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   [ ] Magnet   [ ] Choice

Name of Principal Ms. Irma Duplechain Trosclair
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name South Crowley Elementary School
(As it should appear in the official records)

School Mailing Address 1102 South Parkerson Avenue
(If address is P.O. Box, also include street address.)

City Crowley   State LA   Zip Code+4 (9 digits total) 70526-6228

County Acadia Parish   State School Code Number* 024

Telephone 337-783-1300   Fax 337-783-8025

Web site/URL   http://www.acadia.k12.la.us/sces/   E-mail itrosclair@acadia.k12.la.us

Twitter Handle _____ Facebook Page www.facebook.com/SouthCrowley/Elementary/School   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. John Bourque
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail: jbourque@acadia.k12.la.us

District Name Acadia Parish   Tel. 337-783-3664
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. Douglas LaCombe
(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):

   17 Elementary schools (includes K-8)
   4 Middle/Junior high schools
   5 High schools
   0 K-12 schools

   26 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
   [X] Small city or town in a rural area
   [ ] Rural

3. 3 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	39	35	74
2	33	25	58
3	26	29	55
4	34	29	63
5	28	20	48
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	160	138	298

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                                28 % Black or African American
                                                2 % Hispanic or Latino
                                                0 % Native Hawaiian or Other Pacific Islander
                                                64 % White
                                                5 % 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: 42%

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 *to* the school after October 1, 2013 until the end of the school year	58
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	74
(3) Total of all transferred students [sum of rows (1) and (2)]	132
(4) Total number of students in the school as of October 1	314
(5) Total transferred students in row (3) divided by total students in row (4)	0.420
(6) Amount in row (5) multiplied by 100	42

7. English Language Learners (ELL) in the school: 2 %
                                                        5 Total number ELL
    Number of non-English languages represented: 2
    Specify non-English languages: Spanish, Arabic

8. Students eligible for free/reduced-priced meals: 87 %

    Total number students who qualify: 271

Information for Public Schools Only - Data Provided by the State

The state has reported that 100 % 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: <u>11</u> %

<u>36</u> 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> 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:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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   <u>19:1</u>

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	94%	94%	94%	93%	94%
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 2014

Post-Secondary Status	
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 <u>X</u>

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

15. Please summarize your school mission in 25 words or less: Our school mission statement: "South Crowley Elementary: A Great Place; Teachers Teach, Students Learn." Our priority is teaching and learning…it's what we are about.

PART III – SUMMARY

Crowley, Louisiana has a population of approximately 13,500 (65% white, 33% African American, 2% Hispanic/Latino). The income per capita in Crowley is 27.6% less than the Louisiana average and 37.4% less than the national average. Additionally, the poverty level is 70.1% greater than the Louisiana average and 113.2% greater than the National average. The community our school serves has a high incident rate of violent crime. The estimated violent crime rate of Crowley is 27% higher than the Louisiana average and 40% higher than the national average. Our students are greatly impacted by all of these factors. One hundred percent of our students are on free lunch – poverty is evident. Several of our students have lost fathers, brothers, uncles, etc. to violent crime. A high percentage of our students have at least one (and in some cases, both) parents incarcerated. However, in spite of these circumstances, our students are motivated to learn and are proving that they can learn and be successful.

Years ago, South Crowley Elementary was an effective school. However, in more recent years, it became a failing school with poor performance and high rates of discipline issues. In the last three years, however, this has changed dramatically and South Crowley Elementary is once again known as an effective school where children are proving that students of poverty and at-risk home environments are capable of learning at high levels. Changing the culture of the school was a major priority. We have created an environment conducive to learning. Students know they are cared for and they feel safe. The implementation of school-wide structures (routines and procedures) decreases chaos and confusion and students flourish. Students know what is expected and this makes them feel safe and secure. Children who feel safe are more successful learners. An environment of mutual respect has been established through the development of social skills. Students, staff members and parents are treated respectfully. The social/emotional needs of our students are addressed through several support systems. We offer homework support and after-school tutoring for students who have little or no support at home. School supplies for all students are provided so students have what they need to learn. We have also installed washers and dryers so that we can keep students' uniforms clean. Students cannot concentrate on the business of learning if they are worried about not having materials or if they are embarrassed by dirty uniforms.

Instructionally, we monitor the close alignment of standards and these standards drive all instructional decisions. Instruction is strategically planned and delivered and every instructional minute is protected. We provide teachers with the resources, information, and materials and support needed to be effective in the classroom. We believe that people, not programs, make the difference. Teachers utilize a variety of resources. Students are held to very high academic standards. We love our students, but are careful to not love them into failure by dropping our expectations of them. Close monitoring of instruction is routine.

Another component having a major impact on students' academic growth is our intervention program. Through close analysis of data, students' strengths and weaknesses are identified. Once at-risk students are identified, we provide intensive reading and math intervention to address areas of concern. Intervention is not random. It is focused and strategically planned to address individual student needs. As our students become more successful in the classroom, discipline issues continue to decrease.

We have a strong leadership team, led by the principal. Leadership team members meet weekly to discuss concerns relative to a variety of school-based issues. Leadership team members' roles are to support teachers, as they are the ones doing the difficult and important work in the classrooms. Every decision made at South Crowley Elementary is made based on what is in the best interest of students. We remind ourselves regularly that this is a "kids" business and that students are the ones we serve. Our students are proud of their accomplishments. Our families are proud of their children and our school. We have great community and family support. Many student reward and incentive programs are in place and these keep students motivated and inspired to do their very best. We empower students to take responsibility for their education and their future. Although our students are young, we do talk to them about graduation and about college and/or vocational school. We instill, very early, the importance of learning. Each morning we recite the following morning creed: "I am somebody. I was somebody when I came, I'll be a better somebody when I leave. I am powerful. I am strong. I deserve the education I get here. I have things to do, people to impress and places to go." The students of South Crowley Elementary are doing just that!

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

When developing a core curriculum for South Crowley Elementary, adherence to the Common Core Standards in math and English Language Arts and Louisiana grade-level standards in Science and Social Studies are forefront. All curricular design and decisions are made based on the vertical and horizontal alignment to these standards. Because there has been a shift in standards during the past three school years a close comparison has been made between prior standards in math and ELA and current Common Core Standards to help prevent foundational skills and concepts from being overlooked at any grade level. Following an evaluation of the standards and potential gaps from the change of standards, an evaluation of student performance data was made to determine areas of strength and weakness school-wide, and at each grade level, within each content area. With all of the standards and a complete analysis of student performance data, the following curriculum decisions were made.

In ELA, school-wide, at all grade levels, daily non-fiction close-reading passages were implemented. Methodology was taught and modeled by our instructional assistant, and was practiced and monitored to be consistent from classroom to classroom. The close-read passages are of high interest on topics related to science and social studies concepts, providing a cross curricular approach and additionally creating an in-depth knowledge base beginning in early elementary grades. The questioning following the passages evokes the need for higher level thinking and responding highlighted in the Common Core Standards. This is a school-wide non-negotiable. Students' fluency, comprehension, and written responses have improved greatly since the implementation of this practice.

Additional ELA instruction is also closely monitored by our instructional assistant who guides planning of thematic studies using novels as anchor texts, genre studies using a compilation of basal reading excerpts, and well planned writing assignments demonstrating the understanding of the necessary traits for excellence in writing. The use of Accelerated Reader as a school-wide early finisher activity has students closing gaps.

Mathematical practices have also seen a great improvement since the implementation of a daily spiral review of standards that develop students' skills in problem solving. Methodology for problem solving has also been taught, modeled, practiced, and closely monitored so that consistency campus-wide is guaranteed. Regular, required usage of manipulatives and the demand for all students at all grades to explain how and why they are solving problems the way they do has students showing great improvement each year.

When students fall below a grade level benchmark in math and ELA, instruction intervention begins immediately. Intervention is performed daily in the area of need and is designed for specific student weaknesses. Students performing above grade level are given enrichment opportunities to further investigate areas of interest developed through their discoveries in the daily close-read passages designing visual and written components to add to their lessons, and in math by designing mathematical tasks and problems for problem solving.

Since the school-wide implementation of the daily non-fiction close-reading passages, in both science and social studies, we have seen a new level of interest and understanding. Many of our students did not come to us with diverse background knowledge and experience in these areas. Simply providing a small daily passage, questioning, writing, a visual field trip (all part of the methodology), students have developed background experiences that allow them to better understand and absorb abstract concepts in these two content areas.

A departmentalized setting has allowed teachers to truly delve in and become scientists and historians. Lessons are standards based and do not follow typical textbook progression. Hands-on activities and role-playing allow students to take part in what is often difficult to understand just by reading.

Perhaps one of the most critical components in our curriculum is the use of backward design in assessment and lesson planning in all content areas. Using the standards to determine what the student outcome is to be,

developing an assessment/task to determine mastery and understanding, and then finally designing a well-developed lesson with all of the necessary components, has allowed teachers to really home in on the essential goals of student progress and achievement.

2. Other Curriculum Areas:

There are a number of special curriculum areas that serve the students of SCE. The school library is under the direction of a certified teacher who manages the Accelerated Reading Program (AR). All students on campus participate in this exceptionally motivational program. AR helps students develop both fluency and comprehension skills that are essential to academic growth. Students visit the library twice each week as a class. During these sessions they may read, check out, or return books on appropriate, designated book levels. The library is also open to students every morning before school, and during both recess periods. Students have daily access to new reading material and assistance from the librarian.

AR goals are assigned to each grade level at the beginning of the school year. Students must read and take tests to accumulate points in the program. For example, first grade students must reach a yearly goal of 40 points, while fifth graders must reach 70 points. Periodic, motivational activities are planned throughout the year, with a culminating activity for all students reaching grade-level goals at the end of the year. Special recognitions are given at the year-end awards program for students achieving well above expected goal levels. Students work hard to reach personal goals. Children may be seen reading before or after breakfast, during inclement weather recess, or while waiting for the bus at dismissal. It is not uncommon to see kids walking to class with AR books open, hoping to finish one more page!

The FASTT Math Program helps develop fluency in basic math skills. Students in all grades and classes participate in this web-based program that first evaluates, and then build knowledge of basic math facts. The program puts students through short tutorials and practice sessions using fun games. Students receive "Math Wizard" certificates each time they master a new skill level. These certificates are presented during Friday Morning Assembly.

In order for the students to access FASTT Math as a group, classes are scheduled to attend Computer Lab twice each week. Teachers make decisions about Computer Lab activities based upon current lesson objectives and student need. There are a variety of web-based programs available for use, including several which are sponsored by our State Department of Education. Instructional decisions for computer lab are made with the collaboration of teachers, the principal, and the instructional assistant.

The Physical Education (PE) Program provides our students with another learning opportunity. Students attend PE for 30 minutes each day. All students participate in PE, with the exception of those who are pulled for intervention services. (Intervention students attend PE on a limited basis at designated times throughout the school year.) The activities in PE are designed to teach valuable skills in a fun and active environment. Students learn to work and play together. A focus on teamwork supports our school's culture, and reinforces our belief that every child is special, valuable, and has something to offer. Students strengthen existing friendships and develop new bonds through the activities in PE.

The physical skills developed through play help students gain strength and confidence. The gross and fine motor skills utilized during PE play help our youngsters develop motor coordination and left to right progression needed for reading and writing.

The PE program also allows our students to receive instruction in non-academic areas such as bus safety, bully prevention, and drug awareness. Delivering this instruction through the PE classes helps ensure that valuable class time is reserved for academics.

The DARE Program is a drug awareness initiative that is available to fifth graders during PE. Students attend a series of lecture-based activities presented by the local Sheriff's Department. The DARE officer delivers this important instruction once a week for 12 weeks. Students completing the program are proud to receive tee-shirts at DARE graduation.

3. Instructional Methods and Interventions:

Direct, explicit instruction is the primary method of delivery of classroom and intervention instruction at SCE. While small group and cooperative learning activities are also employed, our students benefit most from direct instruction. The Aimsweb and Dibels Next programs are used to assist in making instructional decisions. Students performing below average are placed in Tier II intervention, while those performing at or above grade level receive enrichment in math and language arts.

Intervention services are designed to address specific skill deficits identified through benchmark assessments. Progress monitoring occurs every four weeks. This data is closely reviewed by the interventionist and classroom teachers, with areas of weakness being clearly identified for each child. Through this collaboration, student needs are assessed, with instruction and/or group placements modified to address each child's individual needs. The success of every child is our ultimate goal, and that can only be achieved through teamwork. Communication with classroom teachers and parents is vital to the success of the intervention process.

Intervention students receive instruction in groups of five or fewer students. Specific, identified areas of weakness are addressed using direct instruction. Students with reading deficits are instructed in phonemic awareness, basic sight words, comprehension strategies, and oral reading fluency. Grade level materials are utilized for group instruction. Below level instruction may be delivered on an individual basis through the use of technology, such as iPad applications that develop basic phonics skills. For example, first grade students requiring intense remediation in short vowel sounds may practice using a program such as Starfall, while those in need of sight word development may practice using a different application. These activities are specifically selected by the interventionist based upon previously identified areas of weakness for individual students.

Students with math deficits receive explicit, direct instruction in basic computation and mathematical concepts. Additionally, students are instructed in problem solving strategies, with an emphasis on writing clear, concise explanations using correct mathematical vocabulary terms. Technology is used to provide fun and engaging practice activities for the development of basic facts.

The safe, pleasant environment in intervention is designed to put reluctant and deficient learners at ease, allowing them to feel confident and capable. Structure and discipline are maintained, while allowing students to express themselves, ask questions, and develop skills at their own pace. We strive to make each child feel valued, and celebrate each academic victory.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

An overview summary of South Crowley Elementary School's performance data will show a steady increase in student performance over the past five school years in all areas. For example, grade 5 math scores for all students climbed from 64% to 86% basic or above and from 11% to 40% in mastery and above; ELA grade 5 scores for all students climbed from 47% to 79% in basic or above and from 11% to 27% in mastery and above. Using the Louisiana Educational Assessment Program, a criterion referenced annual assessment; trends will show that growth is demonstrated not only in students who are performing at proficiency, but in students performing at advanced levels of achievement. This is exhibited in whole school performance as well as sub-group performance. Even with a transitional assessment in the 2013-2014 school year that bridged Louisiana's change from state-designed grade level expectations in Math and ELA to the more rigorous and comprehensive Common Core Standards in Math and ELA, students continued to experience growth.

Perhaps the greatest achievements have been made in the past two testing years. During this time we have seen vast curricular changes that closely align assessments and instruction to content standards, a turnover in administration, and a large turnover in faculty members. Additionally, departmentalization has been put in place from second grade through fifth grade, allowing all educators the ability to become truly specialized in their craft.

The area of deepest concern in this past school year was the decline in third grade English language arts. We experienced a decline overall and have achievement gap that we are working to fill in among the African American sub-group. This same sub-group saw a similar outcome in Mathematics. Anticipating this at the beginning of the current school year, we armed our intervention staff with comprehensive training to assist in moving these children up to proficiency levels. Students demonstrating overall weaknesses are meeting interventionists twice daily to increase their foundational knowledge and to enhance regular classroom instruction. Fifth grade mathematics will show a gap with the African American sub-group as well, but the trend will show that the interventions put in place the prior year are helping that sub-group to see exceptional growth, as evidenced by increases over five years in 5th grade math from 25% to 76% basic and above and 0% to 25% mastery and above, and increases in grade 5 ELA scores from 50% to 76% in basic and above and 0% to 26% in mastery and above.

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

Students at SCE are assessed school-wide using the Dibels Next and Aimsweb universal screening programs. These assessments are administered three times each year; fall, winter, and spring. The initial assessment results are used to determine intervention groups, and to assist teachers in planning instruction. Reports are scrutinized by the principal, interventionist, instructional assistant, and classroom teachers, with instructional decisions being made through collaboration.

The Dibels Next program measures a variety of reading skills in grades one through three, including readiness and comprehension. Aimsweb measures mathematical concepts and computation skills for grades one through five and reading comprehension and fluency in grades four and five. Reports allow teachers to identify specific, individual areas of strengths and weaknesses, as well as whole class needs. Students scoring in the intensive range in either screening are immediately placed in Tier II intervention, with parent notification being made by the interventionist. Tier II students receive 30 to 60 minutes a day of intervention in reading and/or math.

In the classroom, teachers utilize "backward design" to plan and assess instruction. Assessments are prepared, and lessons are planned accordingly. The instructional assistant reviews and approves assessments prior to administration. Assessments are approved based upon content, format, and adherence to lesson plan objectives. Teachers utilize a variety of question types, ranging from basic recall to more

rigorous, multi-step responses. Written responses and explanations are included on tests across the curriculum.

Once tests have been administered and scored, teachers analyze grade distributions and make instructional decisions. Student progress is reviewed in Grade Level meetings, where plans are made to address concerns through the appropriate channels. Parents are notified of student progress and concerns through phone calls, conferences, progress reports, and report cards.

Part VI School Support

1. School Climate/Culture

SCE maintains high expectations for teachers, staff, students, and parents. Behavioral expectations are clearly defined for every member of our school family. The combination of high expectations, respect, and a strong support system has allowed our school to not simply grow, but to flourish!

From the moment students arrive until they are dismissed, they are treated with respect, courtesy, and love. By the time a student begins instruction, he or she will have been greeted, by name, by no less than four staff members. Throughout the school campus there is the echo of cheerful greetings. Students feel welcomed, valued, and truly cherished.

We do not, however, love our children into failure. Discipline is maintained through every part of our school day. When necessary, students are corrected with the same level of respect and care. Our goal is to address poor choices with appropriate consequences, and to teach positive, replacement behaviors while maintaining student dignity. Teachers, students, and staff feel safe in this environment, and are free to focus on the business of teaching and learning.

The energetic, positive environment at SCE would be impossible without the total participation of the teachers and staff. These hard-working individuals put 100% into planning, teaching, and caring for the students we serve. Staff members feel free to express concerns, opinions, and ideas with confidence that they will be supported by the administration.

Motivational activities abound at SCE. The Accelerated Reader program plays a vital role in the academic growth of our students. This program develops a love of recreational reading, and builds fluency and comprehension skills that carry over into the classroom. There are periodic prizes, special activities, and recognitions. Fun, friendly competitions take place between grade levels and homeroom classes, and there is even a periodic 'battle of the sexes'! Seasonal incentives are planned, with individual goals being set for each child. Students work very hard to reach these goals in order to participate. For example, third graders who reach their Easter goals may dye eggs, while fifth graders attaining their individual November goals attend a Thanksgiving Feast!

The year-end awards ceremony serves as a final incentive. Every student receives a minimum of one certificate. Numerous awards are given for academic and social achievements. Students are aware of what it takes to receive these recognitions, and work toward them all year. With so much to be gained, a high level of motivation is maintained throughout the year!

2. Engaging Families and Community

South Crowley Elementary incorporates a variety of strategies for encouraging family and community involvement. This involvement plays a vital role in the success of our students. In order for children to grow and achieve academically, a safe and accepting environment is essential. Students and their families trust the faculty and staff at SCE. The welcoming, nurturing environment encourages family and community members to participate fully in the learning process.

"Friday Morning Ceremony" is a bi-monthly activity that students, parents, staff, and community members look forward to attending. During these ceremonies, the entire SCE family gathers to celebrate student accomplishments. Students may be recognized for a wide variety of academic and/or social accomplishments, ranging from growth in the Accelerated Reader program, demonstrating good character, or being chosen as the Most Improved Student for the nine-week period. Small prizes are given, but the joy of being recognized is the real treat! Teachers and staff members may also be recognized by students for exhibiting outstanding character or behavior. Parents, community members, special guests, and school board members may be in attendance on any given Friday. The feelings of pride and self-worth emanate from everyone present.

Friendly competition is encouraged, with prizes for classes or grade levels showing growth. This encourages all boys and girls to participate fully in our academic program. Students read more, push themselves to higher book levels, and work very hard to master basic math facts.

The improved reading skills of our students have made a significant impact on our school's overall performance. Family Night at the book fair is another activity that promotes reading and engages community members and parents. The wide variety of books offered encourages reading for our children and their parents as well, making reading a true family affair.

Although high stakes testing can bring stress and worry, at SCE we seek to minimize this negative effect with a yearly "jam" session. Faculty, staff, and community members provide a day of fun, engaging events that help student review for testing. Guest speakers and/or performers come from other Acadia Parish schools, local colleges, and our community. Guests have included a professional football player, a genuine, working cowboy, and a magician. A select number of middle and high school students attend to help with activities and provide positive role models for our children.

Parents, family, and community members feel welcome and accepted at SCE. This is one of our greatest accomplishments!

3. Professional Development

Professional development opportunities are created based on the most pressing needs of the students and faculty. In recent years, the shift to Common Core Standards has created a need for faculty to be trained on understanding of the standards as well as various teaching strategies that will help move our students into a deeper and more intellectual way of thinking and responding. Annual testing, benchmark analysis, as well as data from teacher and student observations, were closely examined to determine the greatest area need.

Our district created "banked time" that allows all school campuses to implement job-embedded professional development on a weekly basis. Moreover, collaborative groups are held monthly and led by our principal and instructional assistant, that allow for cross-curricular and vertical planning.These opportunities have allowed us, as a faculty, to analyze our data, determine areas of strengths and weakness by grade level, and within each content area, and then create a plan of action to strengthen our curriculum and teaching practices.

During professional development the faculty works with the instructional team in analyzing the standards to determine student performance indicators. Additionally, during these opportunities we implemented the use of Backward Design to assure instructional alignment to standards and assessments. Over several months, we completed a book study and modeled strategies on how to increase student engagement. Perhaps one area we have seen a tremendous impact has been our focus on school-wide strategies to improve reading fluency and reading comprehension as well as strategies that demonstrate how to adequately teach problem solving.

To address the growing need for the understanding of technology and its ability to enhance classroom instruction, several teachers attend annual conferences where they learn teaching, planning, and managing strategies that allow them to use technology more effectively. These same educators share and model the effective use of technology in the classroom with our staff.

This professional learning environment has created continuity which has resulted in the creation of top-notch educators who are always looking for self-improvement and professional development.

4. School Leadership

Our principal is a strong instructional leader who creates and shapes a vision of academic success for all students. She accepts no excuses for poor performance from students or adults. She effectively communicates the importance of the work we do and the impact we have on the future of each and every

child. In addition to setting very high standards for rigorous learning and proper behavior, she encourages teachers and other staff members to become leaders in an effort to develop a community of educators who work together to improve instruction for children. Her shared leadership style has proven to be effective, and teachers and other staff members often offer input relative to school-based issues. Faculty and staff members take on leadership roles as well. Teachers work together and offer support to each other to improve classroom instruction.

Our principal eagerly accepts input from anyone on campus relative to ideas or suggestions for school improvement. Staff members know that they can give input on any given issue and that their opinions are valued. Our leadership team consists of our school counselor, instructional assistant, interventionist, disciplinarian, librarian, a parent representative and a regular and special education representative. This team meets weekly to discuss issues/concerns and through collaboration, makes decisions that will best serve our students. We support the efforts of our teachers so that they can effectively instruct students. Our instructional assistant works closely with teachers on curriculum and instruction. She is also available to model lessons as needed and is readily available to offer support to teachers. Our interventionist works closely with teachers relative to students' academic needs. Both our counselor and disciplinarian work closely with students who need behavioral support. They work to teach children more appropriate choices when upset or angry. Student data is routinely reviewed and discussions/collaborations take place so we can better serve our students. Leadership team members have an "open door" philosophy where teachers, student's and parents feel comfortable asking questions, giving input, or asking for support in any area. In the end, after topics are discussed and options considered, the principal makes the final decision in the best interest of students. Our principal models daily respect and high standards for students, families, teachers and all staff members. This attitude and leadership style has created a respectful climate for all stakeholders, an environment that is conducive to learning.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** iLEAP
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	81	76	66	57	29
Mastery and Above	39	35	25	12	9
Number of students tested	52	54	75	65	70
Percent of total students tested	98	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	80	75	69	55	30
Mastery and Above	38	31	25	11	9
Number of students tested	50	48	68	55	66
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	57	69	60	33	33
Mastery and Above	28	23	27	0	8
Number of students tested	14	13	15	12	24
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	87	77	72	63	25
Mastery and Above	42	41	27	16	9
Number of students tested	33	39	56	49	45
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/Spring 2014 Proficient students: Disadvantaged (6) + African American (1) + White (5)					
Basic and Above	33				
Mastery and Above	0				
Number of students tested	6				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 Alternate Assessment participation criteria.

South Crowley Elementary LAA1 - Spring 2013-LAA1 (1); Spring 2014-LAA1 (1).

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.
South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the iLEAP Math Assessment the previous year.
South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for iLEAP in Math.

Subject: Math	Test: LEAP
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	94	77	67	46	57
Mastery and Above	57	37	17	4	11
Number of students tested	60	68	82	72	82
Percent of total students tested	94	97	95	96	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	3	5	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	92	77	68	47	54
Mastery and Above	52	37	14	4	6
Number of students tested	52	63	70	68	67
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	94	78	65	40	40
Mastery and Above	47	28	4	0	7
Number of students tested	15	14	23	35	30
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	96	78	70	50	68
Mastery and Above	63	42	23	3	14
Number of students tested	43	50	53	34	52
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/2014 Proficient students: Disadvantaged (15) + Students receiving Special Education (3) + African American (5) + White (10) + Hispanic (1)					
Basic and Above	56				
Mastery and Above	0				
Number of students tested	16				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 and LAA2 Alternate Assessment participation criteria.

South Crowley Elementary LAA1- Spring 2010 (2 students); Spring 2012 (2 students)

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

South Crowley Elementary LAA2 - Spring 2010 (2 students); Spring 2011 (3 students);   Spring 2012 (2

students); Spring 2013 (2 students); Spring 2014 (4 students)

LAA2: The LEAP Alternate Assessment, Level 2 (LAA2), Louisiana's criterion-referenced testing program is based on modified academic achievement standards for students with persistent academic disabilities. The LAA2 tests are designed to measure the student's progress. Starting with the 2014-2015 school year, all students in grades 3-8, with the exception of students who meet the LAA1 criteria, are expected to participate in the regular state assessments.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.
South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the LEAP Math Assessment the previous year.
South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for LEAP in Math.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: iLEAP
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	86	60	56	56	64
Mastery and Above	40	17	5	6	11
Number of students tested	48	53	39	50	36
Percent of total students tested	98	95	95	94	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	5	5	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	84	61	58	56	65
Mastery and Above	39	16	5	6	11
Number of students tested	44	44	38	36	28
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	76	31	44	38	25
Mastery and Above	26	0	0	0	0
Number of students tested	8	13	16	13	8
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	87	71	62	60	75
Mastery and Above	45	25	10	9	14
Number of students tested	38	37	21	35	28
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/2014 Proficient students: Disadvantaged (5) + Students receiving Special Education (1) + African American (3) + White (3)					
Basic and Above	50				
Mastery and Above	0				
Number of students tested	6				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 and LAA2 Alternate Assessment participation criteria.

South Crowley Elementary LAA1- Spring 2011 (1 student); Spring 2012 (1 student);   Spring 2013 (2 students)

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

South Crowley Elementary LAA2 - Spring 2011 (2 students); Spring 2012 (1 student);   Spring 2013 (1

student); Spring 2014 (1 student)

LAA2: The LEAP Alternate Assessment, Level 2 (LAA2), Louisiana's criterion-referenced testing program is based on modified academic achievement standards for students with persistent academic disabilities. The LAA2 tests are designed to measure the student's progress. Starting with the 2014-2015 school year, all students in grades 3-8, with the exception of students who meet the LAA1 criteria, are expected to participate in the regular state assessments.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.
South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the iLEAP Math Assessment the previous year.
South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for iLEAP in Math.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: iLEAP	
All Students Tested/Grade: 3		Edition/Publication Year: N/A	
Publisher: Data Recognition Corporation (DRC)			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	77	81	43	57	30
Mastery and Above	21	29	11	12	4
Number of students tested	52	54	75	65	70
Percent of total students tested	98	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	76	79	44	54	31
Mastery and Above	20	27	9	9	5
Number of students tested	50	48	68	55	66
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	57	69	60	41	25
Mastery and Above	7	15	13	8	4
Number of students tested	14	13	15	12	24
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	85	85	41	59	31
Mastery and Above	24	36	11	14	4
Number of students tested	33	39	56	49	45
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/2014 Proficient students: Disadvantaged (6) + African American (2) + White (4)					
Basic and Above	33				
Mastery and Above	0				
Number of students tested	6				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 Alternate Assessment participation criteria.

South Crowley Elementary LAA1 - Spring 2013-LAA1 (1); Spring 2014-LAA1 (1).

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.

South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the iLEAP ELA Assessment the previous year.

South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for iLEAP in ELA.

Subject: Reading/ELA		Test: LEAP	
All Students Tested/Grade: 4		Edition/Publication Year: N/A	
Publisher: Data Recognition Corporation (DRC)			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	80	66	67	44	49
Mastery and Above	38	20	15	6	6
Number of students tested	60	69	82	72	82
Percent of total students tested	94	97	95	96	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	3	5	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	77	67	67	44	43
Mastery and Above	35	19	13	6	4
Number of students tested	52	64	70	68	67
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	80	78	65	52	37
Mastery and Above	20	21	0	3	7
Number of students tested	15	14	23	35	30
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	82	67	68	33	56
Mastery and Above	47	22	23	9	6
Number of students tested	43	51	53	34	52
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/2014 Proficient students: Disadvantaged (15) + Students receiving Special Education (4) + African American (6) + White (9) + Hispanic (1)					
Basic and Above	31				
Mastery and Above	0				
Number of students tested	16				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 and LAA2 Alternate Assessment participation criteria.

South Crowley Elementary LAA1- Spring 2010 (2 students); Spring 2012 (2 students)

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

South Crowley Elementary LAA2 - Spring 2010 (2 students); Spring 2011 (3 students);   Spring 2012 (2

students); Spring 2013 (2 students); Spring 2014 (4 students)

LAA2: The LEAP Alternate Assessment, Level 2 (LAA2), Louisiana's criterion-referenced testing program is based on modified academic achievement standards for students with persistent academic disabilities. The LAA2 tests are designed to measure the student's progress. Starting with the 2014-2015 school year, all students in grades 3-8, with the exception of students who meet the LAA1 criteria, are expected to participate in the regular state assessments.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.
South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the LEAP ELA Assessment the previous year.
South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for LEAP in ELA.

Subject: Reading/ELA	Test: iLEAP
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	79	56	34	46	47
Mastery and Above	27	13	3	4	11
Number of students tested	48	53	39	50	36
Percent of total students tested	98	95	95	94	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	5	5	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	78	56	35	48	46
Mastery and Above	28	11	3	6	14
Number of students tested	44	44	38	36	28
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above					
Mastery and Above					
Number of students tested					
4. Hispanic or Latino Students					
Basic and Above					
Mastery and Above					
Number of students tested					
5. African- American Students					
Basic and Above	76	31	31	38	50
Mastery and Above	26	8	0	0	0
Number of students tested	8	13	16	13	8
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	79	62	38	46	46
Mastery and Above	29	16	5	3	14
Number of students tested	38	37	21	35	28
10. Two or More Races identified Students					
Basic and Above					
Mastery and Above					
Number of students tested					
11. Other 1: Super Sub Group Bonus - Spring 2013 Non-proficient/2014 Proficient students: Disadvantaged (8) + Students receiving Special Education (2) + African American (2) + White (7)					
Basic and Above	56				
Mastery and Above	0				
Number of students tested	9				
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
Louisiana offers two Alternate Assessments - LAA1 and LAA2 - for students that have Individualized Educational Plans (IEP) and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 and LAA2 Alternate Assessment participation criteria.

South Crowley Elementary LAA1- Spring 2011 (1 student); Spring 2012 (1 student);   Spring 2013 (2 students)

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

South Crowley Elementary LAA2 - Spring 2011 (2 students); Spring 2012 (1 student);   Spring 2013 (1

student); Spring 2014 (1 student)

LAA2: The LEAP Alternate Assessment, Level 2 (LAA2), Louisiana's criterion-referenced testing program is based on modified academic achievement standards for students with persistent academic disabilities. The LAA2 tests are designed to measure the student's progress. Starting with the 2014-2015 school year, all students in grades 3-8, with the exception of students who meet the LAA1 criteria, are expected to participate in the regular state assessments.

Super Sub-group - TOP GAINS School
To recognize schools that make significant growth from one year to the next, Louisiana designates schools that achieve their growth target as a Top Gains School if they are not in subgroup component failure, and they are not identified as failing NCLB subgroup performance more than one year.
South Crowley Elementary School received bonus points for making significant progress with students who scored below grade level (Unsatisfactory or Approaching Basic) on the iLEAP ELA Assessment the previous year.
South Crowley Elementary met our growth expectations by increasing overall student performance on state assessments for significant annual growth by subgroups of lowest-performing students. The non-proficient students exceeded their projected growth on a value added model for iLEAP in ELA.