

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12LA4

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Herman Brister Jr.

Official School Name: McKinley Middle Magnet School

School Mailing Address: 1550 Eddie Robinson Drive
Baton Rouge, LA 70802-5011

County: East Baton Rouge Parish State School Code Number*: 017055

Telephone: (225) 388-0089 E-mail: hebrister@ebschools.org

Fax: (225) 387-1434 Web site/URL: http://mckinleymiddle.ebschools.org/

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*: Mr. Carlos Sam Superintendent e-mail: csam@ebschools.org

District Name: East Baton Rouge Parish Schools District Phone: (225) 922-5618

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: Ms. Barbara Freiberg

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)

**Non-Public 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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

1. Number of schools in the district 50 Elementary schools (includes K-8)
 (per district designation): 13 Middle/Junior high schools
15 High schools
7 K-12 schools
85 Total schools in district
2. District per-pupil expenditure: 10662

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 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	0	0	0		6	112	160	272
K	0	0	0		7	98	158	256
1	0	0	0		8	68	148	216
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								744

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
90 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
8 % 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 2010-2011 school year: 2%
 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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2010	744
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 2
 Number of non-English languages represented: 2
 Specify non-English languages:

Filipino

9. Percent of students eligible for free/reduced-priced meals: 75%
 Total number of students who qualify: 559

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: 3%
 Total number of students served: 17

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

<u>5</u> Autism	<u>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>12</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>4</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>23</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>2</u>
Total number	<u>64</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: 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

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McKinley Middle Academic Magnet School of Visual and Performing Arts (MMAMSVPA) is one of the highest performing schools in the district and is located in an urban, high-poverty area near historic south Baton Rouge. MMAMSVPA has a high-poverty, high-minority school enrollment of 744 students with 559 students (75.1%) from a low socioeconomic background.

MMAMSVPA has a proven track record of recognized success. In 2012, we received the School of Distinction award from Magnet Schools of America. From 2009 - 2011, MMAMSVPA has been recognized by the Louisiana Department of Education as a High-Poverty, High-Performing school. In 2008, the school was awarded accreditation by the Southern Association of Colleges and Schools. MMAMSVPA was awarded this distinction prior to the district receiving its accreditation. In 2008, MMAMSVPA received the distinction as a School of Recognized Academic Growth, and in 2009, it received the School of Exemplary Academic Growth based on Louisiana's school accountability system.

McKinley Middle Academic Magnet School for Visual and Performing Arts (MMAMSVPA) has set the bar for student growth. MMAMSVPA has grown approximately fifteen school performance score points (SPS) in the past five years. In 2007, MMAMSVPA had a baseline score of 101.2 and in 2012 our growth score is 116.3. We are constantly trying to reinvent ourselves in regards to improving the school.

Our mission at MMAMSVPA is to challenge students both intellectually and artistically to become responsible citizens who will make valuable contributions to society. Our vision is to create an environment which nurtures high ideals, creative thought, and positive action. Our values are respect for all persons and property, cooperation in all endeavors, and good citizenship. Our goal is to provide opportunities for each student to reach his or her full potential.

MMAMSVPA is the only middle school in the district and state of Louisiana that offers an advanced academic program integrated with a visual and performing arts program. Our academic program provides a rigorous academic curriculum that is aligned to our goals and objectives to meet and exceed state academic requirements while integrating the arts into the core classes. Our visual and performing arts classes are aligned to the goals and objectives by nurturing and developing the artistic and creative talents of our students while incorporating the core academic concepts to support the academic curriculum.

MMAMSVPA offers a high-quality academic program which includes advanced placement and courses for high school credit focused on providing a solid foundation utilizing hands-on activities and differentiation to meet the needs of all students. For example, every student at MMAMSVPA is required to create a social studies project and science fair project with instruction and guidance provided in all academic and visual and performing arts classes to ensure student success.

Our visual and performing arts program showcases over 25 unique courses that focus on developing the skills and talent of students, motivating students to appreciate others and excel to their highest potential, exposing students to diverse experiences, and providing support in the academic content areas. During the first semester, all visual and performing arts teachers reinforce their lessons with math concepts to demonstrate how math relates to each discipline. In addition, MMAMSVPA students are global learning explorers investigating diverse cultures through first-hand educational experiences. The students have visited numerous cities in the continental United States and internationally.

For the last four years, MMAMSVPA created and hosted an annual middle school academic competition. The middle school academic competition involves students from various academic, racial, and economic backgrounds to compete in the areas of math, chess, quiz bowl, spelling, oral interpretation, and debate. Recognizing that partnerships and relationships with diverse community groups are essential

to a successful school, we have benefited immensely from partnerships with Exxon Mobil, Louisiana State University, Southern University, Baton Rouge Community College, Volunteers in Public Schools and many other businesses and organizations.

McKinley Middle Academic Magnet School of Visual and Performing Arts provides a renaissance environment that appreciates diverse learning styles and strives to meet the needs and enhance the talents of each student. As our motto states, “We are boldly going where no other middle school has gone before”.

1. Assessment Results:

A. The students attending McKinley Middle Magnet School of Visual and Performing arts are tested each spring in accordance with the laws governing the Louisiana Educational Assessment Program (LEAP) as well as the Integrated Louisiana Assessment Program (ILEAP). The state of Louisiana has established a proficiency level for each core subject area. Upon completion of the assessment, students are determined to be advanced, have achieved mastery, performed at a basic level, acquired the skills necessary to approach the basic level, or have made unsatisfactory progress toward proficiency. According to the state of Louisiana, students must perform at the basic level in English/Language Arts or Mathematics to be promoted to the fourth grade and the eighth grade levels. The ILEAP test administered to sixth and seventh grade students serves as a precursor to the LEAP test and assists in the scheduling and interventions for students who may require additional assistance or acceleration. According to state standards, students scoring at the basic level are determined to meet proficiency standards. As a part of the admissions process, applicants to McKinley Middle Magnet are required to have scored at the basic level in both English/Language Arts and Mathematics during the fourth grade testing year. Additionally, applicants must have a cumulative 2.5 grade point average to be eligible for admission to the school. Quite naturally, because students at McKinley Middle Magnet School are admitted at the proficient level, there is an ongoing effort to teach to the mastery and advanced levels as designated by standardized testing criteria. Emphasis is placed upon increasing the rigor and relevance of lessons in the classroom and teachers are provided professional development opportunities that place emphasis upon increasing the growth of student performance across achievement levels. Data is analyzed frequently to insure that students are receiving quality instruction in accordance with state standards and established benchmarks for learning. An overview of the testing data demonstrates solid progress school-wide, particularly in the area of English/Language Arts.

B. An analysis of the data tables over a five year period beginning in 2007 reveals that students at McKinley Middle Magnet School have demonstrated achievement beyond the state and district percentages in both reading and mathematics. Students have consistently demonstrated high achievement, particularly in English/Language Arts. The increased emphasis placed upon reading and writing comprehension for all students in the district at the elementary level has proven to be effective as children progress. Additionally, the school has incorporated writing strategies across the curriculum in an effort to infuse writing and relevance in core and visual and performing arts subject areas. For the past several years, there has been an increased emphasis regarding the implementation of the Accelerated Reader Program (AR). Teachers have worked diligently to meet students at their level of learning by individualizing reading goals. Reading goals for each student are based on reading level assessment results. Team collaboration has played an important role in maintaining the high level of student performance in both reading and mathematics. The school administration has worked tirelessly to instill a culture of professional development and unity among the faculty and staff of the school. Teachers have been provided opportunities to share experiences and methods which have ensured high expectations for all learners across the curriculum.

The school continues to place emphasis upon improving student performance in mathematics. A general analysis of research reveals that students who struggle with poverty have historically performed below expectations in mathematics. Students at McKinley Middle Magnet School have consistently performed above national, state, and district averages even in the face of adverse socio-economic situations. The school has employed math interventionists to provide remediation for students who have not mastered key concepts throughout the instructional unit. Additionally, students receive after-school tutoring across the curriculum as reinforcement of classroom instruction. Standardized test preparation also provides another avenue for supplementing classroom strategies and objectives. It is important to note that students are placed in mathematics courses based upon demonstrated ability, determined by previous standardized test scores. Many students at the school are participating in math classes beyond grade-level. This

approach to scheduling allows teachers to meet students at a level of knowledge and accelerate learning as opposed to stifling progress. Response to Intervention (RTI) strategies have played an important role in mathematics classes. The use of common assessments at the mid-unit point has allowed teachers to immediately identify struggling students and place them in appropriate intervention settings. This aggressive approach has strengthened the end result in terms of the end of unit test scores. In the spring of 2007, the school acknowledges a testing irregularity that explains the significant decrease in student performance in seventh grade mathematics. The mean calculation during the five year period is certainly more indicative of overall student performance in mathematics over the five year reporting period.

2. Using Assessment Results:

Annually, McKinley Middle Academic Magnet School of Visual and Performing Arts (MMAMSVPA) examines the state standardized test scores to identify significant trends and areas targeted for improvement. This data provide the foundation for the school's improvement plan which is developed every two years and modified yearly.

Assessing student performance is the cornerstone of the data-driven instruction at MMAMSVPA. The primary purpose at MMAMSVPA in developing an effective school wide assessment program is to improve achievement outcomes on individual student assessments as well as to impact overall student learning. A secondary purpose is to help monitor the instructional practice used to address competency deficiencies identified by the state-wide assessment. We begin with the overall test data and identify students who are within twenty points of the next achievement level – advanced, mastery, basic, approaching basic, and unsatisfactory, with all levels equaling basic or above considered proficient. The data are disaggregated to reflect groups of students with similar deficiencies in particular competency areas and develop instructional strategies for each area as well as individual learning plans for the students.

Data from the Benchmark Assessment data, which aligned to the East Baton Rouge Parish comprehensive curriculum, are analyzed and used to check for mastery. They guide classroom instruction for teaching and re-teaching skills, grouping and regrouping students and for acceleration and tutorial purposes for each unit in all core content classes. During weekly team meetings, the teachers analyze student work to discover collectively as a group what students understand and how they are thinking as well as determining implications for teaching and assessment. Data are continuously studied and used to develop strategies to address the areas of weakness.

Several assessment techniques are offered to provide for differentiation with regard to various learning styles of students. In addition, the teachers cross-reference the benchmark data along with a variety of ongoing teacher assessments such as rubrics, common assessments, projects, portfolios, and group performances and projects to monitor student progress. Using the data provided by these assessments, teachers write lesson plans in accordance with the strengths and weaknesses of the students as demonstrated by assessments. It is important to note that quality assessment techniques that drive instructional practices do not always involve grading students in a traditional manner.

Response to Intervention strategies are implemented to address the needs of students who are performing at, below, or above expectations. In addition, students who are performing at accelerated levels are offered opportunities to continue moving forward within the framework of the instructional curriculum. Student assessment data serve as the catalyst for intervention grouping and modifications to curriculum and instructional practices. An analysis of standardized testing trend data has identified a school-wide weakness in mathematics. As a result, two mathematics interventionists offer small group tutoring to students as a proactive measure to improve mathematics performance. Strategic scheduling has allowed additional instructional assistance to students who are struggling. The groups are constantly changing based on students' needs and ability levels, and the progress of students is tracked using a form created in Google Docs. Although Louisiana has provided a comprehensive curriculum for each content area, teachers, as a result of quality assessment and intervention strategies, are afforded the freedom and flexibility to modify curricular instruction based upon the needs of the students they teach.

Teachers work collaboratively with their content area colleagues to analyze the results of unit assessments. Individual student data analysis sheets are completed that detail areas of each student's strength and weakness. During weekly collaborative meetings, teachers analyze student testing data as well as look at student work samples in an effort to discover what students understand, examine higher-order questioning strategies, and determine the implications for quality instruction. Teachers utilize a variety of instantaneous assessments to provide the most current data possible.

MMAMSVPA has an open door policy when it comes to informing our stakeholders. Our student performance is made available through the Louisiana Department of Education website, East Baton Rouge Parish School System website and our school website. Our parents are informed of their students' current academic status during parent workshops, parent conferences and phone conferences. In addition, the school's website, press releases, teachers' websites, school newsletters, weekly telephone notifications, and progress reports are used to foster collaboration with stakeholders and the community to support student learning.

3. Sharing Lessons Learned:

McKinley Middle Academic Magnet School of Visual & Performing Arts has been recognized as a model High-Performing, High-Poverty School for the state. Therefore, we have shared successful strategies with schools in our district, state, and nationally. Our school hosted the district middle school conference where our teachers presented a session on creating teacher websites. This session explained the benefits of having a website and provided detailed instructions for creating a website. Our teachers also presented a session on classroom management by discussing scenarios and demonstrating various strategies that have proven to be successful at McKinley. The principal has presented to all of the middle school principals in the district on implementing response to intervention and utilizing data to drive decision-making. This training allowed us to share our best practices and strategies to improve academic outcomes for high-poverty students.

Several teachers and administrators presented at the Magnet Schools of America Conference which consists of teachers and administrators. The visual arts teachers presented a session on utilizing successful strategies to integrate art with core subjects and creating low cost art projects. The teachers demonstrated methods of using easily found materials to teach visual art forms that can connect with core subject areas. At this conference, the administrators presented a session on how to successfully recruit students to your school.

In addition, we have received many visitors from inside the district and from numerous districts across the state and have shared our best practices with them. We are open to sharing our strategies with other schools that may benefit from the sharing of knowledge. We have also hosted professors and college students from local universities who use our school as a model for training teachers. Our teachers are delighted to demonstrate and share successful teaching strategies to future teachers.

Our staff considers it an honor and a privilege to be given an opportunity to share our strategies with others. Our students have overcome the circumstances of their environment and economic situation and are gaining a first-class education at McKinley Middle Academic School of Visual & Performing Arts.

4. Engaging Families and Communities:

Engaging families and the community plays a significant role during our school year. We at McKinley feel that the community and the support of parents, are vital to the success of our school. The faculty, staff, and parents work hard to ensure that we have as much involvement possible to help with all aspects of school life. Our teachers are always looking for innovative ways to use the community as a resource to help teach skills needed throughout the year.

MMAMSVPA is privileged to have strong parent and community partnerships with a variety of stakeholders. These community partners include Louisiana State University and Exxon/Mobil Corporation. Our teachers and administrators contribute to the Louisiana State University teacher education program, serving as models for new teacher candidates, while university faculty and students contribute to increasing our student achievement by helping with instruction, curricular enhancements through field experiences, classroom presentations, and activities beyond the scope of the traditional classroom offerings. Additionally, the Exxon/Mobil Corporation works collaboratively with our math and science teachers to provide supplemental materials to be used in the classroom, as well as serving the students as participants during Math and Science Night, an awareness night for parents and community members.

Our visual and performing arts department has a partnership with the Louisiana State University's theater department and has plans to incorporate the concert master from the Baton Rouge Symphony Orchestra as a partner with the strings department. The Baton Rouge Arts Council also provides assistance when requested by faculty members. Additionally, MMAMSVPA has been an annual sponsor and partner with the DeBose Foundation which sponsors the DeBose Fine Arts Series. MMAMSVPA has sponsored a summer film developing camp in partnership with a local video production company. The Baton Rouge Parks and Recreation Commission is partnered with the school and utilizes the gymnasium and associated park for community gatherings and events. The First Tee Program provides golf instruction for the sixth grade physical education students.

Parents of students at MMAMSVPA participate actively on the School Improvement Team, assist as volunteers throughout the campus, attend parent workshops and receive weekly telephone notifications from the principal regarding upcoming activities and important information. Additionally, the district's email system, school and individual teacher websites, student generated newsletter, and progress reports foster collaboration with stakeholders and support student learning.

1. Curriculum:

The learning standards applicable to McKinley Middle Magnet School are prescribed by the comprehensive curriculum guide assigned to each subject area by the state of Louisiana. Each teacher in a given core subject area uses the curriculum guide to plan lessons according to established learning benchmarks. The comprehensive curriculum guide includes learning objectives, a pacing guide, suggested supplemental activities to be used in the classroom and differentiated assessment offerings. Teachers meet collaboratively by content area throughout the week to develop lessons, allocate resources and analyze test data. McKinley Middle Magnet has been very proactive with regard to professional development and implementation of intervention strategies for students. As a component of interventions, the core subject teachers have been encouraged to administer a pre-assessment and the beginning of each unit. The results of the pre-assessment are used to focus and target instruction on areas of need and priority. Consequently, each teacher administers a mid-unit common assessment that has been developed in collaboration with a subject area colleague. The results of the mid-unit assessment are analyzed to determine intervention groups within the classroom. These interventions occur in small group settings. Students who assess mastery or advanced on the mid-unit assessment are accelerated in small groups. The school district provides a comprehensive assessment at the conclusion of the unit that is coordinated via the Edusoft program. Each student is scored in accordance with the standardized testing criteria.

McKinley Middle Magnet School highlights the visual and performing arts department (VPA) as the only focused VPA school in the district. Teachers in these elective courses meet regularly with the core content teachers to infuse the arts within the traditional classroom. Typically, the spring drama production is introduced to the core content teachers and these teachers develop lesson plans and activities that relate to their specific content. The business department focuses upon career readiness skills that provide students with the training that will be relative to real-world situations. Examples include keyboarding, desktop publishing and entrepreneurship. Television and film production offers students the opportunity to explore the fundamentals of film and production and stimulate an interest in future development. Recently, the school began offering ballet as an alternative to the traditional dance classes. Examples of course offerings not found in traditional settings include animation, sculpture and robotics. As noted, McKinley Middle Magnet School is an academically successful school with an important focus on visual and performing arts. Teachers work collaboratively to infuse the two disciplines. This collaboration results in a holistic learning approach that all stakeholders enjoy.

2. Reading/English:

The English department of McKinley Middle Magnet school strives each day through best practices and the use of pedagogical methodologies of proven success to provide students with positive outcomes in both standardized testing and academic pursuits. An area of great focus is reading comprehension. The department employs a variety of methods to help students improve in this area. One method is vocabulary development. Because there is a direct correlation between vocabulary deficiency and reading comprehension struggles, each English teacher focuses heavily on increasing vocabulary through such strategies as VAGO. The VAGO strategy is effective because of its focus on morphemic analysis, which ultimately gives students the skills to determine the meanings of unfamiliar words by breaking them down and extracting base words, prefixes, and suffixes.

The implementation of Accelerated Reader is a school-wide initiative used with English Language Arts teachers. Through the STAR Reading assessment, English teachers are given an accurate account of each student's reading level. The program also calculates a ZPD range that allows students to read within the scope most appropriate for their reading level. The program also gives students a goal for which they must strive to achieve. Students take the STAR assessment each nine weeks. This gives teachers a means by which to measure gains and assess strengths and weaknesses. The Accelerated Reader program also

creates a multitude of reports that helps teachers design lessons that target student weaknesses. This program also makes iLEAP projections. A program such as this encourages students to read and with increased reading and exposure to broaden reading choices.

The English department also focuses a great deal on higher order thinking. Students are challenged daily to think critically about what they read in the classroom as well as what they experience in the world at large. Activities such as literature circles, web quests, body biographies, and the like encourage students to ponder about a given selection. Through instruction our teachers encourage students to focus less on what happened and more on the possible.

Another focal point of our English department is improving student writing. Along with in-depth grammatical mechanics and usage lessons, each teacher focuses on the Six Traits of Quality Writing. In addition to the Six Traits, the Writing as a Process model is one that is implemented in each English class. Students must complete each step of the process for each writing assignment regardless of the type of writing.

3. Mathematics:

At McKinley Middle Academic Magnet School for the Visual and Performing Arts, our mathematics department strives to push every student to reach their maximum potential. Students are afforded the opportunity to complete coursework in rigorous high school level classes. Teachers also make sure that the lessons developed are up to par with the National Common Core standards.

Mathematics lessons at McKinley typically push the envelope when it comes to the use of technology with every class having an interactive whiteboard, and all lessons being presented with ActivInspire software. All six math teachers at McKinley are Certified and Highly Qualified by the NCLB standards. Teachers at McKinley are also very involved with professional organizations like the NCTM, and BRACM and Professional conferences like the National Mathematics Convention.

With an emphasis on response to intervention, teachers at McKinley Middle use research proven data driven assessments to compel students to continue to reach new achievement levels throughout the course of their matriculation. Students at all levels are given formative pre-assessments based on the Common Core Standards that they will be tested within a given unit. Teachers then evaluate the data, in an attempt to make the necessary instructional adjustments to improve areas of weakness while also building upon areas of strength. Mid-Unit Common assessments created among grade level colleagues are then given to assess the learning to the point of instruction. Based on the results of these data, students are placed in intervention groups that allow for both the re-teaching of students who have not taken hold of the concept and to also further challenge students who have mastered these concepts. At the end of a unit, students are given a summative assessment that addresses all standards covered within that particular unit and some from the previous unit to keep students actively using prior skills attained. Applying these research based tools has not only allowed McKinley's students to attain significant gains on both the district's mandated assessment but also to foster tremendous growth on the state mandated LEAP/iLEAP exams.

4. Additional Curriculum Area:

Our School's mission statement is "to challenge students both intellectually and artistically to become responsible citizens who will make valuable contributions to society". In the department of visual and performing arts, you will observe student engagement centered on academics intertwined with the arts. By focusing on the arts intellectually and artistically, students are challenged and are forced to learn real-life applications. Students consistently work in cooperative groups to investigate problems, to research solutions, to create scripts and rhythmical movements and receive enrichment for their individual needs. An example of this impact was demonstrated by our drama students that created their own scripts and performed for over 1,200 elementary students and parents during our recruitment period.

In addition, through visual and performing arts, technology is integrated into the visual and performing arts curriculum. The use of computers in the computer lab or classrooms is used for research, investigations, writing scripts, musical accompaniment, and artistic ideas. Through the cross-curricular use of our television and film class, students produce commercials, videos, and newscasts.

Professional development activities enhance instructional delivery such as horizontal and vertical collaboration across the academic and visual and performing arts curriculum through grade level and department teams. Examples include cross-curricular thematic units in all disciplines. Teachers discuss and analyze student work from all content areas including visual and performing arts. These discussions encourage high levels of rigor and relevance and provide strategies for differentiation in visual and performing arts classes.

Through collaboration, MMAMSVPA teachers infuse multiculturalism into the VPA curriculum. For example, visual and performing arts teachers participated in the “Worlds around Aida” school-wide project which infuses the Nubian, ancient Egyptian, Native American, and African American cultures. The students were exposed to the cultures through core classes. The students created artwork in visual arts, and performed cultural dances and music in the performing arts classes. The school-wide activity culminated with a drama performance of Aida.

MMAMSVPA hosts a summer enrichment program for incoming sixth graders that focus on infusing various cultures into the academic and visual and performing arts curriculum. In 2011, our theme focused on the Chinese culture incorporating mathematical concepts, Chinese history, science, literature, creative writing, art, dance, and music. In 2012, we are looking forward to the same summer program with a focus on Italy.

5. Instructional Methods:

MMAMSVPA teachers utilize various innovative, research-based instructional strategies including Marzano’s *Classroom Instruction That Works*, rigor and relevance, differentiation, and technology integration. In our classrooms, you will observe student engagement of academic and visual and performing arts tasks that are academically challenging and requiring real-life applications.

Our teachers meet weekly in grade level teams to focus on individual student performance and using the most effective methods to address individual students learning needs. Our teachers use assessment results to group students for initial placement and throughout the school year. Student performance on the mid-unit common assessments and benchmark exams determine grouping for strategic classroom interventions and additional math tutoring. In addition, auditions are held for incoming sixth graders to assess the performance level of students to place them in visual and performing arts classes according to their skill and ability.

Technology is integrated into the academic and visual and performing arts curriculum through the use of interactive whiteboards for student use and demonstrations during lessons, by the use of computers in the computer lab or with our mobile labs for research, investigations, writing scripts, musical accompaniment, and artistic ideas. Through the cross-curricular use of our television and film class, students produce commercials and videos by utilizing the media, creating scripts, and incorporating academic concepts.

The teachers use ActiVotes and ActiExpressions along with the ActivBoard to display student responses by selecting an answer choice or texting phrases and sentences. The teachers can immediately respond to answers or inquiries by students, monitor student progress, and address needs instantaneously. The use of these hands-on learning devices creates interest, visuals, and provides creative opportunities to utilize higher order thinking skills.

The teachers use several websites to expand and assess student learning. For example, the math department uses Quia and Coach Connected websites for pretest and mid-unit common assessments for each unit. These websites allow the teacher to create tests using our state standards, and students take tests and get immediate feedback on their work. The teachers use the results to plan and guide instruction and classroom interventions.

6. Professional Development:

Professional development is focused on student learning and high student achievement and engagement. We ensure that staff development is high quality, matches the needs of the staff and students, builds on the focus of the magnet program, and is differentiated for varied levels of staff understanding. A professional development calendar is established for the school year. The topics covered have included: leadership development, increasing student engagement, school culture, response to intervention, differentiated instruction, and cultural proficiency.

Our teachers meet weekly in grade level and content teams to assess discipline data, benchmark and mid-unit assessments, and develop teacher professional growth that maximizes teaching and learning aligned with our school goals. The teachers also consistently analyze student data and work samples to diagnose the impact of teaching and learning.

Professional development activities enhance instructional delivery such as horizontal and vertical collaboration across the academic and visual and performing arts curriculum through grade level and department teams. Examples include cross-curricular thematic units in all disciplines. Teachers discuss and analyze student work from all content areas including visual and performing arts. These discussions encourage high levels of rigor and relevance and provide strategies for differentiation in the academic and visual and performing arts classes.

Through collaboration, MMAMSVPA teachers infuse academics and visual and performing arts into the curriculum creatively in all disciplines. For example, all academic and visual and performing arts teachers participated in the Worlds around Aida school-wide project which infuse the Nubian, ancient Egyptian, Native American, and African American cultures. The students were exposed to the cultures through literature and writing in English classes. They created paper, pyramids, and ecosystems in science, researched cultures and slavery in social studies, investigated the calendar and performed calculations of the paper in math, created artwork in the visual arts, and performed cultural dances and music in the performing arts classes. The school-wide project culminated in an exceptional student drama performance of Aida.

7. School Leadership:

The principal models and encourages equitable learning experiences with high expectations and standards of academic excellence and success for ALL students at McKinley Middle Academic Magnet School of Visual and Performing Arts (MMAMSVPA). Accordingly, the principal utilizes an open door policy and provide collaborative leadership, whereby teachers, staff, parents and the community are continuously kept abreast of current educational trends and called upon to give input on how best to serve the needs of our magnet program.

MMAMSVPA has several leadership structures to help move the school towards its vision and mission. MMAMSVPA has three grade level administrators that assist the principal with decisions to improve the overall learning environment. The administrative team shares the observation, supervision, and evaluation of staff using the district's teacher evaluation plan. Each grade level administrator reads, analyzes, and provides feedback to the teachers regarding their weekly plans. The administrative team conducts frequent walk-throughs to measure teacher effectiveness throughout the unit. They look for the presence of clear academic focus, student engagement, evidence of effective communication between teachers and students, critical thinking, student understanding of assignments, and instruction related to effective teaching strategies that will increase student achievement.

MMAMSVPA has Grade Level and Content Teams that plan and collaborate lessons, assess student data, and create and implement classroom interventions to meet the needs of all students. The teachers lead their weekly meeting by focusing on individual student's needs and instructional strategies that will maximize student success.

MMAMSVPA has a School Improvement Team. The School Improvement Team is comprised of business and community representatives who provide expertise, guidance, and insight for ongoing improvements and field trip opportunities. The committee supports our work but also holds our school accountable for accomplishing the purpose and goals of our magnet program.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: iLEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	91	84	87	83	88
Advanced	9	3	5	9	8
Number of students tested	264	263	233	237	247
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	90	82	87	81	84
Advanced	23	14	18	21	20
Number of students tested	212	212	189	181	161
2. African American Students					
Proficient and Advanced	90	83	86	82	85
Advanced	23	15	17	21	20
Number of students tested	236	236	208	207	184
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	6	2	2	3	6
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	99	91	92	90	90
Advanced	26	39	37	54	38
Number of students tested	15	23	22	22	54
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	95	90	91	89
Advanced	2	5	2	1	2
Number of students tested	264	263	233	237	247
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	94	90	90	87
Advanced	25	25	16	16	18
Number of students tested	212	212	189	181	161
2. African American Students					
Proficient and Advanced	96	94	89	89	86
Advanced	26	27	15	18	16
Number of students tested	236	236	208	207	184
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	6	2	2	3	6
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	100	100	96	100	95
Advanced	53	52	41	45	41
Number of students tested	15	23	22	22	54
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: iLEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	93	87	91	86	97
Advanced	7	5	4	3	0
Number of students tested	250	217	219	216	187
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91	86	90	87	3
Advanced	17	16	18	8	0
Number of students tested	195	162	165	141	140
2. African American Students					
Proficient and Advanced	91	86	91	86	3
Advanced	20	18	19	8	0
Number of students tested	224	191	195	169	165
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	3	6	
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	99	95	100	90	0
Advanced	52	41	36	24	0
Number of students tested	19	24	17	38	22
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: iLEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	89	95	95	93
Advanced	8	6	3	6	5
Number of students tested	250	217	219	216	187
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	95	90	94	95	93
Advanced	32	20	24	30	25
Number of students tested	195	162	165	141	140
2. African American Students					
Proficient and Advanced	95	89	93	95	93
Advanced	34	19	24	32	25
Number of students tested	224	191	195	169	165
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	3	6	
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	95	91	100	97	91
Advanced	63	58	53	55	41
Number of students tested	19	24	17	38	22
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: LEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	80	86	87	84	71
Advanced	4	3	10	1	4
Number of students tested	211	214	213	168	142
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	85	86	84	94
Advanced	6	5	14	5	22
Number of students tested	163	163	150	126	126
2. African American Students					
Proficient and Advanced	76	86	85	85	94
Advanced	5	4	14	4	23
Number of students tested	180	189	170	154	154
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	6		
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	95	94	97	78	100
Advanced	35	25	44	21	14
Number of students tested	20	16	34	14	14
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: LEAP

Edition/Publication Year: N/A

Publisher: Louisiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	95	95	93	95	86
Advanced	8	4	2	0	1
Number of students tested	211	214	213	168	142
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	95	94	94	83
Advanced	47	37	20	22	23
Number of students tested	163	163	150	126	93
2. African American Students					
Proficient and Advanced	94	95	93	94	88
Advanced	44	38	21	23	21
Number of students tested	180	189	170	154	120
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	6		3
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. White					
Proficient and Advanced	95	100	94	100	88
Advanced	70	44	50	14	47
Number of students tested	20	16	34	14	17
NOTES:					
The number of students tested for Special Education, Alternately Assessed and English Language Learners is below 10; therefore, we are not allowed to report this data.					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	88	85	88	84	86
Advanced	6	3	6	4	4
Number of students tested	725	694	665	621	576
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	86	84	87	83	60
Advanced	16	11	16	12	14
Number of students tested	570	537	504	448	427
2. African American Students					
Proficient and Advanced	86	84	87	84	60
Advanced	16	12	16	11	14
Number of students tested	640	616	573	530	503
3. Hispanic or Latino Students					
Proficient and Advanced	100		100		
Advanced	20		36		
Number of students tested	10	8	11	9	6
4. Special Education Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	97	93	96	87	69
Advanced	38	36	40	32	24
Number of students tested	54	63	73	74	90
NOTES:					

12LA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	95	93	92	93	89
Advanced	5	5	2	2	2
Number of students tested	725	694	665	621	576
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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	93	92	92	88
Advanced	33	27	19	22	21
Number of students tested	570	537	504	448	394
2. African American Students					
Proficient and Advanced	95	92	91	92	88
Advanced	33	27	19	23	20
Number of students tested	640	616	573	530	469
3. Hispanic or Latino Students					
Proficient and Advanced	90		100		
Advanced	50		45		
Number of students tested	10	8	11	9	9
4. Special Education Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	96	96	96	98	92
Advanced	62	52	47	44	42
Number of students tested	54	63	73	74	93
NOTES:					

12LA4