

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Dr. Vicki Renee' Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Alma J. Brown Laboratory Elementary School
(As it should appear in the official records)

School Mailing Address 300 Ralph Jones Drive
(If address is P.O. Box, also include street address)

Grambling Louisiana 71245-2135
City State Zip Code+4 (9 digits total)

Tel. (318)274-3118 Fax (318)274-3824

Website/URL www.gram.edu E-mail brownvr@gram.edu

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.

(Principal's Signature) Date February 9, 2004

Name of Superintendent* Dr. Andolyn B. Harrison
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grambling State University Tel. (318) 274-2231

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson _____
(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.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----|---|
| 9 | Elementary schools (K-8) |
| 1 | Middle schools (6-8) |
| 1 | Junior high schools (7-8) |
| 6 | High schools (9-12, K-12, & 7-12) |
| 1 | Other (Briefly explain) (Neglected & Delinquent School) |
| 18 | TOTAL |
2. District Per Pupil Expenditure: 6,806
- Average State Per Pupil Expenditure: 3,366

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. 2 Number of years the principal has been in her/his position at this school.
- 13 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	21	15	36	7			
1	11	16	27	8			
2	13	18	31	9			
3	15	12	27	10			
4	9	12	21	11			
5	15	20	35	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							177

6. Racial/ethnic composition of the students in the school: _____% White
 _____% Black or African American
 _____% Hispanic or Latino
 _____% Asian/Pacific Islander
 _____% American Indian/Alaskan Native
100% Total

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

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	177
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6.0

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 75 %
133 Total Number Students Who Qualify

If this method does not produce 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: 1 %
 _____ 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>1</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>31</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 15:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.7	99.1	98.9	99.2	98.7
Daily teacher attendance	95.7	95.0	95.7	95.7	97.0
Teacher turnover rate	25%	47%	24%	28%	6%
Student dropout rate					
Student drop-off rate					

The teacher turnover rate is calculated by a percentage ranging from a high of 95% in 2001-02 to a low of 6% in 1998-99. The high percentage (i.e. 25% in 2002-03, 47% in 2001-02, 24% in 2000-01, and 28% in 1999-00) is due to several factors. They include:

- A large number of teacher retirement in 2001-02.
- Several teachers relocated with their families.
- Some teachers moved to higher positions in the system.

PART III - SUMMARY

Alma J. Brown is located primarily in rural North Louisiana, with three (3) major universities located within approximately 34 miles of each other. Specifically, the school is located in the piney hills of north central Louisiana on the campus of Grambling State University (GSU), Grambling, Louisiana. The school is in a neighborhood of working class families, mostly African Americans.

The school is operated under the administration of GSU, and its existence spans from the early 1900's. Alma J. Brown is a department of the College of Education (COE) at Grambling State. The official, professional education unit is the COE. The mission, goals, and objectives of the COE mirror the original mission of the University to improve the quality of life for students and surrounding communities. The primary mission of the departments of the COE is more specific: The preparation of teachers and other school personnel to educate a K-12 student population that is increasingly diverse in terms of ethnicity, language, socioeconomics, ability levels, religion and sexual orientation. The mission of Alma J. Brown is all stakeholders will prepare all students to achieve academic success. The chief administrative officer of the unit is the Dean of the College. Responsibility for policies for governance, programs, admission and retention of students as well as faculty selection and development is shared among the appropriate advisory and decision-making bodies within the College, the Dean and the faculty. It is the primary role of the school to provide a quality education for all students. To that end, AJB maintains a close relationship with the students and community. The school community is actively involved in the school through the Parent-Teacher Association (PTA), the Reading Is Fundamental Program, and through active visits to the parent center, classrooms, and school activities. Community organizations support our school's programs to include sororities and fraternities, social clubs, etc. They sponsor read-ins, assist in tutoring, serve as classroom volunteers, etc. Local churches, civic clubs, and school clubs from the surrounding universities also provide assistance.

Alma J. Brown Elementary is open to kindergarten through fifth grade students in Lincoln Parish and surrounding parishes to include Union, Bienville, and Jackson. The present enrollment is 177 students (100% African-American). Of the total enrollment, 75 percent of the students participate in the free and reduced lunch program. AJB also maintains a high level of student attendance.

A strong rapport exists among faculty, staff, administration, students and the community. The average teacher/pupil ratio is 15:1. There are 18 faculty members at AJB. The faculty includes the principal, curriculum coordinator, building coordinator, teachers, librarian, and counselor. The staff consists of the secretary, bus drivers, a part-time custodian, and cafeteria personnel. Of the faculty, more than 99% have a Master's degree or higher. All faculty members are active members in at least one professional organization to include: the Association of Curriculum and Development (ASCD), International Reading Association (IRA), Phi Delta Kappan (PDK) and National Association of Laboratory Schools (NALS). Each faculty member is also a member of the association's state and local chapters, where some hold key offices. Student learning is enhanced because the teachers are involved in current professional activities. Many faculty members at the school have presented at conferences from the local to international areas. Eighty-three percent of the faculty have taught ten (10) years or more. From Fall 2001 to Fall 2003, Alma J. Brown's school performance score increased 13.9 points; therefore, receiving a growth label of Exemplary Academic Growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Students at Alma J. Brown are administered two assessments in the Louisiana Educational Assessment Program. In 4th grade, students are administered the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) to measure how well one has mastered the state content standards. LEAP 21 tests measure knowledge and skills in English language arts, math, science, and social studies to see whether the student knows enough to move to the next grade. In Louisiana, students must pass the English Language Arts and Math tests to be considered for promotion to the next grade. At the 4th grade level, students must have scored at least at the approaching basic level or above in English language arts and mathematics. There are five achievement levels which include from highest to lowest: 1) Advanced, 2) Mastery, 3) Basic, 4) Approaching Basic, and 5) Unsatisfactory. Students in grades 3 and 5 are administered the Iowa Tests of Basic Skills (ITBS), which comprises the state's norm-referenced testing program.

Fourth grade students are tested on six standards in English language arts and mathematics. In English language arts, the standards and the percent of items correct are: 1) read, comprehend, and respond at 64%, 2) write competently at 69%, 3) use conventions of language at 81%, 4) locate, select, and synthesize at 69%, 5) read, analyze, and respond to literature at 64%, and 6) apply reasoning and problem solving skills at 56%. In mathematics, the standards and percentage of items correct are: 1) number and number relations at 70%, 2) algebra at 64%, 3) measurement at 78%, 4) geometry at 63%, 5) data analysis, probability, and discrete math at 64%, and 6) patterns, relations, and functions at 74%. Clearly, these percentages indicate that fourth grade students at Alma J. achieved above average (50%) on all the standards on the LEAP 21.

The Iowa test measures skills and standards that are important to academic growth across the elementary curricula. Specifically, students are tested in reading, language, mathematics, social studies, science, and sources of information. These tests are norm referenced and our school uses the data to evaluate student, school, and district performance. The scores are presented in percentages and are also helpful to plan instructional programs and to enhance educational opportunities for all students. These tests compare the performance of the students to the performance of students nationally. Alma J. Brown also receives a district and state report that indicates how our students compare with other students in our region.

The most recent years results reveal that the percentage of students meeting the standard (Basic achievement level) was higher than the state average in all areas (English Language Arts, Mathematics, Science, Social Studies). For the 2003 school year, student performance exceeded the state performance. The majority of the fourth grade students scored Basic or above in English Language Arts and Mathematics, which means most fourth grade students at AJB perform at on average or above level in these subjects.

Through Whole Faculty Study Groups (WFSG), the faculty prioritized the curriculum needs based on an analysis of test data. They concluded that the instructional needs would target four areas (i.e. problem solving, higher order thinking skills, comprehension and vocabulary) in all grades, all subjects.

2. In an effort to maintain a high level of instruction that prepares all students to achieve academic success, the school uses assessment data to understand and improve student and school performance. Student and school performance data were analyzed and used to identify strengths and weaknesses of students and school programs. Teachers and administrators used the data to prioritize needs, plan changes in the curriculum, modify teaching techniques, and to develop effective strategies to address individual students' academic weaknesses and build upon students' strengths.

Assessment data was also used as a diagnostic tool to improve teaching and learning. We were able to establish goals, identify and establish goals, identify trends, revise school improvement plan, devise action plan and re-direct staff development, and provide academic intervention.

Academic interventions were provided for identified students in their area of weaknesses via individualized instruction, after school tutoring, extended day/week, Ivy Reading Academy, and summer enrichment programs. Academic programs and activities were also held for "high achievers" to include extended day/week sessions, mini-camps, after school tutoring sessions sponsored by business and civic partners, etc.

Assessment data enable schools to determine progress and address specific student needs. To improve student performance, schools must know what students are learning and not learning in order to prepare them academically for their future. Thus, the teachers are constantly designing and teaching lessons that integrate different curriculums to be assured the weak areas are consistently emphasized. The faculty also shares and demonstrates how lessons are related to the academic standards. In addition, they de-brief professional articles that suggest research-based strategies that can be incorporated to meet our student's needs, as well as investigate ways to increase the joy of learning.

In summary the following steps were taken: 1) data analyzed; 2) strengths and limitations identified; 3) needs prioritized; 4) action plan devised with strategies and academic interventions. The plan was implemented with expert voices providing and modeling effective strategies to promote academic success for all students.

3. The school communicates student performance, including assessment data, to parents, students, and the community on a regular basis. There are many procedures used to communicate the information to parents, students, and the community. For example, we communicate through Parent/Teacher conferences, sending progress reports per mid-six weeks, issuing report cards per six weeks, holding parent awareness meetings/conferences about ITBS/LEAP scores, submitting information to local newspapers such as Principal's List/Honor Rolls, etc., through sending signed classwork/test papers home to parents, sending home weekly reports to parents, making personal phone call to parents by teachers and the staff, through holding Parent/Teacher/Student conferences, in Annual Parent Night (i.e. Open House), through periodic parent meetings held in individual classrooms, in monthly PTA meetings, holding workshops and test awareness sessions for parents to help prepare students for the IOWA and LEAP 21 tests, through workshops/in-services for faculty and staff, consistent reporting of Parent letters informing parents of skills taught, test dates, and other important dates and activities, through school meetings, public forums, and in most all programs where students and parents attend. The state department also sends pamphlets/brochures, workbooks, and provides a website that we use to highlight student and school performance. We also disseminate information about state assessments through these communications.

4. Alma J. Brown will share its successes with other schools through various ways. Open forums will be held to provide others with techniques and strategies used to increase student performance. District level meetings and staff development sessions will be held throughout the year to keep all stakeholders abreast of ongoing student performance. The media is a powerful resource to use in an effort to allow all stakeholders the opportunity to read and perhaps join us as we showcase effective teaching – learning strategies we use to improve students academically. Local radio and television stations will broadcast our achievements through student, parent, and teacher participation. Laboratory school teachers will go to other local school sites, when applicable to showcase their instructional techniques. Teacher and administrators will also participate in local, state, district, regional and national conferences, presenting effective programs and strategies that were used to promote high school performance. Teachers also will provide mini-teaching lessons to university students in education at local universities. They also will allow visitors to their classrooms at anytime to observe effective teaching and learning situations.

The public is able to witness Alma J. Brown teachers do the following: 1) adjust teaching methods to students' learning styles, 2) establish classroom environments that actively involve students in learning, 3) teach content through real-world applications, 4) teach to each other lessons that integrate different curriculums, 5) examine a compilation of evidence of student success, and 6) raise expectations for student achievement. Through these observations of teachers' instructional delivery, the public is able to see outstanding practices in classrooms across grade levels that prepares all students for academic success.

PART V – CURRICULUM AND INSTRUCTION

1. Alma J. Brown Elementary School curriculum is designed to offer students specialized programs that go beyond the basic subjects. The curriculum thrust is based upon the assumption that future success will depend upon the learner's ability to manage information and think critically while considering alternatives in the solution of problems. Students are firmly grounded in discovery learning which facilitates logical reasoning and problem solving, beginning at the kindergarten level. The kindergarten curriculum is informal in nature with teacher-directed and student-initiated activities. It is planned to meet the developmental needs of young students. All teachers use a guide, i.e., the Louisiana Content Standards Document, for the improvement of teaching and learning. The guide carefully presents teaching objectives, activities, assessment items, teaching materials, high standards, real life applications, and high stakes learning. The document is used in conjunction with textbooks and other teaching materials. The correlation among the resource materials is important in the teaching of our school's curriculum. Teachers have the flexibility to merge and sequence, but the curriculum alignment was the primary purpose for Alma J. Brown's commitment to use the Standards document. The alignment process of the document is ongoing. The teachers and the curriculum coordinator make yearly updates as they deem appropriate. Assessment is another key component of the alignment process. The state's criterion referenced test are drawn from this document. Therefore, we feel we have a good match between what is taught and what is assessed. The curriculum includes many hands-on activities and experiences for self-directed learning, and students are provided opportunities to acquire, strengthen and extend skills in oral and written communication.

Critical thinking skills and higher order thinking are taught and encouraged. Teachers use questions based on Bloom's Taxonomy. In grades K-3, teachers provide instruction in a self-contained setting with the exception of third grade social studies. K-3 curriculum offerings are reading, spelling, language, handwriting, math, science, social studies, computer literacy, library science, and health/physical education. Other programs include K-3 initiatives Johnny Can Spell, Johnny Can Write, Daily Oral Language and Math, etc. The upper levels (grades 4 and 5) are departmentalized into a seven-period schedule which offers reading, English language arts, math, science, social studies, computer literacy, library science, health/physical education, and Spanish. An articulated elementary Spanish program is provided for students in grades 4 and 5 who meet academic requirements, as identified by the Louisiana Department of Education (LDE). Art is integrated throughout the curriculum. Students are provided opportunities for artistic thinking and expression through participation in real-life projects, creating sketches, making diagrams, maps, and drawings, as well as dancing, singing, and acting. The gifted program in our curriculum offers additional resources to those students who have met the criteria. These criteria are also identified by the LDE. A variety of student clubs and organizations (i.e. Abbit, pace, Library Club, Junior Beta Club, 4-H Club, etc.) help broaden the scope of student participation. Kindergarten students participate in the Touch-A-Cop program, through the Ward Marshal's Office of Lincoln Parish, and fifth grade students participate in the Drug Awareness Resistance Education (D.A.R.E.) program (sponsored by the Lincoln Parish Sheriff's Department), as well as, the Bank at School and Project USTARS (Using Science Talents and Abilities to Recognize Students). Counseling services are also provided in whole class settings, small groups and individual sessions on the basis of need.

AJB provides every student with the best education to help them grow intellectually, physically, socially, emotionally, and morally. Through technology and innovation, the instructional program at AJB advances teaching and learning in preparation for the twenty-first century and beyond.

2. The school's reading curriculum focuses on the whole child and is centered around Balanced Reading Instruction. The program builds on the cultural and linguistic diversities that students bring to the classroom. We embrace the research that purports the need to make real life connections between and across subject areas. As presented, in the LA Content Standards document, we chose a reading curriculum that is embedded in the state's mission to enable all students to become lifelong learners and productive citizens for the twenty-first century. It is believed that the core components of AJB's reading program includes the development of language and thinking skills, as well as phonological awareness, phonics, decoding, word recognition, guided instruction/guided reading, integrated language arts and curricula connections that require students to extend their learning. Specifically, as we expose students to this rigorous reading curriculum, we expect them to demonstrate an expanded definition of literacy. All of the students, teachers, including parents and resources in the community provide for our school's complete reading program. Put simply, our students should not only demonstrate knowledge and application of subject matter but also the ability to use technology. Throughout the child's reading experiences in grades K-5, students are engaged in reading, writing, speaking, listening, viewing and visually representing. Evidence of these skills are seen throughout the classrooms as balanced literacy activities/techniques such as, read alouds, integrative reading, shared reading, independent reading and writing, etc. are key components in the curriculum. These skills are integrated and support each other as they are learned/mastered, then used. A basal reading program is a supplement to our reading curriculum, the school uses a variety of other reading materials where learning and reading centers are evident throughout the K-5 classrooms.

3. Mathematics is another major curriculum area that AJB has focused on as a top priority. Through Whole Faculty Study Groups (WFSG) teachers analyzed school test data and found that four area, i.e. problem solving, higher order thinking skills, vocabulary and comprehension could be addressed to continue improving test scores in all subject areas. Through focus groups, teachers, administrators, and expert voices share and model research, activities and student samples as it relates to the four focus areas. Motivating, standards-based, technology-rich lessons and activities are critical in their planning and each core area teacher demonstrates how problem solving, higher order thinking skills, vocabulary and comprehension can be applied in their lessons. Meetings are held regularly where tips and ideas are shared, assessment techniques discussed, students' work analyzed, etc. Teachers have voiced the advantages of focusing on mathematics more this year. They see fears removed from children and more enjoyment and interest to perform math tasks. This new focus has caused the whole school to move from memorizing math facts, computing page after page of sums, differences, products, and quotients, to witnessing students experience a joy for learning math. Children have a great many opportunities to show their math abilities and they see how necessary it is to be able to perform math tasks. The frequent use of manipulatives, concrete materials, and real-world situations for optimal learning is evident in the math curriculum and has begun to better prepare all students for success, which is the school's mission. The world of math at Alma J. Brown includes children using manipulatives, cooperating in groups, discussing, questioning, justifying, writing, reasoning, listening, and investigating, which is connected between and across all subject areas.

4. Many different instructional methods are used at Alma J. Brown to improve student learning. As teachers provide instruction, their teaching methods include role playing, discussion, question and answer techniques, group work, individual work, hands-on, etc. They strive to make sure that the learner's attention is sought and that the students are paying attention during the delivery of the lesson. Students are often able to get extra help when they need it. Teachers also support the need to allow students ample time for the performance of tasks. All teachers are expected to plan lessons with objectives, materials, guided practice, modeling and assessments indicated. As they teach, they orally state the objectives to be learned and why. They are expected to implement strategies to engage students in learning challenging material in all subjects using real-life situations. At Alma J. Brown, the first effective instructional strategy employed is defining instructional expectations. Not only is the learning objective stated, but the procedures for achieving the learning objective and the criteria/rubric used to determine the successful achievement are clearly defined for all students. Materials and equipment are available and ready for use and adjustments are made to meet the individual needs of each learner. Technology is effectively integrated into the lesson when applicable. All teachers focus and practice on the Best Practice recommendations on Teaching Reading, Writing, Mathematics, Science, Social Studies, etc. presented in research by Zemelman, Daniels, and Hyde, 1998.

In sum, additional instructional strategies include the following: 1) considering student readiness when planning, 2) carefully selecting instructional evaluations, 3) making events in lessons have continuity when teaching, and 4) utilizing repetition effectively and communicating clearly to students through examples, explanations, descriptions, show and tell, using multiple approaches, etc.

5. The school uses one of the most effective research-proven approaches to reform and change in education as its vehicle to professional development. The school's professional program involves the whole faculty in professional study groups. The Whole-Faculty Study groups (WFSG) process is a step by step practical methodology for the development of study groups in schools to facilitate school wide change and enhance learning process and outcomes. The effectiveness of the WFSG process is based upon the concept that teachers who become more knowledgeable and skillful will result in higher levels of student learning.

WFSG and professional growth areas of concentration are based on the analysis of test data and needs assessments. Once areas of strengths and limitations are identified, plans for professional growth are established. Workshops for the faculty are scheduled in the targeted areas. Expert voices are brought in from the College of Education and Region VIII Service Center. Region VIII Service Center is a resource available to schools to aid in areas of professional growth. Professional growth is used to empower teachers to target student needs. Curriculum, instructional strategies, and lesson plans are re-aligned to improve student learning. The professional growth program is extended through the enrollment of teachers in university classes and membership in professional organizations.

The goal of the professional development program is to focus the entire school faculty on integrating effective teaching and learning practice into the school. The results are increases in teacher content and knowledge and student learning. Professional development enables teachers to effectively use new and refined content knowledge, instructional practices, and materials, to increase student achievement, and contribute to the overall improvement of the school.

The Louisiana Accountability System does not disaggregate data for the Iowa tests. They are only done for the LEAP 21 test for grades 4, 8, 10, and 11.

PART VI – ASSESEMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 4

Test Louisiana Educational Assessment Program for the 21st Century

Edition/publication year 2003 Publisher State of Louisiana

Data Table for English Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month March					
SCHOOL SCORES					
% At or Above Basic	83.8	53.05	48.8	52.3	52.6
% At or Above Proficient	21.6	13.9	4.4	18.1	10.5
% At Advanced	0.0	2.3	0.0	5.0	0.0
Number of students tested	37	44	45	44	38
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>African Americans</u> (specify subgroup)					
% At or Above Basic	83.8	53.5	48.8	52.3	52.6
% At or Above Proficient	21.6	13.9	4.4	18.1	10.5
% At Advanced	0	2.3	0.0	4.5	4.5
Number of students tested	37	44	45	44	38
2. <u>Economically Deprived</u> (specify subgroup)					
% At or Above Basic	80.0	42.4	40.6	56.5	41.9
% At or Above Proficient	20.0	0.8	0.2	14.0	0.6
% At Advanced	0.0	0.0	0.0	5.0	0.0
Number of students tested	35	35	45	44	31
STATE SCORES					
% At or Above Basic	58.2	57.0	60.0	55.0	41.2
State Mean Score					
% At or Above Proficient	14.1	18.7	15.9	16.0	9.5
State Mean Score					
% At Advanced	1.0	3.1	1.2	2.0	1.7
State Mean Score					

STATE CRITERION-REFERENCED TESTS, Continued

Grade 4

Test Louisiana Educational Assessment Program for the 21st Century

Edition/publication year 2003 Publisher State of Louisiana

Data Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month March					
SCHOOL SCORES					
% At or Above Basic	78.4	34.9	31.1	48.0	26.4
% At or Above Proficient	8.1	7.0	0.0	23.0	5.3
% At Advanced	0.0	0.0	0.0	5.0	0.0
Number of students tested	37	44	45	44	38
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0.0	0.0	0.0	0.0	0.0
SUBGROUP SCORES					
1. <u>African Americans</u> (specify subgroup)					
% At or Above Basic	78.4	34.9	31.1	48.0	26.4
% At or Above Proficient	8.1	7.0	0.0	23.0	5.3
% At Advanced	0.0	0.0	0.0	5.0	0.0
Number of students tested	37	44	45	44	38
2. <u>Economically Deprived</u> (specify subgroup)					
% At or Above Basic	76.6	27.3	21.9	48.8	19.3
% At or Above Proficient	0.6	0.5	0.0	18.0	0.0
% At Advanced	0.0	0.0	0.0	5.0	0.0
Number of students tested	35	35	45	44	31
STATE SCORES					
% At or Above Basic	57.0	50.7	53.5	49.0	41.2
State Mean Score					
% At or Above Proficient	15.7	12.5	12.7	12.0	9.5
State Mean Score					
% At Advanced	2.6	2.1	1.7	2.0	1.7
State Mean Score					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3 Test Iowa Tests of Basic Skills – Language Arts

Edition/publication year 1996 Publisher Riverside Publishing

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month <u>March</u>					
SCHOOL SCORES					
Total Score	50	76	58		
Number of students tested	19	44	39		
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. <u>African Americans</u> (specify subgroup)	50	76	58		
Number of students tested	19	44	39		
2. _____ (specify subgroup)					
Number of students tested					

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	182.9	200.2	188.1		
NATIONAL STANDARD DEVIATION	N/A	25.2	22.4		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, Continued

Grade 3 Test Iowa Tests of Basic Skills – Mathematics

Edition/publication year 1996 Publisher Riverside Publishing

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month <u>March</u>					
SCHOOL SCORES					
Total Score	56	52	39		
Number of students tested	19	44	39		
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. <u>African Americans</u> (specify subgroup)	56	52	39		
Number of students tested	19	44	39		
2. _____ (specify subgroup)					
Number of students tested					

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	186.1	187.8	179.2		
NATIONAL STANDARD DEVIATION	N/A	18.8	17.9		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS, Continued

Grade 5 Test Iowa Tests of Basic Skills – Language Arts

Edition/publication year 1996 Publisher Riverside Publishing

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month <u>March</u>					
SCHOOL SCORES					
Total Score	70	50	48		
Number of students tested	24	37	38		
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. <u>African Americans</u> (specify subgroup)	70	50	48		
Number of students tested	24	37	38		
2. _____ (specify subgroup)					
Number of students tested					

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	233.9	213.4	211.5		
NATIONAL STANDARD DEVIATION	N/A	22.7	32.1		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5 Test Iowa Tests of Basic Skills – Mathematics

Edition/publication year 1996 Publisher Riverside Publishing

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month <u>March</u>					
SCHOOL SCORES					
Total Score	58	38	37		
Number of students tested	24	37	38		
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. <u>African Americans</u> (specify subgroup)	58	38	37		
Number of students tested	24	37	38		
2. _____ (specify subgroup)					
Number of students tested					

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	212.2	203.3	202.6		
NATIONAL STANDARD DEVIATION	N/A	20.1	23.4		