

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Kimberly Hayes

Official School Name: DeRidder Junior High School

School Mailing Address:
415 Frusha Drive
DeRidder, LA 70634-3215

County: Beauregard State School Code Number*: 006-003

Telephone: (337) 463-9083 Fax: (337) 463-7696

Web site/URL: www.beau.k12.la.us/djhs/index.htm E-mail: khayes@beau.k12.la.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Rita Mann

District Name: Beauregard Tel: (337) 463-5551

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jimmy Barrett

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 5 | Elementary schools |
| 0 | Middle schools |
| 1 | Junior high schools |
| 3 | High schools |
| 3 | Other |
| 12 | TOTAL |

2. District Per Pupil Expenditure: 8554

Average State Per Pupil Expenditure: 10486

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. 8 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
PreK			0	7	112	119	231
K			0	8	95	107	202
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	105	86	191				
TOTAL STUDENTS IN THE APPLYING SCHOOL							624

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
32 % Black or African American
3 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
62 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 27 %

This rate is 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.	87
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	81
(3)	Total of all transferred students [sum of rows (1) and (2)].	168
(4)	Total number of students in the school as of October 1.	633
(5)	Total transferred students in row (3) divided by total students in row (4).	0.265
(6)	Amount in row (5) multiplied by 100.	26.540

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 4

Specify languages:

Chinese - Cantone, German, Korean, Choson - O, Spanish

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 324

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 free and reduced-price school meals 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: 15 %

Total Number of Students Served: 93

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>5</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>57</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>33</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>18</u>	<u>0</u>
Total number	<u>65</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	95%	95%	94%	93%
Daily teacher attendance	94%	95%	95%	95%	95%
Teacher turnover rate	8%	12%	15%	13%	8%
Student dropout rate	1%	0%	2%	0%	1%

Please provide all explanations below.

Daily Student Attendance:

In 2003-04 we had a higher than usual rate of suspensions which caused our average daily student attendance to be negatively affected. We recognized this factor and developed a plan for improving student attendance by implementing positive behavioral support strategies. We have reduced our suspension rate by 10% from 2003-04 school year to the 2007-08 school year.

Teacher Turnover Rate:

Many of our staff members are near the retirement age. This factor, coupled with the fact that we employ staff members who have military spouses, our teacher turnover rate fluxuates from year to year. Over the last five years, teachers who are no longer with our faculty have either retired or moved out of the area with their families.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

DeRidder Junior High School is a center for high expectations where students, staff, parents, and community members work together to achieve academic, social, and behavioral goals. Our shared vision is to promote lifelong learning for all students, keeping excellence as our minimum standard. We are the DeRidder Dragons!

DeRidder Junior High School (DJHS) is located in DeRidder, Louisiana in rural Beauregard Parish. Our community is small but progressive with a population of 9,800. DJHS opened in 1963 and housed students in grades eight and nine. When the new high school was built, sixth and seventh graders began attending DJHS, and ninth graders were sent to the high school. DeRidder Junior High School provides a nurturing environment where high expectations are the norm, and multiple opportunities for students to experience success are available.

DeRidder Junior High School is the only junior high school within the city limits of DeRidder, and the school's population includes 624 students in grades six, seven, and eight. Because DJHS is located 25 miles from a military base, some of our students have lived all over the world and bring a richness of diversity to the campus. The majority of our students have lived in DeRidder all of their lives. Fifty-two percent of our students are from low-income families, thirty-eight percent are minorities, and fifteen percent receive special education services. Forty-four caring and innovative educators work together to provide the best education possible, recognizing the unique needs of our student population.

Students at DJHS have many opportunities to develop their talents, abilities, and interests. Along with an exceptional academic program, DeRidder Junior High School offers opportunities for students to become involved in clubs, service organizations, sports, and visual and performing arts. Our extra-curricular programs emphasize community involvement and service to others as a way to develop good character and citizenship.

Dragon spirit is abundant at DeRidder Junior High School. The halls are filled with examples of pride and accomplishments. Our students are genuinely excited when our school receives an award or when teachers are recognized. The student body applauds enthusiastically when the Teacher of the Year is announced at the Awards Ceremony. Many of our faculty members and students have been recognized at the state and national levels. Our staff includes one Louisiana Teacher of the Year and several Parish Teachers of the Year. We have had one Louisiana Principal of the Year, one Regional Principal of the Year, and three Louisiana Students of the Year. One of our teachers has been featured in Leadership Magazine.

DeRidder Junior High School continues to close the achievement gap. In April of 2002, Senator Mary Landrieu visited our school in order to proclaim DeRidder Junior High School as a "Star" among Louisiana schools. Earlier in the 2001-02 school year, DJHS earned the title of "Exemplary Academic Growth" by the Louisiana Department of Education. One of the key factors for producing high academic achievement is the protection of instructional time regarding student behavior. DeRidder Junior High School recently implemented School-Wide Positive Behavior Support strategies and has experienced a dramatic reduction in the amount of time that students are out of the classroom because of behavioral problems. Because of the efforts of the staff and students, DJHS has been named as a demonstration site for School-Wide Positive Behavior Support by LSU's Positive Behavior Support Project.

DeRidder Junior High School enjoys a tremendous commitment of resources and support from our parents and community Partners in Education. We have three active parent organizations that work hard to build our programs. We partner with area businesses that provide monetary support along with their human resources and services. In return, we help them recruit employees for their businesses by providing a good school for children to attend. The efforts of our parents and Partners in Education have provided new technology for

classrooms in order to make learning exciting and meaningful in today's changing world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

DeRidder Junior High School (DJHS) students participate in state-wide standardized testing during March each year. Eighth graders take the Louisiana Educational Assessment Program, or LEAP test, which is a criterion-referenced test. The LEAP test measures how well a student has mastered the state content standards. The LEAP test measures whether eighth grade students have adequate knowledge and skills to progress to the next grade and is considered high-stakes. Sixth and seventh grade students take the iLEAP which is an augmented norm-referenced test designed to integrate criterion-referenced tests and norm-referenced tests into one program. Prior to 2006, students in grades six and seven were administered the Iowa Test of Basic Skills during the spring of each year. Both the LEAP and iLEAP tests measure the content areas of English language arts (ELA), mathematics, science, and social studies. Students receive one of the following five achievement ratings in each of the subject areas:

Advanced: Demonstrates superior performance beyond the level of mastery.

Mastery: Demonstrates competency over challenging subject matter and is well prepared for the next level of schooling.

Basic: Demonstrates only the fundamental knowledge and skills needed for the next level of schooling.

Approaching Basic: Has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Unsatisfactory: Has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Currently, eighth graders must score Basic or above on either the English Language Arts or the mathematics test and Approaching Basic or above on the other test to progress to the ninth grade. A student is considered to be proficient (meeting the standard) in a subject if he/she scores at or above the Basic level. The DJHS School Improvement Team looks for gains in the percentage of students scoring in this range in order to determine the effectiveness of the school's academic program. More information about Louisiana's assessment program can be found at www.louisianaschools.net.

The percentage of eighth graders at DJHS scoring at or above the proficiency level has increased in both ELA and math on the LEAP test over the past five years. The percentage of eighth graders achieving proficiency in ELA increased each year with a total gain of 18%, and the percentage exceeding the proficiency level has improved each year for the past three years with a total gain of 8%. In math the proficiency level increased each year for the past three years with a gain of 5%.

Eighth grade subgroups made noticeable gains in proficiency levels. The economically disadvantaged subgroup increased math proficiency by 11% over three years and ELA proficiency by 17% from 2005 to 2008. The African American subgroup made gains in math for the last four years with an increase of 11% in proficiency. In ELA the African American subgroup increased the proficiency level by 19% over the past four years. Students with disabilities made a 10% gain in math proficiency over the past four years and a 19% gain in ELA proficiency from 2004 to 2008.

Sixth and seventh grade students have taken the iLEAP test for the past three years. The iLEAP test results help schools predict how a student might perform on the LEAP test in eighth grade. Students who are identified as having potential problems scoring at the proficiency level in a subject are placed into various programs for targeted academic help. Assessment data for the past three years on iLEAP shows gains in both English language arts and mathematics, with math showing the strongest gains. This trend is seen across the subgroups as well. It is worth noting that the African American subgroup gained 14% in both math and ELA proficiency from 2006 to 2007. For seventh graders, 44% of the students with disabilities scored in the proficient range in math and 31% scored in the proficient range in English for the 2008 testing cycle, an exceptional accomplishment considering the fact that this subgroup has significant learning challenges.

2. Using Assessment Results:

At DeRidder Junior High School, standardized assessment results, along with other data sources, are used to monitor student performance and guide instructional decisions. Annual goals are set, and an action plan is developed so that the teaching and learning process can be improved.

The School Improvement Team meets annually where standardized test results, attendance and discipline data, along with survey data are reviewed to identify strengths and weaknesses in the instructional program. Test scores are disaggregated and studied. The team decides on the annual goals and develops an action plan that includes professional development activities and timelines. The action plan and goals are evaluated at the end of the school year to determine the effectiveness of the plan.

The principal, counselors, and other staff members review comprehensive assessment reports on individual students, tailoring instructional schedules to a student's particular needs. Computer-based diagnostic testing is done at intervals during the school year for students whose assessment reports indicate a need for extra instructional support. In addition, students are provided targeted tutoring during the school day and after school. Students whose assessment reports show an above average ability are provided with advanced coursework.

Driven by the need to improve subgroup assessment results, the administration developed math and English language arts classes that utilize two teachers working with smaller groups of students. One teacher delivers the instructional content while the other individualizes the instructional materials and implements any necessary modifications or accommodations. Both teachers monitor the ongoing academic performance of the students and adjust teaching methods as needed. Students are scheduled into these classes after a review of their assessment history shows a need for extra support.

This year the School Improvement Team determined that math scores needed improvement and implemented the use of a new web-based tutoring program that targets the Louisiana Grade-Level Expectations. The students are scheduled into the computer lab weekly where they compete with other students online for high scores in math and English language arts. Real-time progress reports are provided to the student and the teacher during the session. Students use the progress report results to set goals for improvements.

3. Communicating Assessment Results:

DeRidder Junior High School shares information about the performance of students and the accomplishments of the school, recognizing that parents, students, and the community benefit when information can be distributed in a variety of ways. The local newspapers, the school's web site, student planners, progress

reports and report cards, newsletters, parent-teacher conferences, and parent and business organizations are the most common ways we communicate assessment results.

Students are given school report cards at the end of the nine-week grading period with a detailed progress report provided at the mid-point. Using the report card results, students who qualify for Honor Roll or Banner Roll have their names published in the newspaper.

Teachers schedule parent conferences when there is a need to discuss academic issues, and counselors meet with students to review their academic progress. Emails, phone calls, mail, and notes written in the student planner are used weekly by teachers when communicating with parents.

Administrators and counselors meet with parents in order to explain the meaning of assessment results, and the principal shares assessment results with the PTO during the first meetings of the school year. Last year our PTO agreed to help fund technology equipment in the classrooms after hearing how the equipment would benefit student performance.

DeRidder Junior High School maintains a web site where parents can access homework information, the school's calendar, and school performance data. Each year, a school performance report is published by the Louisiana Department of Education. This report is very easy to understand. The use of symbols and graphs provide a clear picture of the school's performance results. A copy of this report is given to every parent and can be accessed via our web site.

Community leaders and business partners use our assessment results when recruiting new businesses or employees. Realtors use our assessment results to encourage newcomers with children to live in our community. They need easy access to the most current assessment data, so a link is provided on our web site that goes directly to the Louisiana State Department of Education and our School Report Card.

4. Sharing Success:

Sharing success builds pride and confidence in students and staff members. DeRidder Junior High School(DJHS) takes opportunities to highlight our success in a variety of ways. Pictures of school events and news articles are placed in our local newspapers on a monthly basis. The principal prepares a multi-media presentation at the beginning of each school year for the Open House assembly and includes pictures and data to share with parents and community members. Our school's web site congratulates our students and employees when they receive special recognition. The Principal's Message on our Web site showcases special awards the school has received over the years.

In 2008 DJHS implemented School-Wide Positive Behavior Support. This program trains school personnel to implement strategies and systems that decrease behavior problems, increase academic performance, and promote a positive school climate. DJHS was recently named as a Demonstration Site by Louisiana's Positive Behavior Support Project, and information on our school's program is shared on Louisiana State University's web site. Because DJHS is a Demonstration Site, other schools can visit the campus and implement our ideas.

DeRidder Junior High School is proud to have teachers who serve on the boards of many educational organizations around the state. These teachers are asked to share our school's successful practices during workshops and conventions. Our teachers share their exemplary lesson plans on the Louisiana State Department of Education's Web site under the Making Connections section.

DJHS collaborates with MeadWestvaco, our Partners in Education, in order to host a MathCounts competition for area schools. MeadWestvaco highlights this event on their web site and shares information about the program with others in business and industry. Over the years, our students have earned over \$30,000 in scholarships through this competition.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at DeRidder Junior High School (DJHS) is deeply aligned with the Louisiana Content Standards, Grade-Level Expectations, and the state assessments. DJHS focuses on the development of critical thinking in every content area through the use of literacy strategies. Teachers implement challenging and engaging activities that encourage students to apply their knowledge in a variety of ways. Along with the core areas of English language arts, mathematics, social studies, and science, students participate in physical education, visual and performing arts, sports, clubs, and service organizations.

Teachers at DJHS believe students must be proficient readers, writers, and thinkers in order to be successful in all areas of the curriculum as well as society. Our English language arts curriculum focuses on the writing process, literature, grammar, and fluency. The use of Thinking Maps helps students organize their thoughts in preparation for various writing assignments. Students explore a variety of literary genres and implement writing techniques which develop both the students' understanding of writing as well as proper use of grammar and vocabulary. The English language arts department places great emphasis on research activities which encourage all students to be involved in the location of sources as well as the proper presentation of information.

The mathematics curriculum at DJHS has been designed to ensure all students' success as mathematical thinkers. Critical thinking skills are a major part of our mathematical program as well as many other concepts which are presented in a variety of ways throughout the department. Teachers are conscious of the future expectations of our students and strive to implement technology in order to prepare our students to meet the ever changing demands in the real world throughout the twenty-first century. Algebra I is offered to students who have high standardized test scores and good grades in math. These students are allowed to take Algebra I for high school credit during their eighth grade year.

The social studies curriculum at DJHS is designed to integrate the study of social sciences and humanities. Students engage in the research and study of past, present and future figures, ideas, and events. Through the use of local, state, and national newspapers, as well as periodicals and television, students are encouraged to keep abreast of current events. Our program is designed to offer a study of a variety of disciplines such as economics, history, geography, law, political science, religion, and sociology as well as others throughout the middle school years. The primary purpose of the social studies curriculum at DJHS is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

The science curriculum at DJHS is designed to present concepts through traditional teaching methods as well as cooperative laboratory experiments. Many hands-on activities are implemented in order to ensure that more innovative and creative problem solving skills are taught. Students at DeRidder Junior High School are involved in a variety of experiments, activities, discussions, presentations, and demonstrations.

DJHS offers a variety of visual and performing arts classes that include choir, band, speech, and art. Concerts, plays, debates, and art shows are scheduled so that students can perform or exhibit their skills to the community. Our district received a waiver from the Louisiana State Department of Education, waiving the state's foreign language requirements for fourth through eighth graders due to our state's high stakes testing requirements and the availability of certified foreign language teachers in our rural area. Students may study foreign languages in an enrichment setting in order to meet their individual goals. The DeRidder Junior High School Cultural Studies Club studies a different culture each month. A Cultural Exhibit, prepared by club members, showcases the languages, foods, music, dance, and customs of different cultures.

Physical Education classes are centered around the state standards and benchmarks. Students are encouraged to establish and pursue personal physical activity goals. Emphasis is placed on the identification of the five components of health-related fitness - cardiovascular fitness, muscular strength and endurance, flexibility, and body composition.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

DeRidder Junior High School's English language arts curriculum is driven by Louisiana's content standards which encompass reading, writing, researching, listening, and speaking. Each benchmark within a standard outlines what students should know and be able to do by the end of a grade. Language arts instruction is focused on developing the students' understanding of literary and structural elements found in literature and informational texts.

The expansion of vocabulary, along with correct grammar usage, is part of the daily routine in language arts classrooms at DeRidder Junior High School. Language arts classes are blocked so that teachers have flexibility to plan lesson activities that maximize instructional time. Teachers use literacy strategies during lesson delivery in order to help students deepen their critical thinking skills. Lessons are designed to help students relate their own life experiences to literature by making connections among events, characters, and other story elements.

Teachers help students develop competence in communicating thoughts and ideas through written expression. Students write multiparagraph compositions for different purposes, within specific contexts, and for a variety of audiences. Students develop the practices of good writing, grammar, and usage by using a Writer's Checklist, rubrics, dictionaries, and other tools.

Speaking and listening skills are addressed by focusing on oral communication and include students preparing and delivering oral presentations. Students study the research process where they gain skill in accessing, evaluating, and documenting information using technology resources to produce research reports.

Students who read below grade level are scheduled into language arts classes that are smaller in class size. Two teachers work as a team with the students, and students are grouped for targeted lessons that address identified weaknesses. Technology-rich lessons are planned to involve below-level readers in reading activities where they can experience success. The goal of the language arts teachers at DeRidder Junior High School is to help students become competent readers and writers who apply their literacy skills throughout their lifetime.

3. Additional Curriculum Area:

DeRidder Junior High School's mathematics curriculum is driven by Louisiana's content standards which are organized by grade levels and address one or more benchmarks in the six mathematics strands: Number and Number Relations; Algebra; Geometry; Measurement; Data Analysis, Probability, and Discrete Math; and Patterns, Relations, and Functions.

Because DeRidder Junior High School expects students to develop a life-long love of learning, mathematics lessons challenge students to think critically. Computer-based instruction and hands-on activities help increase students' interest and motivation in math. Students are asked to justify their work and apply their knowledge

to a variety of math tasks. Lessons are designed to relate math to real life situations so that students make the connection that competency in math is a necessary skill for their future.

Students who function below grade level in mathematics are scheduled into classes that are smaller in class size. Two teachers work as a team with the students, and students are grouped for targeted lessons that address identified weaknesses. Interactive white board technology has been incorporated into some math classrooms so that math lessons can be interesting and interactive. Our school plans to continue the inclusion of this technology into all of our math classrooms.

DeRidder Junior High School offers an advanced track in mathematics for students who meet the criteria based on standardized test scores and grades. Students who continue in the advanced program are scheduled into Algebra I for high school credit in the eighth grade. Students who are interested in advancing their math skills can join the MathCounts club and compete for math scholarships.

4. Instructional Methods:

The teachers at DeRidder Junior High School (DJHS) use highly effective, research-based instructional strategies which address the different learning styles in order to promote mastery of the curriculum. Technology-rich lessons are planned to captivate the attention of today's student. Cooperative grouping, hands-on activities, and the use of literacy strategies provide meaningful opportunities for students to interact with the curriculum and with each other. Pacing, along with accommodations and modifications to the learning environment, are important ways that teachers at DJHS differentiate instruction for students.

Core subject teachers use computers with Internet access linked to projectors so that they can project an Internet site onto a large screen. Through this technology, teachers have a multitude of resources at their fingertips. Teachers use presentation software to build lessons that are great for visual and auditory learners. Computer labs are available for students, and social studies teachers bring current events into classrooms through the use of the Internet.

The weekly use of cooperative grouping and hands-on activities are part of lesson plan requirements at DJHS. Teachers group students in a variety of ways for different purposes. Often, teachers use cooperative grouping to enhance hands-on activities or other literacy strategies. These instructional strategies help students who learn by doing.

Much professional development has been devoted to preparing teachers to use literacy strategies. One literacy strategy, the use of graphic organizers, helps students organize their thoughts visually. Three years ago, core subject teachers at DJHS were trained to use Thinking Maps. Several follow-up training sessions have been provided, and teachers meet in study groups to compare and share student work. The school-wide use of Thinking Maps promotes a systematic way of helping students develop critical thinking skills.

Pacing lessons appropriately for learners of different abilities is critical for skill mastery. Some students move through the curriculum at a rigorous pace and participate in opportunities that extend the subject matter. Other students are allowed extended time and repetition for skill mastery. A variety of modifications and accommodations are used with students, depending on their individual educational needs.

5. Professional Development:

The professional development program at DeRidder Junior High School is designed to support the goals and objectives of the School Improvement Plan. Professional development activities are planned by the School Improvement Team after reviewing many data sources, including the Faculty Needs Assessment Survey and standardized test data. Professional development activities are outlined in the school's yearly action plan where specific timelines are set and persons responsible are named.

Teachers participate in trainings, study groups, collaborative planning, and peer coaching on a monthly basis. These meetings provide opportunities for teachers to discuss the needs of their students and make data-driven decisions about the curriculum. Four faculty inservice days are scheduled each year so that professional development activities requiring extended time can be implemented. Mentors are assigned to new teachers and provide a minimum of 30 hours of mentoring activities.

In addition to the professional development activities provided each year through the school, teachers are encouraged to attend training opportunities where they return to share at faculty meetings. This year pairs of language arts teachers are presenting Literacy Strategy activities at faculty meetings.

The Positive Behavior Support Team meets monthly in order to review discipline statistics, share with the staff, and recommend program adjustments. Curricular study groups meet for an extended period during the school day at the beginning of the year for the purpose of reviewing standardized test data, setting goals, and planning subject-specific learning activities.

Our district provides evening opportunities for teachers to study technology usage in lesson delivery, and our district supervisors meet with teachers regularly about curricular needs.

The focus of professional development activities at DeRidder Junior High School is to improve the teaching and learning process so that all students can demonstrate mastery of the curriculum.

6. School Leadership:

The DeRidder Junior High School (DJHS) leadership structure consists of the principal, two assistant principals, and departmental chairpersons who serve on the School Improvement Team. The principal, with input from the assistant principals and the School Improvement Team, develops a yearly plan of professional development activities that target the school's improvement needs. The principal attends the professional development activities, leads the data analysis, reviews the needs assessment surveys, plans curriculum adjustments, and helps write the School Improvement Action Plan.

School leaders insure that the policies and programs of the school focus on improving student achievement. Academic Skills Enrichment (ASE) is a program developed by the school where students who have been identified as being "at risk" for meeting the state standards are tutored two days per week, during the school day, using a computer-based instructional program.

Students are placed in academic classes according to their individual needs. Some academic classes are designed to move at a rigorous pace with an advanced curriculum, while others are designed to meet the needs of students who struggle academically. In 2004, under the direction of the principal, DJHS began a program of inclusion in mathematics and English Language Arts. A Learning Center was developed to support students in the inclusion classes who need extra help. The term 'inclusion' refers to a restructuring of the way that students with disabilities are served in the academic setting. These students are served alongside regular

students using the general curriculum and two teachers who are trained to meet the needs of the class as a whole.

School leaders develop relationships with parent groups, community agencies, and business organizations in order to bring additional resources to the school. The principal works closely with business and industry in order to develop reciprocal relationships that benefit students and the community. Partners in Education provide monetary support and human resources for improving student achievement. In turn, the school recognizes the Partners at public events, on the school's web site, yearbook, and throughout the student planner.

School leaders at DJHS support policies, programs, relationships, and resources that positively impact student achievement. The principal relies on the expertise of the staff, along with a variety of data and educational research, in order to lead the school to academic excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ILEAP

Edition/Publication Year: 2008 (Revised Yearly)

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	73	71	68		
% 'Exceeding' (Mastery + Advanced) State Standards	21	26	20		
Number of students tested	218	195	202		
Percent of total students tested	98	98	99		
Number of students alternatively assessed	5	4	2		
Percent of students alternatively assessed	2	2	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	61	58	56		
% 'Exceeding' (Mastery + Advanced) State Standards	11	20	10		
Number of students tested	111	104	98		
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	60	54	53		
% 'Exceeding' (Mastery + Advanced) State Standards	12	21	8		
Number of students tested	60	54	65		
3. (specify subgroup): White					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	76	77	74		
% 'Exceeding' (Mastery + Advanced) State Standards	23	28	26		
Number of students tested	144	125	129		
4. (specify subgroup): Students with Disabilities					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	33	26	45		
% 'Exceeding' (Mastery + Advanced) State Standards	4	5	10		
Number of students tested	28	19	20		

Notes:

The iLEAP is an augmented norm-referenced test designed to integrate criterion-referenced tests and norm-referenced tests into one program and was first administered to Louisiana 6th and 7th graders in the spring of 2006. Before this time, the norm-referenced ITBS (Iowa Test of Basic Skills) was administered therefore, no data is reported for 2003 - 2005.

Subject: Reading

Grade: 6

Test: ILEAP

Edition/Publication Year: 2008 (Revised Yearly)

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	69	73	68		
% 'Exceeding' (Mastery + Advanced) State Standards	26	23	24		
Number of students tested	218	195	202		
Percent of total students tested	98	98	99		
Number of students alternatively assessed	5	4	2		
Percent of students alternatively assessed	2	2	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	57	65	59		
% 'Exceeding' (Mastery + Advanced) State Standards	11	15	11		
Number of students tested	111	104	98		
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	62	71	65		
% 'Exceeding' (Mastery + Advanced) State Standards	10	19	14		
Number of students tested	60	54	65		
3. (specify subgroup): White					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	72	74	70		
% 'Exceeding' (Mastery + Advanced) State Standards	30	25	30		
Number of students tested	144	125	129		
4. (specify subgroup): Students with Disabilities					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	33	16	35		
% 'Exceeding' (Mastery + Advanced) State Standards	4	5	5		
Number of students tested	28	19	20		

Notes:

The iLEAP is an augmented norm-referenced test designed to integrate criterion-referenced tests and norm-referenced tests into one program and was first administered to Louisiana 6th and 7th graders in the spring of 2006. Before this time, the norm-referenced ITBS (Iowa Test of Basic Skills) was administered therefore, no data is reported for 2003 - 2005.

Subject: Mathematics

Grade: 7

Test: ILEAP

Edition/Publication Year: 2008 (Revised Yearly)

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% 'Meeting' + % 'Exceeding' (Mastery + Advanced) State Standards	61	68	62		
% 'Exceeding' (Mastery + Advanced) State Standards	11	18	14		
Number of students tested	181	205	223		
Percent of total students tested	96	99	97		
Number of students alternatively assessed	7	2	6		
Percent of students alternatively assessed	4	1	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' + % 'Exceeding' (Mastery + Advanced) State Standards	47	58	49		
% 'Exceeding' (Mastery + Advanced) State Standards	5	5	10		
Number of students tested	83	104	103		
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' + % 'Exceeding' (Mastery + Advanced) State Standards	45	54	40		
% 'Exceeding' (Mastery + Advanced) State Standards	6	10	8		
Number of students tested	54	63	74		
3. (specify subgroup): White					
% 'Meeting' + % 'Exceeding' (Mastery + Advanced) State Standards	70	74	72		
% 'Exceeding' (Mastery + Advanced) State Standards	15	24	17		
Number of students tested	112	133	133		
4. (specify subgroup): Students with Disabilities					
% 'Meeting' + % 'Exceeding' (Mastery + Advanced) State Standards	20	44	9		
% 'Exceeding' (Mastery + Advanced) State Standards	0	0	0		
Number of students tested	15	16	22		

Notes:

The iLEAP is an augmented norm-referenced test designed to integrate criterion-referenced tests and norm-referenced tests into one program and was first administered to Louisiana 6th and 7th graders in the spring of 2006. Before this time, the norm-referenced ITBS (Iowa Test of Basic Skills) was administered therefore, no data is reported for 2003 - 2005.

Subject: Reading

Grade: 7

Test: ILEAP

Edition/Publication Year: 2008 (Revised Yearly)

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	74	72	71		
% 'Exceeding' (Mastery + Advanced) State Standards	29	27	24		
Number of students tested	181	205	223		
Percent of total students tested	96	99	97		
Number of students alternatively assessed	7	2	6		
Percent of students alternatively assessed	4	1	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	66	66	57		
% 'Exceeding' (Mastery + Advanced) State Standards	14	13	13		
Number of students tested	83	104	103		
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	72	65	58		
% 'Exceeding' (Mastery + Advanced) State Standards	22	16	9		
Number of students tested	54	63	74		
3. (specify subgroup): White					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	78	75	78		
% 'Exceeding' (Mastery + Advanced) State Standards	32	33	31		
Number of students tested	112	133	133		
4. (specify subgroup): Students with Disabilities					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	7	31	9		
% 'Exceeding' (Mastery + Advanced) State Standards	7	0	0		
Number of students tested	15	16	22		

Notes:

The iLEAP is an augmented norm-referenced test designed to integrate criterion-referenced tests and norm-referenced tests into one program and was first administered to Louisiana 6th and 7th graders in the spring of 2006. Before this time, the norm-referenced ITBS (Iowa Test of Basic Skills) was administered therefore, no data is reported for 2003 - 2005.

Subject: Mathematics

Grade: 8 Test: Louisiana Educational Assessment Program (LEAP)

Edition/Publication Year: 2008 (Revised Yearly)

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery or Advanced) State Standards	62	58	57	59	64
% 'Exceeding' (Mastery + Advanced) State Standards	8	13	7	10	12
Number of students tested	212	217	218	212	222
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	5	3	3	2	3
Percent of students alternatively assessed	2	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	51	47	40	46	
% 'Exceeding' (Mastery + Advanced) State Standards	4	8	3	4	
Number of students tested	107	105	98	89	
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	43	37	34	32	38
% 'Exceeding' (Mastery + Advanced) State Standards	5	5	2	3	0
Number of students tested	73	74	65	77	55
3. (specify subgroup): White					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	73	69	68	75	73
% 'Exceeding' (Mastery + Advanced) State Standards	11	15	11	14	15
Number of students tested	129	128	142	124	160
4. (specify subgroup): Students with Disabilities					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	25	33	17	15	24
% 'Exceeding' (Mastery + Advanced) State Standards	0	0	0	0	0
Number of students tested	16	24	30	27	29

Notes:

We do not have Socio-Economic/Disadvantaged subgroup data for the 2003-04 school year. This information was only reported for districts, not individual schools.

Subject: Reading

Grade: 8

Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2008 (Revised Yearly) Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	67	60	62	58	49
% 'Exceeding' (Mastery + Advanced) State Standards	20	18	12	16	9
Number of students tested	212	217	218	212	222
Percent of total students tested	98	99	99	99	99
Number of students alternatively assessed	5	3	3	2	3
Percent of students alternatively assessed	2	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	58	44	47	41	
% 'Exceeding' (Mastery + Advanced) State Standards	9	9	6	7	
Number of students tested	107	105	98	89	
2. Racial/Ethnic Group (specify subgroup): African American					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	58	42	47	39	46
% 'Exceeding' (Mastery + Advanced) State Standards	10	7	5	4	4
Number of students tested	73	74	65	77	55
3. (specify subgroup): White					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	72	70	71	71	51
% 'Exceeding' (Mastery + Advanced) State Standards	25	23	15	24	12
Number of students tested	129	128	142	124	160
4. (specify subgroup): Students with Disabilities					
% 'Meeting' (Basic) + % 'Exceeding' (Mastery + Advanced) State Standards	19	8	13	11	0
% 'Exceeding' (Mastery + Advanced) State Standards	0	0	3	0	0
Number of students tested	16	24	30	27	29

Notes:

We do not have Socio-Economic/Disadvantaged subgroup data for the 2003-04 school year. This information was only reported for districts, not individual schools.

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