



# 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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 53 Elementary schools  
 (per district designation) 20 Middle/Junior high schools  
16 High schools  
1 K-12 schools  
90 Total schools in district
2. District per-pupil expenditure: 9240

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 13
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	16	24	40			6	0	0
K	23	29	52			7	0	0
1	32	46	78			8	0	0
2	23	28	51			9	0	0
3	37	41	78			10	0	0
4	50	40	90			11	0	0
5	27	38	65			12	0	0
<b>Total in Applying School:</b>								454

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
19 % Asian  
5 % Black or African American  
8 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
63 % White  
4 % 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 2009-2010 school year: 3%  
 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, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	462
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%  
 Total number of limited English proficient students in the school: 4  
 Number of languages represented, not including English: 19  
 Specify languages:

While only 1% of our students qualify for the classification of English Language Learner, a significant number of our students are first generation Americans. These students are fluent in English and also speak a second or third language at home. These languages include: Hindi, Bengali, Telugu, Tamil, Urdu, Arabic, Japanese, Chinese, Vietnamese, Tagalog, French, Spanish, German, Greek, Russian, Korean, Farsi, English Creole, and Bosniak.

9. Percent of students eligible for free/reduced-priced meals: 18%  
 Total number of students who qualify: 80

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%  
 Total number of students served: 9

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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>17</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>38</u>	<u>7</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 high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	97%	96%	93%	95%	91%
Teacher turnover rate	43%	4%	17%	38%	25%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The turnover rates in 2006-2007 and in 2009-2010 were influenced by an increase in student enrollment which required additional teachers to be hired.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

## PART III - SUMMARY

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Metairie Academy for Advanced Studies (MAAS) is a Southern Association of Colleges and Schools (SACS) accredited five-star rated (the highest possible score given by the Louisiana Department of Education based on school performance scores) Pre-K through fifth grade elementary school in Jefferson Parish, Louisiana.

Located near the Orleans-Jefferson Parish line, the school was founded in 1939 as Metairie Grammar School. Originally a neighborhood school serving students in the Old Metairie community, the school's boundaries expanded with the growth of Jefferson Parish to also include bussed students and students from outside the school's district who were admitted by permit.

In the 2004 – 2005 school year, the student population was re-defined when, by order of the School Board, Metairie Grammar School became the first elementary magnet school in the Jefferson Parish Public School System. Re-named Metairie Academy for Advanced Studies, the school now serves students from throughout Jefferson Parish who apply and are accepted based on competitive academic performance. Since its inception, Metairie Academy for Advanced Studies has attracted more applicants than it can admit. The fact that applications increase annually attests to our school's success.

The school's mission is to help our students grow academically, socially, and physically to become well-rounded, responsible citizens.

While every student meets a specified academic benchmark, each is unique. Our culturally diverse student body includes students with autism and those with both physical and health disabilities. By creating a safe, nurturing, and positive school environment that fosters and expects acceptance and respect for each individual, our children feel confident in being who they are. We believe that self-esteem grows with competence and achievement so the total school community – students, parents, administrators, teachers, and staff – play an integral part in student learning and are accountable for student success.

Serving academically advanced students, our curriculum is both accelerated and enriched. Students work a grade-level ahead of their actual grade placement in the core subjects. Teachers focus on creating learning experiences that are challenging, creative, diversified, and engaging for all learning styles and are vigilant in identifying and remediating the few students who sometimes struggle with the mastery of a concept or skill. Students identified as gifted/talented receive additional small group instruction in the area(s) in which they excel.

MAAS embraces the Schoolwide Enrichment Model to help our students see the connections between what they are learning and real life. Through participation in twice-weekly multi-grade level clusters, students explore interests not necessarily covered in the general curriculum such as chess, knitting, cooking, and performing arts or apply and enhance their skills in creative writing, yearbook, computer graphics, robotics, or science.

In keeping with our mission to help our students become well-rounded, responsible citizens, students participate in real-life experiences that improve the community in which they live. Through Earthkeeper activities, they learn firsthand how all living things are connected and that their carbon footprint can affect Earth either negatively or positively by the choices they make. They work to help save Louisiana's wetlands by growing and planting over 600 trees with the LSU Coastal Roots Program. Students participate in the St. Jude Math-a-Thon, Second Harvester's Food Drive, and Children's Hospital Toy Drive. These activities and experiences help them to understand that each of us has the responsibility to improve the world in which we live.

Although a relatively young school, MAAS quickly created many special traditions. Each day begins with a Morning Meeting attended by the entire school community. Together we recite the Pledge of Allegiance, school mission statement, positive behavior expectations, and sing the National Anthem. Birthdays are recognized, announcements made, and questions discussed. The meeting ends with a brief lesson that is tied to the day's musical selection which can be anything from classical to country.

Every Friday students who qualify receive positive rewards for good behavior and participation in First in Math, a computer-based national Math competition. Showcase Night is held quarterly to share the products of our Enrichment Clusters with families. Throughout the school year students and/or families participate in many special activities that include: Young Audience performances; Family Write Night; Math/Science Night; Trivia Night; Talent Show; Field Day; field trips; and our Mardi Gras parade and ball.

What sets MAAS apart from most other schools is the enthusiasm, dedication, and collaboration of all involved. The ideas and opinions of teachers, parents, and students are sought and valued by the administrators. Teachers are appreciated and supported. Students are engaged and happy. As a result, MAAS' students have been recognized by both the Parish and the State for their exemplary scores on standardized tests.

## 1. Assessment Results:

In the state of Louisiana, fourth graders are required to take a criterion-referenced test, LEAP, to ensure students have met a minimum standard of achievement for promotion to fifth grade. Third and fifth graders take iLEAP, another criterion-referenced test, to gauge how well students have progressed along state grade level expectations. Student results are categorized into five groups: advanced, mastery, basic, approaching basic, and unsatisfactory. Students achieving levels basic, mastery, or advanced are considered proficient in that subject area. Tests are given in English language arts, mathematics, science, and social studies. The tests are aligned with our state grade level expectations in each subject area.

Our state results can be found at:

[http://www.louisianaschools.net/lde/uploads/ReportCards/ReportCards09/Principalsp/026063\\_Principal\\_RC.pdf](http://www.louisianaschools.net/lde/uploads/ReportCards/ReportCards09/Principalsp/026063_Principal_RC.pdf)

In our school, our largest subgroup is white students. There is not a significant discrepancy in their scores as compared to the entirety of the school. Our other subgroups, including English Language Learners and African-American students, do not report test scores as a subgroup because their numbers total less than ten students in the grade level for most years. We have a large Asian population that qualifies as a subgroup most years. Their scores generally are on par with the school and the largest other subgroup (white).

### Third Grade

Throughout the previous five years, 98% - 100% of third grade students achieved proficiency in Math. Those scoring in the advanced level ranged from a low of 21% in 2005 – 2006 to a high of 47% in 2008 -2009. This gain can be attributed to the differentiation of curriculum with a focus on the remediation of deficiencies identified in the previous year's scores.

95% - 100% of third grade students attained proficiency in English language arts in the previous five years. Those scoring in the advanced range varied from a low of 19% in 2005 -2006 to a high of 38% in 2007 -2008. The low score can be attributed to an influx of students following Hurricane Katrina.

Significant gain followed the focus on the remediation of identified weaknesses.

### Fourth Grade

Fourth graders take the LEAP test. Over the past five years, our students have demonstrated solid achievement with a range of proficiency scores from 94% to 100% in English language arts and 97% to 100% in mathematics. Since 2008, Metairie Academy fourth graders have had the distinction of having the top scores in Jefferson Parish. In 2008, their scores were the best in Louisiana.

The number of students scoring in the advanced level in Math has fluctuated over the last five years. A 37% gain to a high of 62% in the 2007 – 2008 school year was followed by a 26% decline the following year. Although the score was still the highest in Jefferson Parish, remediation and tutoring addressed the specific weaknesses identified. In 2009 – 2010, 48% of the grade level scored in the advanced range. We attribute this to the second year of implementation of First in Math which is an independent computer based program designed to increase math fluency.

### Fifth Grade

Fifth grade students, over the past five years, have consistently attained proficiency in English language arts on the iLEAP. In the 2009 - 2010 academic year, the number of students achieving the advanced level reached an all-time high of 52%.

In mathematics, 98% - 100% of fifth graders achieved the proficiency level. As in English language arts, an all-time high of 77% of students scored in the advanced level in the 2009 -2010 school year.

No significant difference on either English language arts or mathematics was found between the whole grade level performance and performance by the subgroup of free/reduced-price meals/socio-economic disadvantaged students at either the proficiency or advanced level.

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

Administrators and teachers use both formal and informal assessments to improve student and school performance.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an individually administered formal assessment of each student's reading skills. Weaknesses identified are immediately remediated in individual and small group instruction.

Interval Assessments are administered six times during the school year in both Language Arts and Math. These are standardized tests based on Louisiana's Grade Level Expectations (GLEs). Using these scores, teachers generate reports that give student's individual scores, class scores, grade level scores, and district wide comparisons. They then collaborate to develop lessons to insure students' mastery of skills, group students who may need additional instruction, and identify successful strategies. Interval Assessments are also used to guide teachers' preparations of students for the year-end LEAP and iLEAP tests.

As discussed in Assessment Results, both the LEAP and iLEAP tests are used to gauge how well students have met state-mandated grade level expectations. When the scores arrive, teachers meet with the administrators to identify any areas of deficiency or decline and work together to develop lessons and strategies to address them. Conversely, areas of improvement are also scrutinized and the successful lessons and strategies identified so they can be repeated. This information is also utilized by both the administration and faculty to guide the development of our on-going School Improvement Plan. Administrators and teachers meet with each student to discuss his/her scores and develop plans for remediation if necessary.

Informal assessments are used on a daily basis to determine students' mastery of concepts and skills. Teacher-made tests are used to measure the effectiveness of instruction and plan for the next week's lessons. Interactive Promethean boards and Activote, used to both introduce and review concepts, give teachers immediate feedback by displaying the number of correct and incorrect responses to each question and allows them to adjust instruction as needed. Rubrics guide students to self-assess their work. Student projects and presentations are evaluated to determine if concepts are understood.

Teachers meet daily to discuss successful lessons and redesign those that student responses indicate need adjustment. They are always open to consider new ideas and incorporate successful lessons. Sharing and collaborating are encouraged by the administrators and embraced by the faculty.

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

It is part of our mission that parents, students, and the Jefferson Parish community are informed of student expectations and progress. We employ many means to achieve this goal.

At the beginning of each school year, parents receive a MAAS handbook outlining parish and school rules and policies. It also explains grades students must achieve to qualify for attendance and the

promotional policy of the school district. Teachers review the handbook with students during the first week of school. Grade level meetings are held to assure that every student understands what is expected from them during the school year.

An Open House is conducted early in the year to inform parents of grade-level expectations so they can become partners in their child's education. Teachers communicate student performance to parents on a daily basis using the Parent Portal. Access to this website encourages parents to view students' grades and classroom progress and contact teachers with any questions or concerns so they can be quickly resolved. Each teacher has an e-mail through which both parents and students can contact them and have questions answered and concerns addressed.

Test papers are sent home weekly in a teacher/parent communication folder. Interim reports are issued at the mid-point of each grading period. They give the student's current average in each subject and make recommendations for improvement if the need is indicated.

LEAP and iLEAP scores are sent to parents in a state-designed handout which guides them to an understanding of their child's progress. Each student meets with an administrator to discuss his/her scores, strengths, and any areas of concern. Plans are made for remediation and parent/teacher conferences are scheduled if needed or requested.

The Jefferson Parish School System website is also an excellent communication tool for parents and community members. Up-dated daily, it contains information about both the parish and each individual school.

Everyone in the community is invited to attend our school tours. Many parents interested in enrolling their students in MAAS take advantage of them. Our local newspaper, *The Times-Picayune*, publishes standardized test results each year and gives the state rank that each school has attained. This allows parents to make informed decisions about which school they would like their child to attend.

#### **4. Sharing Lessons Learned:**

As the first elementary school designated by the Jefferson Parish Public School System to transition into a specialty school for advanced studies, Metairie Academy's unique experiences have been used to guide the development of other advanced schools as they are created in the system.

Because of our success, three additional elementary schools have been converted into advanced academies teaching accelerated and enriched curricula. MAAS administrators and teachers served as mentors to the faculty and staff of each of these schools. Numerous teacher meetings were held during the planning phase and throughout their first year of operation. Collaboration with these specialty schools remains continuous and is beneficial to all schools as ideas, strategies, and practices are shared.

Teachers at Metairie Academy have been nominated or have applied for several prestigious grants and awards such as the Disney Planet Environmental Challenge Award Program and the NBC Educational Reform. During the application process for these grants and awards, documentation of our exemplary programs was presented and subsequently made available to anyone with Internet access. As part of the Technology Model Classroom grant program, technology projects and ideas are posted via Blackboard and entered into the JPPSS Digital Media Fair so that other faculties can benefit from their use.

*The Times-Picayune*, our local newspaper, weekly reports school news and has written several articles about the special programs available at Metairie Academy. Both the school system and local television stations are utilized to report and share curriculum and special projects of interest such as Earthkeepers, Coastal Roots, and Write Night, with the community and schools throughout our area.

Teachers Skype with educators from around the world and post information and ideas on blogs and websites. The submission of articles to professional journals and attendance at educational conferences as both presenters and participants allow them to explain and promote strategies that were successful with our students with other educators.

## 1. Curriculum:

At Metairie Academy for Advanced Studies the curriculum is designed to actively engage students who are working in an accelerated program of studies. The core curriculum at each grade level is structured for students to use textbooks and materials that are a grade level higher than that used by their actual grade placement. The content of the curriculum is based on the Louisiana State Standards and Grade Level Expectations.

To make learning interesting and challenging for all students many instructional techniques are utilized. Among these are whole and small group instruction, delivering lessons with the use of technology, primarily the Promethean Board and the Elmo, and offering tutoring and individual instruction when needed. Another important element of instruction is project-based learning in all subject areas. Projects may be teacher assigned or student selected. Students may work in groups or explore topics of interest on their own. Students throughout the school have access to the Renzulli Learning website to research and extend their project learning.

The Language Arts program primarily consists of developing reading, writing, speaking, and listening skills. A reading series is used throughout the grade levels in order to give students a strong foundation that will enable them to process and interpret information and use higher order thinking skills. Picture books, trade books, chapter books, novels, and content area books are used to extend thinking and understanding of the world in which we live.

Writing is integrated in all subject areas. To write with a purpose is an expectation for students at all grade levels. Students are taught the importance of good communication skills by engaging in various writing experiences, such as keeping journals, making Glogsters, and responding to open-ended questions. Special writing activities, such as Poetry Slam and Mystery Theater, where students write and present original poems and plays, are designed to give students the opportunity to authentically use their writing skills. A recent school-wide project involved every child in writing, illustrating, and publishing his/her own book.

The goal of the math program is to build a strong foundation in basic mathematical skills while providing challenging opportunities for problem solving and higher order thinking. A wide variety of manipulatives are provided for hands-on, exploratory learning. Students are encouraged to work with partners or in small groups to discuss problem-solving strategies. The online math program, First in Math (FIM), is used to individualize instruction and motivate students to practice skills. Students work toward achieving specific FIM goals and receive awards for their progress. Our school is ranked first in the state and 34th in the nation for the FIM program.

Social Studies lessons focus on history, geography, economics, and civics. Students take part in class discussions and create projects that explain the concepts studied. Lessons are extended and reinforced through field trips. On Junior Achievement Day economic lessons are taught by volunteers from a local business. Fourth and fifth grade students take part in the school social studies fair, creating projects that are competitive at the district and state level. Daily French lessons instruct these students in the language, culture, and history of France.

Science lessons center on investigations in which students use the scientific method and learn to record results. Interest in science is generated by scheduling special programs such as Star Lab, the Organ Body, and Mad Science. Social awareness of ecological issues is raised through the study of conservation and recycling and through the Coastal Roots Project where fourth and fifth graders are helping to save Louisiana's coastline.

The Physical Education program offers students a variety of activities. In addition to taking part in traditional exercises and sports, students are taught how to stay healthy and to value good nutrition. The P.E. curriculum is enriched through such events as Jump Rope for Heart, BeeFit Games, and Character Education. Fifth grade students learn ballroom dancing and participate in the parish dance challenge. Speakers present information on health and safety topics. Each year on Field Day the New Orleans Saints organization sets up equipment that allows students to participate in fun, noncompetitive events.

Student art work is displayed throughout the school. All students are able to participate in art, music, and theatre enrichment clusters. Students who pass the State Talent Assessment receive weekly small group instruction in the area(s) in which they qualify and are afforded opportunities to showcase their abilities in school and community performances.

## **2. Reading/English:**

The foundation for Metairie Academy's reading curriculum is the Louisiana Grade Level Expectations and Comprehensive Curriculum. Our instructional tools encompass a rich variety of literature found in thematic units, class novels/read alouds, and the Macmillan/McGraw-Hill Treasures Reading Series. Mastering phonemic awareness, increasing fluency, improving comprehension development, and building a vast vocabulary for each student are the foundations of the reading instruction. Teachers design lessons that involve guided instruction in small and large group settings, implementation of independent reading in class and at home, and differentiated instruction in small groups to accommodate reading levels and skill reinforcement.

In the primary grades, children rotate through literacy stations where one group is facilitated by the teacher. Explicit phonics/skill instruction and oral reading practice are addressed at the teacher table. Independent student work includes skill reinforcement, reading across the content areas, incorporating listening stations, and technology-based reading. In the intermediate grades, reading and responding, writing integration, and critical comprehension skills are emphasized. All grades supplement the curriculum by designing thematic units that focus on cross curricula/or advanced GLEs. Reading groups in all grade levels are fluid and designed to meet student needs as they are identified. Groups may focus on remediation, acceleration, student interest, or span grade levels.

Schoolwide literacy development occurs annually with D.E.A.R. Day (Drop Everything and Read) and Character Day, where students dress up as their favorite characters in literature. Several published authors have visited with students and shared their books. We participate in the Book- It program which is a reading incentive program that encourages independent reading at home. Cross grade level reading buddies enhance both fluency and listening skills. Every class visits the school library once a week where the librarian collaborates with each grade to supplement literacy units, expand research skills, and connect technology with reading. In addition to the school library, classroom libraries enrich individual interests and independent reading levels.

## **3. Mathematics:**

Our Mathematics curriculum is rigorous, cohesive, and aligned with our state's standards. It blends a Scott Foresman Addison Wesley textbook, the state's Comprehensive Curriculum and other curriculum materials as well as computer programs and technology. Teachers monitor and assess their students to understand what the students know and want to learn. This knowledge is used to create challenging and engaging activities.

Lessons are designed to enable students to learn mathematics in a problem solving environment. Our daily math instructions include Mountain Math, a program that reviews skills and gives the students an opportunity to apply their knowledge of mathematical concepts. Whole group instruction is used for skill introduction followed by break out groups based on skill and interest levels for practice and/or further instruction. Teachers use higher order questioning and open questions requiring students to think deeply

and give responses that involve more than recalling facts or reproducing skills. This type of questioning stimulates thinking and reasoning.

To differentiate instruction and enhance the curriculum for increased exploration we use grade level appropriate manipulatives and technology, including interactive white boards, digital cameras, flip cams, calculators, websites such as Promethean Planet, Renzulli Learning, EAGLE, and First In Math. Some of our students need further assistance to meet our high expectations. In-school tutoring sessions are provided for students at the upper grade levels. Students in the lower grades receive remediation from the classroom teachers and other staff members. Teachers strive to create an environment where doing mathematics is nonthreatening and where every student is encouraged to share and is respected for his or her ideas.

Through our math curriculum, our students not only get an opportunity to apply their math skills, they are also able to experience a sense of volunteerism. Many students participate in St. Jude Children Research Hospital's Math-A-Thon, which consist of completing a math program and raising money for the hospital. Students use a double bar graph to track the number of can goods and toys donated by each class to our local food bank and children's hospital. Our mathematics curriculum continues to evolve, expand, and change to meet our students' needs.

#### **4. Additional Curriculum Area:**

The Science curriculum at Metairie Academy is hands-on and inquiry-based. Students from pre-K through fifth grade use problem solving strategies, process skills, and the scientific method to understand and master scientific concepts. Our curriculum is guided by, but not limited to, Louisiana's Grade Level Expectations.

Through cross-curriculum activities and instruction, teachers work to insure that every student develops and builds a scientific vocabulary. Students in our lower grades are introduced to the scientific method through class projects and group investigations. Teachers lead students to develop hypotheses and procedures through brainstorming, open-ended questions, and ability-appropriate research. Science-based enrichment clusters which focus on Astronomy, Biology, Meteorology, and Chemistry actively engage students as they discover scientific concepts.

In our upper grades, students learn to use laboratory equipment and perform small group and individual investigations. Lab sheets are designed to guide them through each step of the scientific process and enable them to become more independent investigators. They understand that a conclusion that disproves a hypothesis is not a failure, but the discovery of one less question to be answered.

Teachers throughout our school incorporate technology, videos, guest speakers, in-school presentations, and field trips to both remediate and enrich student learning. The variety of techniques is employed to address all learning styles. Students can often choose from assessment options to demonstrate concept mastery. Science-based enrichment clusters address and expand individual interests.

Metairie Academy students enhance their knowledge of our Solar System the week Star Lab visits our school. They take a journey through the human body when they walk through the Organ Body exhibit. Digging through 200 million-year-old dirt delivered to our campus, they unearth fossils and identify minerals. When the Red Barn Farm comes to school, they meet farm animals face-to-face. Participation in Family Science Night helps parents better understand and reinforce the scientific concepts students learn in class.

Recognized by the Environmental Protection Agency for their exceptional contributions to the improvement of our planet, Metairie Academy students annually plant irises to beautify New Orleans City Park and over six hundred trees in Barataria Park National Preserve to help restore Louisiana's endangered wetlands. They participate in both recycling and anti-pollution programs. To further enhance and develop their knowledge of and appreciation for the contributions and significance of science in their

lives, students have the opportunity to participate in the Disney Youth Education Series (Y.E.S.) Program, Mad Science, and Camp Invention programs.

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Teachers throughout our school incorporate technology, videos, guest speakers, in-school presentations, and field trips to both remediate and enrich student learning. The variety of techniques is employed to address all learning styles. Students can often choose from assessment options to demonstrate concept mastery. Science-based enrichment clusters address and expand individual interests.

Metairie Academy students enhance their knowledge of our Solar System the week Star Lab visits our school. They take a journey through the human body when they walk through the Organ Body exhibit. Digging through 200 million-year-old dirt delivered to our campus, they unearth fossils and identify minerals. When the Red Barn Farm comes to school, they meet farm animals face-to-face. Participation in Family Science Night helps parents better understand and reinforce the scientific concepts students learn in class.

Recognized by the Environmental Protection Agency for their exceptional contributions to the improvement of our planet, Metairie Academy students annually plant irises to beautify New Orleans City Park and over six hundred trees in Barataria Park National Preserve to help restore Louisiana's endangered wetlands. They participate in both recycling and anti-pollution programs. To further enhance and develop their knowledge of and appreciation for the contributions and significance of science in their lives, students have the opportunity to participate in the Disney Youth Education Series (Y.E.S.) Program, Mad Science, and Camp Invention programs.

## **5. Instructional Methods:**

Our goal is to help every student reach his/her full academic potential. Instructional decisions are based on what is best for the individual learner and care is given to create a learning atmosphere that is enriching, nurturing, and academically challenging.

Skills and concepts are taught using whole group instruction followed by small group lessons designed to meet the needs of specific students. Activities are designed to address all learning styles. Flexible and fluid grouping allows teachers to both remediate and enrich students. One-on-one student-teacher conferences focus on the student's work, reinforce strengths, and make plans for improvement.

The Schoolwide Enrichment Model is reflected in our instructional methods. Teachers provide enrichment that exposes students to information on new topics or areas of interest. Project-based learning gives students the opportunity to choose a product based on their learning style. Students may produce a

poster or video, give a speech, show photographs or sketches, or take part in video conferences. Projects sometimes extend outside of the classroom and school.

Students in grades two through five choose an enrichment cluster every nine weeks. The multi-graded clusters meet twice a week and give students the opportunity to explore and learn about areas of interest not necessarily covered in the regular curriculum.

Students who have been identified as academically gifted work individually or in small groups with certified gifted education teachers on special projects designed to enrich the curriculum and develop higher order thinking skills. Certified talent education teachers provide weekly lessons to students who have been identified as talented in Visual Arts, Music, or Theatre.

Learning is also individualized with the use of internet resources. Each student from kindergarten through fifth grade has access to Renzulli Learning, an internet learning tool which provides hundreds of safe sites for students to explore. Teachers are able to create and assign projects and track their students' progress using this site. First in Math, another on-line program, individualizes math instruction as students work through the program at their own pace.

## **6. Professional Development:**

Studies have shown that there is a strong correlation between teacher training and student learning. The administrators, faculty, and staff of Metairie Academy engage in many forms of professional development designed to increase competency and provide our students with quality instruction. School-based training sessions as well as district, state, and national conferences are attended and the information shared with the entire faculty.

The Jefferson Parish Public School System's parish-wide training in Phillip Schlecty's Working on the Work (WOW) provides teachers with weekly training that focuses on creating meaningful engaging lessons in order to meet national learning standards. In these meetings, teachers are able to share ideas, explore successful strategies and new technologies, and identify particularly effective lessons and assignments. Experts in technology mentor teachers and are available to assist them in developing lessons and locating information that would enhance individual assignments.

Teachers utilize the Schoolwide Enrichment Model to create engaging lessons requiring students to use higher order thinking skills. Lessons are constructed around students' interests, learning styles, and preferred mode of expression. This allows for the individualization of instruction to meet the needs of students.

The administration provides the Metairie Academy faculty with continuous in-school training to improve their use of educational technologies and tools. The utilization of the Promethean Board, Learner-Response System, and internet engage students and allow for differentiation of instruction based on learning styles.

As a direct result of professional development provided to teachers, students are trained to use various Web 2.0 technologies, including podcasting, blogging, video-conferencing, website development, and Renzulli Learning. They are then able to incorporate these tools when completing assignments or making presentations.

The administration uses resources to fund teachers' attendance at Confratute and Louisiana Lagniappe, annual national and state conferences for educators. Information attained at these meetings is shared with the entire faculty and staff at the beginning of each school year and enables teachers to utilize research-based practical strategies to engage and enrich the learning for all Metairie Academy students.

## **7. School Leadership:**

Two administrators, Principal Helen Blanke and Assistant Principal Lisa Babin, serve as instructional leaders for both the students and faculty of Metairie Academy for Advanced Studies. They share a common leadership philosophy of collaboration and positive reinforcement which centers around the belief that the purpose of education is to assist children in achieving their full academic and social potential.

Every faculty and staff member is valued and their opinions are considered. All teachers are encouraged to be members of the school's Design Team which meets regularly to plan events and solve problems as they arise. Commitment to student achievement is paramount in all their decisions.

Our administration works tirelessly to provide students with a safe and nurturing learning environment. Through both formal and informal observations, they assure that all classes provide students with challenging and meaningful activities based on individual student needs and higher-order thinking skills.

An open-door policy encourages teachers to discuss successful lessons and seek their guidance and direction when needed. They are always available to lend support, offer suggestions, allocate resources, or work within a classroom when needed. Our students see them on a daily basis and visit the office often to discuss both school related and personal issues.

Schedules are designed to give teachers in each grade level daily common planning periods. This allows for on-going communication concerning student achievement and the development of cross-curricula lessons. Test scores are examined and used as a tool to improve classroom instruction and student achievement.

Believing that school and family are partners in a child's education, parents and grandparents are always welcome and often volunteer in the school. The administration encourages their support and involvement and keeps them informed through the school's website, newsletters, and individual conferences if needed. Both administrators serve on the boards of the Parent Co-op and the Grandparents Club which have become valuable assets to our school.

Teacher and student accomplishments are appreciated and acknowledged. Through the efforts and expectations of the administration, MAAS is a collaboration of teachers, students, and parents all focused on the academic, social, and emotional development of our students so that they will fulfill their goal of becoming well-rounded, responsible citizens.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: iLEAP

Edition/Publication Year: 2005-2010 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	100	98	98	100
Advanced	44	47	41	32	21
Number of students tested	79	64	58	66	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100			99	100
Advanced	41			21	6
Number of students tested	17			14	17
<b>2. African American Students</b>					
Basic, Mastery					100
Advanced					0
Number of students tested					12
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>6. White</b>					
Basic, Mastery	100	100	100	98	99
Advanced	42	39	46	41	26
Number of students tested	64	46	41	44	53
<b>NOTES:</b>					

11LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: iLEAP

Edition/Publication Year: 2005-2010 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	99	100	97	95	100
Advanced	32	28	38	23	19
Number of students tested	79	64	58	66	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100			100	100
Advanced	29			21	12
Number of students tested	17			14	17
<b>2. African American Students</b>					
Basic, Mastery					100
Advanced					17
Number of students tested					12
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>6. White</b>					
Basic, Mastery	98	100	98	93	100
Advanced	31	28	37	23	17
Number of students tested	64	46	41	44	53
<b>NOTES:</b>					

11LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2005-2010 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	100	98	100	97
Advanced	48	36	62	25	27
Number of students tested	65	64	63	69	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100			100	100
Advanced	30			0	33
Number of students tested	10			14	15
<b>2. African American Students</b>					
Basic, Mastery			100		
Advanced			50		
Number of students tested			10		
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery				100	
Advanced				42	
Number of students tested				12	
<b>6. White</b>					
Basic, Mastery	100	100	98	99	96
Advanced	51	34	61	24	26
Number of students tested	47	44	41	45	46
<b>NOTES:</b>					

11LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2005-2010 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	98	100	94	98
Advanced	51	44	32	14	22
Number of students tested	65	64	63	69	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100			92	100
Advanced	50			14	20
Number of students tested	10			14	15
<b>2. African American Students</b>					
Basic, Mastery			100		
Advanced			10		
Number of students tested			10		
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery				84	
Advanced				17	
Number of students tested				12	
<b>6. White</b>					
Basic, Mastery	100	100	100	95	98
Advanced	51	39	37	11	22
Number of students tested	47	44	41	45	46
<b>NOTES:</b>					

11LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: iLEAP

Edition/Publication Year: Riverside Publishing Publisher: 2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	100	99	98	99
Advanced	77	38	37	27	19
Number of students tested	77	68	68	56	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100	100	100	94	
Advanced	73	43	0	22	
Number of students tested	15	14	14	18	
<b>2. African American Students</b>					
Basic, Mastery		100			
Advanced		30			
Number of students tested		10			
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery			100		
Advanced			50		
Number of students tested			10		
<b>6. White</b>					
Basic, Mastery	100	100	98	100	100
Advanced	77	29	42	24	11
Number of students tested	52	41	43	42	44
<b>NOTES:</b>					

11LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: iLEAP

Edition/Publication Year: Riverside Publishing Publisher: 2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	100	100	100	100
Advanced	52	28	22	18	25
Number of students tested	77	68	68	56	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100	100	100	100	
Advanced	47	29	14	17	
Number of students tested	15	14	14	18	
<b>2. African American Students</b>					
Basic, Mastery		100			
Advanced		30			
Number of students tested		10			
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Basic, Mastery					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Basic, Mastery			100		
Advanced			30		
Number of students tested			10		
<b>6. White</b>					
Basic, Mastery	100	100	100	100	100
Advanced	50	27	19	17	23
Number of students tested	52	41	43	42	44
<b>NOTES:</b>					

11LA3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	100	100	98	99	99
Advanced	56	40	47	28	22
Number of students tested	221	196	189	191	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100	100	96	98	100
Advanced	48	46	19	14	17
Number of students tested	42	31	31	46	40
<b>2. African American Students</b>					
Basic, Mastery	100	100	92	94	96
Advanced	42	37	21	11	15
Number of students tested	16	19	21	20	25
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery			100	100	100
Advanced			39	21	17
Number of students tested			12	12	13
<b>4. Special Education Students</b>					
Basic, Mastery		100	100	100	100
Advanced		63	28	17	25
Number of students tested		10	11	11	13
<b>5. English Language Learner Students</b>					
Basic, Mastery			100	99	
Advanced			57	39	
Number of students tested			25	28	
<b>6. White</b>					
Basic, Mastery	100	100	99	99	98
Advanced	57	34	50	30	21
Number of students tested	163	131	125	131	143
<b>NOTES:</b>					

11LA3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Basic, Mastery	99	99	99	96	99
Advanced	45	33	31	18	22
Number of students tested	221	196	189	191	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Basic, Mastery	100	100	100	97	100
Advanced	42	25	13	17	11
Number of students tested	42	31	31	46	40
<b>2. African American Students</b>					
Basic, Mastery	100	100	100	99	100
Advanced	42	18	13	4	21
Number of students tested	16	19	21	20	25
<b>3. Hispanic or Latino Students</b>					
Basic, Mastery			100	96	100
Advanced			71	26	6
Number of students tested			12	12	13
<b>4. Special Education Students</b>					
Basic, Mastery		100	100	93	100
Advanced		29	17	15	7
Number of students tested		10	11	11	13
<b>5. English Language Learner Students</b>					
Basic, Mastery			100	91	
Advanced			37	30	
Number of students tested			25	28	
<b>6. White</b>					
Basic, Mastery	99	100	99	96	99
Advanced	44	31	31	17	21
Number of students tested	163	131	125	131	143
<b>NOTES:</b>					

11LA3