U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12LA2

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mrs. Fritzi Fralick

Official School Name: T. S. Cooley Elementary Magnet School

School Mailing Address: 2711 Common Street

Lake Charles, LA 70601-7382

County: Calcasieu Parish State School Code Number*: 010012

Telephone: (337) 217-4680 E-mail: fritzi.fralick@cpsb.org

Fax: (337) 217-4681 Web site/URL: http://cooley.cpsb.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Wayne Savoy Superintendent e-mail: wayne.savoy@cpsb.org

District Name: Calcasieu Parish Schools District Phone: (337) 217-4000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. R.L. Webb

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. 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

1. Number of schools in the district   34 Elementary schools (includes K-8)
   (per district designation):   12 Middle/Junior high schools
                                       10 High schools
                                        2 K-12 schools
                                      58 Total schools in district

2. District per-pupil expenditure: 7706

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Urban or large central city</u>

4. Number of years the principal has been in her/his position at this school: 16

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	23	52		7	0	0	0
1	24	28	52		8	0	0	0
2	23	30	53		9	0	0	0
3	31	21	52		10	0	0	0
4	27	23	50		11	0	0	0
5	27	24	51		12	0	0	0
						Total in Applying School:		310

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
37 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
59 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2010	310
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

    Total number of ELL students in the school: 0

    Number of non-English languages represented: 0

    Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 29%

  Total number of students who qualify: 88

  If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

  Total number of students served: 15

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

1	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	7	0
Paraprofessionals	1	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	7	0
Total number	28	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	96%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

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

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

T.S. Cooley Elementary Magnet School is a public K-5 school that focuses on academic excellence and artistic achievement. With 310 students enrolled, our school has a diverse population of students from all areas of Calcasieu Parish. Students are accepted into the magnet school program at T.S. Cooley based on entrance testing and ranking of scores. The school provides challenging and enriching experiences not readily available in the traditional elementary school setting. The mission of the school is to foster a love for learning and build a strong foundation for lifelong skills. Students have developed their own school-wide mission statement, "We Love to Learn. We will work to make a difference." The school's mission and vision guide teaching and inspire students to be actively involved in solving problems, producing quality work and applying their learning in meaningful contexts.

Instruction is enhanced through a variety of learning experiences including problem solving strategies, technology skills and listening and speaking skills. High expectations, a focus on having fun while learning and providing students with opportunities to recognize their talents and abilities, help all students reach their fullest potential. Strong instructional leadership and teachers working together produce a positive learning environment where all students succeed and permit T.S. Cooley to be the top performing school in the district. Parental involvement is also a key to the success experienced by our students. T.S. Cooley is a partnership driven school with students, teachers, parents and the community engaged on a regular basis. Since 1998 the school has had 100% PTO membership. PTO members volunteer in our library, assist classroom teachers with subject copying, bulletin boards and organize the major fundraisers for the school. The involvement of our parents and community partners contributes to a strong relationship based on respect and a mutual commitment to learning which directly contributes to the success of T.S. Cooley Magnet School.

Our students, teachers and parents work hard to make a difference both in school and in the community. In 2009, T.S. Cooley became a School-Wide Positive Behavioral Intervention and Supports Demonstration Site School. The SWPBIS decision making framework is used to guide selection, integration and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. Through an on-going character education program that emphasizes individual responsibility, students understand that true leaders give back to their community. Students are involved in recycling projects and school beautification projects through Team Green. Community service is stressed and our students and teachers generously participate in school-wide efforts to support the American Heart Association, Children's Miracle Network, The American Diabetes Association and the American Cancer Society. The Student Council, Beta Club and 4-H Club do many hours of community service including organizing canned food drives, conducting a winter glove and hat drive, singing in local nursing homes and helping feed the homeless. Special musical programs by our performing choir are shared at different events and venues within our community. In addition to strong academic success, students at Cooley also have a strong understanding of true citizenship.

Evidence of the academic strength and success of T.S. Cooley Elementary is reflected in the school's testing data. This testing data indicates positive growth each year and T.S. Cooley has received the 5 Star Accountability rating for 4 years. T.S. Cooley is consistently rated as one of the top 10 elementary schools in the state of Louisiana and received an A+ grade in 2011 from the Louisiana Department of Education. School Performance Scores have increased each year and Exemplary Growth awards for test score improvement have been received by Cooley from the state in 2009, 2010 and 2011.

T.S. Cooley is student-focused with a positive climate that has resulted in successful academic performance for all students while maintaining a commitment to and participation in the performing arts and extracurricular activities. Evidence that our school is successful and deserving of the Blue Ribbon status is found not only in the many academic and artistic achievements, but also in the fact that our students are happy to come to school each day and truly value learning. We strongly believe that our magnet school program fosters opportunities that spark the imagination, creativity and achievement of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at T.S. Cooley Elementary Magnet School participate in the Louisiana's Accountability System. In grades 3rd – 5th students are tested annually on the iLEAP or LEAP tests. Each of the state assessments is based on grade level expectations, which reflect the knowledge and skills students should have acquired at the time of testing. Students in Grade 4 participate in the high stakes Louisiana Educational Assessment Program (LEAP) test, which measures their knowledge and skills in ELA, math, science, and social studies. Students in 3rd and 5th grade take the state's **Integrated Louisiana Educational Assessment Program (iLEAP)** test, which is based on Grade-Level Expectations, but does not determine whether students are retained or advance to the next grade level. The five achievement levels a student can earn on the iLEAP and LEAP are: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory.* Students at Cooley are required to score Basic or above in order to remain in the Magnet School Program.

Each year the third, fourth and fifth grade students have consistently scored at or near 100% Proficient in both math and ELA.   It is the school's goal to not only have 100% of our students score Proficient, but to increase the percentage of students scoring at the Advanced level on the state tests.

100% of our 3rd grade students have been Proficient in ELA since 2008. 100% of our 4th graders have been Proficient since 2009. In 5th grade students were at 98% Proficient in 2011, but had been at 100% Proficient since 2007.   In 2011, 78% of the 3rd grade students scored Advanced, 81% of the 4th graders scored Advanced, and 65% of the 5th graders scored Advanced.   In 2011, the 3rd grade economically disadvantaged sub group had 45% Advanced. 90% of the 3rd graders scored Advanced in ELA in 2009. In 4th grade the economically disadvantaged scored 70% Advanced in 2011 and 86% Advanced in 2010. 5th Graders scored 60% Advanced in 2011 and 86% Advanced in 2010. The high test scores in ELA can be attributed to data driven instruction that is specifically designed to assist students in the critical thinking areas of analyzing literature in various genres and using informational resources. Instructional strategies focus on constructed response type questions in grades 3rd – 5th grade ELA.

100% of the 4th graders have scored Proficient in math since 2007. In 2011 the 3rd grade scored 96% Proficient and the 5th grade scored 98% Proficient. The percentage of students scoring at the Advanced level was high in 2011 with 72% Advanced in 3rd grade, 89% Advanced in 4th grade, and 78% Advanced in 5th grade. In 2011, the African American subgroup in 4th grade math scored 91% Advanced, the 5th grade subgroup scored 81% Advanced, and the 3rd grade scored 50% Advanced. The high test scores in math can be partially attributed to the use of Exemplar's problem solving strategies at all grade levels. There is also an increased focus on constructed response type math problems and requiring students to explain their thinking when solving math problems.

The data show that regardless of income level or race, students at T.S. Cooley are achieving at a high level. Teachers will continue to use data in order to help students set individual goals and be responsible for their own learning. Although students are high achieving according to state accountability reports, there is still a need for continuous improvement. Teachers will continue to use the research based strategy of Meaningful Engaged Learning so that instruction in both ELA and math will be geared toward students applying knowledge and being able to explain their thinking.

2. Using Assessment Results:

T. S. Cooley Elementary Magnet School uses assessment data to analyze student and school performance in order to continually increase student achievement levels. Test results from i-LEAP, LEAP, and ITBS are analyzed and drive classroom instruction, as well as provide direction in the development of the school improvement plan. During the summer, the school improvement team meets to review the

performance of students on the state accountability tests, as well as to review and update the current goals and objectives. This ensures that the focus is on continuous student improvement. The team completes the Trend Analysis Worksheet each year to analyze the accountability test results from the previous year. The strengths and weaknesses are identified and used in the development of the School Improvement Plan. At the start of each new school year teachers review and analyze test results from the previous years to identify trends, growth, and areas in need of improvement. Teachers in each grade level meet to review previous test results and develop plans to improve areas for the current school year. During this time teachers also meet across grade levels to determine trends and patterns among specific classes. Lessons are developed based on the test results and specific strategies are used to address areas where students have shown deficiencies. Teachers share assessment results with co-workers on a weekly basis through grade level Professional Learning Community meetings (PLC). During these meetings, assessment results are reviewed and individual student needs are addressed. Pre and Post Tests are developed for key areas. Analyzing the data helps teachers learn about the strengths and weaknesses of individual students and guides the develop of lesson activities. DIBELS is used for grades K – 3 to assess and monitor student performance in the area of reading. STAR testing and AR results are used to monitor reading in all grades. Pass On-line is used with third through fifth graders to help prepare for iLeap and Leap testing in the spring. By monitoring individual test scores, we are able group our students based on their individual needs.

Students set individual academic goals and keep track of their individual performance in their Data Binders. Teachers record the standards and benchmarks that are addressed in lesson plans, and students track completion of the required GLE's in their Data Binders. These binders are sent home at least once a week to be reviewed and signed by parents. This is a way for the parent and teacher to communicate any areas of concern and offers opportunities to praise improvements. Graded papers and accelerated reader results are sent home on Tuesdays for parent review. Individual Progress Reports (IPR's) are sent home every three weeks to keep students and parents abreast of student progress. Massachusetts Comprehensive Assessment System, IXL, and Eagle programs are all used to monitor the individual growth of students.

T.S. Cooley Elementary fosters effective communications and relationships with its stakeholders. The school website features our School Improvement Plan, Goals, and School Report Card. The School Report Card and Accountability test results are sent home to parents on a yearly basis, and the information is posted on the school web site. The school newsletter is sent home weekly to inform parents about opportunities to assist their child's learning at school and at home. Parents have the opportunity to utilize the Home Access Program to view student grades, attendance, and discipline. School test results are published in the local newspaper and featured on both the school and district websites.

3. Sharing Lessons Learned:

T.S. Cooley Elementary Magnet is no stranger to collaborating with others and sharing successful strategies and ideas with other schools and community stakeholders. Both the principal and teaching staff are involved in making presentations and giving workshops that share their expertise and professional knowledge in regards to describing the magnet school program and instructional strategies used at the magnet school.

Each year Cooley has teachers selected to present technology sessions at the Teaching and Technology Institute conference. The TNT conference is a yearly professional development event that shares successful technology strategies and lessons with teachers, principals and college students across the region. In 2011, Cooley had five teachers showcased as model technology teachers in the Calcasieu Parish Technology Showcase. Area principals, curriculum coordinators and teachers toured our school and visited classrooms to see teachers and students demonstrate lessons that incorporated technology learning centers and technology strategies. Additionally, our teachers share resources such as flip charts and communicate with surrounding teachers by posting ideas on both the District Blackboard Site and the school Blackboard site.

Teachers also share lesson strategies at district teacher in-services. Our two kindergarten teachers presented information on creating kindergarten assessments to guide instruction. Our librarian has been on the C-Gov television station 3 times with her supervisor informing the public about different library and reading issues and what is being done at the school and district level to increase reading achievement for all students. Our school counselor is in charge of coordinating the elementary counselors and disseminating information to them during in-service time.

Lastly, our principal shares information with community, civic and school organizations about the magnet school program at T.S. Cooley. She has made presentations for Delta Kappa Gamma, an Educational Sorority, University of Louisiana at Lafayette College of Education and also for the Lake Charles Chamber of Commerce Education committee. Tours of our school are given on a regular basis to interested community members.

T.S. Cooley's administration and faculty believe in the importance of working together and sharing successful strategies both within our school and also with other teachers and members of the community. From experience we have seen that when schools share information, the students are the ones who benefit.

4. Engaging Families and Communities:

Parent, family and community involvement is a vital component in the success of T.S. Cooley Elementary Magnet School. Community members and parents are strongly encouraged to participate in school activities. Teachers contact students and parents prior to the school year to discuss academic goals and objectives for the upcoming year. Our school hosts an annual open house which includes a school tour and orientation for parents and students.

Involved parents are a key to the success of our school. The PTO has had 100% membership for twelve years. Parents and the community are welcome to help in many ways at the school, and volunteering is encouraged. A Parent Volunteer Form is sent home with all students the first day of school asking for assistance in various projects and offering opportunities to be involved in programs during the school year. Parents can volunteer in the school library, take part in the annual career day, and be part of various school PTO committees that directly help teachers with copying, bulletin boards, and field trips.

Community members are invited for special presentations to our students, science fair and social studies fair judging and also for input on curriculum advisory committees. Our school is fortunate to host events such as Fun Day, Louisiana Day, and a Scholastic Book Fair for our students. Parent volunteers give a tremendous amount of time toward planning and organizing these special programs. Firefighters, television reporters and grandparents read to students to celebrate Dr. Seuss's birthday. The local University's faculty and students visit our school to promote reading. Special musical performances are given for our students through the Banner Series.

A newsletter is sent home each week informing students and parents of news and upcoming events. Teachers send home a class newsletter each week that makes parents aware of specific test dates, homework assignments, and class activities. T. S. Cooley Elementary Magnet School sends regular submissions to the Lake Charles American Press to announce student and teacher achievements. All teachers have a class web site that is used as a communication tool for parents and students. The Connect-Ed Phone System is used to send out important announcements to all parents and guardians. The administration and faculty have an open door policy, and the input of parents and community members is encouraged and welcomed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

T.S. Cooley Magnet offers a rigorous academic program as well as an additional focus on the arts. Academically, students are challenged with meaningful and engaged learning that focuses on hands on lessons, technology integration, learning centers and differentiated learning strategies. Teachers integrate technology standards into the classroom curriculum and utilize websites, flipcharts, iPad apps and flip cameras to promote student learning and achievement. The curriculum is aligned with state content standards as defined by grade level expectations.

Music: Music is offered daily to students in K-3rd grade. Students are provided with opportunities for creativity and self expression. Students in grades 4 and 5 may elect to be a member of the performing choir.

Piano: K-5 students are introduced to basic keyboarding and learn to play songs by reading music.

Art: Art is taught twice a week to all students in grades K-5. Students in grades 4 and 5 may elect to take advanced art for an enrichment period. Focus is placed on art elements and principles, art history and art aesthetics.

Dance: Jazz class is offered to students in K-5th grades once a week during their P.E. class time. This program allows students to learn body coordination along with self expression skills.

Physical Education: Students K-5 *have* P.E. daily. Developmentally appropriate gross motor skills are modeled, practiced and encouraged through exercise, games and play. Students participate in the Presidential Fitness Program. Students learn the importance of health, nutrition and safety. Guidance lessons focusing on character education, drug awareness and self esteem are also taught.

French: The French program provides a conversational French curriculum to students K-5. Children are exposed to a variety of situational activities in which the target language is understood, demonstrated and articulated when possible. Various methods are used to integrate art, music, math and language to help students develop a French vocabulary.

Writing: Teachers in all grades have incorporated writing instructional practices and Four Square Writing methods into classroom instruction. Emphasis is placed on writing for real audiences, publishing for the class and writing across the curriculum as a tool for learning. Students are introduced to many types of writing including narrative, descriptive, expository, letters and journaling.

Reading/English Language Arts: Comprehension strategies, writing and higher order thinking are integrated throughout every classroom experience. Reading in all grade levels encompasses real literature: leveled readers, basal readers, novels and multiple genres. The ELA curriculum also focuses on spelling, grammar and proofreading skills.

Social Studies: The social studies curriculum contains citizenship, map skills, geography, history, economics, culture and civics. Research, projects, field trips, cross curricular activities, and participation in the social studies fair in 4th grade all help to extend learning and enhance lessons.

Science: Standards-based life, earth and physical science content is provided at each grade level. Students explore concepts with inquiry and experimentation. Students in 5th grade compete in the science fair.

Math: Math instructional strategies requiring multistep and constructed response answers are utilized at all grade levels. Exemplar problems, Problems of the Day, Enrichment activities and the use of technology to connect learning tasks to the real world enhance the math curriculum. Emphasis is also placed on mastering math facts in grades K-5 to ensure students will be able to focus on problem solving skills.

2. Reading/English:

Students at T. S. Cooley are successful readers and have a love of reading. The reading instruction is interactive with students receiving feedback, direct instruction, and opportunities to engage in additional reading practice at appropriate levels. Reading is an integral part of the school day and teachers consistently encourage the students to read. While the teaching of reading skills and strategies is a necessary component of learning to read, children need to spend time reading. By actually reading, students are able to use the reading strategies that they have learned as they develop a love for reading. Reading skills are taught across the core curriculum areas. Extra time and attention is devoted to using a student's background knowledge and focusing on *successful* reading that displays high levels of accuracy, fluency, and comprehension. This method of teaching reading allows opportunities to integrate more complex skills and activities into all subject areas. Reading practices such as attempting to decode words, self-monitoring for understanding, and summarizing while reading are emphasized.   These skills are continually practiced, not just monitored through assignment and assessment. The effective reading instruction at Cooley goes beyond teaching specific strategies; it teaches students how to transfer information from structured practice activities to independent engaged reading.

The high reading proficiency demonstrated at T.S. Cooley is achieved from the use of a variety of materials including the traditional basal and leveled readers, novel studies, and exposure to multiple genres of literature. The librarian implements numerous activities throughout the year to engage students in creative ways that will develop reading habits that positively impact learning. Students obtain foundational reading skills in the lower grades with a focus on phonemic awareness, phonics, fluency, vocabulary development, and comprehension strategies. The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is used in grades K-3 to evaluate the acquisition of early literacy skills. The *SCANTRON* technology-based assessment is used in the upper grades to target specific grade level expectations and provide data to determine those students that need remediation. The data provided by these assessment tools is examined thoroughly at each grade level to monitor student progress and provide appropriate accommodations.

Students at T.S. Cooley are immersed in reading opportunities. Teachers are responsive to individual needs, and work collaboratively to create an environment where students develop a love of reading and become lifelong readers.

3. Mathematics:

T.S. Cooley Elementary Magnet School students are high-achieving in math. Our aim is to help them excel by setting high expectations and helping them reach their goals through the use of meaningful engaged learning and data analysis. The students become responsible for their own learning. They set learning goals and track their own data and results.

Higher level critical thinking exercises and problem solving strategies are the main focus of the mathematics curriculum in all grades. A strong foundation of number sense is provided in the lower grades with calendar math, problem solving activities, Exemplars and hands-on activities. This well-developed number sense helps students grasp higher order concepts quickly in the upper grades and develops their critical analysis of word problems and real world applications. Math is made interactive for these technology savvy learners with visits to appropriate web sites, the use of Promethean Boards, iPads and Classroom Response Systems in daily lessons.

Teachers employ Whole Brain Teaching techniques, including gestures and student mirroring which engage the students and aid in long-term memory. Lessons are taught to whole classes and small groups, with partner and small group collaborations helping students reinforce learning for themselves and each other. Exemplars and Problems of the Day that are multi-step and require a constructed response are used at all grade levels to encourage mathematical reasoning. We teach the Louisiana Comprehensive Curriculum and use Scantron test results as a tool to drive instruction.

At weekly Professional Learning Community meetings, grade-level teams form pretests, discuss student strengths and weaknesses and analyze test results, helping to set the scope and pace of upcoming lessons. Teachers share what is working in their grade level in lateral team meetings with teachers in higher and lower grades, thus ensuring fluid transitions from grade to grade. The teachers share teaching strategies and best practices to prepare students for state standardized testing. The goal for the math faculty is to lay the foundation for our students to meet their potential and to achieve success in math.

4. Additional Curriculum Area:

Creating a challenging school environment with an emphasis on artistic achievement is part of the T.S. Cooley vision for learning. It is our belief that the art and music programs contribute to the high academic achievement of the students. Students are exposed to a variety of artistic experiences such as music, piano, dance and art in weekly classes. Visiting artists, musicians, storytellers and poets present special programs at our school to further enhance the art and music experience for students.

Our school begins each day with the Brummitt-Taylor Music Listening Program during which students are given information about the composer and the composition of the week before listening to the entire composition during a daily school-wide morning assembly. Each week a new composition and composer is introduced.

We have an exciting music program that offers all students a variety of ways to develop their musical talents. Music is taught daily using the Kodaly philosophy to students in K-3rd grade. The Kodaly approach is sequential and includes reading music, writing, inner hearing, memory, improvisation, part work, playing instruments and performing and listening to masterworks. Piano class is introduced to all students as part of the enrichment program.

Students develop their speaking and performing skills through the many performance opportunities at our school. Students participate in musical presentations, class plays and special music programs for Grandparents' Day, Christmas and our annual volunteer tea. The fourth and fifth grade choir performs at District and State Choral Festivals and has recorded Christmas songs for the local television station which are aired throughout the holiday season. The Cooley Choir also performs for the community in area nursing homes and retirement centers as well as the Junior League fundraiser "Mistletoe and Moss."

Art is taught twice a week to all students in grades K-5. The art curriculum is strongly connected to the core content areas at our school. The classroom teachers and the art teacher work closely to extend lessons into the art room to reinforce student learning. Students engage in projects that not only cover art production, but also include art history, art esthetics and a strong focus on the elements and principles of art.

While many schools are cutting music and art programs in order to focus on improving test scores, we continue to support a strong music and art program that fosters high student achievement and contributes to a love of learning.

5. Instructional Methods:

Studies have shown that no two students enter a classroom with the same abilities, styles of learning and educational needs. In order to effectively meet the needs of high achieving students, differentiated

instruction is a primary focus of learning at our school. Teachers adapt and structure learning environments to the different modalities of learning using the scientifically based research strategy of meaningful engaged learning. Instruction guides students toward being engaged and responsible for their own learning. Learning is centered on collaborative work where the role of the teacher shifts from the primary role of information giver to that of a facilitator and guide.

Standardized state test scores, results from parish based testing instruments and instructional goals and objectives set forth by the Louisiana Department of Education enable teachers to identify academic strengths and weaknesses and adapt appropriate methods to address these areas. Collaboration among grade levels addresses areas of assessment, skills and activities for students needing additional interventions and extensions beyond the classroom. Each student's achievement results are known by the teachers and the students to guide instruction and provide motivation for improvement.

Many innovative technology programs have been funded and implemented as a result of our parish's focus on technology. Using a variety of technology tools engages our students and allows them to not only have fun while learning but to track individual achievement in math and reading. Using available technology also allows the teacher to plan and focus instruction to meet each child's individual learning needs.

6. Professional Development:

Professional Development is vital to a school's success. At T.S. Cooley all professional development opportunities are related to the school improvement goals and are focused on high student achievement.

Staff development activities are varied in format and training has taken the form of workshops, informal sharing sessions, and grade level teaming. "Technology Tuesdays" are held for the faculty based on the technology needs expressed by the teachers. Different teachers are experts in different instructional technologies and they are asked to present and share based on their areas of strength. Some of the afternoon training sessions have focused on iPad apps for the classrooms, using flip cams, software programs, MP3 players and designing Promethean flip charts. Technology Tuesdays are held at least twice a month and teachers are able to use these strategies in student performance tasks that directly impact student achievement.

Teachers participate in professional learning communities or PLCs. In these meetings teachers meet weekly with the other teacher in their grade level and the school administrator to discuss student progress. They also meet with teachers above and below their grade level to discuss strategies to keep learning consistent across grade levels. These strategies help teachers address individual student needs based on test data received from state tests and Scantron results. At these meetings teachers also develop pre and post tests to determine how well students are performing on specific skills. After analyzing the results teachers are better able to guide their instruction. Analyzing data also helps teachers learn about the strengths and weaknesses of students and how to develop the lesson for greatest student success.

Our entire faculty participates in technology trainings including Blackboard, Impact, and other district mandated trainings. The Calcasieu Parish School Board Technology department offers both after school trainings and summer technology classes. Teachers may take classes based on their interest and things they wish to improve on for student learning.

Our teachers also attend other local and state workshops to enhance their professional development. Some of these include: Teaching and Technology Conference, Louisiana Association of Computer Using Educators State Conference, MSP training, DIBELS Training, Scantron Training, Exemplars Training and beginning of the school year in-services based on grade level curriculum.

The desired result of the Professional Development activities is to ensure that the activities are focused on student achievement so that all teachers have a common language, focus, lesson design and motivation to promote student success.

7. School Leadership:

Leadership at T.S. Cooley focuses on what is best for the students and their success. The school principal fosters partnerships among students, teachers, parents and the community. Open communication and shared decision making are the essential elements that have helped T.S. Cooley be one of the highest achieving schools in the state. Leadership development can be seen at all levels of our school with an emphasis placed on cooperation, collaboration and support. Everyone is encouraged to give suggestions and express opinions, and the school climate is characterized by trust and shared responsibility.

The school has flourished under the influence and proven leadership skills fostered by the principal. She leads by example, allowing her beliefs, values, ethics and character to influence others and create a positive learning environment. She respectfully carries out the policies and obligations of the school while ensuring that the structure and fundamentals of the learning environment are focused on student success. Instructions and guidance are clearly presented, but any ideas, comments, and suggestions are openly shared and discussed. There is a strong emphasis placed on infusing Baldrige practices and using Quality Tools to solve issues and have students take control of their learning.

Strong foundations to foster a love of learning are achieved through the teamwork of all faculty and staff. Children are our business and the efforts to build strong foundational skills will only succeed if all work together as a team towards common goals. Faculty members and the administrator work collaboratively in Professional Learning Communities to share ideas and work toward fostering a love of learning that continues to lead toward high student achievement. Our unique small faculty allows us to demonstrate consistency across grade levels through the implementation of policies, rules and procedures.

Student leadership in our school is especially noteworthy. Students have many opportunities to develop their leadership skills and play a central role in helping make decisions within our school. Members of our school's student council are elected by their peers and set an example for other students. Jr. Beta Club members serve as models for other students through their community involvement and high scholastic achievement. TECH Cubs also serve as peer mentors to assist with technology in the classrooms.

T.S. Cooley is continuing on the pathway to success for all students guided by a leadership philosophy that focuses on shared decision making.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: iLEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus %Mastery plus %Advanced	96	98	100	96	100
%Mastery plus % Advanced	72	86	86	78	53
Number of students tested	51	50	50	50	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus % Mastery plus%Advanced	91	94			100
%Mastery plus % Advanced	36	82			41
Number of students tested	11	17	7	8	12
2. African American Students					
%Basic plus%Mastery plus%Advanced	93	96	100	94	100
%Mastery plus % Advanced	50	82	69	73	34
Number of students tested	14	22	13	19	21
3. Hispanic or Latino Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus % Advanced					
Number of students tested	1				
4. Special Education Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus % Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus % Advanced					
Number of students tested					
6. White					
%Basic plus%Mastery plus%Advanced	98	100	100	97	100
%Mastery plus % Advanced	81	90	92	80	67
Number of students tested	36	28	35	30	27
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: I-LEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus%Mastery plus %Advanced	100	100	100	100	98
%Mastery plus %Advanced	78	86	90	78	63
Number of students tested	51	50	50	50	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus%Mastery plus %Advanced	100	100			91
%Mastery plus %Advanced	45	88			58
Number of students tested	11	17	7	8	12
2. African American Students					
%Basic plus%Mastery plus %Advanced	100	100	100	100	95
%Mastery plus %Advanced	71	87	92	90	62
Number of students tested	14	22	13	19	21
3. Hispanic or Latino Students					
%Basic plus%Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested	1				2
4. Special Education Students					
%Basic plus%Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus%Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested					
6. White					
%Basic plus%Mastery plus %Advanced	99	99	99	100	100
%Mastery plus %Advanced	80	85	88	73	67
Number of students tested	36	28	35	30	27
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: LEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus %Mastery plus % Advanced	100	100	100	100	100
%Mastery plus %Advanced	89	88	78	48	50
Number of students tested	47	49	46	48	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus %Mastery plus % Advanced	100		100	100	100
%Mastery plus %Advanced	89		77	15	36
Number of students tested	17	7	13	13	14
2. African American Students					
%Basic plus %Mastery plus % Advanced	100	100	100	100	100
%Mastery plus %Advanced	91	75	67	23	39
Number of students tested	22	12	18	22	23
3. Hispanic or Latino Students					
%Basic plus %Mastery plus % Advanced					
%Mastery plus %Advanced					
Number of students tested					
4. Special Education Students					
%Basic plus %Mastery plus % Advanced					
%Mastery plus %Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus %Mastery plus % Advanced					
%Mastery plus %Advanced					
Number of students tested					
6. White					
%Basic plus %Mastery plus % Advanced	100	100	100	100	100
%Mastery plus %Advanced	88	91	88	67	60
Number of students tested	25	34	26	24	28
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: LEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus %Mastery plus %Advanced	100	100	100	100	98
%Mastery plus %Advanced	81	84	67	78	63
Number of students tested	47	49	50	50	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus %Mastery plus %Advanced	100		100		91
%Mastery plus %Advanced	70		77		58
Number of students tested	17	7	13	8	12
2. African American Students					
%Basic plus %Mastery plus %Advanced	100	100	100	100	95
%Mastery plus %Advanced	86	83	89	90	62
Number of students tested	22	12	18	19	21
3. Hispanic or Latino Students					
%Basic plus %Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested					
4. Special Education Students					
%Basic plus %Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus %Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested					
6. White					
%Basic plus %Mastery plus %Advanced	100	100	100	100	100
%Mastery plus %Advanced	76	82	58	73	67
Number of students tested	25	34	26	30	27
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: iLEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus%Mastery plus%Advanced	98	100	94	100	100
%Mastery plus%Advanced	78	87	38	55	56
Number of students tested	45	45	45	49	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus%Mastery plus%Advanced		100	100	100	100
%Mastery plus%Advanced		80	18	42	50
Number of students tested	5	15	11	12	14
2. African American Students					
%Basic plus%Mastery plus%Advanced	100	100	91	100	100
%Mastery plus%Advanced	81	68	29	40	44
Number of students tested	11	19	21	20	18
3. Hispanic or Latino Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus%Advanced					
Number of students tested					
4. Special Education Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus%Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus%Mastery plus%Advanced					
%Mastery plus%Advanced					
Number of students tested					
6. White					
%Basic plus%Mastery plus%Advanced	97	100	95	100	100
%Mastery plus%Advanced	74	100	45	64	64
Number of students tested	31	25	22	28	25
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: iLEAP

Edition/Publication Year: 2006   Publisher: State of Louisiana

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
%Basic plus %Mastery plus%Advanced	98	100	100	100	100
%Mastery plus %Advanced	65	87	65	65	70
Number of students tested	45	45	45	49	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus %Mastery plus%Advanced		100	100	100	100
%Mastery plus %Advanced		80	55	58	86
Number of students tested	5	15	11	12	14
2. African American Students					
%Basic plus %Mastery plus%Advanced	100	100	100	100	100
%Mastery plus %Advanced	45	95	67	50	78
Number of students tested	11	19	21	20	18
3. Hispanic or Latino Students					
%Basic plus %Mastery plus%Advanced					
%Mastery plus %Advanced					
Number of students tested					
4. Special Education Students					
%Basic plus %Mastery plus%Advanced					
%Mastery plus %Advanced					
Number of students tested					
5. English Language Learner Students					
%Basic plus %Mastery plus%Advanced					
%Mastery plus %Advanced					
Number of students tested					
6. White					
%Basic plus %Mastery plus%Advanced	97	100	100	100	100
%Mastery plus %Advanced	68	84	64	75	64
Number of students tested	31	25	22	28	25
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
%Basic plus%Mastery plus %Advanced	97	99	98	98	100
%Mastery plus %Advanced	79	86	68	60	52
Number of students tested	143	144	141	147	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus%Mastery plus %Advanced	97	97	100	100	100
%Mastery plus %Advanced	66	84	54	42	42
Number of students tested	33	39	31	33	40
2. African American Students					
%Basic plus%Mastery plus %Advanced	97	98	96	98	100
%Mastery plus %Advanced	76	75	52	44	38
Number of students tested	47	53	52	61	62
3. Hispanic or Latino Students					
%Basic plus%Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested	1	0	0	0	0
4. Special Education Students					
%Basic plus%Mastery plus %Advanced	0	0	0	0	0
%Mastery plus %Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
%Basic plus%Mastery plus %Advanced	0	0	0	0	0
%Mastery plus %Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
%Basic plus%Mastery plus %Advanced	98	100	98	98	100
%Mastery plus %Advanced	80	93	78	70	63
Number of students tested	92	87	83	82	80
NOTES:					

12LA2

STATE CRITERION-REFERENCED TESTS
Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
%Basic plus%Mastery plus %Advanced	99	100	100	100	98
%Mastery plus %Advanced	74	85	74	73	65
Number of students tested	143	144	145	149	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Basic plus%Mastery plus %Advanced	100	100	100	100	94
%Mastery plus %Advanced	60	84	71	68	68
Number of students tested	33	39	31	28	38
2. African American Students					
%Basic plus%Mastery plus %Advanced	100	100	100	100	96
%Mastery plus %Advanced	71	88	80	76	66
Number of students tested	47	53	52	58	60
3. Hispanic or Latino Students					
%Basic plus%Mastery plus %Advanced					
%Mastery plus %Advanced					
Number of students tested	1	0	0	0	2
4. Special Education Students					
%Basic plus%Mastery plus %Advanced	0	0	0	0	0
%Mastery plus %Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
%Basic plus%Mastery plus %Advanced	0	0	0	0	0
%Mastery plus %Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
%Basic plus%Mastery plus %Advanced	98	99	99	100	100
%Mastery plus %Advanced	74	83	72	73	66
Number of students tested	92	87	83	88	79
NOTES:					

12LA2