of the learning curve.

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

St. Tammany Parish School Board provides the curriculum for Tchefuncte Middle School. Our Guaranteed Curriculum includes an ELA Content Framework and a Scope and Sequence. Four units are planned for the school year; each includes an anchor text (novel) and suggested related texts which include basal selections (McMillan/McGraw-Hill series), informational texts, and non-print resources such as websites, videos, art, and graphics. The basal series includes supplemental materials such as an Anthology, Leveled Readers, and Workstation Flipcharts which can be used to enhance focus on particular reading skills. Teachers collaborate regularly to review and discuss the suggested lessons provided to determine which materials and methods best meet the needs of our particular students.

Most of our school population of 4th through 6th graders is reading at or above grade level. We provide various programs to meet the individual needs of students who require support in gaining foundational reading skills. One of these programs is “Fast ForWord” which develops the oral language skills necessary for reading. Students participate in several exercises daily. TMS has evidenced much success with the program over the past four years. Presently 25 students, classified with a disability or identified as being at risk based on socioeconomic classification, are progressing through the program.

Another program is the Wilson Reading System which is a targeted intervention for students with word-level deficits who are decoding and encoding below grade level. This program assists students who have a learning style that demands multisensory, phonetic language techniques. The My Reading Coach program is used with students with disabilities (including those with learning and behavioral disabilities). The program focuses on phonemic awareness, fluency, and comprehension.

Accelerated Reader, a branch of Renaissance Learning, is used for all students. Each student is administered the STAR reading assessment to determine individual reading levels. Teachers use this data to help students select books at their reading level and to set attainable reading goals.

For the significant number of students who read above their grade level, TMS purchased the Achieve3000 (KidBiz3000) Program which is differentiated online literacy instruction for grades 2-5 that reaches every student at his or her Lexile®/reading level. All of our students at the 4th and 5th grade levels have access to this program and use it within the classroom. The program results have consistently shown Lexile increases among consistent users.

TMS teachers and administrators strongly feel that the use of the above curriculum and programs collectively contribute to the ongoing success of all of our students. Reading teachers continually strive to foster a true love of reading in our students, while at the same time, increasing their comprehension skills and Lexile scores.

## **3. Mathematics:**

Our school community of educators is constantly evolving the curriculum set by our district based on our state’s grade level objectives and standards. Our school uses the mandated St. Tammany Guaranteed Curriculum, produced by the district to meet the needs of individual learners and is aligned with the state-adopted Common Core Standards. Educators implement the lessons provided by the district, along with following the recommended pacing charts and district-wide assessments. Our teachers effectively and continuously communicate with district curriculum writers to provide feedback for the development of new ideas and suggestions for existing lesson improvement.

In our unique educational setting, teachers tailor their instruction to meet the needs of each diverse classroom of learners. Our students are building the framework for mathematical reasoning and problem solving with an emphasis on open-ended questioning and discussion as evidenced in whole-class and small-group discussions. Since questioning and higher-level thinking via analysis, synthesis, and evaluations are an integral part of the mathematics classroom, this component promotes and enhances peer-to-peer dialogue. Students are encouraged to extend, enrich, and invite their peers to join in meaningful and relevant scholarly discussions during class through formulating and initiating higher order thinking questions.

All students use the state's online assessment portal, EAGLE, for additional practice and assessment. Teachers create whole-class and individualized practice assessments, as well as analyze student performance and assess growth through EAGLE. Critical and creative thinking skills are prerequisites to this higher-level learning taking place throughout our school, demonstrated through the assignment of alternative assessments and project-based learning.

Grouping strategies implemented throughout the school's math classrooms are research-based and data-driven. Work stations serve to be real-life application extensions and provide enrichment opportunities for growth. They also offer students the opportunity to work in small groups or individually with the teacher, providing for support and interventions, especially for below grade-level learners. Among instructional strategies used in math classes, our teachers implement KAGAN grouping strategies to maximize engagement. Hands-on use of manipulatives and technology such as iPod touches, Promethean Boards and Promethean ActiVotes allow for additional engagement and feedback.

For students performing below grade level, as identified through state test scores, state test preparation tutoring is provided by the school free of charge for the eligible students. Our PTA has provided both the funds needed to hire tutors and the parent volunteers to provide students with free tutoring during school hours. Students needing intensive support and identified through Individualized Education Plans benefit from interventions provided their respective grade-level special education resource teacher. Small group and individualized support is given to those students in need of more intense skill building.

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

Opportunities at TMS include our significant, multifaceted visual and performing arts program, offering a full range of classes allowing all students to expand their cultural knowledge. These range from general art and music classes in which all students participate, to talented drama and art for qualified students, violin lessons, choir groups, beginner and intermediate band, and an after-school community education drama club, all contributing to the essential development the whole child.

Every student participates in at least two music instruction classes weekly, taught by certified music educators. They receive instruction in genres and artists, music's relationship to history, and are exposed to a variety of musical instruments including guitar, percussion and keyboard.

Art lessons are provided to every student through the PTA-sponsored Cultural Arts program. Homeroom classes receive nine weeks of lessons from a visiting local artist. They are exposed to art history, technique and style through the study of individual artists and then given the opportunity to create original art based on what they have learned.

The Talented Drama and Art Programs provide instruction to identified students and through IEPs, develop the gifts of these students. The drama department uses Viola Spolin's Improvisation for the Theatre which builds skills and solves theatrical problems through play. Lessons have a specified focus: ie., creating an ensemble, character development, vocal expression, and physical awareness and movement. Students receive two hours of instruction weekly and culminate each semester's work with an performance by sharing their work with an audience.

Talented Art gives students experiences in a wide variety of media that include charcoal, paints, sculpture, print work and even paper-mach. At this level, students give greater attention to their expressive intentions with the opportunity to analyze and interpret their own and others' art, developing critical thinking skills and

art knowledge. There are multiple opportunities to display their art in competitive and exhibition events: the George Durrett Showcase is held every spring at the school, the Artists in the Capitol event, the 3-Rivers Art Festival, and The St. Tammany Talented Arts Festival.

TMS “Gator Band” is open to all 5th and 6th grade students at beginning and intermediate levels. Beginning band trains students with no previous musical training on wind or percussion instruments in one hour weekly classes. Students participate in the Spring Concert, held at the end of year in conjunction with the TMS Choirs and Intermediate Band. Intermediate band students attend classes weekly, focusing on advancing fundamental skills through the study of rhythm, scales, technique exercises, and concert literature. Students participate in the Winter Concert, Spring Concert, and the St. Tammany Parish Elementary Band Festival.

## **5. Instructional Methods:**

Tchefuncte Middle School is very proud to exemplify our district’s motto “Every Child, Every Day” as we differentiate instruction to meet the diverse needs of our students. Our first opportunity is to provide parents, as a stakeholder in their child’s education, an opportunity to complete a placement survey identifying their child’s learning needs. This consideration of individual placement affords students the opportunity to be in their least restrictive environment. Based on test scores and district evaluations, students can be placed in a regular classroom, academic gifted setting, gifted enrichment, and/ or talented arts classes. For students who require more support, we offer placement in inclusion classes where teachers differentiate instruction by providing leveled support and resources, peer interactions and peer support by general education students. In the resource setting, small group and individualized teaching occurs with a certified special education teacher. This allows for reteaching and strengthening academic foundations. The mild/moderate setting provides the least restrictive environment for special education students who require more intense support, including teaching life skills. All of these diverse classroom settings are equipped with para support for maximum student achievement. In addition, our ESL population is supported through placement in inclusion classrooms while receiving remediation and individualized interventions from ESL support personnel.

In the general education setting, instruction is data driven, based on ongoing teacher, district, and state assessments. After analyzing data, and in combination with research based programs, instruction is modified and differentiated. Some of the research based programs currently used by our teachers are ACHIEVE, EAGLE and RAPS. These are all computerized based programs where teachers can adjust and assign material that meets individual student needs. Our science lab offers weekly instruction to all our grades. Math manipulatives and small group and individual instruction is evidenced throughout our school. Tutoring for our state standardized testing is also available for identified academic at risk students as another form of intervention. For our on level and high achieving students, leveled readers, project based assessments and enrichment materials are utilized to increase student performance.

We firmly believe in utilizing technology to support instruction by using Promethean Boards and Promethean Activotes. Our school has two computer labs which teachers visit weekly. ESL and identified at risk students utilize Rosetta Stone and Fast Forward computerized programs. All classrooms have at least three computers to enhance learning. Literacy is promoted through the use of Accelerated Reader. We are very proud of our PTA funding subscriptions to Teacher Web thus allowing all of our teachers ongoing communication with parents. Utilizing this form of communication continually fosters a positive, working relationship that benefits all stakeholders in the education process.

## **6. Professional Development:**

Ongoing effective professional development is an essential component for student achievement. Professional development for teachers and administrators has been proven to enrich classroom instruction and positively impact overall student achievement. It is aligned with and directly relates to state academic content standards, student achievement standards, and assessments. Our district’s Guaranteed Curriculum guides learning by providing enduring understandings and answering essential questions which ensures

clear, precise instructional outcomes.

Tchefuncte Middle School administrators, teachers, and support staff are actively engaged in professional development that fosters collaboration within the school and across the district. Our School Improvement Plan (SIP) is developed based on data analysis of standardized testing results. Specific strengths and weaknesses become the target which drives our instruction. All student subgroups are analyzed in order to determine specific challenges for that academic year. Based on this data, we develop an action plan of professional development that addresses these needs. We strive to ensure measurable academic achievement for all students.

The professional development plan at Tchefuncte Middle School is multifaceted. One example of professional development includes departmentalized collaborations that occur weekly. At these meetings, all teachers plan by subject specific collaborations. Pre- and post-test data are evaluated and used to develop effective lessons plans. Discussion and planning regarding active student engagement and methods to differentiate instruction are included as topics in these meetings. Faculty and staff participate in whole group meetings monthly. In addition, the district provides professional developmental days throughout the school year and during the summer. These training classes encompass areas such as technology, positive behavior interventions, academic best practices, differentiated instruction, special education, data analysis, and student engagement.

In order to best support student achievement and overall school improvement, the district curriculum specialists provide the necessary information which aligns with all current academic standards. Teacher collaboration unfolds over time, is sustained, rigorous and embedded within the context of the school. Administrators are in a crucial position to lead change. Empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable. In conclusion, Tchefuncte Middle School provides professional development that is comprehensive, ongoing, rigorous, and designed to improve teachers' and principals' effectiveness in raising student achievement.

## **7. School Leadership**

TMS is a forward thinking school with a community of administrators, teachers, parents, and students who recognize the value of high academic achievement, coupled with support and instruction in the areas of problem-solving, creativity, collaboration, and communication for all of our stakeholders. In other words, this desire to foster 21st century learning at every level of the hierarchy is at the heart of our school culture, a common frame of values where teamwork and ambition thrive. Administrators and school leaders at TMS support teachers, interact with parents and community, and celebrate student learning and achievement in a transformational style, modeling open communication and creation of strategies that support collaboration and eliminate isolation, characteristics that are the very essence of our modern society. The transformational leaders at TMS work side-by-side with the members of our school community to ensure that our students are motivated and educated to succeed in tomorrow's job market.

Our principal and assistant principal, both distributive leaders, offer guidance, direction, and support to the students, staff, and parents. They value shared leadership, the experience of those around them, and the impact and difference the classroom teacher makes in the life of a child. For example, areas of competency, interests and aptitudes, and prior knowledge and skills are considered in the development of steering committees, such as School Improvement, Positive Behavior Support, Teacher Leaders, and Community Liaisons. All are organized to include diverse competencies and cross membership between committees and levels of the school community. Teachers lead and parents and students participate as members of these committees. Administrators, teachers, students, and parents all come together to design and implement policies that support the development of each student academically and socially. Under the proactive guidance of our administrators, each individual in our school community feels valued and respected. We are all seen and heard as important members of the TMS family.



The instructional leadership style of our administrative staff fosters a sense of community as well. Clear missions and goals are developed for teachers, students, and parents that reflect our school motto – Building Character, Promoting Responsibility, and Impacting Lives. The collective learning demanded by our leaders guides and directs the acquisition of new knowledge concerning instructional strategies and encourages positive change in existing instructional practices of teachers and parents for all students. From the discipline policy, to our Kindness Campaign, and throughout every aspect of curriculum development and teacher evaluation, leaders in our school promote the philosophy of turning teachers into leaders. The breakdown of education level of the instructional staff at Tchefuncte Middle is 48% of our teachers have a Bachelor's degree, 52% have a Masters degree or Masters +30, and 12% are National Board Certified.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** LEAP

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Louisiana Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	95	95	96	94	90
Basic	21	25	33	33	43
Number of students tested	263	256	257	259	285
Percent of total students tested	96	96	96	96	96
Number of students tested with alternative assessment	10	11	12	11	14
% of students tested with alternative assessment	4	4	4	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	89	83	93	91	71
Basic					
Number of students tested	63	46	42	47	52
<b>2. Students receiving Special Education</b>					
Advanced	91	88	93	88	65
Basic					
Number of students tested	33	32	29	43	60
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
Advanced					
Basic					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced					
Basic					
Number of students tested					
<b>9. White Students</b>					
Advanced	94	95	92	93	93
Basic					
Number of students tested	285	259	257	256	253
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available.  
Alternatively assessed number of students and percentages represent the averages of five year period.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** Louisiana Department of Education

**Test:** iLEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	87	94	90	92	91
Basic	41	43	35	36	43
Number of students tested	272	271	275	292	293
Percent of total students tested	96	97	97	96	97
Number of students tested with alternative assessment	11	9	9	10	10
% of students tested with alternative assessment	4	3	3	4	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	79	94	77	85	91
Basic	40	47	25	28	46
Number of students tested	56	46	52	41	55
<b>2. Students receiving Special Education</b>					
Advanced	67	88	74	80	78
Basic	34	44	37	27	39
Number of students tested	30	25	43	34	45
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Advanced					
Basic					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced					
Basic					
Number of students tested					
<b>9. White Students</b>					
Advanced	88	94	89	92	92
Basic	44	47	45	31	31
Number of students tested	235	237	240	270	258
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available. Alternatively assessed number of students and percentages represent the averages of five year period. Subgroup Basic data was determined using whole school averages. This was the only data available.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 6  
**Publisher:** Louisiana Department of Education

**Test:** iLEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	96	95	90	90	96
Basic	42	41	35	46	43
Number of students tested	284	286	308	296	270
Percent of total students tested	96	97	97	96	96
Number of students tested with alternative assessment	10	9	9	11	10
% of students tested with alternative assessment	4	3	3	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	90	94	76	88	89
Basic					
Number of students tested	58	63	41	49	36
<b>2. Students receiving Special Education</b>					
Advanced	83	79	78	81	86
Basic					
Number of students tested	24	42	30	41	37
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Advanced					
Basic					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced					
Basic					
Number of students tested					
<b>9. White Students</b>					
Advanced	96	95	90	91	96
Basic					
Number of students tested	252	243	263	259	238
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available.  
Alternatively assessed number of students and percentages represent the averages of five year period.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Louisiana Department of Education

**Test:** LEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	96	97	97	95	91
Basic	21	25	33	33	43
Number of students tested	263	256	257	259	285
Percent of total students tested	96	96	96	96	96
Number of students tested with alternative assessment	10	11	12	11	14
% of students tested with alternative assessment	4	4	4	4	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	89	83	93	91	71
Basic					
Number of students tested	63	46	42	47	52
<b>2. Students receiving Special Education</b>					
Advanced	94	91	100	84	62
Basic					
Number of students tested	33	32	29	43	60
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Advanced					
Basic					



Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced					
Basic					
Number of students tested					
<b>9. White Students</b>					
Advanced	94	95	92	93	93
Basic					
Number of students tested	285	259	257	256	253
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available.  
Alternatively assessed number of students and percentages represent the averages of five year period.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** Louisiana Department of Education

**Test:** iLEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	90	93	90	90	92
Basic	36	34	32	34	40
Number of students tested	272	271	292	275	293
Percent of total students tested	96	97	97	96	97
Number of students tested with alternative assessment	11	9	9	10	10
% of students tested with alternative assessment	4	3	3	4	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	82	89	83	76	84
Basic					
Number of students tested	56	46	41	52	55
<b>2. Students receiving Special Education</b>					
Advanced	63	84	63	62	71
Basic					
Number of students tested	30	25	34	43	45
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Advanced					
Basic					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced					
Basic					
Number of students tested					
<b>9. White Students</b>					
Advanced	93	94	92	91	92
Basic					
Number of students tested	235	237	270	240	258
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available.  
Alternatively assessed number of students and percentages represent the averages of five year period.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 6  
**Publisher:** Louisiana Department of Education

**Test:** iLEAP  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES*</b>					
Advanced	96	92	92	94	94
Basic	43	37	41	39	48
Number of students tested	284	286	308	296	270
Percent of total students tested	96	97	97	97	96
Number of students tested with alternative assessment	11	9	9	10	10
% of students tested with alternative assessment	4	3	3	3	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Advanced	95	83	76	86	86
Basic					
Number of students tested	58	63	41	49	36
<b>2. Students receiving Special Education</b>					
Advanced	83	79	70	88	86
Basic					
Number of students tested	24	43	30	41	37
<b>3. English Language Learner Students</b>					
Advanced					
Basic					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Advanced					
Basic					
Number of students tested					
<b>5. African- American Students</b>					
Advanced					
Basic					
Number of students tested					
<b>6. Asian Students</b>					
Advanced					
Basic					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Advanced					
Basic					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Advanced	96	93	93	95	95
Basic					
Number of students tested	252	244	263	259	238
<b>9. White Students</b>					
Advanced					
Basic					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Advanced					
Basic					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Advanced					
Basic					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Advanced					
Basic					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Advanced					
Basic					
Number of students tested					

**NOTES:** All data provided was taken from data resources available. Alternatively assessed number of students and percentages represent the averages of five year period.