

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Ms. Nanette Greer (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (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)

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

Tel. (225) 383-0520 Fax (225) 344-7413

Website/URL http://www.ebrpss.k12.la.us/batonrouge.hs Email ngreer@ebrpss.k12.la.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date (Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Clayton Wilcox (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Tel. (225)922-5400

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

Date (Superintendent's Signature)

Name of School Board President/Chairperson Dr. Jacqueline Mims (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 62____ Elementary schools
 19____ Middle schools
 0____ Junior high schools
 19____ High schools

 96____ TOTAL
2. District Per Pupil Expenditure: _\$8,100.00____

 Average State Per Pupil Expenditure: \$6,003.00____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	103	211	314
3				10	119	153	272
4				11	111	174	285
5				12	84	186	270
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							1141

6. Racial/ethnic composition of the students in the school:
- | | |
|----------------|--------------------------------|
| 43.80__% | White |
| 46.82__% | Black or African American |
| <u>.70</u> __% | Hispanic or Latino |
| 8.60__% | Asian/Pacific Islander |
| .08__% | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4.3__%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	1177
(5)	Subtotal in row (3) divided by total in row (4)	.043
(6)	Amount in row (5) multiplied by 100	4.3

8. Limited English Proficient students in the school: 0__%
0__ Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 20.92__%
238__ Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: .61%
7 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>57</u>	<u>6</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>23</u>	<u>0</u>
Total number	<u>90</u>	<u>0</u>

12. Student-“classroom teacher” ratio: 27:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>95.7%</u>	<u>96.1%</u>	<u>96.16%</u>	<u>96.5%</u>	<u>96.6%</u>
Daily teacher attendance	<u>94.5%</u>	<u>93.5%</u>	<u>94.1%</u>	<u>95.0%</u>	<u>96.0%</u>
Teacher turnover rate	<u>10.4%</u>	<u>10.9%</u>	<u>11.94%</u>	<u>21.21%</u>	<u>9.23%</u>
Student dropout rate	<u>.3%</u>	<u>2.1%</u>	<u>2.5%</u>	<u>3.3%</u>	<u>3.5%</u>
Student drop-off rate	20%	22%	24%	18%	36%

Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop off rate.

Each year we discover that a portion of ninth grade students perform below average due to poor study habits or weak academic foundations and are unable to maintain the cumulative 2.5 grade point average required by the school district to remain at Baton Rouge Magnet High School. As a result, approximately one third of the freshman class is transferred to their district assigned school despite our interventions.

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u> 258 </u>
Enrolled in a 4-year college or university	<u> 98 </u> %
Enrolled in a community college	<u> 1 </u> %
Enrolled in vocational training	<u> 0 </u> %
Found employment	<u> 0 </u> %
Military service	<u> 0 </u> %
Other (travel, staying home, etc.)	<u> 1 </u> %
Unknown	<u> 0 </u> %
Total	100 %

PART III - SUMMARY

Baton Rouge Magnet High School in Baton Rouge, Louisiana, is a beautiful, historic mid-city landmark: a student-centered institution that combines tradition, educational quality and stakeholder involvement. Our mission is to provide a program of academic, performance, service and social opportunities for a diverse population of college-bound students.

Course offerings are exceptional in scope and depth. Core curriculum areas include extensive honors and advanced placement classes, and we provide elective choices such as Japanese, Arabic languages, Russian, German, French, Spanish and Latin. Additionally, we offer African-American literature, logic and philosophy. Other elective choices offer a myriad of fine arts ranging from ballet to FCC-licensed student-operated AM and FM radio stations. Reading and problem solving are emphasized across the curriculum.

Our faculty includes local, regional and state Teachers of the Year and Coaches of the Year. The library has been recognized this year with the James O. Modisette Award for School Libraries to recognize excellence in Louisiana school programs. Faculty members are active in professional organizations, music performances, writing, arts administration and the media, adding these experiences to their expertise in classroom instruction and their countless hours of sponsorships, tutoring, planning and guidance.

Diversity is acknowledged and celebrated through our admissions, instruction and activities. Social studies, literature and language classes highlight different cultures and religions. A special week that includes a major convocation is devoted to African-American and international cultures. Needs of students with health problems, speech and hearing disorders and orthopedic challenges are dealt with professionally and compassionately. The themes of acceptance and cooperation are evident in student interaction and school activities.

Ongoing programs also address student adjustment and achievement. A new student readiness academy, student orientation, mentoring, study skills classes, career counseling and college application assistance are designed to help students weather their challenging high school years.

A parent-faculty club, alumni association and school improvement team work together to provide financial assistance, volunteers, problem solving and long-range planning.

Ultimately, a school's character is reflected in measurable results, and BRMHS takes pride in its multitude of accomplishments, a few of which include:

- * Ranking as a School of Academic Excellence under Louisiana's rigorous accountability standards
- * Recognition as a "Creative Ticket" school by the Louisiana Arts Council for outstanding programs in visual and performing arts
- * Recognition as Louisiana's top overall high school athletic program for four of the past five years
- * Receiving over \$600,000 in competitive and private grants over the past five years.
- * Yearly recognition of numerous students as Presidential Scholars, service academy appointees Westinghouse Scholars and Prudential Spirit of Community award winners
- * Four alumni in twelve years being named Rhodes Scholars and one named a Marshall Scholar
- * An average of more than 20 National Merit and National Achievement Scholars and Commended Students each year
- * Community service programs resulting in thousands of dollars and thousands of volunteer hours for non-profit charitable agencies
- * Five complete new computer labs in addition to fully networked school with internet access in every classroom

B-R-M-H-S spells Success. It's a slogan we use, and the evidence says it's true.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. States may not submit schools that have been in school improvement status within the last two years.

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them.

The Louisiana accountability program consists of two testing components including the Louisiana Statewide Norm-Referenced Testing Program and the Louisiana Educational Assessment Program criterion-referenced test. The Iowa Tests of Educational Development, used as the Louisiana Statewide Norm-Referenced Test, are administered to students in the ninth grade and is a predictor for the students’

performance on the GEE21. The Graduate Exit Exam 21 is a four part criterion-referenced test. The English Language Arts and Mathematics exams are administered in the tenth grade while the Science and Social Studies exams are administered in the eleventh grade.

The Iowa Tests are in a traditional multiple-choice format and student achievement is reported for individual students, classroom, school, district, and state levels. These scores will be reported in terms of 2000 norms. The Iowa Tests of Educational Development are composed of complete and survey batteries that measure student achievement in reading, expression, and quantitative thinking. The complete battery also includes tests in literary materials, social studies, science, and sources of information. The National Percentile Rank (NPR) is the student's or school's standing as compared to a large, representative sample of students in the same grade from the entire nation. The percentile rank is reported in units that range from 1 to 99. These units clearly state performance relative to the norm group. For example, last year BRMHS scored a national percentile rank score of 76 on the reading section. This means that the school scored the same as or higher than 76 percent of the schools in the norm group who were in the same grade and took the same test. It also means that 24 percent of the schools scored higher than Baton Rouge Magnet High School. The primary goal of the Louisiana Statewide Norm-Referenced Testing Program is to provide parents, students, educators, and policymakers with normative data that may be used for evaluating student, school, and district performance. Teachers and administrators use the test results to plan instructional programs that enhance educational opportunities for students.

The five achievement levels on the Graduate Exit Exam 21 include Advanced, Proficient, Basic, Approaching Basic and Unsatisfactory. Students are required to score Approaching Basic or above on the Language Arts and the Mathematics tests to be eligible for a standard high school diploma. The Advanced level signifies that the student at this level has demonstrated superior performance beyond the proficient level of mastery. The Proficient level demonstrates competency over challenging subject matter and indicates that the student is well prepared for the next level of schooling. The Basic level demonstrates only the fundamental knowledge and skills needed for the next level of schooling.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

1. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The school uses assessment data from the complete battery of the Iowa Tests of Educational Development as an indicator of how the individual student will perform on the Louisiana Graduate Exam. Tenth grade students are identified and placed into groups based on their Iowa scores from the ninth grade. Students may receive individualized tutoring or may attend group meetings in order to improve their performance on the tenth and eleventh Graduate Exit Exams in Writing, English Language Arts, Mathematics, Social Studies and Science.

The administrative team uses the Iowa building level reports to create new practices that will improve the scores on the Iowa and the Louisiana Graduate Exit Exam. For example, the disaggregated data from the Iowa scores for last year indicated that the reading levels were lower in two ethnic groups. We investigated the Reading Renaissance program and are initiating the program this spring in hopes of closing the gap in the reading scores. Raising the reading scores will improve the results of future testing and raise our school performance scores.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The school communicates student performance to parents, students, and the community in a variety of ways. The Louisiana Department of Education issues a school report card for each individual school in the fall indicating the school performance score including attendance, dropouts, Iowa scores, and GEE21 scores. The report card also indicates the school's growth target and school performance goal and is mailed home to the parents each fall.

Our school newsletter is published each six weeks and mailed home to parents with the students' progress report. In this newsletter, we publish school accomplishments including student performance and assessment data. Our newspaper includes articles communicating student performance and assessment data written by the students, and copies are given to each student to take home.

The School Improvement Team includes assessment data in their meetings to inform parents and community leaders of the schools progress towards improving student performance. Teachers, parents, students, and community leaders generate discussion of ideas to improve scores. The city's newspaper, *The Advocate*, runs a series of articles throughout the year communicating to the community the school performance score, assessment data, and student performance of each school in East Baton Rouge Parish and the state of Louisiana.

3. Describe in one-half page how the school will share its successes with other schools.

The school will share its successes with other schools by exchanging ideas at our monthly district administrative meetings for administrators; district, state, and national presentations by school personnel; district, state, and national technology meetings; and district, state, and national publications. In order to share with schools across the nation, we would create a Blue Ribbon section on our website to post our successes so that other schools can use our ideas to improve their student performance.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Baton Rouge Magnet High School offers a rigorous, comprehensive, well-designed college preparatory curriculum. Students are required to take seven classes for each of their four years of high school. Each class offering is based on high standards set forth in the Louisiana Benchmarks and engages students with significant content. Textbooks, resource books, lab experiences, field experiences, and technology are used to teach to these standards. Our graduation requirements include four units of English, math, science, and social studies and at least two units of a foreign language. All ninth, tenth and eleventh grade students are required to take classes in the four core areas and at least one academic elective per year. The remainder of their schedules is enhanced by a variety of electives. Baton Rouge Magnet’s national and state scores demonstrate the consistency of our student’s high level of achievement.

The four core and foreign language classes offer honors and advanced placement courses to challenge our students and help prepare them for college. Advanced placement courses follow the guidelines established by the College Board. Students taking the College Board advanced placement tests earn many hours of college credit before leaving this campus. Advanced placement classes include English III, English IV, Biology, Chemistry, Physics, Calculus AB, Calculus BC, Computer Science, American History, European History, Psychology, French III, French IV, French V, Spanish III, Spanish IV, Spanish V, German III, Latin IV, and Latin V. In addition, AP Art History will be offered for the 2003-2004 school year.

Our curriculum is also very rich in the arts. Students have an opportunity to study and participate in theater, music, and art. Students who are identified as talented can choose to take the talented classes offered in these areas. Our Performing Arts Department has a complete television production facility, two editing suites and complete AM and FM broadcasting facilities for hands-on instruction. A mini-theatre provides drama students with opportunities in set design, lighting and sound. Stagecraft students use a complete woodworking shop to build sets for full-stage productions. Classes offered in theater include Drama, Methods and Styles of Acting I, II, Play Production, Advanced Play Production, Stagecraft I, II, III. Classes offered in art are Art I – IV and Fine Arts. Music classes include Piano I-V, Orchestral Strings I-III, Symphonic Band, Wind Ensemble, Jazz Ensemble, and Conducting. Vocal classes offered include Vocal Ensemble, Honor Chorale and Festival Singers. Our students are well known for their outstanding performances during the school year and travel to perform and compete not only in Louisiana, but also throughout the United States and Europe.

An excellent physical education department rounds out our curriculum. Students are required to take one-half of a unit in health education and one and one-half units of physical education. Students may select from gymnastics, swimming, tennis, aerobics, aerobics tap, golf, yoga, ballet, track, soccer and wrestling.

2. (Secondary Schools) Describe in one -half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read grade level.

Baton Rouge Magnet High School provides a comprehensive college preparatory curriculum in English I-IV, which is designed so students can excel at any college of their choice. Extensive instruction in composition, literature, and vocabulary is an integral part of all courses. Freshmen and sophomores may choose between regular and honors classes, and juniors and seniors may choose between regular and advanced placement courses. Advanced placement III and IV provide honors level instruction in American and British literature respectively, as well as extensive preparation for the specific AP exams. After-school tutoring in English is also provided as needed.

One of the requirements for admission includes a reading stanine of five or higher. We have

determined that ninth grade students may read below grade level even though they have tested on level. This year we are implementing the Reading Renaissance Program, which is a tool that uses Accelerated Reader, and STAR Reading computerized reading management programs. These programs are designed to combine the reading curriculum, reading practice, motivational techniques, and technology that will ultimately help all students enhance their reading skills. Further, all English classes complete from four to six novels each year, depending upon the grade and level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Baton Rouge Magnet High School's mathematics department strives to challenge our students while providing them with the skills to succeed. Our teachers work diligently to help weaker students improve their skills and master the concepts, while we challenge stronger students to achieve maximum levels of success. Through instruction in the math classes, a structured after-school tutoring program, and extra-curricular activities, BRMHS's math department trains for excellence. Many of our students compete in national mathematics tests, such as Mandelbrot, American Mathematical Competitions, American Invitational Mathematical Exam, Ala-La-Miss, Atlantic-Pacific, and Pentathlon. Our students are very active on the school, district, state, and national levels of Mu Alpha Theta. This club hosts a mathematics tournament each year for high schools and also participates in high school math tournaments throughout the state and several college tournaments, such as Texas A&M, Rice, and LSU, in addition to maintaining award-winning performances at Louisiana Mu Alpha Theta state convention and Mu Alpha Theta national convention. The daily efforts of students plus a healthy student-faculty motivation to accept challenges, divided by a vision for success and subsequent planning on the part of a conscientious faculty equals a successful record in mathematical skills. That's quite a reciprocal relationship!

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Baton Rouge Magnet High School uses a variety of instructional methods to improve student learning. The teachers' selections of teaching methods are usually based on lesson content and objectives, teaching styles, and the students' needs. If the lesson content is such that it requires the quick coverage of a lot of facts, then across the curriculum traditional instructional methods are employed including direct teaching, lecture, lecture with discussion, videotapes/slides, and demonstration. On the other hand, when more intense student involvement is needed to increase the understanding of broad concepts or processes, then student-centered methods are employed with the teachers as the facilitators including laboratory exercises, field trips, student demonstrations or reports, independent study, seminars, program instructions, simulations, brainstorming, role-playing, peer-tutoring, small group discussions, case studies, cooperative learning, guest speakers, panel of experts and values clarification. Additionally, our teachers feel that we have an obligation to equip our students for learning by integrating technology to enhance the existing curriculum. Therefore, the teachers are creating learning environments that have no boundaries with emphasis on placing current technologies in the students' hands. Examples of these problem-solving, project-driven approaches include PowerPoint presentations, web quests, scavenger hunts, computer-assisted instruction, and multimedia lab instruction across the curriculum.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Teachers have participated in a variety of professional development programs. The teacher Expectations and Student Achievement (TESA) professional development program helped our teachers view all students in the same manner, thereby increasing the achievement of students who were once viewed as lower achievers. At the district level, teachers attend professional development meetings monthly and have covered strategies this year from the book, Classroom Instruction that Works. These research-based strategies for increasing student achievement include "Identifying Similarities and

Differences” and “Nonlinguistic Representations.” Other strategies covered were topics such as “KIDS – Keeping Instruction Directed toward Students” and “BYOB: Bring Your Own Brain.” At the school level, we provided technology workshops to teachers by conducting a survey to determine the needs of the teachers. These technology workshops included Beginning Computer Usage, Learning the Internet, Using PowerPoint, Using the Scan Converter and Integrating Technology into the Classroom with one computer, Using Word, and Using Excel and Grant Writing. These workshops continuously rotated throughout the second semester. The impact on student achievement has been evidenced by the improvement of student performance on progress reports and the first semester grading period.

MATH STATE CRITERION-REFERENCED TESTS

Grade: **10**

Test: **Louisiana Graduate Exit Exam 21**

Edition/publication year: **Annually**

Publisher: **Louisiana State Department of Education**

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing.

Number excluded: **0**

Percent excluded: **0**

	2001-2002	2000-2001	1999-2000
Testing month	March	March	April
SCHOOL SCORES			
TOTAL	98%	97%	98%
At or Above Basic	38%	38%	N/A
At or Above Proficient	26%	36%	N/A
At Advanced	30%	19%	N/A
Number of students tested	285	317	276
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. ___ White _____ (specify subgroup)	98%	100%	91%
At or Above Basic	27%	20%	N/A
At or Above Proficient	27%	48%	N/A
At Advanced	42%	30%	N/A
2. ___ African American _____ (specify subgroup)	98%	94%	80%
At or Above Basic	55%	56%	N/A
At or Above Proficient	26%	26%	N/A
At Advanced	11%	5%	N/A
3. ___ Asian _____ (specify subgroup)	100%	100%	96%
At or Above Basic	20%	14%	N/A
At or Above Proficient	23%	29%	N/A
At Advanced	57%	57%	N/A
STATE SCORES			
TOTAL	69%	65%	74%
At or Above Basic	34%	38%	N/A
State Mean Score			
At or Above Proficient	13%	36%	N/A
State Mean Score			
At Advanced	7%	19%	N/A
State Mean Score			

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.

Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

LOUISIANA STATEWIDE NORM-REFERENCED TESTING PROGRAM
REFERENCED AGAINST NATIONAL NORMS

READING

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **9**

Test: **Iowa Tests of Basic Skills**

Edition/publication year: **3/1995**

Publisher: **Riverside Publishing**

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April	April
SCHOOL SCORES				
Total Score	<u>76</u>	78	78	73
Number of students tested	330	306	307	326
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White _____ (specify subgroup)	87%	86%	87%	89%
2. African American _____ (specify subgroup)	66%	69%	67%	62%
3. Asian _____ (specify subgroup)	83%	86%	82%	84%
4. Free Lunch (specify subgroup)	61%	65%	65%	58%
5. Paid Lunch _____ (specify subgroup)	80%	81%	81%	78%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	42	45	38	46
STANDARD DEVIATIONS				
Total Standard Deviation	33	34	35	30

LOUISIANA STATEWIDE NORM-REFERENCED TESTING PROGRAM
REFERENCED AGAINST NATIONAL NORMS

MATH

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **9**

Test: **Iowa Tests of Basic Skills**

Edition/publication year: **3/1995**

Publisher: **Riverside Publishing**

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles **X**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April	April
SCHOOL SCORES				
Total Score	<u>73</u>	75	74	65
Number of students tested	330	306	308	326
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>White</u> (specify subgroup)	85%	85%	86%	84%
2. <u>African American</u> (specify subgroup)	63%	64%	62%	55%
3. <u>Asian</u> (specify subgroup)	89%	89%	85%	81%
4. <u>Free Lunch</u> (specify subgroup)	64%	65%	65%	53%
5. <u>Paid Lunch</u> (specify subgroup)	76%	78%	76%	69%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	46	48	43	36
STANDARD DEVIATIONS				
Total Standard Deviation	36	37	38	34