

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [  ] Middle [ ] High [ ] K-12 [ ] Charter

Name of Principal Ms. Nellwyn V. East  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Glasgow Middle School  
(As it should appear in the official records)

School Mailing Address 1676 Glasgow Avenue  
(If address is P.O. Box, also include street address.)

Baton Rouge Louisiana 70808-8699  
City State Zip Code+4 (9 digits total)

County East Baton Rouge Parish State School Code Number\* 017035

Telephone (225) 925-2942 Fax (225) 928-3565

Web site/URL <http://glasgow.ebrschools.org> E-mail [neast@ebrschools.org](mailto:neast@ebrschools.org)

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. Charlotte D. Placide  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Parish School System Tel. (225) 922-5618

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 Mrs. Patricia Haynes-Smith  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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**

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**[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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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**

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**All data are the most recent year available.**

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

1. Number of schools in the district: 56 Elementary schools  
19 Middle schools  
       Junior high schools  
19 High schools  
2 Other  
96 TOTALS

2. District Per Pupil Expenditure: \$8,388.00  
Average State Per Pupil Expenditure: \$7,630.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3 Number of years the principal has been in her/his position at this school.  
6 If fewer than three years, how long was the previous principal at this school?

5. 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	127	120	247
K				8	107	98	205
1				9			
2				10			
3				11			
4				12			
5				Other			
6	124	113	237				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>689</b>

6. Racial/ethnic composition of the school:	<u>28</u>	% White
	<u>60</u>	% Black or African American
	<u>1</u>	% Hispanic or Latino
	<u>10</u>	% Asian/Pacific Islander
	<u>1</u>	% American Indian/Alaskan Native
	<u>100</u>	<b>% Total</b>

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: 26%\*  
 \*Mobility rate affected by Choice students and Hurricane Katrina transfers. Some remained for the school year. Others left after a few days or weeks.  
 [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	62
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	115
(3)	Total of all transferred students [sum of rows (1) and (2)]	177
(4)	Total number of students in the school as of October 1	689
(5)	Total transferred students in row (3) divided by total students in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 12%  
83 Total Number Limited English Proficient  
 Number of languages represented: 9  
 Specify languages: Spanish, Bengali, Chinese, Korean, Hindi, Thai, Farsi, Japanese, Tagalog

9. Students eligible for free/reduced-priced meals: 51%  
 Total number students who qualify: 354

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:  $\frac{5\%}{61}$  Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>2</u>	<u>    </u>
Classroom teachers	<u>42</u>	<u>4</u>
Special resource teachers/specialists	<u>5</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>    </u>
Support staff	<u>4</u>	<u>    </u>
Total number	<u>58</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	93%	95%	95%	95%
Teacher turnover rate*	26%	22%	21%	12%	22%
Student dropout rate (middle/high)	1%	4%	1%	1%	2%

\*Additional teachers are hired when Choice students arrive; however, these teachers are not re-hired for the following year.

## **PART III - SUMMARY**

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Glasgow Middle School is an urban middle school in the southwestern quadrant of Louisiana's capital city. Glasgow ranks as the school of choice for parents who wish to move their children from a low-performing public school and for those who seek the best educational choice for their academically advanced and talented children. The latter choose Glasgow as an alternative to other public and private schools. Glasgow houses students in grades six through eight and offers a traditional classroom setting for neighborhood students, enriched instruction for academically gifted students, and services for students with disabilities. These disabilities include visual, orthopedic, and speech or language impairment.

Constructed in 1955 as a suburban elementary school designed to serve an all white middle class neighborhood, the school later became a junior high school for the same community. As the neighborhood aged, the school closed and became a satellite office for the system. In 1979, it reopened as the first middle magnet school in the district. When the magnet program moved to another location, Glasgow Middle then served a "new neighborhood" comprised of two nearby inner-city areas. In 1998, the system moved the gifted/talented program, serving the southern part of the city, to share the Glasgow campus with the neighborhood students.

Today, Glasgow Middle School has a culturally diverse population. Sixty percent of the students are African-American and forty percent are of European, Asian, Middle Eastern, or other backgrounds. Each year we celebrate the various heritages represented at Glasgow when students lead the Pledge of Allegiance both in English and Hindi or Chinese, Spanish or Korean, Arabic or Farsi, French or Tagalog.

The mission statement for Glasgow is "Honor, pride, excellence: we strive for these." Students in all programs are encouraged to conduct themselves with honor and to remember that they are part of a unique educational experience. Quarterly assemblies recognize both honor roll students and those who have exhibited community spirit such as recipients of the Brotherhood/Sisterhood Awards.

The faculty of Glasgow Middle is made up of both experienced and new teachers. One hundred percent of our teachers are certified, 58% hold Master's degrees or above, and 74% are highly qualified according to NCLB criteria. Two members of the faculty are National Board Certified. One of our math teachers has served as the state MathCounts coach for the national competition for nineteen of the past twenty-two years.

Glasgow students are recognized nationally for their academic achievement. For the past nine years, one or more students has competed on the Louisiana State MathCounts Team. In 2005, a Glasgow student was the National MathCounts Champion, and in 2006 he was the National Written Round Winner and finished third in the nation. On the average, 25% of our seventh grade students are invited to participate in the Duke University Talent Search. Annually our students take top honors at the state science and social studies fairs. One-fourth of our seventh and eighth graders are members of Glasgow's Junior Beta Club. Glasgow's Builder's Club works for their Kiwanis sponsors at the annual Pancake Breakfast and collects food for the Baton Rouge Food Bank.

There is an active Parent-Teacher Organization (PTO) at Glasgow Middle School where parents feel welcome. Their fundraisers include sales of school spirit items, meals for Open House and school concerts, and parent directories. The PTO provides teacher grants for instructional materials, and purchases supplies on teachers' "wish lists." Members serve as judges during the science and social studies fairs, allowing them to witness first hand the exceptional work produced by our students. Parents pack the gym for music concerts, drama productions, and athletic events.

The collaborative efforts of all stakeholders ensure exceptional student achievement at Glasgow Middle School.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

Glasgow Middle School administers both norm-referenced and criterion-referenced tests. Until 2006, sixth and seventh grade students took the Iowa Test of Basic Skills (ITBS). This test was replaced in 2006 with the iLEAP test, which includes both norm-referenced and criterion-referenced data. It is geared to the state's criterion-referenced test, the Louisiana Educational Assessment Program (LEAP21). Eighth grade students must score a minimum of Approaching Basic in either English or mathematics and Basic in the other for promotion to high school.

Scores for the ITBS (used through 2005) and the iLEAP (begun in 2006) for sixth graders at Glasgow are our lowest due to the fact that we are a receiving school for students of varied socio-economic backgrounds and from some lower-achieving schools. The challenge presented by our incoming sixth graders' scores requires special effort from sixth grade teachers, and it takes a few months for the new students to become accustomed to the rigorous standards we uphold. That the faculty surmounts this challenge is evidenced by the fact that our scores on these tests improve considerably for our seventh grade students, and by eighth grade, the improvement is even more pronounced. In spite of sixth grade scores being the lowest, both sixth and seventh grade scores on the IOWA and the iLEAP are still above the national norm.

Louisiana's criterion-referenced test (LEAP21) has five levels: Advanced (superior performance), Mastery (competency), Basic (fundamental knowledge), Approaching Basic (partial demonstration of fundamental knowledge), and Unsatisfactory (not ready for the next school year). Glasgow students outperform other students in the state on all portions. A comparison of Glasgow scores to statewide scores follows: In 2006, 25% of Glasgow students scored Advanced in English compared to 3%; 28% scored Mastery compared to 12%; 25% scored Basic compared to 40%; 18% scored Approaching Basic compared to 35%; and 5% scored Unsatisfactory compared to 11%. In the same year, our students scored as follows in mathematics: 15% scored Advanced compared to 3%; 12% scored Mastery compared to 4%; 51% scored Basic compared to 46%; 13% scored Approaching Basic, compared to 24%; and 8% scored Unsatisfactory compared to 23%. This data underscores the fact that Glasgow has a higher percentage of students scoring at the upper end of the range and a lower percentage scoring at the lower end. The reverse is true statewide. We demonstrate similar achievement in science and social studies. Glasgow is particularly proud of this accomplishment because in accordance with NCLB, we welcome Choice students, whose parents request a transfer to a high performing school, and whose incoming scores are generally below the thirtieth percentile. These students transfer after school has been in session for six to eight weeks. They must become acclimated to a different school climate and progress rapidly to a much higher level of achievement. During this reporting year, Glasgow Middle also welcomed students displaced by Hurricanes Rita and Katrina,

With respect to our subgroups, our greatest disparity is between African American students and white students in the ITBS scores. On that test there is a forty-percentile point difference. This disparity occurs primarily because of the socio-economic gap that exists between the two groups. Fifty-one percent of our students qualify for free or reduced lunch.

We have met or exceeded our growth targets set by the state for every year but one, and we are recognized as a school of Academic Excellence by the state of Louisiana. We believe that our success is due in large part to the collegiality of our faculty and the cohesiveness of our school. For more information about our scores, please refer to the State Department of Education website at <http://www.louisianaschools.net/lde/saa/2367.asp?g=8&t=17>

## **2. Using Assessment Results:**

Glasgow Middle School uses data collected from state testing to formulate the instructional focus of the school improvement plan for the following school year. Members of the School Improvement Team study the data, noting strengths and weaknesses, thus enabling us to differentiate student needs and provide for individual differences. As a school dedicated to closing the achievement gap that exists between African American and white students, this focus points out successful strategies from the previous year and their potential use in other areas. Specific objectives and activities based on our successful strategies are incorporated into the plan for the next academic year, along with approaches designed to overcome weaknesses, such as placement of at-risk students into a reading intervention program. Recognizing strengths also serves as a means of validating the work of the faculty.

The faculty begins its first meeting of each new school year by reviewing results of state tests from the past school year. During the fall semester, teachers analyze the data in their grade-level and curriculum team meetings to map out instructional techniques to address general and individual needs. Benchmark unit tests, provided by the district for the core academic subjects, give teachers insight into skills that need to be revisited. During team meetings, teachers also discuss samples of student work to determine how the team might shift its focus to address specific deficits in achievement.

Throughout the year the faculty participates in monthly professional development activities that focus on meeting the goals of the school improvement plan and on fully implementing the state mandated curriculum with best teaching practices. On a weekly basis, the Director of Professional Development for the system suggests activities and strategies recognized as best practices, and those are incorporated into our faculty study.

## **3. Communicating Assessment Results:**

Parents are informed of student academic performance eight times during the school year. Report cards are sent home every nine weeks, with interim progress reports. Teachers also confer with students and parents on a regular basis, and parents may meet with all their child's teachers during team meetings.

Criteria required for success on the LEAP21 (the state's criterion-referenced test) are disseminated to parents and students throughout the school year in classrooms, assemblies, the school newsletter, at PTO meetings, and at parent-teacher conferences. The school provides tutoring for students with demonstrated academic needs and for students seeking to achieve the highest level of performance.

When LEAP21 results arrive in May, students are called individually and given their results in a sealed envelope to take home. Students who score below the criteria for passing are counseled by teachers and administrators and are immediately informed about the necessary measures to improve their scores before the fall semester. The school counselor, administrators, and teachers also consult immediately with parents of failing students.

Test results for sixth and seventh graders arrive at the school during the summer. The school informs parents that the results are in, and that they may pick up their copy of the scores at the school. Additionally, counselors and teachers explain the results to parents in regular conferences during the school year and in Individual Education Plan meetings for special education students.

The community gets the broad picture of school results from the local news media as soon as the state releases the scores. The scores are compared by district and by school, and comparison data is available at the State Department of Education website. When the state releases the individual school report cards, they are sent home. As one of the highest performing middle schools in the district, we take pride in publishing our success in the school newsletter and on the school marquee.

#### **4. Sharing Success:**

Proud of our tradition of excellence, Glasgow Middle School welcomes opportunities to share successes in traditional settings such as the District Principals' Meetings and District Instructional Management Team workshops for all four core subjects. At the latter, Glasgow teachers lead in offering suggestions to revise the curriculum and in offering concrete examples of ways to implement it better in the classroom. This is evidenced in part by the role played by our math chair in revising the math curriculum for the parish. Glasgow Middle partners with Louisiana State University to welcome student teachers and to allow student observers prior to their student teaching experience. Glasgow teachers also present at local, regional, and state conferences.

The school website highlights state testing results, individual student achievements, and school winners in state and national competitions. Some of these results are also regularly posted on the District website. Feature stories in the local newspaper on our MathCounts team, anthology, and drama students spread the news about Glasgow to public and private schools in the area. Our MathCounts winners were recognized in the Louisiana State Senate and met with President Bush on two occasions.

Our award-winning choral and instrumental music students perform for the whole neighborhood during the annual "Concert under the Stars." They also join creative writing students in a yearly exposition at the local Barnes and Noble. On these occasions, students and parents who represent both elementary feeder schools and recruiting high schools are in attendance.

That we have been the leading middle school for a number of years is featured in many of our handouts, brochures, etc. It is also used as a selling point to parents when recruiting students to Glasgow. Our motto, "Where excellence is expected," serves to underscore that we are a high performing school.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

Glasgow Middle School's curriculum program addresses the national standards and benchmarks and the Louisiana Comprehensive Curriculum. At Glasgow, where "excellence is expected," superior performance is demonstrated in all curriculum areas.

The English/Language Arts department strives to achieve beyond the required state curriculum. Members of the department pool their strengths and expertise as they plan collaboratively to extend and refine assignments and unit designs. In collaboration with the school's librarian, the English department emphasizes acquiring research skills and producing all components of a polished research paper.

The math program is guided and driven by the district and state curriculum guidelines. Students are expected to meet and exceed the state-mandated standards, and they are expected to think logically as they expand their mathematics abilities. Students in the gifted program work in math classes above grade level. Most acquire one to three high school credits before they leave middle school.

Glasgow students in the traditional science classroom study General Science, Life Science, and Earth Science consecutively. Students in the gifted program explore Earth Science, then Life Science. In the eighth grade, they take Physical Science for high school credit. All science classrooms provide hands-on activities and laboratory experiences. Sixth graders recently explored the world of ham radio, and ten of them earned their ham radio license. Each year there are over one hundred seventy-five individual entries in the school's science fair, where students analyze and explain the data from their experiments. An average of thirty-five students continues on to the state science fair, where they regularly earn high honors including sweepstakes.

The social studies department focuses on an understanding of history, government, economics, and geography as well as preparation for future experiences in the work force and academia. Glasgow students are winners in the local newspaper's current events contest and qualify each year to compete in the state Geography Bee. The school's social studies fair is the only one conducted by a public middle school in the six parish (county) region. There were one hundred sixty group and individual entries this year.

Glasgow students may enroll in French, Spanish, and Latin. Introductory courses are taught in French, Spanish, and Latin as well as French I, Spanish I, Latin I and II for high school credit. Students easily meet the standards on state testing for those taking a foreign language in middle school, and place above their high school contemporaries in district and state competitions. The foreign language curriculum offers both instruction in written and spoken language as well as cultural experiences, and the annual French food fest is eagerly anticipated.

Art classes at Glasgow feature opportunities for students in all programs to learn technique and art history. Students in the Talented Art program have annual shows at the Louisiana State Archives. They win local, state, and national contests and were chosen to produce the lobby posters for a local premier of "Over the Hedge."

Glasgow offers beginning, intermediate, and advanced concert band classes with one-sixth of the student body participating. The school's three choirs involve one hundred forty students, and strings classes total an additional fifty musicians. All three programs draw from the entire student body, and students win highest honors at the district and state music festivals each year. Glasgow choir and band students are

one of the few student groups ever invited to perform for the Louisiana Board of Elementary and Secondary Education. The choirs have traveled to competitions in Texas and Tennessee as well. Students identified as talented in music engage in special classes that offer advanced music theory, history, and performance skills.

## **2b. English:**

Glasgow's English/Language Arts department serves as the driving force for the school's literacy program with its emphasis on writing across the curriculum and appreciation of literature. While the primary focus in the traditional classroom is on building and strengthening basic skills, sixth grade lessons are enriched by activities such as producing plot diagrams. Seventh graders in inclusion classes become involved in creating video commercials that demonstrate their understanding of propaganda. Eighth graders, instructed by one of the school's five National Writing Project teacher consultants, focus on writing skills and consistently score well on the state's criterion-referenced tests. When the district's writing contest was discontinued, one Glasgow English teacher developed a school-wide writing contest, funded by a PTO grant.

In keeping with the goals of *No Child Left Behind*, two English teachers direct six reading intervention classes where they continuously assess student needs and direct lessons according to individual progress. Statistics from the Lexile framework for the past semester indicate that seventy-five percent of the students improved at least one grade level. Grammar scores have increased by fifty-two percent and vocabulary scores by thirty-seven percent. These programs reflect the success of our school improvement plan in using assessment data to guide instruction.

Students in the school's gifted program also benefit from the opportunity to surpass English standards and benchmarks in preparation for high school. In addition, they are afforded the opportunity to enrich their study through more in-depth analysis of literature. Every year high school seniors return to express their appreciation for their preparation in understanding literary terms and techniques. Writing samples from all the school's programs are part of the school's annual multi-volume anthology, and gifted and traditional students work together to compile, edit, and illustrate the anthology, working after school several days a week for two months to complete the task.

## **3. Additional Curriculum Area: Mathematics:**

Based on the school's vision of excellence, Glasgow Middle School offers a range of mathematics classes from basic sixth grade skills to Algebra I, Geometry, Algebra II, Advanced Math and Trigonometry for high school credit. Students in the traditional classroom build and hone their skills in math while engaging in real-world and hands-on activities such as football math and creating three-dimensional charts and graphs. One-fifth of the eighth graders in the traditional program are in advanced pre-algebra classes. The department chair led the district in writing revisions of the state curriculum for pre-algebra and this expertise impacts the department and, consequently, the student body.

Forty percent of the students in the gifted program work above grade level in math, and twenty percent of those are two or more levels above their grade. In addition to high school level classes, students also enroll in electives such as Geometric Explorations that allow them to create dynamically and analyze symmetrical designs.

Glasgow's rigorous mathematics courses bring awards to our students at the national and state levels. Glasgow students typically make up half of the state's MathCounts team, and the Glasgow advanced math teacher has coached the state team for nineteen of the past twenty-two years. In 2005 a Glasgow student won the National MathCounts championship and that same student won the written competition in 2006

and took overall third place nationally. In state competitions with high school students, Glasgow's mathematicians consistently place first, second, and third. For the past eight years, Glasgow students - on all three grade levels - have ranked in the top ten of more than sixty public and private schools competing in the regional Mathematics League competitions. Five Glasgow students have qualified for the Olympiad in the American Mathematics Competition over the last nine years. The Glasgow math program prepares students for future challenges in the work place and in academia.

#### **4. Instructional Methods:**

Interdisciplinary units, writing across the curriculum, collaborative teaching with the librarian, technology integration, and community visitors are commonplace at Glasgow. Current interdisciplinary units include the sixth grade study on saving the wetlands and an annual eighth grade focus on the Civil War. The library is an integral part of the school, and units on antebellum reform movements, Civil Rights history, and exploring primary sources incorporate technology into lessons. In planning instruction, teachers refer to Bloom's Taxonomy, concentrating lessons on higher order thinking. They also implement strategies set forth by Marzano in *Classroom Instruction that Works*. Instruction is based on data from state tests and parish-constructed benchmark unit tests. The data are studied, interpreted, and strategies that will meet the individual needs of students are applied.

Teachers build on students' previous knowledge as a means of increasing that knowledge, and they focus on teaching students to become independent thinkers. Daily objectives are posted in classrooms so that students can clearly understand what they are supposed to learn and can easily measure their own successes against the objectives. Cooperative learning groups allow students to learn from their peers and to practice a model used in most real-world organizations. Research-based lessons provide the opportunity for students to practice summarizing, note taking, and writing citations for sources used, as well as becoming familiar with the process of doing research itself.

Strategies often seen in classrooms at Glasgow include using bell ringer activities that review skills previously learned and that help set the tone for a positive classroom climate. Teachers use "wait time" when questioning, allowing sufficient time for all students to process the question before responding. Graphic organizers help the visual learner better grasp concepts being taught. Students write across the curriculum, not only in the core academic subjects, but also in physical education, music, and art classes. District monitoring teams validate our use of these methods.

#### **5. Professional Development:**

School-wide professional development meetings are held once a month at Glasgow Middle throughout the school year. The focus of these meetings is the state-developed curriculum and its proper implementation. Special presentations have included faculty studies of Williams' *Closing the Achievement Gap* and Marzano's *Classroom Instruction that Works*. In departmental meetings the Instructional Management Team delivers updates from the district curriculum office, analyzes test data, and develops constructed response items for common assessment of student skills. The students benefit from these activities because teachers evaluate and practice innovative ways of delivering the curriculum to the students.

Professional development at Glasgow also includes cross-curricular, grade level team meetings where teachers lead professional literature studies and make presentations to team members on topics such as higher order thinking strategies and other best practices. Since team members share the same group of students, these strategies can be implemented with consistency across the curriculum.

Glasgow participates in a local grant, the Technology Improvement Grant (TIG). As stipulated by the grant, the librarian provides instruction in the use of technology to teachers on a quarterly basis during the school year. Various topics are addressed based on the identified needs, such as using *Inspiration* and *Timeliner*, creating teacher websites, and searching the school library's online catalog. Teachers are provided with written, step-by-step instructions telling them how to perform the task in question. Since teachers come to the library during their planning periods, they arrive in small groups, with each teacher being able to sit at a computer to practice the task being presented. These lessons directly benefit the students at Glasgow because it makes the teachers more comfortable with using technology in their classes, and as a result, they are more likely to weave technology into their lessons.

# PART VII - ASSESSMENT RESULTS

## iLEAP Test Results Sixth Grade English Language Arts

Subject: English/ Language Arts Grade: 6 Test: iLEAP\*

Edition/Publication Year 2005

Publisher: Data Recognition Corporation

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
** % "Meeting" plus "Exceeding" State Standards	69				
** % "Exceeding" State Standards	35				
Number of students tested	201				
Percent of total students tested	34				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES*</b>					
1 Black					
** % "Meeting" plus "Exceeding" State Standards	56				
** % "Exceeding" State Standards	15				
Number of students tested	133				
2 White					
** % "Meeting" plus "Exceeding" State Standards	98				
** % "Exceeding" State Standards	71				
Number of students tested	48				
3 Asian or Pacific Island					
** % "Meeting" plus "Exceeding" State Standards	100				
** % "Exceeding" State Standards	100				
Number of students tested	18				
4. Special Education					
** % "Meeting" plus "Exceeding" State Standards	25				
** % "Exceeding" State Standards	6				
Number of students tested	16				
5. Economically Disadvantaged					
** % "Meeting" plus "Exceeding" State Standards	54				
** % "Exceeding" State Standards	14				
Number of students tested	122				

\* New test for the 2005-2006 school year

\*\* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced

\*\* Exceeding State Standards- students who scored Mastery and Advanced

**iLEAP Test Results  
Sixth Grade Mathematics**

Subject: Mathematics      Grade: 6      Test: iLEAP\*

Edition/Publication Year 2005      Publisher: Data Recognition Corporation

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
** % "Meeting" plus "Exceeding" State Standards	81				
** % "Exceeding" State Standards	67				
Number of students tested	201				
Percent of total students tested	34				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES*</b>					
1 Black					
** % "Meeting" plus "Exceeding" State Standards	53				
** % "Exceeding" State Standards	11				
Number of students tested	133				
2 White					
** % "Meeting" plus "Exceeding" State Standards	98				
** % "Exceeding" State Standards	60				
Number of students tested	48				
3 Asian or Pacific Island					
** % "Meeting" plus "Exceeding" State Standards	100				
** % "Exceeding" State Standards	94				
Number of students tested	18				
4. Special Education					
** % "Meeting" plus "Exceeding" State Standards	12				
** % "Exceeding" State Standards	6				
Number of students tested	16				
5. Economically Disadvantaged					
** % "Meeting" plus "Exceeding" State Standards	53				
** % "Exceeding" State Standards	12				
Number of students tested	122				

- \* New test for the 2005-2006 school year
- \*\* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced
- \*\* Exceeding State Standards- students who scored Mastery and Advanced

**IOWA Test Results  
Sixth Grade Reading**

Subject: Reading                      Grade 6      Test: IOWA Test of Basic Skills

Edition/Publication Year: Norm-Referenced in 2000              Publisher: Riverside Publishing

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

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month		March	March	March	March
<b>SCHOOL SCORES</b>	*				
Total Score		54	57	61	62
Number of students tested		190	203	176	171
Percent of total students tested		34	37	34	36
Number of students alternatively assessed		8	8	8	NA
Percent of students alternatively assessed		4%	4%	5%	NA
<b>SUBGROUP SCORES</b>	*				
1. Blacks					
Average Percentile		33	37	38	41
Number of students tested		110	112	98	101
2. White					
Average Percentile		84	84	87	85
Number of students tested		60	70	64	58
3. Asian of Pacific Islander					
Average Percentile		74	88	75	79
Number of students tested		19	13	12	25
4. Economically Disadvantaged					
Average Percentile		37	36	24	35
Number of students tested		96	75	65	72

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NORMAL CURVE EQUIVALENT**</b>		52	54	56	57
<b>NATIONAL STANDARD DEVIATION</b>		33	35	35	31

\* Students took iLEAP

\*\* East Baton Rouge Parish School System does not report a National Mean Score.

**IOWA Test Results  
Sixth Grade Mathematics**

Subject: Mathematics      Grade: 6      Test: IOWA Test of Basic Skills

Edition/Publication Year: Norm-Referenced in 2000      Publisher: Riverside Publishing  
 Scores are reported here as (check one): NCEs      Scaled scores      Percentiles X

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month		March	March	March	March
<b>SCHOOL SCORES</b>	*				
Total Score		65	64	68	73
Number of students tested		190	203	176	171
Percent of total students tested		34	37	34	36
Number of students alternatively assessed		8	8	8	NA
Percent of students alternatively assessed		4	4	5	NA
<b>SUBGROUP SCORES</b>	*				
1. Blacks					
Average Percentile		40	44	44	51
Number of students tested		65	112	98	101
2. White					
Average Percentile		89	85	92	91
Number of students tested		60	70	64	58
3. Asian or Pacific Islanders					
Average Percentile		93	98	87	96
Number of students tested		19	13	12	25
4. Economically Disadvantaged					
Average Percentile		44	42	30	47
Number of students tested		96	75	65	72

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NORMAL CURVE EQUIVALENT**</b>		58	58	60	84
<b>NATIONAL STANDARD DEVIATION</b>		37	38	39	37

\* Students took the iLEAP Test

\*\* East Baton Rouge Parish School System does not report a National Mean Score.

**iLEAP Test Results**  
**Seventh Grade English Language Arts**

Subject: English/ Language Arts      Grade: 7      Test: iLEAP\*

Edition/Publication Year: Revised Yearly      Publisher: Data Recognition Corporation

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
** % "Meeting" plus "Exceeding" State Standards	72				
** % "Exceeding" State Standards	41				
Number of students tested	213				
Percent of total students tested	36				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES*</b>					
1 Black					
** % "Meeting" plus "Exceeding" State Standards	58				
** % "Exceeding" State Standards	21				
Number of students tested	126				
2 White					
** % "Meeting" plus "Exceeding" State Standards	94				
** % "Exceeding" State Standards	73				
Number of students tested	66				
3 Asian or Pacific Island					
** % "Meeting" plus "Exceeding" State Standards	90				
** % "Exceeding" State Standards	65				
Number of students tested	20				
4. Special Education					
** % "Meeting" plus "Exceeding" State Standards	15				
** % "Exceeding" State Standards	15				
Number of students tested	20				
5. Economically Disadvantaged					
** % "Meeting" plus "Exceeding" State Standards	56				
** % "Exceeding" State Standards	26				
Number of students tested	123				

- \* New test for the 2005-2006 school year
- \*\* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced
- \*\* Exceeding State Standards- students who scored Mastery and Advanced

**iLEAP Test Results  
Seventh Grade Mathematics**

Subject: Mathematics      Grade: 7      Test: iLEAP\*

Edition/Publication Year: Revised Yearly      Publisher: Data Recognition Center

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
<b>SCHOOL SCORES*</b>					
** % "Meeting" plus "Exceeding" State Standards	71				
** % "Exceeding" State Standards	36				
Number of students tested	213				
Percent of total students tested	36				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES*</b>					
1 Black					
** % "Meeting" plus "Exceeding" State Standards	54				
** % "Exceeding" State Standards	14				
Number of students tested	126				
2 White					
** % "Meeting" plus "Exceeding" State Standards	97				
** % "Exceeding" State Standards	70				
Number of students tested	66				
3 Asian or Pacific Island					
** % "Meeting" plus "Exceeding" State Standards	95				
** % "Exceeding" State Standards	70				
Number of students tested	20				
4. Special Education					
** % "Meeting" plus "Exceeding" State Standards	25				
** % "Exceeding" State Standards	10				
Number of students tested	20				
5. Economically Disadvantaged					
** % "Meeting" plus "Exceeding" State Standards	55				
** % "Exceeding" State Standards	18				
Number of students tested	123				

\* New test for the 2005-2006 school year

\*\* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced

\*\* Exceeding State Standards- students who scored Mastery and Advanced

**IOWA Test Results  
Seventh Grade Reading**

Subject: Reading                      Grade: 7                      Test: IOWA Test of Basic Skills

Edition/Publication Year: Norm-Referenced in 2000                      Publisher: Riverside Publishing

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

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month		March	March	March	March
<b>SCHOOL SCORES</b>	*				
Total Score		71	70	69	67
Number of students tested		180	168	170	156
Percent of total students tested		33	30	33	33
Number of students alternatively assessed		8	8	8	NA
Percent of students alternatively assessed		4	5	5	NA
<b>SUBGROUP SCORES</b>	*				
1. Blacks					
Average Percentile		46	43	40	43
Number of students tested		87	93	85	84
2. White					
Average Percentile		89	95	90	61
Number of students tested		73	52	58	89
3. Asian or Pacific Islanders					
Average Percentile		92	87	90	90
Number of students tested		18	20	26	17
4. Economically Disadvantaged					
Average Percentile		47	33	29	30
Number of students tested		67	63	55	58

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NORMAL CURVE EQUIVALENT**</b>		62	61	60	60
<b>NATIONAL STANDARD DEVIATION</b>		37	45	40	36

\* Students took the iLEAP Test

\*\* East Baton Rouge Parish School System does not report a National Mean Score.

**IOWA Test Results  
Seventh Grade Mathematics**

Subject: Mathematics                      Grade: 7                      Test: IOWA Test of Basic Skills

Edition/Publication Year: Norm-Referenced in 2000                      Publisher: Riverside Publishing

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

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month		March	March	March	March
<b>SCHOOL SCORES</b>	*				
Total Score		75	72	75	71
Number of students tested		180	168	170	156
Percent of total students tested		33	30	33	33
Number of students alternatively assessed		8	8	8	NA
Percent of students alternatively assessed		4	5	5	NA
<b>SUBGROUP SCORES</b>	*				
1. Blacks					
Average Percentile		53	49	52	50
Number of students tested		87	93	85	84
2. White					
Average Percentile		89	93	91	87
Number of students tested		73	52	58	61
3. Asian or Pacific Islander					
Average Percentile		98	95	96	94
Number of students tested		18	20	26	17
4. Economically Disadvantaged					
Average Percentile		58	44	40	36
Number of students tested		66	63	55	58

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	*2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NORMAL CURVE EQUIVALENT**</b>		64	62	64	62
<b>NATIONAL STANDARD DEVIATION</b>		38	40	40	37

\* Students took iLEAP

\*\* East Baton Rouge Parish School System does not report a National Mean Score.

**LEAP21 Test Results**  
**Eighth Grade English Language Arts**

Subject: English/ Language Arts Grade: 8 Test: LEAP  
Edition/Publication Year: Revised Yearly Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
* % "Meeting" plus "Exceeding" State Standards	78	59	75	78	65
* % "Exceeding" State Standards	53	48	38	48	43
Number of students tested	177	180	183	168	153
Percent of total students tested	30	33	33	33	32
Number of students alternatively assessed	4	8	8	8	NA
Percent of students alternatively assessed	2	4	4	5	NA
<b>SUBGROUP SCORES</b>					
1 Black					
* % "Meeting" plus "Exceeding" State Standards	61	54	57	59	40
* % "Exceeding" State Standards	32	16	14	20	18
Number of students tested	90	99	92	80	87
2 White					
* % "Meeting" plus "Exceeding" State Standards	94	97	87	96	100
* % "Exceeding" State Standards	73	65	53	73	89
Number of students tested	68	57	62	62	47
3 Asian or Pacific Island					
* % "Meeting" plus "Exceeding" State Standards	100	100	100	96	99
* % "Exceeding" State Standards	83	86	83	74	77
Number of students tested	17	21	27	23	18
4. Special Education					
* % "Meeting" plus "Exceeding" State Standards	33	17	0	27	9
* % "Exceeding" State Standards	11	6	0	18	0
Number of students tested	10	18	12	11	11
5. Economically Disadvantaged					
* % "Meeting" plus "Exceeding" State Standards	60	50	65	47	NA
* % "Exceeding" State Standards	29	15	17	16	NA
Number of students tested	85	63	64	60	NA

- \* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced
- \* Exceeding State Standards- students who scored Mastery and Advanced

**LEAP21 Test Results  
Eighth Grade Mathematics**

Subject: Mathematics                      Grade: 8    Test: LEAP  
Edition/Publication Year: Revised Yearly                      Publisher: Data Recognition Corporation

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
* % "Meeting" plus "Exceeding" State Standards	78	69	78	69	65
* % "Exceeding" State Standards	27	38	40	40	29
Number of students tested	177	180	183	168	153
Percent of total students tested	30	33	33	33	32
Number of students alternatively assessed	4	8	8	8	NA
Percent of students alternatively assessed	2	4	4	5	NA
<b>SUBGROUP SCORES</b>					
<b>1 Black</b>					
* % "Meeting" plus "Exceeding" State Standards	65	47	59	39	39
* % "Exceeding" State Standards	8	11	13	11	8
Number of students tested	90	99	92	80	87
<b>2 White</b>					
* % "Meeting" plus "Exceeding" State Standards	94	94	93	97	100
* % "Exceeding" State Standards	40	64	56	66	56
Number of students tested	68	57	62	62	47
<b>3 Asian or Pacific Island</b>					
* % "Meeting" plus "Exceeding" State Standards	100	100	100	95	99
* % "Exceeding" State Standards	88	91	89	69	66
Number of students tested	17	21	27	23	18
<b>4. Special Education</b>					
* % "Meeting" plus "Exceeding" State Standards	33	11	16	27	0
* % "Exceeding" State Standards	0	0	8	9	0
Number of students tested	10	18	12	11	11
<b>5. Economically Disadvantaged</b>					
* % "Meeting" plus "Exceeding" State Standards	67	43	61	32	NA
* % "Exceeding" State Standards	11	16	17	5	NA
Number of students tested	85	63	64	60	NA

- \* Meeting plus Exceeding State Standards- Students who scored Basic, Mastery and Advanced
- \* Exceeding State Standards- students who scored Mastery and Advanced