

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Myra V. Varmall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Forest Heights Academy of Excellence

(As it should appear in the official records)

School Mailing Address 7447 Sumrall Drive

(If address is P.O. Box, also include street address.)

Baton Rouge

Louisiana

70812-1240

City

State

Zip Code+4(9 digits total)

County United States

State School Code Number* 017-034

Telephone (225) 355-5681

Fax (225) 357-0646

Web site/URL http://forestheights.ebrschools.org

E-mail mvarmall@ebrschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. Charlotte D. Placid

(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 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Jerry Arbour

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 52 Elementary schools
 _____ 15 Middle schools
 _____ Junior High Schools
 _____ 16 High schools
 _____ 8 Other
 _____ 91 TOTAL
2. District Per Pupil Expenditure: _____ 8434
 Average State Per Pupil Expenditure: _____ 8431

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 4 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
Pre K	23	32	55	7			0
K	11	37	48	8			0
1	22	25	47	9			0
2	21	48	69	10			0
3	29	43	72	11			0
4	25	42	67	12			0
5	20	35	55	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							413

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 85 | % Black or African American |
| 1 | % Hispanic or Latino |
| 13 | % White |

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 1 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	2
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	414
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 65 %

Total number students who qualify: 254

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: $\frac{5}{20}$ % Total Number of Students Serve

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>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>2</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>18</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialist	<u>12</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>37</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	90 %	89 %	88 %	88 %	92 %
Teacher turnover rate	2 %	1 %	1 %	70 %	1 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Forest Heights Academy of Excellence, a Four-Star School of Exemplary Growth, is the only academic/performing arts school in the Northern part of the parish to offer a unique and challenging educational program integrated with the arts. It is an academic/ visual and performing arts magnet school since 2004. Our school serves students in Pre-Kindergarten through Fifth Grade. This academic magnet program offers a student centered curriculum in an atmosphere where each child develops academically, physically, socially and emotionally.

The mission of Forest Height Academy is to strive for academic excellence to become life long learners. We support learning at home, at school and in the community. The goal of our faculty and staff is to prepare students to perform at their highest potential in a complex and ever changing society. The goals mandate that the principal is an instructional leader, teachers have high expectations, the environment is safe and orderly in a well maintained facility, student achievement is monitored regularly, home and school links are strong, and that the time allocated for students to be able to learn the elevated curriculum is appropriate.

Forest Heights Academy emphasizes a strong core curriculum using varied teaching styles and techniques. Our Arts program, which includes art, drama, instrumental and vocal music, is an integral part of this curriculum. Creative Writing is also part of the instruction. The curriculum is aligned with national, state and local standards with a focus on Grade Level Expectations as mandated by the state of Louisiana.

Students are exposed to a multitude of assessment techniques in order to evaluate mastery of the curriculum. Students have been exposed to the Renzulli Learning System and parents have been encouraged to assist their children in accessing this system at home through the internet. Renzulli Learning is a web-based learning coach that allows teachers to use differentiated curriculum in the classroom by creating individualized assessment of each child's interests and preferred methods of engagement learning. It also delivers customized learning experiences to help them think and learn based on their personal strengths. Other technology oriented learning include Grolier On-line, Kidspiration, Internet for Classroom Teachers, Microsoft Office, Starfall, Storybook Weaver, TimeLiner and World Book On-line.

Students are required to complete learning projects in both the regular and arts classrooms. Teacher made tests are made collectively based on Bloom's Taxonomy which focuses on higher level questioning to ensure that all learners are critical thinkers. Students in our parish take the LEAP and iLEAP tests every spring. The parish goal of 2014 is for all schools to have a school performance score of 120. Four years ago, our school performance was 64. We have shown tremendous growth with our score of 121 for 2006-2007 school year.

Our staff participates in professional development through weekly grade level meetings, on-site staff development, and attendance at state and national conferences. Teachers work in teams to present information to other colleagues.

Parents have been an integral part of our success. Volunteer hours average about 900 hours per year. Parents assist students and teachers in daily instruction, rehearsing for productions, preparing for festivals, fundraising, clerical and other activities.

FHAE has been the recipient of numerous awards and accolades. Students are published weekly in the daily newspaper for their creative writing entries. Students have won honors in academics, art and drama. Grants are written by teachers and funded annually which impact the excellence of our students. Our school has been honored with visits from then Governor Kathleen Blanco, Mayor Kip Holden, Police Chief LaDuff, famed basketball star, Shaquille O'Neal and NFL football great, Josh Reed.

Students were invited to participate in the Ambassadors Program where students and teachers traveled to Australia to learn more about different cultures. The LA Board of Realtors has recognized Forest Height Academy as a Blue Ribbon School. Forest Heights Academy has achieved status as a School of Exemplary Academic Growth for the 04-05, 05-06, and 06-07 school years.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Forest Heights Academy abides by the guidelines of the Louisiana Accountability Program by administering a battery of tests in grades 3, 4, and 5 consisting of two components including the Louisiana Educational Assessment Program (LEAP) and the Integrated Louisiana Educational Assessment Program (iLEAP).

From 1998 through 2005, Louisiana students at grades 3 and 5 were assessed using The Iowa Tests, which are norm-referenced tests (NRTs). The Iowa Tests provide data for evaluating Louisiana students' performance in comparison to the performance of students across the nation. The No Child Left Behind Act (NCLB), enacted in 2002, requires that state assessments be aligned to state content standards and that student results be expressed in terms of the state's performance standards (i.e., Louisiana's five achievement levels are: Unsatisfactory, Approaching Basic, Basic, Mastery and Advanced). Since The Iowa Tests alone did not fulfill this NCLB requirement, so the Integrated Louisiana Educational Assessment Program (iLEAP) was developed. Beginning in spring 2006, the iLEAP tests were administered to public school students in grades 3 and 5.

LEAP, a criterion-referenced test, is administered to students in grade 4. This LEAP test is a prerequisite component for advancement to grade 5. Students must score at least Basic/Approaching Basic in English/Language Arts and Math to be eligible for promotion. Traditionally, our fourth graders have topped others students in our district and state. These percentiles are a combination of Basic, Mastery, and Advanced levels of achievement. This firmly demonstrates our continued performance of academic excellence.

There are two main differences between iLEAP and the LEAP assessments. First, iLEAP contains both CRT and NRT items. This combination results in one assessment tool meeting both the NCLB's requirements and Louisiana's state law requiring NRT assessments. Second, Louisiana's high-stakes testing policy does not require that students in the iLEAP grades (i.e., 3 and 5 attain a specific achievement level to be promoted to the next grade level.

Overall, our students' mean scores are consistently higher than district and state scores. Our 2006 School Report Card indicate that at Grade 3 in English Language Arts, 96 % scored at basic or above in comparison to the state 65% and Math 96% and the state at 64% at grade 4, 89% scored at basic or above in comparison to the state at 65 % in (ELA) and in Math 87% % vs. 58% and at grade 5, 80% in ELA in comparison to the state at 63% and in Math 89% and the state at 65%. On an average since 2004, of our students at Forest Heights Academy have met or exceeded state-mandated academic achievement standards on the LEAP. Scores of this magnitude indicate that more than a majority of our students at Forest Heights Academy consistently apply integrated procedural knowledge and conceptual understanding to problem solving in content strands. The Louisiana School Accountability System uses our test scores to determine our Adequate Yearly Progress (AYP). We are pleased to report that because we exceeded our growth target set by the state in 2006, we have been awarded the title of 'A School of Exemplary Academic Growth.' Our school met requirements for all 7 subgroups. Forest Heights Academy of Excellence achieved the status as a School of Exemplary Academic Growth for the 2005, 2006, and 2007 school years. Further information on Forest Heights Academy's academic success is available at the Louisiana Department of Education (DOE) website www.doe.state.la.us.

2. **Using Assessment Results:**

The students at Forest Heights Academy of Excellence are exposed to a multitude of assessment techniques in order to evaluate mastery of the curriculum. Teachers are continually looking at common assessments. DIBELS benchmark assessment as well as progress monitoring to help to guide their reading instruction. This data assessment is used to differentiate instruction to meet the needs of each child. Learning projects are required of students participating in the regular classrooms as well as the arts classes. The focus of the project may be research, which may include a paper about an instrument, an artist, or perhaps the history of particular types of music or dance in an era being studied by the students. Students and teachers use rubrics to assess their mastery in all subjects' areas. Teacher made test are made collaboratively based on Bloom's Taxonomy focusing on higher level questioning in order to ensure that all learners are critical thinkers. East Baton Rouge Parish uses district common assessment (Edusoft) to evaluate all students in the parish at the end of each Mathematics, English and Language Arts, Science

and Social Studies units. Our students are given a survey test at the beginning and end of each year. Scores are recorded, compared, and analyzed in order to provide the students with the experiences necessary to ensure that they achieve at their highest potential. Students in our parish take the LEAP and iLEAP test in the spring of each year. These results are used for our initial data talk at the beginning of the school year. Data talks include the sharing of ideas to improve the school weaknesses. The parish goal for 2014 is for all schools to have a school performance score of 120. Four years ago, our school performance score was 64. We have shown tremendous growth with our score for the 2006-2007 school year being 121.

3. Communicating Assessment Results:

Sharing assessment results is the most valuable tool in improving learning for students at Forest Heights Academy. The Louisiana State Department of Education issues a report of every school and the parents as well. This document is given to each school family and is made public on the DOE website. Assessment results are communicated through weekly teacher reports, bi-weekly student work packets, parent/teacher conferences, progress reports, and report cards are routine practices. In addition, the school website enables parents and community members to access current academic and visual and performing art activities such as homework, school wide projects, sharing sessions, productions and extracurricular student challenges. The district's superintendent and public relations office share vital and current information as needed throughout the school year as needed. The school hosts a variety of activities that enable the parents to observe the progress of their child such as sharing sessions and mini-musicals.

We produce a monthly newsletter that informs all stakeholders of the many positive events and programs that have impacted our school family. In addition, the school's Parent/Teacher Organization and School Improvement Teams meet monthly to share and discuss the school's progress. We also make general announcements on our school marquis lauding the accomplishments of our fine academic and visual and performing arts team. We share our successes and collectively accept responsibility for challenges.

4. Sharing Success:

Forest Heights Academy instructional team believes that the mission of the No Child Left Behind legislation charges us with the responsibility to make a positive difference in the lives of as many children as possible.

The doors at Forest Heights Academy are always open to fellow educators. We welcome aspiring and seasoned teachers, as well as administrators, who are looking for ideas to incorporate into their program. We generously share materials and ideas with our colleagues. Several teachers serve as mentors to other teachers as well as district committee members.

Students showcase their talents and work to area school students in a fully equipped state of the art theatre. Parents and the community at large are also welcome to visit and or tour our new arts facility. Our student's art work is published weekly in a local newspaper for their creative writing. Forest Heights Academy has been featured in many programs, including Turney's Travels on WAFB-TV and Cox in School.

Several colleges and universities have partnered with us to enhance student achievement. Southern University works with us as a professional development school, and an alliance has been formed between Forest Heights Academy and the Louisiana State University Opera Outreach Program. As a result, Louisiana State University Opera is an official cultural partner.

As a professional learning community school, the instructional team eagerly awaits the request of assistance to the district. Area schools are sent an invitation each year to our major theatrical production each Spring.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Forest Heights Academy of Excellence is a dedicated academic magnet school with an infusion of visual and performing arts serving pre-kindergarten through fifth. This academic magnet program offers a student-centered curriculum in an atmosphere where each child develops academically, physically, socially and emotionally. The school emphasizes a strong core-curriculum with opportunity for development of individual needs and talents using varied teaching styles and strategies. A relevant and rigorous curriculum engages all students and inspires them to become problem-solvers and critical thinkers, which translates into lifelong assets.

Our Arts Program is an integral part of the curriculum. This program includes art, dance, drama, instrumental and vocal music. Instruction in Creative Writing and Physical Education is woven into the curriculum. At Forest Heights our philosophy is a quality visual and performing arts education is an indispensable part of the core academic curriculum for all students. The United States Congress has defined the term 'core academic subjects' as meaning English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (No Child Left, 2001).

All educators are allowed opportunities throughout the school year to have vertical articulation between grade levels. They discuss teamwork, leadership, curriculum, instruction, academic standards, enrichment of state and local curriculum mandates, and ways to promote smooth transitions of students from one grade level of education to another. Teachers, instructional specialist, and administration meet weekly on grade level to analyze student assessment data, to determine students' strengths and weaknesses, to provide interventions or enrichments, to guide instruction, and to better meet the needs of each student. The faculty strives to create high-achieving learning environments for all students, where the most advanced curriculum and instruction techniques combine to support learning. Forest Heights functions as a Professional Learning Community and committed to demonstrating the best teaching practices and instruction in higher order thinking strategies so that all students can be successful.

The school's reading curriculum applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties for every Forest Heights student. It is a comprehensive K-5 balanced literacy program, based on International Reading Association (IRA) standards and the National Council of Teachers of English (NCTE). Student's growth and development are measured using a variety of testing tools such as DIBELS, DRA, and STAR to permit educators' opportunities to assess and analyze data to determine student reading levels and behaviors. These programs are administered individually throughout the year to monitor and document student progress. Data is also used to guide continued reading instruction.

Our mathematics program is guided by research from the National Council of Teachers of Mathematics (NCTM). It is a challenging curriculum that propels students to attain high levels of achievement. Teachers have a sound and coherent knowledge of the mathematics curriculum. At every grade level, students are taught progressively on the development of numerical, algebraic, geometric, and statistical concepts and skills that enable all students to formulate, analyze, and solve problems proficiently. The improvement of our mathematics program is guided by ongoing research on teaching strategies, learning, and by ongoing assessment of school mathematics programs.

2a. (Elementary Schools) Reading:

Forest Heights Academy of Excellence reading curriculum is based on the five components of reading, which are phonemic awareness, phonics, fluency, vocabulary and comprehension. These five components of reading drive the instruction of our core programs. These core programs include Harcourt Collections and Open Court Phonics which are implemented in all elementary classrooms. Our district has chosen the core programs in which we engage our students, but it is our teacher's fidelity to the program and determination that makes our students successful. Our teachers use the resources that are provided to them to make sure all students reading needs are met. Teachers use whole class and small groups to focus on the five components. The teachers differentiate instruction so that all students are getting the instruction that is best suited for them.

Our reading curriculum is also driven by data. Teachers are continually looking at common assessments,

DIBELS benchmark testing as well as progress monitoring to help guide their reading instruction. Teachers use the data from these assessment tools to differentiate instruction to meet all students. Teachers use DIBELS Benchmark Testing to target those students who may have reading difficulties. These students are progress monitored continuously. Teachers then use this data along with other data to decide what instruction would be the most effective for the students in their class.

The Literacy Coach assist teachers in choosing appropriate instructional strategies as well as keep the teachers informed on the most current research based reading techniques and information. Our teachers meet weekly with the Literacy Coach, Principal, Instructional Specialist and Arts Faculty to ensure the success of all students. As a group we look at common assessments and DIBELS data so that the teachers and other key faculty members can analyze what is working in our reading curriculum and what is not. From there we brainstorm as a group of professionals the most effective ways to get our students reading and comprehending successfully.

3. Additional Curriculum Area:

The arts curriculum at Forest Heights Academy of Excellence is an integral part of the core curriculum with instruction based on National, State, and Parish Curriculum Standards for dance, vocal and instrumental music, theatre, and visual art. Each art has a separate curriculum that helps students develop basic knowledge and skills that connect to the arts and other subject areas such as language arts, mathematics, science, and social studies. This inclusion and integration promotes creative thinking, different ways to make meaning reflect and influence culture, and enriches students' ability to make connections to their lives and future as an active participant in society.

Visual Arts is exploratory and encourages students to create original art, apply creative problem solving skills as they produce individual and group projects, and develop a lifelong commitment to art.

Dramatic Arts provides students hands-on training in each of the following: theatre history, play reading, playwriting, elements of play production, set design and blocking, theatrical make-up, stage lighting, sound and vocal technique, critical analysis, evaluation of the aesthetics.

Dance offers intensive instruction in ballet, jazz, tap, lyrical, hip hop and musical theater technique in a spacious new studio as well as modern and creative dance forming the foundation of the choreography set for the performances.

Instrumental Music offers beginner and intermediate instruction in orchestral strings and piano keyboard for students in 2nd - 5th grades. Band is offered for students in 4th- 5th grades. Students in the instrumental music program are taught basic musicianship, teamwork, performance techniques, and rehearsal/practice skills in an instrumental music classroom.

Vocal Music is a comprehensive approach to music with instrumental and vocal components. Using percussion instruments, recorders, keyboards, and voice, students learn how to listen, analyze, create, perform, and respond to different types of music heritage, folk ethnic, and the classics.

4. Instructional Methods:

Forest Heights Academy seeks to meet the different learning styles and abilities of each student through a variety of instructional methods that provide multiple opportunities for success. Teachers maximize instructional time with bell to bell instruction ensuring that students are actively engaged in activities that foster academic and personal achievement.

A hands-on approach to learning creates an environment that encompasses content across the curriculum. Thematic planning is held at the beginning of each grading period. Theme-based, cross-curricular activities are planned and interwoven throughout that grading period. The district's curriculum and pacing guides are used for the purpose of guiding instructions. Students' core subjects are supplemented with the integration of the arts, technology, content learning centers and physical education. Throughout the instructional year students are grouped according their instructional needs. Groupings are flexible and are based on student progress, periodic assessment and weekly team meetings.

Each teacher in our school has manipulatives available to them in order to teach the students in a more hands on environment. Students are able to work with the manipulatives in small groups and individually to ensure they are grasping all concepts. The students enjoy the interactive board and the teachers love that it reviews all the major math concepts that teachers have trouble teaching in one certain unit. Along with manipulative and Calendar Math each of our teachers also have an Investigations Math Kit in their classroom. Teachers use Investigations to teach students different problem solving strategies. We chose Investigations because it allows students to investigate math concepts while using manipulative. The students solve problems and share how they solved the problem in small groups, it also provides games for students to play that incorporate several problem solving techniques. These games are sent home for homework, many times with directions to teach the game to a parent or older sibling. This allows parents a more effective way to help their child other than just working homework problems. Investigations also supplies letters to parents explaining what to expect next in math.

Four-Square writing has been implemented in grades kindergarten through fifth grade. The Four Square Writing method can be used with all forms of writing. It is a step by step approach that is built around a simple graphic organizer. It shows students how to first collect ideas and then helps them to use the ideas to create clear polished compositions. District rubrics are used to evaluate their compositions.

To enhance the core subjects science and social studies, the classroom teacher and art teachers guide students in conducting experiments, participating in group projects, utilization of technology, video conferencing, sharing sessions, plays, and developing research papers.

5. Professional Development:

Professional development is an ongoing at Forest Heights Academy of Excellence. The teachers share the same mission, values and goals. They work collaboratively as a team and are action oriented. Activities in the art of pedagogy are apparent in weekly grade level meetings, on site staff development, attendance at State and National conferences, and staff development specific to teacher and student needs. The teachers take pride in being aware of the most current research based strategies to use with children. As a professional learning community, teachers work in teams to present information to other colleagues. This year an emphasis is being placed on phonics instruction and the utilization of data teams on campus. The keys to our effective teams are: collaboration embedded in routine practices, collaboration time, key question focus, explicit production of collaboration, norms to guide collaboration, specific and measurable goals are pursued and readily accessible information.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 4 Test LEAP

Edition/Publication Year _____ Publisher Data Recognition Corporation

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic,Mastery,Advance	95	90	83	46	41
% "Exceeding" State Standards					
Mastery,Advance	41	45	27	8	8
Number of students tested	64	52	45	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	17	13
Percent of students alternatively assessed	0	0	0	23	18
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic,Mastery,Advance	94	87	82	41	38
% "Exceeding" State Standards					
Mastery,Advance	39	38	29	9	5
Number of students tested	59	48	28	63	66
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic,Mastery,Advance					
% "Exceeding" State Standards					
Mastery,Advance					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
Basic,Mastery,Advance					
% "Exceeding" State Standards					
Mastery,Advance					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
Basic,Mastery,Advance					
% "Exceeding" State Standards					
Mastery,Advance					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Matery, Advance	91	96			
% "Exceeding" State Standards					
Mastery & Advance	50	47			
Number of students tested	71	48			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Matery, Advance	90	94			
% "Exceeding" State Standards					
Mastery & Advance	48	42			
Number of students tested	31	45			
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Matery, Advance					
% "Exceeding" State Standards					
Mastery & Advance					
Number of students tested					
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Matery, Advance	90	100			
% "Exceeding" State Standards					
Mastery & Advance	32	50			
Number of students tested	16	12			
4.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Matery, Advance					
% "Exceeding" State Standards					
Mastery & Advance					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery, Advance	95	87	83	48	46
% "Exceeding" State Standards					
Mastery, Advance	81	43	24	20	11
Number of students tested	64	52	45	76	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	17	13
Percent of students alternatively assessed	0	0	0	23	10
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	94	92	82	43	41
% "Exceeding" State Standards					
Mastery, Advance	39	39	21	8	10
Number of students tested	59	48	28	61	58
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastery, Advance					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastery, Advance					
Number of students tested					
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	0	0	0	0	0
% "Exceeding" State Standards					
Mastery, Advance	0	0	0	0	0
Number of students tested	0	0	0	0	0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery, Advance	94	80			
% "Exceeding" State Standards					
Mastery, Advance	37	26			
Number of students tested	53	48			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	97	79			
% "Exceeding" State Standards					
Mastery, Advance	40	21			
Number of students tested	50	46			
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastry, Advance					
Number of students tested					
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	85	100			
% "Exceeding" State Standards					
Mastry, Advance	39	46			
Number of students tested	13	13			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastry, Advance	0	0			
% "Exceeding" State Standards					
Mastery, Advance	0	0			
Number of students tested	0	0			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery, Advance	94	89			
% "Exceeding" State Standards					
Mastery, Advance	47	33			
Number of students tested	50	46			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	89	91			
% "Exceeding" State Standards					
Mastery, Advance	43	27			
Number of students tested	50	46			
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastery, Advance					
Number of students tested					
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	100	100			
% "Exceeding" State Standards					
Mastery, Advance	54	46			
Number of students tested	50	46			
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	0	0			
% "Exceeding" State Standards					
Mastery, Advance	0	0			
Number of students tested	0	0			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic, Mastery, Advance	93	96			
% "Exceeding" State Standards					
Mastery, Advance	59	56			
Number of students tested	71	45			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	91	93			
% "Exceeding" State Standards					
Mastery, Advance	5	39			
Number of students tested	71	45			
2.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastery, Advance					
Number of students tested					
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance	98	100			
% "Exceeding" State Standards					
Mastery, Advance	69	67			
Number of students tested	16	12			
4.					
% "Meeting" plus % "Exceeding" State Standard					
Basic, Mastery, Advance					
% "Exceeding" State Standards					
Mastery, Advance					
Number of students tested					