

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Nanette McCann

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

Official School Name Baton Rouge Magnet High School

(As it should appear in the official records)

School Mailing Address 2825 Government Street

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

City Baton Rouge State LA Zip Code+4 (9 digits total) 70806-5412

County East Baton Rouge Parish State School Code Number* 190179

Telephone 225-383-0520 Fax 225-344-7413

Web site/URL http://brmhs.ebrschools.org E-mail ngreer@ebrschools.org

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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*Dr. Bernard Taylor, Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: BernardTaylor@ebrschools.org

Other)

District Name East Baton Rouge Parish Tel. 225-922-5400

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. David Tatman

(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

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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 50 Elementary schools (includes K-8)
 - 18 Middle/Junior high schools
 - 17 High schools
 - 2 K-12 schools
- 87 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. 13 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	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	130	279	409
10	154	261	415
11	131	225	356
12	102	195	297
Total Students	517	960	1477

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 14 % Asian
 - 48 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 34 % 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 2013 - 2014 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1	1498
(5) Total transferred students in row (3) divided by total students in row (4)	0.021
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 645

Information for Public Schools Only - Data Provided by the State

The state has reported that 42 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %
19 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.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>13</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 |

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

	Number of Staff
Administrators	4
Classroom teachers	80
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
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 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	97%	97%
High school graduation rate	100%	100%	100%	100%	99%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	324
Enrolled in a 4-year college or university	96%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: The mission of Baton Rouge Magnet High School is to provide a college preparatory curriculum, infused with the arts, that will enable students to be lifelong learners, critical thinkers, and ethical citizens who can function in an increasingly technical, diverse and global environment.

PART III – SUMMARY

Baton Rouge High School was founded in 1880 and became a dedicated magnet high school in 1976 with the mission of raising standards and developing the artistic talents of its students. Academically, the school provides the opportunity to build a solid college preparatory background. The school offers more than thirty honors and Advanced Placement (AP) courses. The school is unique in that it is the only high school in the nation with both AM and FM student-operated stations. The Arts are alive and well at Baton Rouge High! Students who enjoy creative venues can find a vehicle for their talents in both the regular and talented art programs. Competition is at its best, and it continues the tradition of having more students recognized by the National Merit Scholarship Corporation than any other school in the city. Although students do not have the traditional baseball, basketball, and football programs, students do have the opportunity to participate in field varsity teams for both boys and girls in track, cross country, swimming, golf, soccer, gymnastics, wrestling, tennis and volleyball, and the school won state championships in a number of these interscholastic sports.

As a dedicated magnet high school, Baton Rouge Magnet High School (BRMHS) does not have a specified attendance zone. Students from all over East Baton Rouge Parish may apply to attend and are accepted based upon specified admissions criteria which promote both equity and diversity. This criteria includes a 2.5 cumulative GPA, standardized test scores, and residency within the East Baton Rouge Parish School System attendance zone. The Parish is located in south Louisiana and home to over 440,000 residents with 48% Caucasian, 45% African-American, 3% Hispanic, 2% Asian, and 2% Other racial origins represented, according to the 2011 US Census. The median household income of East Baton Rouge Parish is \$48,274 with a little over 18% of residents falling below the poverty line. Since students from all over East Baton Rouge Parish attend BRMHS, it is home to the largest and most diverse student body in the district, with a total enrollment for the 2014-2015 school year of 1477 students including special needs students.

The racial and socio-economic composition of the student body closely mirrors that of the parish with 52% Caucasian or Non-Black and 48% African-American students in attendance with roughly 42% qualifying for free/reduced lunch. There are 409 freshmen, 415 sophomores, 356 juniors, and 297 seniors of which 35% are male and 65% are female. The current freshmen class includes students from at least twelve public middle schools in the parish, private schools, out-of-state schools, and home schooling environments. As a result, the students come into a rigorous college preparatory magnet curriculum from a variety of academic situations. This varied student body benefits greatly from the academic/visual arts program as it promotes global thinking, challenges the status quo, and provides authentic tools and task for students to recognize the benefits of diversity.

The “Legacy of Excellence” continues at BRMHS with a newly renovated facility of more than 336,000 square feet located in the Mid-City Business District. Additions to the original 1926 campus were completed in 2012 to include a library-media center, gymnastics facility, professional track, state-of-the-art radio and television studios, an amphitheater and two black box theaters. The students bring, along with their academic prowess, a wealth of cultural background and richness of experience, unmatched by any other high school in the district. The highly qualified administration, faculty and staff of ninety-five is comprised of local, regional, and state Principal of the Year, Magnet Teachers of the Year, Coaches of the Year, and National Board Certified Teachers. Student achievement is the primary focus of the school. We pride ourselves on pushing the boundaries of conventional learning to make academic connections that enhance our vision “that all students graduate with the knowledge, skills, and values necessary to become active and successful members of a dynamic learning environment.”

Since the 2003 Blue Ribbon Award, BRMHS has been inspired to implement a wider array of AP courses, which have led directly to increased participation and success in academic competitions. Further, our community partnerships have been strengthened through the establishment of the Baton Rouge High School Foundation and the positive impact fostered by its contributions to academic achievement. Of utmost importance is the enhancement of technology which has allowed our students to enter academic environments far beyond the walls of this institution.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

BRMHS offers a rigorous, comprehensive, well-designed college preparatory curriculum. Each class offering is aligned with state and local standards. Emphasis is placed on group collaboration, technology-based activities, performances and presentations, as well as traditional teacher-centered instruction.

The English Department addresses Common Core State Standards in grades 9-12 with diverse course offerings. Standards in reading, writing, language and informational text are addressed through a critical exploration and analysis of designated genre; composition instruction, beginning with the basic elements through the complexity of the research paper; and through techniques of literary analysis including writing and class discussion. Honors and AP courses are offered at all grade levels, with ninth and tenth grade students receiving pre-AP preparation and reading practice through the Springboard and Accelerated Reader programs. From baseline, standardized test data, each teacher implements student-learning targets for students below grade-level. Based on this information the department provides after-school tutoring in basic skills as well as in ACT preparation, both of which have resulted in greater achievement in the classroom and on standardized tests.

The Math Department focuses on developing basic knowledge of mathematics, techniques of critical thinking along with deductive and inductive reasoning in order to help students bridge the gap between the concrete and the abstract. Additionally, basic computational skills and collaborative projects aimed at real world applications are designed to increase student confidence in their mathematical ability and prepare them for the collegiate environment. Each year, the incoming freshmen class displays a wide range of skills and levels; therefore, part of our directive is to offer a range of courses to meet their needs. The general mathematics pathway begins with Algebra I and continues through advanced math. As a Core-4 School, students who complete Advanced Math I before their senior year of high school are encouraged to register for Calculus AB/BC AP, Discrete Math I, Statistics AP, or Micro/Macro Economics AP. The curriculum builds upon itself from class to class and gives each student an opportunity to be prepared for future endeavor. Since all students do not begin on the same level, after school tutoring is available to those needing assistance.

Social Studies instruction provides a greater understanding of the evolution of global processes, earth's physical features, human patterns of interaction, and the shared experiences between societies. Sequentially arranged courses provide a consistent framework, allowing students to build on their achievements each year while becoming more technologically competent and intellectually perceptive. The social studies department offers world geography and Human Geography AP in ninth grade; civics and Government and Politics AP in tenth grade; American History and US History AP in eleventh grade; and world history, World History AP, European History AP, and Western Civilization Dual Enrollment in the twelfth grade year. Moreover, to address the needs of students performing below grade-level, constant checks for understanding include formal and informal assessments throughout a unit. Data is then used to gauge understanding and make adjustments in instruction. Assessments are accompanied with timely oral and written student-specific feedback to ensure student clarification, remediation and opportunities for enrichment. Differentiated instruction allows for individualized accommodations and modifications.

The Science Department strives to meet the needs of students by offering a variety of courses that provide proficiency in general scientific facts, analytical and problem solving skills, communication of scientific knowledge and awareness of societal issues related to the increasing presence of technology. Course offerings include physical science, biology, chemistry, physics and environmental science, with the option to take honors, and AP courses, designed for those students who intend to major in scientific and technical fields after high school. Students are able to experience various phenomena by directly gathering data drawing conclusions and reporting their finding in some form, either written report or oral. They also have the opportunity to compete in Robotics, the Science Fair, and the National Science Olympiad. Furthermore, to address the needs of all students, teachers employ online tutorials, demonstrations and simulations in addition to weekly subject-matter tutoring by Mu Alpha Theta, Beta Club and National Honor Society.

College and Career Readiness:

Students are prepared to successfully navigate the worlds of college, career readiness and civic life, through a variety of academic subjects and programs. The CCSS for the core and technical subjects require all staff to share in the responsibility of preparing students to become responsible, informed citizens. Instruction includes effective communication; resume writing, teamwork and relationship skills, financial literacy, research and study skills, all within an atmosphere of inquiry and intellectual openness. All facets of the school collaborate, i.e. scholarship, financial-aid and career seminars, to provide students with the tools necessary for success beyond high school.

2. Other Curriculum Areas:

The visual and performing arts faculty and students of BRMHS have made our programs an integral part of the musical, dramatic, art and media presence in our community. Many of our teachers are also practicing professionals in their areas of expertise. Each of our classes is open to all students as electives although some advanced classes require auditions or teacher permission. Each year these classes are at capacity (165 students). Each area including choral music, instrumental music, drama, visual art, radio, television and dance offers a four-year sequential curriculum. Each specialty offers individual and studio environments, as well as opportunities to perform in concert settings, yearly competitions, and events in the community.

The Band Department, including orchestra, Wind and Jazz Ensembles and Talented Band offer instruction in music improvisation, theory, and conducting along with technological enhancements for music. The Jazz Department hosts the annual Lee Fortier Jazz Invitational, open to all local schools with a jazz program.

The AM-FM radio station, the only student-operated combination in the country, competes with local, commercial and public stations. The Radio and Broadcasting program instructs students in on-air broadcasting skills, public relations and FCC rules and regulations. They produce a daily newscast of school announcements, broadcast throughout the school, host a monthly interview with the District Superintendent and work with other schools and groups on various projects.

The Drama department includes Theater I-V, and Technical Theater in which students explore basic techniques of acting, directing, producing live theater and analyzing the art. The Technical Theater classes provide basic carpentry skills, stage design and construction.

The Visual Arts Department offers Art I-V, AP Studio Art, AP Drawing, and Talented Visual Art. These courses are designed to promote student understanding of art production by addressing observational and creative artistic skills, while exploring the communicative and conceptual aspects of art making.

The Dance Program, grounded in classical ballet, is officially a physical education class but provides students another performing arts opportunity. The dance curriculum offers both beginners and experienced dancers a way to develop and enhance basic techniques in ballet, modern dance and the fundamentals of performance. Experienced dance students often appear in local ballet performances such as the annual performance of The Nutcracker.

The Vocal Music Program emphasizes the skills of listening, music theory, sight music and musicianship. It has a remarkable record of 25 consecutive, annual sweepstakes awards in district and state competitions. The Christmas candlelight program at St. Joseph's Cathedral, the city's oldest Catholic Church, draws standing-room-only crowds and is a fixture on the local holiday calendar. Choir members also have a chance for foreign travel, regularly traveling to Europe where it has performed at the Vatican and St. Vitus Cathedral in Prague.

The Business and Technology Department works diligently to ensure that each student becomes a well-rounded computer-user and critical thinker, able to create digital content. As the only school in the district that teaches Web Design I, II, and III, BRMHS students design and maintain websites for school and community businesses. Computer Science I-III AP has added A+ computer repair to its curriculum. Additionally, the Technical Drafting Department along with the Principles of Marketing class, collaborate in teams to design and produce marketable products, using 3-D printers. Accounting classes learn the basics of

accounting procedures and recordkeeping and are certified in QuickBooks, an accounting program used in businesses. These students also assist the technology facilitators in maintaining of the school's technology inventory.

The World Language Department offers three languages: French, Latin and Spanish, Levels I–IV, as well as AP courses. Students are offered opportunities to extend their learning by participating in clubs and conventions, linguistic socials, cultural events and locations, volunteer work with native speakers, and short student exchange programs. Latin students take the National Latin Exam; French and Spanish students take the internationally recognized DELF and DELE exams to earn a lifelong diploma acknowledging their fluency.

Physical Education and Health, required for all students, supports their physical, nutritional and emotional health. Students are allowed to focus on their own interests by choosing lifetime sports such as golf, tennis, soccer, track, swimming, aerobics, weight lifting and wrestling. All students take health to learn proper nutrition and healthy lifestyle choices.

3. Instructional Methods and Interventions:

Based on educational research, the instructional methods include higher-order thinking skills forcing students to recall, question, and relate, creating a culture of reading across the curriculum. The linkage of the school's vision to instructional content is evidenced by group activities that cater to various ways of absorbing information and strengthening understanding. The addition of the Springboard English curriculum creates a more diverse group of students in the AP classes. With an emphasis on AP, teachers incorporate college preparatory resources to increase rigor in the curriculum enabling students to apply concepts and skills as well as explain the thinking behind their application of knowledge. Likewise, the Accelerated Reader Program is used in the freshman and sophomore classes as a tool for increasing reading and promoting reading enjoyment while simultaneously boosting comprehension.

Technology is integrated daily to remediate, reinforce, assess and challenge learning of all subject areas in classrooms and computer labs. Students are taught how to use technologies as learning tools. For example, Smart boards/Touch boards/ActivBoards are used to create interactive lessons that capture students' attention and accommodate their different learning styles in math, English, social studies and foreign language classes. Also, hands on activities and manipulatives are used to support students' different learning styles. Direct and explicit instructions are provided along with project-based learning and cooperative learning activities to engage students, meet differential learning needs and build cooperative and team building skills.

By carefully structuring the academic day, classroom teachers meet weekly by subject area to collaborate, design instruction and evaluate student work. This enables them to discuss and implement successful strategies and compare data, thereby making classrooms more meaningful. The teachers also meet with the ancillary teachers to integrate various academic subjects with music, physical education, computer science, foreign language and guidance. Teachers create lessons that are student-centered and geared to the talents, learning styles, ability and interest levels of all students. Through the cross-curricular use of our radio, television and film classes, students produce commercials and videos, create scripts, record, videotape, edit and promote dance, music, drama, and artistic performance. The Library/Media Center offers both an instructional program and open access, and the school has been innovative in extending the classroom abroad. Every year the students are able to travel to other countries, such as London, France, Spain, Italy, Greece and Portugal.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

To eliminate racial and socioeconomic disparities in achievement, our curriculum maintains a focus on standards-based instruction and assessment. Teachers collaborate on a regular basis within their own departments and across content areas to share instructional strategies and develop lessons with cross-curricular connections utilizing data to make decisions about instructional practices and design lessons that are relevant and engaging for all students. We use multiple sources of data to improve the instructional practices and outcomes for student achievement that include standardized assessment, interim assessment, grade level indicator and common assessment, along with observational data.

For example, 94.3% of the students taking the mathematics portion of the End-of-Course Tests in 2013-14 scored “Proficient” including 240 black students and 188 non-black students. Of significant note, 100 of the students who scored “Excellent” were our identified “Economically Disadvantaged” population. In reading, the students scored 100% proficient--which means we have closed the achievement gap in reading—an impressive achievement impacting 149 black and 211 non-black students. Moreover, with all students scoring “Proficient,” 448 students scored “Excellent” - 139 of these students have been identified as “Economically Disadvantaged”.

Of additional significance, an analysis of our AP enrollment has shown a marked increase from 699 students in 2012-2013 to 924 students in 2013-2014 to 1233 in 2014-15. Consequently, as a result of these concerted efforts to eliminate racial and social disparities in achievement, particularly in reading and math, we have made tremendous strides.

In particular, our reading and pre-AP best practices have helped us realize significant achievement for all of our students. Specifically, utilizing these strategies has created a more diverse group of students in our AP classes, and the curriculum emphasis upon higher-order thinking skills has helped better prepare all of our students and is working to close the achievement gap in our socio-economic growth.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Baton Rouge Magnet High School examines the state standardized test scores to identify significant trends and areas targeted for improvement. The administration and staff analyze data from previous assessments including the Plan, Explore, EOC, ACT, SAT, AP, CLEP exams, School Performance Scores, Reading Growth Reports, AP Scholars, and National Merit/Achievement finalists to align the school-wide goals on an annual basis.

Emphasis is placed on advancing proficient students toward the Mastery and Advanced levels. Peer tutorial programs are offered by the BETA Club, National Honor Society and Mu Alpha Theta Club. After school tutoring is also provided to those students identified in need of improving their ACT score.

To maximize the learning opportunities for every teacher and student, a two-fold approach, formal and informal observations are utilized by the administration. The formal process requires detailed written classroom observations by the administrative team; whereas, the informal visits are simply a walk-through. The goal of this supervisory process is to provide feedback to teachers and instructional recommendations to improve student achievement.

Furthermore, teachers provide academic assistance to all students via remediation and other supplementary enrichment resources. In addition to their ongoing attention to student success, the administrative, admission director and guidance staff meets regularly with those students who are struggling to achieve a 2.5 grade point average.

BRMHS has an open door policy when it comes to informing our stakeholders. Our student performance is made available through the Louisiana Department of Education website, East Baton Rouge Parish School

System website, and our school website. Additionally, our parents are informed of their students' academic status via periodic school newsletters, emails, school and teacher websites, Parent Access, and progress reports.

Part VI School Support

1. School Climate/Culture

Committed to ensuring equity for all students, BRMHS utilizes dynamic visionary leadership, highly structured teaching strategies, and focused learning to accomplish its mission “to provide a college preparatory curriculum, infused with the arts, that will enable students to be lifelong learners, critical thinkers, and ethical citizens who can function in an increasingly technical, diverse, and global environment.” Aligned with the mission is the vision “that all students will graduate with the knowledge, skills, and values necessary to become active and successful members of a dynamic learning community.”

BRMHS is dedicated to excellence and collaboration through academics and the arts. The administration, staff, and students have garnered well-deserved recognition for outstanding achievements. Faculty members are active in professional organizations, music performances, writing, arts and media administration while adding these experiences to their expertise in classroom instruction and hours of sponsorships, tutoring, planning and guidance.

The Bulldog family is most proud of the most recent academic achievements of: 16 National Merit, 6 National Merit Commended, 2 National Achievement, and 5 Achievement Commended Scholars; Advanced Placement Awards for 12 National AP Scholars, 38 Scholars with Distinction, 13 Scholars with Honor, and 38 Scholar Awards. Last year, 98% of BRMHS graduates went on to attend either four or two year colleges with over \$3 million dollars in scholarships.

BRMHS is deeply rooted in its tradition of academic excellence and high expectations for all students. To what end, the administrative team consults with the students throughout the school year reminding them of our expectations. Over the past thirteen years, a school culture has been created whereby, students do not wear uniforms, but do follow strict rules, and do respect their peers and adults. Since this culture emphasizes student accountability, we have very few disciplinary referrals.

We celebrate everyday with the smallest and the largest victories to create an atmosphere and culture that sets high expectations for all. Teachers are told through announcements their importance to the curriculum. They are also involved in decisions that affect curriculum as well as time management. Teachers are the presenters at professional developments which show the value of their expertise and their camaraderie of the staff. The administration has an open door policy which fosters a personal relationship between the leaders and staff that understands the importance of the human element.

2. Engaging Families and Community

Engaging family and the community plays a significant role during the school year. We at BRMHS, believe strongly that collaboration with our parents and community makes for a successful school program. Consequently, the development of dialogue with diverse community groups has forged a working relationship with representatives from the Parent-Faculty Club, BRHS Foundation, Mid-City Redevelopment Alliance, Department of Environmental Quality (DEQ), local universities, Louisiana Resource for Educators, Exxon-Mobil, and the Louisiana Bar Association.

Sponsors of our 60+ clubs and organizations provide another layer of collaboration for the long-range planning of projects for the school. These groups collaborate to plan facility improvements, to support the curriculum, and to assist teachers with instruction that makes a great impact on the school’s program. These organizations have been going the distance to ensure that all students have opportunities to enjoy personal and academic success.

For example, the Parent Faculty Club and the BRHS Foundation collaborate to provide financial assistance for instructional supplies and professional development. The many opportunities for volunteerism, including clean-up days, Open House, Back to School Night, Career Day, College Day and various club activities, have had a great impact on maintaining and increasing community appreciation of the school.

On the other hand, school departments have developed community partnerships to actively support student success. For example, our science and math teachers have partnered with Exxon Mobil Engineers in order to allow the students to experience real life applications of science, math and technology. Our visual and performing arts department has a partnership with the Baton Rouge Little Theatre and the Baton Rouge Ballet Theatre, whereby many of the students spend long hours working on and performing in community productions.

The parents of students serve on the School Improvement Team, assist as volunteers, attend parent workshops and receive telephone notifications from the principal regarding upcoming activities and important school information. Additionally, periodic school newsletters, emails, school and teacher websites, Parent Access, and progress reports foster collaboration with stakeholders and support communication.

3. Professional Development

The entire faculty at BRMHS believes that in order to increase academic achievement and enhance creativity in the visual and performing arts, we must engage in continuous learning and self-improvement within the teaching profession. BRMHS meets this need through various methods, many of which involve collaboration with colleagues to achieve best practices in the classroom and to implement research based strategies and curriculum.

Teachers, administrators and staff meet in weekly grade level data meetings/content teams to discuss student concerns, plan strategies to meet the needs of the individual student, and give feedback to each other regarding ideas for teaching a particular theme or concept whether academic or visual and performing arts. For example, the Foreign Language Department chooses to conduct meetings during lunch time in what is called “Bring Your Dilemma,” whereby, if anyone has had difficulty in teaching a particular concept or engaging students in the day’s lesson, the department discusses and makes suggestions for constructive improvement.

Each classroom maintains a focus on standards-based instruction and assessment. Teachers work collaboratively to make decisions about student interventions, instructional strategies, and student engagement. As a result, these activities have improved the overall performance of the students for the past ten years and the students are highly engaged in the learning process and are focused on their own proficiency.

Additionally, teachers attend district, state, and professional conferences, workshops, and post-graduate classes to improve student learning. At the district level, teachers attend in-services throughout the school year conducted by teacher experts where they learn a variety of new information which includes Common Core Standards, technology and best teaching practices/ strategies.

The implementation of weekly, techie Wednesday sessions, taught by faculty members, exposes the entire staff to innovative ways of enhancing student learning and achievement through technology. Staff development activities have included training in Edmodo, digital media/whiteboards in the classroom, IPAD Apps for Content Areas, Technology Resource Databases, Student Response Systems and Nooks.

Most recently, BRMHS instituted Collaboration through Arts Integration in core classes, whereby the visual and performing arts teachers collaborate and create lessons with the four core subject areas. These lessons are team taught and shared with the faculty at professional development in-service days.

4. School Leadership

Creating a working environment that promotes, stimulates, supports and enhances student learning and achievement, the Principal serves as a leader who plays the roles of manager, motivator, advocate, and facilitator. The Principal accepts challenges and problems as puzzles that must be solved. In fact, in any of these roles, the Principal is able to collaboratively and effectively develop and articulate a shared vision, a

vision based on the best interest of the students. Under the leadership of the Principal, BRMHS has become a model for character education as well as academic success. Moreover, the Principal has a commitment to excellence, which is evident not only in the outstanding performance of the students but also the professional success of the staff.

As the instructional leader of BRMHS, the Principal leads the curriculum, instruction, and assessment activities to enhance teaching and learning in all areas. For example, the Principal has developed and implemented programs including the Freshman Academy, Comprehensive Reading Programs, pre-AP and after-school tutoring incorporating Mu Alpha Theta, the National Honor Society, and individual teachers. With the goal of expanding the Advanced Placement program, Statistics AP, Environmental Science AP, Micro/Macro Economics AP, Government AP, Human Geography AP, Studio Art AP, Art History AP, Physics 2 AP, and World History AP have been added.

To improve professional practices and outcomes for student achievement, the Principal has an established administrative team attuned to the total needs of the instructional program. The administrative team consisting of an Associate Principal, two Assistant Principals and the Director of Admissions are involved in decision-making, scheduling, and assisting with teacher assessments. Additionally, department chairpersons as well as the instructional management teams meet with the guidance counselors and administrative team to determine revisions that will be needed in the curriculum for the forthcoming school year. The end result is a curriculum that is vertically aligned for a more prescribed way of teaching in magnet schools.

The administration analyzes six week grades, state-wide testing information and ACT reports in order to assess student needs and guide instruction. To further meet the students' needs, each six weeks students meet with the Principal and Admissions Director to discuss grades, identify problem areas, provide assistance, and offer suggestions as needed.

Lastly, the Principal ensures that all resources are available for both staff and students such as the school website, mobile kiosks, television and radio stations, media center library and computer labs. These resources are also used to disseminate information such as the school calendar, daily school announcements, catalog of courses, club meeting schedules and school events to all stakeholders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>End of Course testing - Geometry 9th and 10th grade</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pacific Metrics</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Good and Excellent	96	97	92	96	85
Excellent	68	53	53	61	36
Number of students tested	264	259	329	269	230
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Good and Excellent	97	94	88	93	75
Excellent	64	40	46	50	27
Number of students tested	102	101	136	102	93
2. Students receiving Special Education					
Good and Excellent					
Excellent					
Number of students tested					
3. English Language Learner Students					
Good and Excellent					
Excellent					
Number of students tested					
4. Hispanic or Latino Students					
Good and Excellent					
Excellent					
Number of students tested					
5. African- American Students					
Good and Excellent	94	94	88	95	77
Excellent	61	35	35	51	23
Number of students tested	133	128	158	112	111
6. Asian Students					
Good and Excellent	89	100	100	100	100
Excellent	70	75	81	68	54

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	27	20	32	25	13
7. American Indian or Alaska Native Students					
Good and Excellent					
Excellent					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Good and Excellent					
Excellent					
Number of students tested					
9. White Students					
Good and Excellent	99	100	96	96	92
Excellent	77	72	70	73	49
Number of students tested	90	99	114	116	99
10. Two or More Races identified Students					
Good and Excellent					
Excellent					
Number of students tested					
11. Other 1: Other 1					
Good and Excellent					
Excellent					
Number of students tested					
12. Other 2: Other 2					
Good and Excellent					
Excellent					
Number of students tested					
13. Other 3: Other 3					
Good and Excellent					
Excellent					
Number of students tested					

NOTES: "Asian and Pacific Islander" ethnicities are combined groups and the grouping of "two or more races" was not reported in Louisiana's reporting for 2009-2010. Geometry courses at Baton Rouge High are made up of 9th and 10th grade students depending on the middle school math classes in which students earn high school credit.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End of Course 10th Grade English</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pacific Metrics</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Good and Excellent				98	99
Excellent				68	64
Number of students tested				341	298
Percent of total students tested				100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Good and Excellent				95	97
Excellent				48	53
Number of students tested				114	104
2. Students receiving Special Education					
Good and Excellent					
Excellent					
Number of students tested					
3. English Language Learner Students					
Good and Excellent					
Excellent					
Number of students tested					
4. Hispanic or Latino Students					
Good and Excellent					
Excellent					
Number of students tested					
5. African- American Students					
Good and Excellent				95	98
Excellent				51	52
Number of students tested				125	131
6. Asian Students					
Good and Excellent				97	100
Excellent				69	81
Number of students tested				61	31
7. American Indian or Alaska Native Students					
Good and Excellent					
Excellent					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Good and Excellent					
Excellent					
Number of students tested					
9. White Students					
Good and Excellent				100	99
Excellent				84	73
Number of students tested				134	130
10. Two or More Races identified Students					
Good and Excellent					
Excellent					
Number of students tested					
11. Other 1: Other 1					
Good and Excellent					
Excellent					
Number of students tested					
12. Other 2: Other 2					
Good and Excellent					
Excellent					
Number of students tested					
13. Other 3: Other 3					
Good and Excellent					
Excellent					
Number of students tested					

NOTES: English II was the highest grade level tested until the 2011-2012 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End of Course for English III</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pacific Metrics</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES*					
Good and Excellent	98	98	96		
Excellent	62	61	58		
Number of students tested	309	328	306		
Percent of total students tested	100	99	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Good and Excellent	97	96	97		
Excellent	53	41	32		
Number of students tested	135	115	93		
2. Students receiving Special Education					
Good and Excellent					
Excellent					
Number of students tested					
3. English Language Learner Students					
Good and Excellent					
Excellent					
Number of students tested					
4. Hispanic or Latino Students					
Good and Excellent					
Excellent					
Number of students tested					
5. African- American Students					
Good and Excellent	97	95	95		
Excellent	51	41	46		
Number of students tested	142	128	114		
6. Asian Students					
Good and Excellent	98	100	95		
Excellent	76	73	60		
Number of students tested	46	41	57		
7. American Indian or Alaska Native Students					
Good and Excellent					
Excellent					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Good and Excellent					
Excellent					
Number of students tested					
9. White Students					
Good and Excellent	98	99	98		
Excellent	79	76	69		
Number of students tested	110	130	120		
10. Two or More Races identified Students					
Good and Excellent					
Excellent					
Number of students tested					
11. Other 1: Other 1					
Good and Excellent					
Excellent					
Number of students tested					
12. Other 2: Other 2					
Good and Excellent					
Excellent					
Number of students tested					
13. Other 3: Other 3					
Good and Excellent					
Excellent					
Number of students tested					

NOTES: English III became the highest grade level tested in 2012.