

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. Kay Robinson

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

Official School Name Caddo Parish Middle Magnet School

(As it should appear in the official records)

School Mailing Address 7635 Cornelious Drive

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

Shreveport

Louisiana

71106-5197

City

State

Zip Code+4(9 digits total)

County Caddo

State School Code Number* 009020

Telephone (318) 868-6588

Fax (318) 865-6125

Web site/URL cmm.ptsa.homestead.com

E-mail krobinson@caddo.k12.la.us

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. Wanda Gunn

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

District Name Caddo Parish School System

Tel. (318) 603-7106

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 Mr. Willie Burton

(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: _____ 42 Elementary schools
 _____ 15 Middle schools
 _____ 0 Junior High Schools
 _____ 11 High schools
 _____ 6 Other
 _____ 74 TOTAL
2. District Per Pupil Expenditure: _____ 9928
 Average State Per Pupil Expenditure: _____ 8025

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 area
 Rural
4. _____ 7 Number of years the principal has been in her/his position at this school.
 _____ 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			0	7	197	210	407
K			0	8	176	234	410
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	194	259	453				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1270

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 28 | % Black or African American |
| 1 | % Hispanic or Latino |
| 68 | % 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 2 %

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	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	1253
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 253

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: 33 %
7 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>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>4</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>3</u>	<u>0</u>
Classroom teachers	<u>68</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>9</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>78</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of 22 : 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	95 %	94 %	94 %	95 %
Teacher turnover rate	10 %	10 %	12 %	9 %	8 %
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

Caddo Parish Middle Magnet School in Shreveport, Louisiana serves a beacon of light in the educational community. The mission of the school states: The faculty, students, parents and community of Caddo Middle Magnet School will provide a diverse curriculum emphasizing higher-order thinking skills. Making respect a priority, we will work as a team to meet the unique needs of the middle school student.

Caddo Middle Magnet is located in a residential neighborhood in southeast Shreveport. The school grew out of a court consent decree which stated: a new school will be created to provide an exemplary program of academics and performing visual arts, while increasing racial integration in Caddo Parish. Involvement of citizens, educators, and the Caddo Parish School Board assured its wide appeal prior to the first student enrollment for the fall of 1982. Since this time, Caddo Middle Magnet has established a tradition of excellence that is recognized throughout the city, district, and state. The school celebrated its twenty-fifth year in 2007, honoring the founding principal and seven original faculty members who have been and continue to be an integral part of maintaining the rich heritage that Caddo Middle Magnet enjoys.

Caddo Middle Magnet currently serves a diverse population of 1270 students. The population is comprised of students from throughout the entire district. Students from thirty-one out of forty-two elementary schools in Caddo Parish are represented in the population. Caddo Middle Magnet is cognizant of the necessary components for children to experience a successful transition from elementary to middle school and from middle school to high school. Seventy-one highly-motivated and innovative educators provide a nurturing environment where the continued development of the whole child is priority in grades six, seven, and eight.

The warm and inviting atmosphere reflects the positive climate that Caddo Middle Magnet exudes. Student work is showcased throughout the school. Caddo Middle Magnet provides all the resources necessary for students to be challenged to analyze, synthesize, and evaluate information in all core subject areas. A key component of the middle school concept is the inclusion of extra-curricular activities. Caddo Middle Magnet offers over one hundred clubs in which students can explore areas of interest. A strong intramural program compliments the varsity sports program in order to accommodate students with varied ability levels.

Caddo Middle Magnet is the highest achieving middle school in Louisiana according to school performance scores. School performance scores for middle schools are calculated using student attendance rates and standardized test scores. Additionally, Caddo Middle Magnet has the highest student attendance rate for middle schools in Caddo Parish with 97.2%.

The faculty has received numerous distinctive awards at the district, state, and national level. Faculty honors include ten finalists for Caddo Parish Middle School Teacher of the Year, two Caddo Parish Middle School Teachers of the Year, two Louisiana Middle School finalists, and one Louisiana Teacher of the Year. Fifteen Caddo Middle Magnet teachers have been recognized by the Shreveport Times as Teacher of the Week. Two Caddo Middle Magnet teachers serve on national advisory boards for Channel One and Time Magazine Teen Board.

The Duke University Talent Identification Program recognizes Caddo Middle Magnet as a Top Middle School in Louisiana due to the significant number of seventh-grade students who qualify each year based on standardized test scores. Caddo Middle Magnet students continue to excel at the state level and gain recognition at the national level through a broad variety of competitions. Students have received trips to Washington D.C. based on winning state awards in the National Spelling Bee, MathCounts Competition, Prudential Spirit of Community Award, and the National Art Flag Competition. One student brought national media attention to the school in the fall of 2006 by winning the Expo Marker Essay contest

for a \$25,000 classroom makeover for her teacher.

One of the most important keys to the school's continued success is the tremendous commitment of the Caddo Middle Magnet parents and the community partners. Caddo Middle Magnet has been recognized for having the largest Parent Teacher Association (P.T.A.) membership in Louisiana for the past two years. In addition to receiving support of the several businesses in the community, the school enjoys a partnership with Louisiana State University in Shreveport where the principal serves as an adjunct professor.

The motto at Caddo Middle Magnet is Together We Create a Masterpiece. This vision is realized on a daily basis by a talented faculty, a dedicated parental base, a network of community contacts, and a motivated student body.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Caddo Middle Magnet students participate in statewide testing in March of every year. Eighth grade students take the Louisiana Educational Assessment Program (LEAP) for the 21st Century test. The LEAP is a criterion-referenced test that measures the knowledge and skills contained in the state's content standards and benchmarks which are clustered by grades five through eight. In January of 2003, the Louisiana State Board of Elementary and Secondary Education (BESE) approved the use of augmented norm-reference tests, referred to as the integrated LEAP (iLEAP) for grades three, five, six, seven, and nine. The iLEAP integrates criterion-referenced tests and norm-referenced tests into one program. Prior to 2006, students in grades six and seven at Caddo Middle Magnet completed the Iowa Test of Basic Skills in the Spring of each year. In accordance with NCLB, the iLEAP tests were implemented in Spring of 2006. Sixth and seventh grade students at Caddo Middle Magnet complete the iLEAP in March of each year.

There are five achievement levels in the LEAP and iLEAP tests (ranked from highest to lowest): Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. In Louisiana, students meet state standards (proficient or higher) when they score at the basic level or above. Students are tested in the four core subject areas of English/Language Arts, Mathematics, Science, and Social Studies on the LEAP and iLEAP. Currently, eighth grade students must score at or above the Basic/Approaching Basic combination on the English/Language Arts and Mathematics components of the LEAP test to be promoted to the ninth grade. Louisiana's general policy definitions for the five achievement levels are provided below.

Advanced: The student has demonstrated superior performance beyond the level of mastery.
Mastery: A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic: A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic: A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory: A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

A yearly school performance score is given to each public school in Louisiana. Middle school performance scores are based upon the following: 90% iLEAP/LEAP test scores and 10% student attendance. More information about the state assessment can be found at www.louisianaschools.net.

Eighth grade students at Caddo Middle Magnet have consistently performed extremely well on the LEAP test. The percent of eighth grade students achieving at the proficient level or above in English/Language Arts and Mathematics has been close to 100% for the past five years. In 2006-07, Caddo Middle Magnet had its highest percentage of eighth grade students exceed state standards in the area of mathematics with forty-one percent scoring at the mastery and advanced levels. Because nearly 100% of students at Caddo Middle Magnet have met state standards by showing proficiency in English/Language Arts and Mathematics for the past five years, the school is focusing on acceleration strategies so that a significant percentage of the student population will score at the mastery and advanced levels in these two areas. One-on-one tutoring and small group instruction have been offered to help students move from the basic to the mastery level and from the mastery to the advanced level.

With regard to subgroups, 97% of economically disadvantaged eighth grade students scored at the proficient level or above on the English/Language Arts and Mathematics area of the LEAP test, while 98% of eighth grade African American students scored at the proficient level or higher on English/Language Arts and 93% scored at the proficient level or above for Mathematics for the 2006-07 school year.

Sixth and seventh grade students at Caddo Middle Magnet have taken the iLEAP test for the past two years. Both sixth and seventh grade students have performed well on the iLEAP test,

with 96% or more scoring at or above the proficient level in both English/Language Arts and Mathematics in 2005-06 and 2006-07. Also, for the past two years, 97% or more of sixth and seventh grade students in subgroup categories scored at the proficient level or above in English/Language Arts and Mathematics.

2. Using Assessment Results

At Caddo Middle Magnet, standardized test results are used alongside classroom assessments to monitor student performance, guide instructional decisions, and identify learning problems. Caddo Middle Magnet teachers, administrators, and counselors evaluate test results yearly and use the data as a guiding force to plan for school improvement. Test scores are disaggregated and an item analysis is generated and used for instructional planning, staff development, and school-wide curriculum enhancements.

Standardized test results are sent to parents and conferences are held to discuss specific strategies to address individual student strengths and weaknesses. Assessment results are used to create individual student profiles. Students whose scores reflect special needs are targeted and directed to school programs that provide additional support and instruction. One-on-one tutoring, Caddo Middle Magnet Saturday Academies, and small-group enrichment courses are used to provide remediation or acceleration depending on individual students' needs.

Caddo Middle Magnet also uses assessment results to plan for school-wide staff development. Following a comprehensive analysis of the assessment results, school-wide staff development is planned for the upcoming year based on major areas of instructional need. A determined need from assessment results from the 2006-07 school year was improving teacher instruction and student performance in English/Language Arts. Professional development for the current year has been targeted at providing teachers with research-based strategies, activities, and resources to increase student learning in this area.

Also in response to test data, Caddo Middle Magnet Pegasus Society, a parent-governed foundation at the school, provided \$18,000 to fund additional technology, resources, and supplies for the science department. This science initiative is designed to help every child reach his/her full potential by providing exciting, inquiry-based learning experiences and 'hands-on' activities.

3. Communicating Assessment Results

Caddo Middle Magnet believes that communication among teachers, parents, and students is a powerful vehicle for improving student performance. Caddo Middle Magnet communicates student performance to parents and students in a variety of ways. Students receive progress reports three times during each nine-week period. Student report cards are issued four times during the school year at the end of the nine week grading period. Parents can also access their child's grades online through teacher web pages. In addition, teachers communicate student performance through conferences, email, and phone calls on a regular basis. Weekly letters and quarterly Parent Teacher Student Association (PTSA) newsletters are used to informally communicate and highlight student success.

Grade-level meetings are held to inform the parents of the standards required by the state, district, and the school. An eighth grade exposition is held yearly to inform parents and students of the requirements of the Louisiana Educational Assessment Program (LEAP) test. Eighth grade students have performed extremely well on the LEAP test at Caddo Middle Magnet. One hundred percent of Caddo Middle Magnet's eighth grade students successfully passed the LEAP test on initial testing in March for the 2006-07 school year. School assemblies and pep rallies are used to celebrate student achievement. Pep rallies before testing include the spirit groups involving students in team building games and activities, motivational speeches from former Caddo Middle Magnet students, and the principal explaining the reason the test is being administered, how the results will be used, and how the test is relevant to their learning. A school wide pizza slice party was held in the spring of 2007 to honor the eighth grade class because 100% of students successfully passed the LEAP test.

In accordance with the No Child Left Behind Act, the state of Louisiana issues a School Report Card to all parents and a Principal's Report Card in the fall of each school year. Each school is given a School Performance Score. At the middle school level the School Performance Score is calculated using attendance records to account for ten percent and student test scores to account for ninety percent of the score. Caddo Middle Magnet currently has the highest School

Performance Score for middle schools in Louisiana. Caddo Middle Magnet makes a concerted effort to effectively communicate with parents, students, and the community in order to improve school quality and student learning.

4. **Sharing Success:**

An integral part of the school improvement process at Caddo Middle Magnet includes a comprehensive plan for sharing successes with other schools in the community. Caddo Middle Magnet is committed to sharing successes with other schools to improve student learning and student life throughout the parish. This year the school is sharing its successes with other schools through two specific projects.

Caddo Middle Magnet began using School-Wide Positive Behavior Support (SWPBS) in the 2006-07 school year. SWPBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. Caddo Middle Magnet is currently the only middle school in Louisiana's Region 7 identified as a demonstration site. A school is identified as a demonstration site when the school scores over eighty percent on the expectations portion of the School-Wide Evaluation Tool (SET) as well as an eighty percent or above overall score. Caddo Middle Magnet is a model for other schools in the implementation of SWPBS. Caddo Middle Magnet hosted the SWPBS kickoff assembly for the parish in October 2007. Representatives from area schools were invited to the school to experience how the positive behavior support program has been successfully implemented. In addition, because Caddo Middle Magnet is a demonstration site, information regarding the school's SWPBS program will be on the Louisiana's Positive Behavior Support website.

In 2006, Caddo Middle Magnet physical education teachers, in collaboration with the Kinesiology and Health Science professors from Louisiana State University in Shreveport, designed and implemented a wellness program at the school to address the rising problem of childhood obesity. To further enhance the fitness program, the school partnered with several members of the local medical community to build a quarter-mile asphalt trail on the campus in the fall of 2007. Because of this initiative, the school's fitness program has been highlighted as a model for other parish schools to follow. Teachers have presented the program at workshops in an effort to share success and promote fitness for students throughout the parish.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Caddo Middle Magnet School aligned with the Louisiana Content Standards and state assessments. Caddo Middle Magnet provides a program of academic excellence emphasizing the performing and visual arts for students in grades six, seven, and eight. The program affords a more broadly based enrichment curriculum through a seven-period day and through challenging exploratory topics which are extensions of the core areas of language arts, mathematics, social studies, and sciences. The academic program at Caddo Middle Magnet School provides a challenging and engaging curriculum in a supportive and nurturing environment so that students are able to reach their full potential.

At Caddo Middle Magnet School, the language arts curriculum is designed to teach students the language abilities they need to communicate effectively as individuals and as contributing members of society. Students participate in a variety of activities including comparing and analyzing literature, author studies, reading in multiple genres, informational reading, and using research and technology. Teachers provide opportunities for students to master descriptive, narrative, expository, and persuasive communication.

The mathematics curriculum at Caddo Middle Magnet School is designed to enable students to become mathematical thinkers. Math concepts are presented in a variety of ways with an emphasis upon higher-order thinking skills. Students are challenged to analyze and evaluate real-world problems that are aligned with state benchmarks and grade level expectations. Technology is integrated throughout the curriculum so that students are prepared for future educational challenges as well the technological demands of employment in the twenty-first century.

The science curriculum at Caddo Middle Magnet School implements a discovery-based approach. Students learn concepts through traditional teaching methods as well as through cooperative laboratory groups. Innovative and creative problem-solving skills are taught through 'hands-on' activities. Scientific experiments, investigations, activities, presentations, demonstrations, and discussions are aligned with state benchmarks and grade level expectations.

The social studies curriculum at Caddo Middle Magnet School is an integrated study of the social sciences and humanities that is intended to promote effective citizenry. The social studies program provides a coordinated, systematic study drawing upon such disciplines as economics, history, geography, anthropology, archaeology, law, philosophy, political science, religion, and sociology.

The foreign language curriculum, which includes French and Spanish, places emphasis upon the four language skills of reading, writing, listening, and speaking. In addition to using a basal textbook, students acquire foreign language skills through songs, dances, skits, dialogues, and other activities. A Foreign Language Exploratory is offered to sixth grade students, while seventh grade students take a full-year beginning course followed by a full year at the intermediate level. Students who successfully master the material at the intermediate level in the eighth grade receive a Carnegie unit of high school credit in foreign language.

The communications program includes a semester elective of KCMM, a weekly multi-media production, designed to enhance communication skills and disseminate news throughout the school. A nine-week speech elective, journalism course, and newspaper class are also offered in the communications department at Caddo Middle Magnet.

The art program at Caddo Middle Magnet School places emphasis upon creativity, exploration and appreciation. Concepts taught include elements and principles of design, art history, drawing, fibers, clay, lettering, printmaking, 3-D crafts, and paper designs. Art Exploratory is offered as an elective for nine weeks while Art I, II, and III are offered as semester electives.

The music program at Caddo Middle Magnet School uses the basic tools of language, singing, rhythm, movement, instrument playing, improvisation, and composition in the development of musicality. Courses offered include band, orchestra, choir, show choir, guitar, and piano.

The drama program at Caddo Middle Magnet School emphasizes pantomime, role-playing, public speaking, and theatrical performance. Drama is offered as a nine-week elective and as a semester elective.

2b. (Secondary Schools) English:

The English/Language Arts curriculum is the foundation of the academic program at Caddo Middle Magnet. The state developed the Louisiana Comprehensive Curriculum, and all public schools implemented the curriculum in the fall of 2005. The Comprehensive Curriculum aligns with Louisiana standards, benchmarks, and the Grade-Level-Expectations. At Caddo Middle Magnet instructional activities in language arts are aligned to state standards. Language arts classrooms are student-centered and teachers serve as facilitators of the learning experience.

The English/Language Arts program at Caddo Middle Magnet involves students in a variety of activities and experiences which are designed to expand their exposure to and understanding of literature and language. A broad range of literary genres are explored with related writing activities which emphasize the development of both the students' understanding of writing techniques, including grammar and expansion of vocabulary as well as the act of creative writing. Journaling is an important component in enhancing writing skills. Grammar skills are integrated with literature, vocabulary, and writing. Students are also presented with opportunities to be involved in research activities with emphasis on the location of sources and the appropriate presentation of information and its sources.

Additional summer reading is required of all Caddo Middle Magnet students. The ultimate goal of each English/Language Arts teacher is that students develop a lifelong love of reading.

3. Additional Curriculum Area:

A primary goal of the Caddo Middle Magnet mathematics program is to ensure that students are prepared to be successful not only in high school math courses, but ultimately in a technologically-advanced global society. CMM offers a balanced curriculum that encompasses multiple standards. Students learn basic facts, definitions, and the central concepts and procedures associated with Louisiana mathematics strands areas ' numbers and number relations; algebra; geometry; measurement; probability, statistics, and discrete mathematics; and patterns, relations, and functions. In addition, students learn how to solve real-world problems through 'hands on' activities.

The math program at CMM aligns with the mission of the school in that students are challenged to think about and justify their work, develop higher order thinking skills, and confront new problems as mathematicians.

During the middle school years students solidify conceptions about themselves as learners of mathematics. Caddo Middle Magnet teachers integrate activities into the curriculum that increase students' interest and motivation in math. The math classrooms at CMM are student-centered and teachers use research based strategies to meet all students' learning styles.

Caddo Middle Magnet offers an advanced track in mathematics for students who have a high aptitude in math and meet criteria based on standardized test scores and grades. Students who qualify for the advanced track are able to take Algebra I for high school credit in the eighth grade.

4. Instructional Methods:

It is the goal of each teacher at Caddo Middle Magnet to translate knowledge base into thoughtful classroom practice. According to NCLB standards, CMM has excellent teacher quality with close to ninety-five percent of core courses being taught by highly qualified instructors. Teachers focus on what students learn, as well as, how they learn. The classrooms are student-centered and teachers provide individual activities for all students. Students are viewed as individuals with unique talents, learning styles, and educational needs. A variety of instructional methods are used to teach concepts in all areas of the school's curriculum. The importance of on-task time is a primary focus of instruction at Caddo Middle Magnet.

Instruction in the middle grades requires teachers to use methods that bridge the gap between elementary and high school. At Caddo Middle Magnet, teachers use techniques that emphasize the social growth of students and strategies that stimulate intellectual skills as well. Some of the instructional methods include lecture, guided and reflective discussion, demonstration, and cooperative learning.

The classroom atmosphere at Caddo Middle Magnet is controlled and purposeful, not necessarily quiet, but a model of active learning. Hands-on math, inquiry-based science, and student-led discussions are evident in classrooms throughout the school. The cooperative learning is a vital approach at Caddo Middle Magnet because it has proven to be successful in improving achievement. The focus of cooperative learning at Caddo Middle Magnet is both academic and affective, with emphasis on achievement of shared goals through cooperative effort. Teachers collaborate with colleagues, students, parents, and community members in an effort to be most effective in improving student learning. Instructional methods at Caddo Middle Magnet are design and implemented to prepare students to be successful, contributing members of society in the twenty-first century.

5. Professional Development:

The professional development program at Caddo Middle Magnet is aligned with the school's mission statement which states: Making respect a priority, we will work as a team to meet the unique needs of the middle school student. The focus of the school's staff development program is the improvement of student learning in relation to standards. Continual growth and lifelong learning is the ultimate goal for teachers and students. At Caddo Middle Magnet professional development is needs-driven, long-term, and directly linked to school's vision, curriculum and assessment plan, and instructional guidelines.

Caddo Middle Magnet teachers average forty-eight hours of staff development annually. At Caddo Middle Magnet, the professional development experiences are developed in accordance with research-based principles. Teachers participate in training, study groups, action research, collaborative planning, examination of student work, and peer coaching throughout the year. Each teacher new to Caddo Middle Magnet participates in a year of interdisciplinary visits to become familiar with the other departments in the school and to be exposed to successful programs developed by colleagues. Administrators, counselors, and teachers work together to make action plans based on student performance which are documented and implemented through the school improvement plan. Teachers collaborate in analyzing student performance in grade-level and team meetings once per month during the school year. These meetings provide opportunities for teachers to have dialogue and make data-driven decisions.

The professional learning environment at Caddo Middle Magnet is filled with energy and excitement. It is a continuous and fluid process of monitoring and revision by which teachers acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 8 Test Louisiana Educational Assessment Program (LEAP)
Edition/Publication Year 2007 (revised y 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 + Advanced	99	98	96	96	97
% "Exceeding" State Standards					
Mastery + Advanced	49	66	56	42	58
Number of students tested	356	393	375	360	342
Percent of total students tested	99	100	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	97	100	92	92	94
% "Exceeding" State Standards					
Mastery + Advanced	31	17	36	28	43
Number of students tested	68	71	64	80	49
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	98	98	93	92	93
% "Exceeding" State Standards					
Mastery + Advanced	36	53	39	28	31
Number of students tested	109	127	119	122	116
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
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 + Advanced	96	98	95	97	96
% "Exceeding" State Standards					
Mastery + Advanced	41	33	34	33	41
Number of students tested	356	393	375	360	342
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	97	100	89	91	94
% "Exceeding" State Standards					
Mastery + Advanced	28	17	14	12	12
Number of students tested	68	71	64	80	49
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	93	92	90	92	89
% "Exceeding" State Standards					
Mastery + Advanced	24	15	13	9	15
Number of students tested	109	127	119	122	116
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic + Mastery + Advanced	100	100			
% "Exceeding" State Standards					
Mastery + Advanced	73	70			
Number of students tested	447	380			
Percent of total students tested	99	99			
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 + Advanced	99	97			
% "Exceeding" State Standards					
Mastery + Advanced	53	47			
Number of students tested	93	77			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	99	98			
% "Exceeding" State Standards					
Mastery + Advanced	57	53			
Number of students tested	138	120			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic + Mastery + Advanced	98	96			
% "Exceeding" State Standards					
Mastery + Advanced	48	47			
Number of students tested	447	380			
Percent of total students tested	99	98			
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 + Advanced	97	90			
% "Exceeding" State Standards					
Mastery + Advanced	26	27			
Number of students tested	93	77			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	98	98			
% "Exceeding" State Standards					
Mastery + Advanced	28	53			
Number of students tested	138	120			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic + Mastery + Advanced	100	99			
% "Exceeding" State Standards					
Mastery + Advanced	70	74			
Number of students tested	436	462			
Percent of total students tested	98	98			
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 + Advanced	100	97			
% "Exceeding" State Standards					
Mastery + Advanced	59	68			
Number of students tested	90	72			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basic + Mastery + Advanced	99	99			
% "Exceeding" State Standards					
Mastery + Advanced	62	59			
Number of students tested	112	149			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic + Mastery + Advanced	99	98			
% "Exceeding" State Standards					
Mastery + Advanced	62	48			
Number of students tested	436	462			
Percent of total students tested	98	98			
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 + Advanced	98	99			
% "Exceeding" State Standards					
Mastery + Advanced	51	44			
Number of students tested	90	72			
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Basically + Mastery + Advanced	99	97			
% "Exceeding" State Standards					
Mastery + Advanced	51	32			
Number of students tested	112	149			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 6 Test Iowa Test of Basic Skills

Edition/Publication Year Form Iowa 0 Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			88	89	87
Number of students tested			403	417	401
Percent of total students tested			99	99	99
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged			82	89	82
Number of students tested			82	69	59
2. Black			82	87	83
Number of students tested			82	146	140
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			52	54	56
NATIONAL STANDARD DEVIATIO			33	35	35

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			84	84	82
Number of students tested			403	417	342
Percent of total students tested			99	99	98
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged			76	77	69
Number of students tested			76	69	59
2. Black			76	74	70
Number of students tested			76	146	140
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			58	58	60
NATIONAL STANDARD DEVIATIO			37	38	39

Subject Reading (LA) Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year Form Iowa 0 Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			88	88	88
Number of students tested			375	388	383
Percent of total students tested			99	98	99
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged			85	84	83
Number of students tested			85	54	68
2. Black			85	84	83
Number of students tested			85	129	144
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			62	61	60
NATIONAL STANDARD DEVIATIO			37	45	40

Subject Math Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year Form Iowa 0 Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	March
SCHOOL SCORES*					
Total Score			86	85	84
Number of students tested			417	388	383
Percent of total students tested			99	98	99
Number of students alternatively assessed			0	0	0
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged			75	72	71
Number of students tested			75	54	68
2. Black			75	84	71
Number of students tested			75	129	144
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE			64	62	64
NATIONAL STANDARD DEVIATIO			38	40	40