

REVISED March 22, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal: Mr. Keith Stephen Burton

Official School Name: South Highlands Academic and Performing Arts Elementary Magnet School
(As it should appear in the official records)

School Mailing Address: 831 Erie Street

Shreveport
City

Louisiana
State

71106-1505
Zip Code+4 (9 digits total)

County: Caddo Parish

School Code Number: * 009057

Telephone: (318) 865-5119

Fax: (318) 861-6264

Website/URL: www.southhighlandsmagnet.org

E-mail: kburton@caddo.k12.la.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Ollie S. Tyler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caddo Parish Schools Tel. (318) 603-7106

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 _____

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

- Number of schools in the district:
 - 42 Elementary schools
 - 15 Middle schools
 - 0 Junior high schools
 - 11 High schools
 - 7 Other

75 TOTAL
- District Per Pupil Expenditure: \$ 7,298.00
 Average State Per Pupil Expenditure: \$ 6,906.00

SCHOOL (To be completed by all schools)

- 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
- 2 Number of years the principal has been in her/his position at this school.
16 If fewer than three years, how long was the previous principal at this school?
- Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	-	-	-	7	-	-	-
K	24	58	82	8	-	-	-
1	36	45	81	9	-	-	-
2	37	41	78	10	-	-	-
3	34	42	76	11	-	-	-
4	30	50	80	12	-	-	-
5	37	42	79	Other	-	-	-
6	-	-	-				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							476

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>61</u> % White |
| <u>35</u> % Black or African American |
| <u>-</u> % Hispanic or Latino |
| <u>3</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(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	476
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

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: 14 %

Total number students who qualify: 67

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 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: 7 %

33 Total Number of Students Served

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

- | | |
|---------------------------|---|
| ___ Autism | <u> 1 </u> Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | <u> 1 </u> Specific Learning Disability |
| ___ Hearing Impairment | <u> 30 </u> Speech or Language Impairment |
| ___ Mental Retardation | <u> 1 </u> Traumatic Brain Injury |
| ___ Multiple Disabilities | ___ Visual Impairment Including Blindness |
| ___ Emotional Disturbance | |

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>	_____
Classroom teachers	<u> 20 </u>	_____
Special resource teachers/specialists	<u> 9 </u>	<u> 9 </u>
Paraprofessionals	<u> 3 </u>	_____
Support staff	<u> 15 </u>	_____
Total number	<u> 48 </u>	<u> 9 </u>

12. Average school student-“classroom teacher” ratio: 24:1

13.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	98 %	97 %	97 %
Daily teacher attendance	98 %	97 %	97 %	98 %	97 %
Teacher turnover rate	10 %	15 %	15 %	5 %	13 %
Student dropout rate (middle/high)	-	-	-	-	-
Student drop-off rate (high school)	-	-	-	-	-

PART III - SUMMARY

South Highlands Academic and Performing Arts Elementary School in Shreveport, Louisiana is a progressive, highly-challenging elementary magnet school composed of a multicultural student body. The mission of the school states: *South Highlands Magnet will provide a program of academic excellence for all students with an emphasis on the performing and visual arts.*

Located in one of the city's most historic neighborhoods, this unique school has left a legacy in Shreveport and continues to inspire and prepare future generations of learners. The addition of the new classroom wing and performing arts exemplifies the school's and the community's commitment to progress and the school's future. It is a school steeped in tradition, having been originally established in the 1920's as a neighborhood school and transformed into a magnet school in 1981. Four hundred seventy-six highly motivated students, forty-six competent caring adults, and many involved parents and grandparents make up the South Highlands family. The student population is composed of children from all over the entire district.

South Highlands provides a nurturing environment where students, teachers, and parents are treated with respect and dignity. The school family encourages and supports all individuals as they strive to achieve their highest potential. It is a dynamic learning environment with a strong focus on academic skills while providing many opportunities for students to learn and explore new information in innovative and interactive ways. When visitors enter the building, they might notice the artwork showcased in the hallways, hands on experiments conducted in science classes, the award-winning choir rehearsing in the auditorium, and students preparing broadcasts for the in-school television station, KSHM. Outside, tree-lined school grounds reveal landscaping by parents, teachers, and students, a school garden, a quarter-mile jogging trail with seven exercise stations, and three stations of developmentally appropriate playground equipment, as well as baseball and soccer fields.

Since 1998, South Highlands has been the highest achieving elementary school in Louisiana and has recently been named one of Louisiana's five star schools. The students and faculty have achieved numerous awards, including national and state awards for art, music and literary achievements. The current principal was Louisiana's first recipient of the Milken Family Foundation National Educator Award and numerous faculty members have been recognized as regional/state teachers of the year, Parent Teacher Association (PTA) Educators of Distinction, and National Board certification. The faculty has been awarded grants totaling more than \$675,000 for technology, innovative reading programs, and curriculum projects in social studies, math, and science. The Kennedy Center Alliance for the Performing Arts Education Network awarded the school the Creative Ticket National School of Distinction Award in 2002 for outstanding achievement in arts education.

The South Highlands Festival Choir has performed in London and Dublin, at Carnegie Hall, and at the Kennedy Center for the Performing Arts, while the orchestra program has won the sweepstakes awards at regional and state festivals for the past five years. Students have achieved state recognition in literary awards, art awards, and PTA Reflections contests. The art department provides instruction in art techniques as well as art history and appreciation, and students have been recognized annually in local, state, and national art competitions. Students in grades two through five present dramatic performances for the school community.

Parent participation is encouraged at all levels. South Highlands has been awarded the Louisiana State Parent Teacher Association Award for 100% membership of parents and faculty for the past 14 years. In 2004, the National PTA awarded South Highlands the National PTA Parental Involvement School of Excellence Award. The success of South Highlands is due to the perfect combination of parents, students, and faculty members who share the rich heritage of excellence and strive to challenge students to reach their full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. SCHOOL ASSESSMENT RESULTS IN READING AND MATHEMATICS

South Highlands Elementary Magnet students participate in statewide testing in March of every year. The third and fifth graders take the Iowa Tests of Basic Skills (ITBS), a norm-referenced test that compares students' performances with similar students' performances across the nation. Louisiana fourth graders take the Louisiana Educational Assessment Program for the 21st Century Test (LEAP-21), a criterion-referenced test that measures student performance in language arts, mathematics, social studies, and science. The LEAP-21 tests are developed from the state benchmarks/standards and grade level expectations for fourth grade. There are five achievement levels on the LEAP-21 tests (ranked from highest to lowest): Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. A school performance score is given by the state based upon the following: 60% LEAP-21, 30% ITBS, and 10% school attendance.

ITBS total reading and math scores reflect increased standard-based learning, and diagnostic instructional strategies to targeted populations. In the past four years, there were significant gains in targeted subgroups (see tables 3-6, pages 14-17). Scores of African- American students in third grade have increased from the 71st percentile in 2000-2001 to the 76th percentile in 2003-2004. The third grade economically disadvantaged students improved from scoring at the 74th percentile in 2000-2001 to achieving at the 80th percentile in 2003-2004.

LEAP-21 tests have shown growth (see tables 1-2, pages 12-13), especially in the area of reading/language arts. In 2003-2004, South Highlands had the highest percentage of students achieving in the advanced level of the English/language arts (33%) since 1999. The percentage of economically disadvantaged students scoring at the advanced level has increased from 10% in 2001 to 20% in 2004. The percentage of black students scoring at the advanced level has increased from 4% in 2001 to 18% in 2004 (see tables 1 and 2).

Disparity among subgroups is most prevalent in mathematics among economically disadvantaged students. 2003-2004 test results on the LEAP-21 test showed the lowest percentage of economically disadvantaged students scoring at or above the basic level in recent years. This year's introduction of Accelerated Math, along with an increased emphasis in hands-on math are being used daily in all classrooms. The reason for this disparity is partly due to the fact that these students need additional assistance with homework and with learning basic mathematic skills. Parents requested this assistance in conferences held in the beginning of the year. Due to this need, South Highland included in the School Improvement Plan *Early Morning Homework Help* that is available to all students, as well as an after-school program in reading and mathematics. Changes in reading instruction such as leveled-reading groups and an increased use of research-based reading strategies have reduced the gap in achievement (see table 1, page 12).

2. **USE OF ASSESSMENT DATA**

Teachers, along with the principal, counselor, and curriculum coordinator, evaluate all yearly test results and identify instructional strengths and weaknesses. Test scores are disaggregated and an item analysis is generated and used for instructional planning. School-wide professional development plans are created for grade level teams to implement the following year. In the fall, parent-teacher conferences are held and specific strategies are discussed to inform and encourage parent participation.

Students whose scores reflect special needs are targeted and individual student profiles are developed. These detailed student profiles break down the student's subtests, focus on specific areas of need, and target educational strategies. Parents, teachers, and administrative staff meet to discuss these students and to recommend strategies for success. These students are then directed to in-school programs to assist them, such as one-on-one tutoring, an after-school academy, and/or individual curricula for future success.

Also resulting from test analysis are school-wide curriculum enhancements. Because of test data, a guided reading program has been implemented in grades K – 2 to instruct students at their individual levels of development. A \$40,000 supplemental library of leveled books has been developed for use in reading. By providing appropriate texts, this program enables teachers to help every child reach his/her full potential as a reader. The reopening of the school's science lab has generated excitement through inquiry-based learning and hands-on activities. The addition of Accelerated Math will allow teachers in all grades to assess students based on state standards and adjust instruction as needed.

3. **COMMUNICATION OF RESULTS**

South Highlands formally communicates student performance to parents and students in bimonthly detailed progress reports, "Still Time to Improve" notices, and report cards. Weekly school newsletters, classroom web pages, teacher bulletins, and daily school announcements are used to informally communicate. School assemblies are used to celebrate school wide or grade level student achievement.

Parent meetings, individual conferences, and testing/curriculum notices ensure that every parent is aware of the standards required by the state, district, and school. "Brown bag lunches" are held during the parents' lunchtimes to discuss student performance, testing, and ways that parents can help their students score at the highest level possible. The counselor provides detailed testing results to parents that include total and subtest scores. Content areas scores are reported as total items tested, number attempted, and percent correct.

Due to school accountability reform, additional emphasis has been placed on standardized testing results at the state level. Each school is given a School Performance Score with 30% coming from third and fifth grade norm reference test results (ITBS), 60% coming from fourth grade criterion reference test results (LEAP-21), and 10% from the attendance index for students. Local media is utilized to communicate individual school scores provided by the State Department of Education. Parents also receive individual school results through the Louisiana School Report Card and the Principal's Report Card.

4. **SHARING SUCCESSES**

South Highlands shares its successes with other schools in the community by being a leader in teacher development in the district. Teachers from other schools, college students, and student teachers observe lessons and new techniques in our classrooms. The faculty and staff present workshops, lead book studies at local schools, and conduct conferences at the state and national level. Presentations have been made at the International Reading Association, National Association of Elementary School Principals, National Art Teachers Association, and various other state and regional conferences. Faculty members serve on local and state committees to develop standards and curriculum, on district assistance teams, and on many other district level educational committees.

South Highlands' teachers combine with the Staff Development Center to showcase best practices to be used in other schools. School based learning groups meet in grade levels and showcase successful strategies with students. These are presented at meetings and in classes at local universities. Many faculty members teach at the college level as adjunct professors in their field of expertise. The faculty participates in summer school camps and programs locally and throughout the district. Many teachers teach summer school to students needing remediation for standardized testing.

South Highlands has hosted *The World United Through Art* and showcased individual artwork designed by students from numerous countries around the world in grades K-5. This will be hosted again in the 2005-2006 school year. Student artwork is exhibited at local museums, banks, hospitals, and on television. The music department has participated in *Red Hot Nails*, a pilot program in collaboration with other area schools and the Shreveport Symphony. The South Highlands *Music Memory Program* is a pilot project started in 2002 to develop music awareness. This project has doubled in size this year and now includes a multitude of area schools, the Shreveport Symphony, and local radio stations. Area schools attend the South Highlands' drama and musical productions throughout the year.

PART V – CURRICULUM AND INSTRUCTION

The academic program pays careful attention to the basic core subjects of language arts, math, science, and social studies. A challenging curriculum offered in a nurturing environment makes learning both fun and inviting. Extensive reading, along with creative writing and poetry, are cornerstones of the language arts program. These reading and writing skills are utilized and further developed in other content areas such as social studies. Emphasis on a hands-on, problem-solving approach in both math and science help further develop a well-rounded curriculum.

The language arts curriculum at South Highlands is a rich literacy program that develops within each child the ability to become a critical reader, a fluent writer, a good listener, and an articulate speaker. Teachers involve students in a variety of activities including comparing and analyzing literature, author studies, reading in multiple genres, informational reading, and using research and technology. Reading in all grades encompasses real literature: leveled books, literature-based basal readers, poetry, and trade books. Teachers introduce students to the five steps of the writing process, and engage them in writing daily. Writing has become the process in which spelling, grammar usage, and other skills are embedded.

The math curriculum at South Highlands is designed to empower students to solve real world problems by using numbers, performing computations, recognizing and understanding basic measurement and geometrical concepts, and utilizing tools for handling data. Along with all fundamental mathematical tools, students learn to develop higher-order thinking skills such as problem solving and analysis. The National Council of Teachers of Mathematics provides the standards teachers follow, with the state benchmarks and local scope and sequence supplying the framework for all instruction.

The science curriculum at the school contains five strands: 1) science as inquiry; 2) life science; 3) physical science; 4) earth and space science; and 5) science in the environment. A constructivist approach to learning science is utilized when students are allowed to explore basic concepts through “hands-on” activities. State science benchmarks have been used to develop specific objectives at each grade level.

The social studies curriculum contains geography, history, civics, citizenship, and economics. Instructional units utilize community speakers, cooperative learning, role playing, hands-on activities, research, field trips, shared readings, and projects in the arts. Each grade builds on the knowledge of previous years. Geography is taught as an integrated program in all grades, rather than in isolation.

The art program at South Highlands places emphasis on creativity, exploration, and appreciation. Our nationally board certified art teacher incorporates technology for lesson enhancement.

The music program is an Orff Schulwerk based program. Language, singing, rhythm, movement, instrument playing, improvisation, and composition are used as basic tools for the development of musicality in the students. School choir and strings programs are available also.

The drama program is an extension of the language arts program, and is taught by a certified teacher. This program emphasizes pantomime, role-playing, public speaking, and theatrical performances in kindergarten through fifth grades. Drama combines with our art and music programs to produce plays and musicals in second through fifth grades.

The foreign language program is based on the theory that children most readily acquire a second language in their early years. French begins in kindergarten and continues through the fifth grade. Two highly qualified teachers instruct these students using a communicative approach to language acquisition. French is taught in a natural, progressive, logical order, as was their first language learning. Students use real life and meaningful situations to develop listening and speaking skills. By beginning at an early age foreign language study helps shape children's acceptance of others. Children at South Highlands not only learn to understand and speak French, but also develop an appreciation of another culture.

The foreign language teachers are able to engage in cross-curricular lesson planning to target specific skills in other areas. These teachers collaborate with classroom teachers in other core curriculum areas at all levels to strengthen skills and improve overall test scores.

2. **READING**

South Highlands uses a reading curriculum that combines leveled readers, basal anthologies and children's literature in all grades. Teachers use a combination of approaches to meet the needs of all students.

Guided reading provides the structure for instruction in all primary classrooms. Students are taught in small, leveled groups utilizing literature of the appropriate level. These groups are not static, as students move frequently as their reading skills progress. Teachers use these guided reading groups to target specific children in need of additional time, different strategies, etc. Individual student progression is documented and conferences provide constant communication with students and parents. Each classroom has a leveled library for its use as well as hundreds of titles in a leveled resource room in the school library. The guided reading approach is used because it allows children at all levels to be challenged appropriately. When an entire class is reading one text, many students will struggle with the text due to its being too easy or too difficult. The guided reading program allows teachers to ensure that all students are challenged with appropriate texts. Smaller group instruction also leads to increased interactions between students and the teacher. This provides stronger instruction in phonics and fluency.

Intermediate classrooms use a mixture of basal and children's trade books to teach reading. Teachers interweave writing, spelling, and language development skills into all reading instruction. Teachers introduce and develop skills based upon their own curriculum maps. Skills are taught within a mixture of whole group and small group instruction. Individual student needs and additional skill reinforcement are met by weekly (or daily) teacher conferencing. Teachers provide feedback not only in direct reading instruction, but also through conferencing in writing workshops, reading response logs, and student journals.

3. **SCIENCE**

A major goal of the South Highlands science program is the development of process skills that will enable students to become better problem solvers and decision makers and ultimately scientifically literate citizens. Process skills include observing, communicating, estimating, measuring, classifying, inferring, predicting, comparing and contrasting, hypothesizing, defining operationally, and investigating. Teachers encourage the development of all levels of thinking skills through activities, observation, questioning, and concluding. Students work cooperatively toward a conclusion. This strengthens their science learning and helps in other curriculum areas as well by building mentoring relationships among the students, which in turn assists the school in accomplishing its mission.

Other content areas are integrated into the science program. Additional science sessions include chemistry investigations about the process of artifact preservation in the ocean water. Students keep science journals to record observations and responses and they are often given science topics for language arts activities. Math and science are natural companions as math skills are utilized routinely during science investigations.

Some unique aspects of the science curriculum at South Highlands include lessons in the portable Star Lab planetarium, work in the school garden, and field trips to Walter B. Jacobs Park, (a local nature preserve), Sci Port (the city's science museum), science space center, and a coal mine. The Star Lab planetarium was purchased through a state grant awarded to South Highlands. Each grade level has lessons in the planetarium to learn about the night sky and Earth's place in space. Each grade has a space in the school garden that it maintains. The school has several other grade-level activities and school-wide activities each year.

4. **INSTRUCTIONAL METHODS**

South Highlands strives to use a variety of instructional methods to teach concepts in all areas of the school's curriculum. Yearly grade teams reflect upon the instructional methods used in core curriculum subjects and alter them to maximize success of current students. This year differentiated instruction was a major portion of the school's staff development plan. Teachers worked to provide individualized activities for all students and to offer choices that maximize opportunities for student success in all core areas of curriculum. A national presenter led a full day faculty workshop to assist teachers in fully implementing differentiated instruction in their classrooms.

Hands-on math, inquiry based science, and guided reading are evident in classrooms throughout the school. These research-based methods provide a student-centered approach that leads to higher student achievement. Trained math teachers provide instruction to others about *Developing Educational Excellence and Proficiency in Math (DEEP)* strategies, a Louisiana math initiative that focuses on meaningful patterns to mathematical structure and purpose. Science instruction is complemented by weekly inquiry-based laboratory experiences by a certified resource teacher. These laboratory experiences are aligned with classroom instruction. Foreign language teachers use the communicative approach in French to learn in a meaningful and natural way. Student-led discussion groups and cooperative learning are vital elements of instruction in all classrooms at South Highlands.

5. **PROFESSIONAL DEVELOPMENT**

Professional development at South Highlands is designed with the end in mind: improved student achievement. Each year comprehensive needs assessments are conducted by collecting and analyzing data from multiple sources to identify the strengths and weaknesses of the individual students, classes, grades, and the school as whole. Based upon this data, a detailed plan that outlines goals, objectives, observable changes, activities, timelines, persons responsible, procedures for evaluation, and targeted audiences is used to develop the elements of needed professional development for the each year. Simply, the effectiveness of the professional development programs is measured by changes in teacher behavior and accompanying changes in student achievement. For the last two years the staff has focused on two researched based strategies, Guided Reading and Curriculum Mapping. During these years, teachers have worked and learned together in grade level and cross-grade level teams, all with common goals. They continually come together to dialog about their instructional practices, practice new techniques, receive feedback, and refine the skills they have learned. Although, administrators guide and provide support, time, resources, and structure for the program, teachers are empowered as the architects of their personal and professional development based on their students' needs and their own professional goals. The result has been a professional learning environment filled with energy and excitement for learning, continually growing and changing, and providing a powerful example for students and teachers of what lifelong learning is and should be. The staff development program at South Highlands is based on the simple premise that all should be working together to improve, whether it be students or teachers. At South Highlands, teachers are continually engaged in acquiring and refining their knowledge and skills in order to address the academic and instructional needs of all students. As a result of the extensive professional development program, students have demonstrated continual growth and improvement performance as evidenced by multiple sources of data including teacher observations, teacher-made and standardized tests, and other forms of authentic assessment. In addition, these activities have had a positive impact on our efforts to close the achievement gap between our more and less successful students.

PART VI – ASSESSMENT RESULTS

Table 1
South Highlands Elementary Magnet School
LEAP for the 21st Century
Louisiana Criterion Referenced Testing Program
English Language Arts
Grade 4

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic	100	94	100	98
% At or Above Mastery	80	57	74	72
% At Advanced	33	5	31	21
Number of students tested	79	75	75	78
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic	100	95	100	100
% At or Above Mastery	50	32	39	35
% At Advanced	20	0	5	10
Number of students tested	10	19	16	15
2. Black				
% At or Above Basic	100	91	100	93
% At or Above Mastery	64	33	57	56
% At Advanced	18	3	17	4
Number of students tested	28	33	30	27
3. White				
% At or Above Basic	100	97	100	100
% At or Above Mastery	88	75	84	82
% At Advanced	39	7	39	29
Number of students tested	49	41	44	49
STATE SCORES				
% At or Above Basic	39	45	38	44
% At or Above Mastery	18	13	16	14
% At Advanced	3	1	3	1

Table 2
South Highlands Elementary Magnet School
LEAP for the 21st Century
Louisiana Criterion Referenced Testing Program
Mathematics
Grade 4

State Tests

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic	94	96	98	98
% At or Above Mastery	64	64	69	70
% At Advanced	13	25	25	23
Number of students tested	79	75	75	78
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic	80	100	100	100
% At or Above Mastery	30	31	41	36
% At Advanced	10	5	10	8
Number of students tested	10	19	16	15
2. Black				
% At or Above Basic	82	91	96	99
% At or Above Mastery	39	36	43	51
% At Advanced	0	9	13	7
Number of students tested	28	33	30	27
3. White				
% At or Above Basic	100	100	100	98
% At or Above Mastery	75	85	86	67
% At Advanced	18	39	34	16
Number of students tested	49	41	44	49
STATE SCORES				
% At or Above Basic	38	42	38	41
% At or Above Mastery	13	13	10	11
% At Advanced	2	3	2	2

Table 3
South Highlands Elementary Magnet School
IOWA Tests of Basic Skills
Louisiana Norm-Referenced Testing Program
Reading
Grade 3

Edition/Publication Year IOWA 03 & Form M

Publisher The Riverside Publishing Company

Scores are reported as percentiles.

Testing month	2003-2004*	2002-2003*	2001-2002	2000-2001
	March	March	March	March
SCHOOL SCORES				
Total Score	88	89	81	84
Number of students tested	78	74	75	78
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged	75	62	62	77
Number of students tested	9	8	14	15
2. Black	76	76	66	71
Number of students tested	26	25	33	30
3. White	93	94	89	90
Number of students tested	50	47	41	47

* = IOWA 03

Table 4
South Highlands Elementary Magnet School
IOWA Tests of Basic Skills
Louisiana Norm-Referenced Testing Program
Mathematics
Grade 3

Edition/Publication Year IOWA 03 & Form M

Publisher The Riverside Publishing Company

Scores are reported as percentiles.

	2003-2004*	2002-2003*	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
Total Score	88	86	85	89
Number of students tested	78	74	75	78
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged	80	60	72	74
Number of students tested	9	8	14	15
2. Black	78	73	72	75
Number of students tested	26	25	33	30
3. White	91	91	93	96
Number of students tested	50	47	41	47

* = IOWA 03

Table 5
South Highlands Elementary Magnet School
IOWA Tests of Basic Skills
Louisiana Norm-Referenced Testing Program
Reading
Grade 5

Edition/Publication Year IOWA 03 & Form M Publisher The Riverside Publishing Company

Scores are reported as percentiles.

	2003-2004*	2002-2003*	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
Total Score	90	89	81	83
Number of students tested	73	72	77	77
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged	70	78	56	63
Number of students tested	15	7	6	5
2. Black	77	78	65	61
Number of students tested	27	28	28	15
3. White	95	94	88	87
Number of students tested	44	43	47	62

* = IOWA 03

Table 6
South Highlands Elementary Magnet School
IOWA Tests of Basic Skills
Louisiana Norm-Referenced Testing Program
Mathematics
Grade 5

Edition/Publication Year IOWA 03 & Form M Publisher The Riverside Publishing Company

Scores are reported as percentiles.

	2003-2004*	2002-2003*	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
Total Score	90	89	84	86
Number of students tested	73	72	77	77
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged	79	73	63	69
Number of students tested	15	7	6	5
2. Black	78	80	72	68
Number of students tested	27	28	28	15
3. White	96	94	89	89
Number of students tested	44	43	47	62

* = IOWA 03