

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Colleen Winkler, Acting Principal

Official School Name: Patrick F. Taylor Science & Technology Academy

School Mailing Address:  
2012 Jefferson Highway  
Jefferson, LA 70121-3818

County: Jefferson    State School Code Number\*: 026-105

Telephone: (504) 838-2249    Fax: (504) 838-7029

Web site/URL: http://ptsta.jppss.k12.la.us/ptsta/    E-mail: colleen.winkler@jppss.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\*: Dr. Diane Roussel

District Name: Jefferson Parish    Tel: (504) 349-7600

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. Gene Katsanis

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

53	Elementary schools (includes K-8)
20	Middle/Junior high schools
16	High schools
1	K-12 schools
<b>90</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7468

**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. 1 Number of years the principal has been in her/his position 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	6	29	23	52
K			0	7	29	30	59
1			0	8	23	29	52
2			0	9	11	16	27
3			0	10	23	24	47
4			0	11	22	24	46
5			0	12	15	13	28
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							311

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
15 % Asian  
21 % Black or African American  
10 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
53 % White  
0 % 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: 9 %

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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	279
(5)	Total transferred students in row (3) divided by total students in row (4).	0.093
(6)	Amount in row (5) multiplied by 100.	9.319

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 115

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: 1 %

Total Number of Students Served: 2

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</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	<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>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>28</u>	<u>4</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 14 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	98%	98%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	27%	27%	40%	10%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

PFTSTA has no drop-out rate being that the students who leave PFTSTA go back to their home district school.

Attendance is stable. PFTSTA has had outbreaks of Swine flu and other influenza-type illnesses, which tends affect a number of students at one time.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	26	
Enrolled in a 4-year college or university	<u>100</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>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Patrick F Taylor Science and Technology Regional Academy (PFTSTA) is a regional magnet public school serving both middle and high school students, sixth through twelfth. Students wishing to attend PFTSTA must go through an application process analyzing standardized test scores and grade point average. Although a small school, PFTSTA prides itself in offering a well-rounded curriculum. This includes offering 8 district level sports, 15 clubs and organizations, including honor societies, an award winning band, and talented arts, music and drama programs. Advisory period allows time for necessary paper work and school related business to take place. But the advisory's greatest advantage is that it allows time for personal consultation, test-taking preparation, college information, scheduling issues, and because of the low number of students with one teacher, it enables a bond to develop between an adult and a student.

Traditions are evolving. PFTSTA has grown from a half day program to a full day middle/high school over the last several years. Last year was the first graduating class, establishing many traditional firsts. Students have formed different committees to bring traditions such as ring ceremony, prom, induction ceremonies and school dances to fruition. These traditions will cement positive school experiences, offering a more well-rounded high school experience. PFTSTA's first graduating class of twenty-five earned over 2 million dollars of scholarships. The milestones PFTSTA has overcome includes moving from a half -day district school to a full- day regional school. Statistics indicate a high teacher turnover rate in the first years, but this is a result of the growth process and adjusting to changing settings.

Because of a strong business partnership and community involvement, PFTSTA was able to expand the science and math program for sixth through twelfth grade students. PFTSTA currently is partnered with LSU Health and Science Center and Ochsner Medical Center. Both organizations offer internships, summer work/study programs, guest speakers and real- world opportunities in the medical field. It is due to the support and vision of these organizations that PFTSTA is able to conduct several chemistry and anatomy labs at their facilities. PFTSTA is currently located in a 1920's elementary school, waiting for our new building to be completed in 2013, where the school will be able to house up to 800 students. Through the support of the community and business partners, a state of the art technology complex will be completed by August, 2013.

The parents of PFTSTA's students are active throughout the year, through fund raising and teacher support activities through a variety of endeavors. They have quarterly meetings, send out updates on Twitter, and provide incentives for new parental participation. Before school begins, PFTSTA's parents organize a back-to-school barbeque, where the school community meets one another. This event is a huge success.

PFTSTA's faculty and staff organize a yearly Founder's Day assembly honoring Mr. Patrick Taylor, oil and petroleum business man and philanthropist for whom the school is named. The past Founder's Day assemblies have included keynote speakers, such as Mrs. Patrick Taylor, Patrick Taylor's widow, and representatives from Taylor Energy. Mrs. Taylor continues to support PFTSTA with yearly monetary contributions, dinners for our faculty and students, and senior trips for educational purposes.

Honor roll breakfast is a tradition each nine weeks, where PFTSTA honors students with certificates of achievement and a breakfast for both students and parents. Breakfast of Champions is a district -wide recognition students receive for earning all A's each quarter.

PFTSTA's Senior-Freshman Olympics is another tradition established to build camaraderie in the high school grades in addition to promoting school spirit. This event promotes lasting friendships among the students. Lastly, Mrs. Patrick Taylor has started a tradition of hosting a Sunday brunch for each senior class member and two of their family members. Mrs. Patrick Taylor also provides the funding for school-sponsored educational trips to the Shakespeare Festival in Montgomery, Alabama and this year a train trip to Virginia.

PFTSTA is the recipient of three consecutive Laura Bush library grants, which demonstrates the school's commitment to learning.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Because PFTSTA is a regional magnet school, drawing from students from across South Louisiana, our students' scores were reported back to their home or district school prior to 2006. Therefore PFTSTA received the first reporting of its students' scores in 2006. Jefferson Parish Public School District has five years of trend data, indicating an upward movement across the district in reading, math and ACT scores, which includes PFTSTA.

PFTSTA shows improvement in ELA 6<sup>th</sup> grade from 4% advanced in 2008 to 16% advanced in 2009. PFTSTA had a decrease in ELA mastery in 2009 at 48% from 62% in 2008. In 2008 PFTSTA had one approaching basic student and zero in 2009.

For 6<sup>th</sup> grade math PFTSTA showed an improvement from 23% advanced in 2008 to 38% advanced in 2009. In 2008 PFTSTA had 23% Mastery and 2009 52% mastery, indicating fewer students were performing at the basic level. In 2008, PFTSTA had 51% basic and in 2009 had 10% basic, significantly improving students' achievement in math.

For PFTSTA's 7<sup>th</sup> graders, ELA scores indicate in 2006 18% advanced; 2007 8% advanced and 2008 33% advanced, indicating significant gains in ELA. All students performed at basic or above in ELA for three years.

In math PFTSTA had 12% advanced in 2006; 5% advanced in 2007, and 10% advanced in 2008, indicating a drop from 2006-2007, which could be contributed to post-Katrina living issues such as housing, movement, displacement and general living conditions. PFTSTA has 71% of students performing at basic level in math in 2008, indicating an increase in basic scores from 57% in 2007 and 55% in 2006.

In grade 8 ELA, PFTSTA showed a decrease in advanced performance from 2006 at 20% to 6% in 2007 and 0% advanced in 2008. PFTSTA's mastery level has remained consistent at 41% in 2008, 39% in 2007 and 41% in 2006. PFTSTA has one student below basic in 2007, and 2 students below basic in 2006. PFTSTA has moved students to the basic level and above. In 8<sup>th</sup> math, PFTSTA had 9% advanced in 2006, 21% in 2007 and 15% in 2008. PFTSTA's mastery level in math has declined from 20% in 2006 to 13% in 2008. PFTSTA's students are performing at or above the basic level in math.

PFTSTA's 9<sup>th</sup> grade ELA scores show advanced 5% in 2006; 13% in 2007, and 6% in 2008. Ninth graders score at basic or above in ELA. In math PFTSTA has one student performing at the approaching basic level. The majority of math students' scores are basic or above with 32% advanced in 2006; 28% advanced in 2007, and 24% advanced in 2008.

In grade 10 ELA, the majority of students score at basic or above. In 2007 3% were advanced and in 2008 3% were advanced. Drops in scores are in the 8<sup>th</sup> grade and then another drop in the 10<sup>th</sup> grade, which could be a result of the difference in testing. The iLEAP tests are constructed using test items from two sources: items from the Iowa Tests and new items specifically developed to measure grade-level content standards. Louisiana's standards are the following: advanced, mastery, basic, approaching basic, unsatisfactory. All PFTSTA's subgroups are performing at basic or above.

PFTSTA's current composite ACT score is 25.

Louisiana's accountability website is <http://www.louisianaschools.net/lde/portals/accountability.html>.

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

PFTSTA uses formative assessments six times throughout the school year to measure the degree to which students have mastered Grade -Level Expectations in English language arts and math. With the assistance of the Learning Institute, results are accessed immediately by school administrators and teachers in order to remediate areas of weakness, although PFTSTA's students consistently score above the district's average. District personnel, school administrators, and teachers electronically track each student's academic performance and create a historical student achievement profile and identify the hard to teach and difficult to learn Grade Level expectations. PFTSTA uses the assessment results for Targeted Assistance tutoring. Students scoring in the lower 20% of the school are invited to participate in individual tutoring sessions. PFTSTA provides tutoring during Advisory period daily and twice a week after school, offering up to 8 hours a week. PFTSTA uses assessment data to prepare summative tests containing challenging questions similar to formative testing. This enables the students to practice the types of items they will encounter on standardized tests. PFTSTA uses the attendance data to monitor which grades are experiencing higher-than-average absences. If a pattern or absentee trend is noted with a student or a class, parents are invited in to discuss the absences and/or class meetings are held with the class to reiterate the importance of attending school every day. Lastly, data is used to determine the students' eligibility to participate in an Early Start program for concurrent enrollment in a local university. Currently all of PFTSTA's juniors and seniors are taking one college course per semester at the University of New Orleans. Students know in advance that their GPA and their PLAN tests scores will determine whether they participate in the state-funded program. PFTSTA's data indicates that English scores are much lower than math scores, so in the future we plan to assure English is offered to 9<sup>th</sup> and 10<sup>th</sup> grade all year. The school's SIP plan is based on data and current needs of students.

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

There are several types of assessment in which students' performance is measured. These include national standardized tests EXPLORE, PLAN, and PSAT; state tests LEAP, iLEAP, GEE, and End of Course testing; local interval tests in English, reading and math, as well as classroom assessment. Reporting all these results takes various forms. PFTSTA's report card formulated by the state of Louisiana is available for viewing on the state's website. This report card gives a snap shot of school demographics, academic achievement through test scores, and data comparing PFTSTA's students to state and national test performance scores. Local newspapers print school results on the state standardized tests. Teachers present performance results of the national tests to students during advisory and explain how students and parents interpret these results. Students are all given a printed report of individual scores on standardized tests to bring home. A data wall reflecting the state and local assessment criteria has been created in the main hall for community viewing, using easy to understand graphs and charts. All teachers at PFTSTA have a data binder with scores for all standardized tests. This allows teachers to align curriculum to reflect areas of strength and weakness.

PFTSTA is unique in the method in which parents may view their child's grades. The school uses Grade Portal a tool provided by New Tech Network, a consortium of 42 schools around the nation. Grade Portal is updated daily. Students are assessed on up to seven separate school- wide learning outcomes, which may include content, written communication, oral communication, collaboration, critical thinking, technology and work ethic. Scores on system wide interval assessments are included within Grade Portal. Report cards are sent home every nine weeks with two interim reports within the reporting period as well two scheduled parent -teacher conference days. The principal sets appointments for planning and discussion of student performance with parents of students at risk of failing.

## **4. Sharing Success:**

PFTSTA strives to be a leader in the community, sharing its successes and its knowledge with other educators and schools, both regionally and nationally. PFTSTA's teachers have spoken at conferences nationally, addressing PFTSTA's method of student assessment, assessing the whole student, known as School Wide

Learning Outcomes (SWLO). For a student to be prepared with 21<sup>st</sup> Century Skills, grades need to reflect work ethic, collaboration, communication and technology skills, as well as the content matter. Teachers have also presented PFTSTA's program, "Senior Project". Regionally, teachers have shared this unique curriculum in which seniors develop a research question, locate a mentor to assist with the investigation, and complete a related internship in the community. The senior then presents his/her project to a panel of judges. At a recent convention, several teachers presented the school's use of Project Based Learning (PeBL) as the primary instructional model used at PFTSTA, featuring technology as a key component. Small groups of teachers visit classrooms to see PeBL firsthand.

PFTSTA recently hosted a district meeting for Professional Development resource teachers (PDRT) at which teachers modeled lessons and instructional strategies as well as discussed the use of Web 2.0 tools and William Brozo's cross- content adolescent literary strategies.

Not only does PFTSTA share success strategies teacher to teacher, but also student to student. A middle school science class hosted a "Super Science Extravaganza" for sixty 4<sup>th</sup> graders this year. As a science and technology academy, PFTSTA wants students to share their enthusiasm with hands- on science experiments. Nothing is more powerful than sharing a school's successes with other teachers and students throughout our communities. As a technology school PFTSTA is learning to share resources and successes with other teachers and classes around the world through online video conferencing, Skyping, and webinars.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

To help ensure all PFTSTA's students receive a well-rounded education, qualify for state-subsidized college tuition, as well as entry into any university in the United States, the curriculum builds upon and extends that of the Louisiana's Tuition Opportunity Program for Students. PFTSTA's focus on English, mathematics, science, and social studies forms the basis of a rigorous, advanced academic program, one that reflects the challenging aspect of the district's mission: "to design engaging, challenging, and satisfying work for every student, every day." Although PFTSTA's teachers regularly address state-mandated grade-level expectations and include lessons from Louisiana's Comprehensive Curricula, teachers also strive to integrate school-wide learning outcomes into each course. All teachers require students to show evidence of thinking critically, communicating effectively (when writing and speaking), using technology to enhance their learning, and helping one another learn in the process.

Taylor's mathematics program has grown and transformed since its inception in 2004 - from serving only 7<sup>th</sup> and 8<sup>th</sup> grade middle school students to providing accelerated and enriched mathematics for students in grades 6 through 12. Hands-on, conceptual explorations and lab-based, technology enhanced investigations are used at all levels. Mathematical thinking, conceptual understanding, and problem-solving form the basis for the development of most mathematics lessons ranging from understanding fractions in the 6<sup>th</sup> grade to applying limits and solving max-min problems in AP Calculus!

The main instructional approaches for Taylor's science department are similar, but they include more extensive lab-based and project-based learning. Students work through labs enabling them to study science through first-hand experiences such as collecting and analyzing river water, designing and building roller coasters, and completing labs such as DNA phageis at Ochsner Hospital.

English instruction provides accelerated learning opportunities. Most students take an English class one grade level higher. English Language Arts focuses on higher-order thinking in preparation for the SAT, ACT, and AP courses. Direct instruction coupled with project-based thematic learning opportunities prepares our students for real-world experiences and college courses.

Social Studies also integrates project-based learning. Students collaborate with classrooms across the district and around the world. Students interact with their social studies classes through blogs, podcasts, Webinars, and real-life field trips, such as a recent trip to reenact the battle of New Orleans at Chalmette Battlefield. Students researched and interviewed historians before embarking on a day's adventure, participating in a live recording of the battle on site.

PFTSTA uses the school's improvement plan to gauge and plan curriculum based on students' needs.

All students are required to study foreign language. They have access to these courses in two formats: three levels of Spanish instruction are taught on campus, while virtual courses make other languages such as French, Latin, or German available.

Taylor's school-wide integration of technology, inclusion of pre-engineering at multiple levels, and additional focus on the arts work to develop well-rounded students. Project Lead the Way provides the basis for the pre-engineering program, beginning with Gateway to Technology for middle school students to explore technical sketching, computer-aided drafting, science and technology, robotics, electricity, and the design process. Products include drag racers, magnetic levitation vehicles, programmable robotic machines, and a Rube Goldberg contraption! Introduction to Engineering Design requires high school students to identify and solve real-world problems using the design process and Autodesk Inventor to create computer-generated,

three-dimensional models designed to meet specific constraints set forth within the context of the problem. Principles of Engineering extends the basics of GTT and IED by engaging students in hands-on activities embedded within project- or problem-based units to gain knowledge of engineering and technology-based careers.

Pull-out programs service talented visual art, talented theatre, and talented music students (vocal and instrumental) weekly. Enrichment opportunities are provided for gifted students during advisory and/or lunch. Art and music classes are also available as electives.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

Rigor characterizes PFTSTA's English Language Arts curriculum. All courses in ELA challenge students academically by requiring a continuous vocabulary program in grades 6 to 12, quarterly outside reading requirements, entrance into a minimum of a least two ELA competitions, and summer reading. PFTSTA's librarian collaborates with ELA teachers to promote high-interest independent reading through multiple school-wide activities, book talks, skyping with authors and other book clubs, which has created book enthusiasm and a constant flow of students throughout the day.

In project-based learning, students engage in ELA content through entry documents that cast content in a relevant, yet rigorous, context. These projects typically require the research process. Often the entry document takes the form of shared inquiry or a letter of challenge to the students to produce a specific product. As a technology school, students use a variety of software applications and Web 2.0 tools to produce projects reflective of state and district grade level objectives.

As students' ELA performance dictates, teachers use content- literacy strategies, such as graphic organizers, anticipation guides and split-page note taking to scaffold classroom learning, understanding that some students require more support than others. Integrated into daily lessons, ELA teachers use mini lessons to teach and review a variety of multisensory reading, writing, and research strategies in the daily context of teaching. PFTSTA also offers tutoring assistance during advisory and after school for targeted and struggling readers.

PFTSTA provides its faculty with staff development opportunities which focuses on strategies including guided reading, read alouds and literacy circles blending English and reading expectations.

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

As one of our school-wide learning outcomes, learning and communication via technology is an important underlying curriculum that pervades almost every aspect of teaching and learning. Interwoven among the various disciplines, PFTSTA's use of communication via technology helps to develop several essential skills: reading comprehension, purposeful writing, effective speaking, productive collaboration, and creative problem-solving. Teachers use Power Point presentations, digital journals, flip charts on Promethean boards, Discovery Channel videos, and internet research weekly when developing / sharing lessons with their colleagues and when presenting those lessons to their students. Teachers have recently started incorporating video conferencing and academic blogs in their classes, promoting the importance of collaboration, networking, and good communication skills.

The one-to-one wireless laptop program at PFTSTA allows students to communicate with others in their educational network quickly via email and blogs, conduct research on the internet, participate in on-line learning activities and courses, and process content in multiple ways, especially when constructing and presenting multi-media products that represent their newly emerging knowledge. These processes require students to analyze new content presented by teachers, read in books, or located on the internet, critique the

work of others, as well as collaborate and communicate effectively when synthesizing their research into group products and planning formal presentations.

PFTSTA's librarian aids teachers and students not only by making multiple electronic resources available, but also by providing personal assistance in implementing new programs, accessing new databases, or using new peripherals. This reliable technology support person has been an invaluable asset to our learning community. In addition to computer-related technologies, PFTSTA promotes the use of graphing calculators and hand-held calculator-based labs to explore complex concepts in its high school mathematics and science classes. Through this extensive technology curriculum, students are able to develop strategies that enable them to become self-directed, independent learners, one of the main tenants of the school's mission.

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

Project-based learning (PBL) is one mode of instruction and learning at PFTSTA. PBL allows for differentiation of content, process, and products based on interest and ability. Students are placed in roles that allow them to develop new skills within a supportive environment. As facilitator, the teacher provides guidance to each group as needed and direct instruction to small groups of students through content/procedure specific mini-seminars. Seminars can be used to disseminate information to the whole class by having one person from each group attend and then reporting back to their groups. Seminars may also be used to assist students with specific needs in each class.

Problem-based learning takes place through hands-on and calculator-based labs in mathematics and science classes, allowing for small group explorations and investigations. This mode of instruction and learning puts the teacher in a position to move freely, providing small group and individual instruction. In both project-based and problem-based learning settings, academic discourse effectively reveals student knowledge, how deeply they understand it, and misconceptions they have.

Based on need-to-know sessions, teachers present new content in whole class settings (as direct instruction or Socratic class discussion). In-class peer tutoring and student teacher-assistants are strategies used to incorporate students into the instructional process. New student leaders frequently emerge with each topic. Students share their unique expertise within a variety of settings: small groups, seminars, and whole class. By including "student experts" in the instructional process, they are given opportunities to develop their social, organizational, and leadership skills, while the teacher is given time to work with individuals or small group settings.

All instruction is driven by student data from formative and summative assessments, in addition to district data and the Louisiana's grade-level curriculum.

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

Professional development is readily available to all staff at PFTSTA. The 2009-10 school year opened with a district-sponsored two-day technology conference complementing all levels of technology proficiency. The district is also providing a 6 part professional development on literacy strategies for seventh grade math teachers and high school English teachers to provide strategies to increase student reading comprehension skills.

PFTSTA has a fulltime Professional Development Resource Teacher on staff whose responsibility is to provide individual, small groups or whole faculty assistance in strategies designed to increase student learning. These include but are not limited to modeling strategies, coaching teachers, and sharing cutting edge technology.

Professional Development is ongoing for all teachers throughout the year. Teachers can request training in areas they recognize a need in or can be administratively driven. To increase student engagement, teachers

have received training in Web 2.0 tools, use of data analysis, use of the Center for Interactive Learning Webinars for school to school or school to college collaboration and project-based global awareness activities.

PFTSTA teachers train to teach each other technology skills, including interactive white board, bookmarking, creating avatars, wikis, blogs, Skype etc. Research indicates that technology coupled with project-based learning, when applied effectively, can offer opportunities for learner choices, increased motivation, connections to the real world and enhanced student achievement. The professional development opportunities have given teachers the tools necessary to maximize student learning and building of 21st Century skills. In review of PFTSTA's standardized data, an overall increase is evident in ELA & Math scores. The design of professional development is a key component to student growth.

## **6. School Leadership:**

PFTSTA has leaders who are advocates for the school's vision and school improvement plan. The principal and assistant principal provide direction, lend support, and allocate resources for curricular and co curricular programs that enable students to achieve expectations for the learning. They ensure collaboration and shared responsibility for school improvement among all stakeholder groups. Teachers are encouraged to participate in contributing agenda for monthly faculty meetings and to the School Leadership Administrative Team (SLAT). Teachers have formed focus groups to address identified areas of need and report back to the administration. The School Improvement Plan drives curriculum, professional development, and allocation of resources. This plan is a result of data and test score analysis which is reviewed at department and/or faculty meetings.

The administration provided all teachers with binders containing scores from Explore, PLAN, PSAT, ACT, AP, as well as state standardized scores. This resource allows teachers to remediate weak areas. In addition, resources to NAEP- like questions and higher-order thinking questioning techniques have been emphasized and monitored through review of formative assessments.

Both administrators are participating in the Principal's Learning Institute which features best practices and current research for school improvement. Formal and informal observations are used to gauge instruction and student engagement in the classroom. Learning expectations are established school wide and these observations assure the expectations are being addressed.

The administration recognizes the efforts of achievements of the faculty through the "Teacher of the Month" program and peer recognition in addition to frequent words of acknowledgment and appreciation for accomplishments. Every employee is provided with a school policy and procedure booklet devised by the staff and administration. The booklet is reviewed at the beginning of the year and posted on the school's website for future access. The role of the principal is that of instructional leader, ensuring that teaching and learning that engages student participation occur every day.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: LEAP

Edition/Publication Year: N/a 2004-2005

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100		
% Advanced	69	45	46		
Number of students tested	48	40	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced		100			
% Advanced		7			
Number of students tested		15			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

2004-05 was the first year that PFTSTA had full time students eligible to take the high school exiting exam.

Subject: Reading  
Edition/Publication Year: N/a 2004-2005

Grade: 10 Test: LEAP  
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	100	92		
% Advanced	0	3	3		
Number of students tested	48	40	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		15			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

2007 was the first year that PFTSTA had full time students eligible to take the high school exiting exam.

Subject: Mathematics

Grade: 6 Test: iLEAP

Edition/Publication Year: N/A for 2004-2007

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	96			
% Advanced	38	23			
Number of students tested	50	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	92			
% Advanced	31	8			
Number of students tested	13	12			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Sixth grade students were not admitted into Patrick Taylor until the 2007-08 school year.

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: N/A 2004-2005

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar			
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	98			
% Advanced	16	4			
Number of students tested	50	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	100			
% Advanced	8	0			
Number of students tested	13	12			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Sixth grade students were not admitted into Patrick Taylor until the 2007-08 school year. There are no scores because we did not have 6th grade reading.

Subject: Mathematics

Grade: 7

Test: iLEAP

Edition/Publication Year: N/a 2004-2005

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	95	97	99	
% Advanced	21	10	5	12	
Number of students tested	53	21	37	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	0	92	0	
% Advanced	8	0	0	0	
Number of students tested	13	0	12	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Students attended Patrick Taylor on a half -day basis during the 2004-05 school year. Test scores were sent to their home-based school not to Taylor. We did not offer reading to 7th grade.

Subject: Reading

Grade: 7

Test: iLEAP

Edition/Publication Year: N/A 2004-2005

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	100	100	100	
% Advanced	8	33	3	18	
Number of students tested	53	21	37	68	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	0	100	0	
% Advanced	0	0	0	0	
Number of students tested	13	0	12	0	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

During the 2004-05 school year all students attended Patrick Taylor on a half time basis. Test scores were sent to the students' home-based school and not reported to Taylor.

Subject: Mathematics  
Edition/Publication Year: N/a 2004-2005

Grade: 8 Test: LEAP  
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	96	100	96	
% Advanced	27	15	21	20	
Number of students tested	22	54	71	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	0	92	100	100	
% Advanced	0	15	10	0	
Number of students tested	0	13	10	12	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: N/a 2004-2005

Grade: 8 Test: LEAP  
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	99	96	
% Advanced	0	0	6	20	
Number of students tested	22	54	71	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced	0	100	100	92	
% Advanced	0	0	0	25	
Number of students tested	0	13	10	12	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: N/a 2004-2005

Grade: 9 Test: iLEAP  
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	98	98	100	
% Advanced	40	24	28	5	
Number of students tested	52	63	47	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced			93		
% Advanced			17		
Number of students tested			15		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:  
PFTSTA was a half day program in 2004-05 and students' scores were sent to their home-based school.

Subject: Reading  
Edition/Publication Year: N/a 2004-2005

Grade: 9                      Test: iLEAP  
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	4	6	13	5	
Number of students tested	52	63	47	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced			100		
% Advanced			13		
Number of students tested			15		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PFTSTA was a half day school in 2005-06 and student test scores were sent to their home-based school.