

**No School Left Behind Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Ms Carol A. Christen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Benjamin Franklin High School
(As it should appear in the official records)

School Mailing Address 2001 Leon C. Simon Drive
(If address is P.O. Box, also include street address)

New Orleans LA 70122-3524
City State Zip Code+4 (9 digits total)

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Website/URL: http://www.gnofn.org/~bfsenior

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

(Principal's Signature) Date_____

Name of Superintendent Mr. Anthony Amato
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orleans Tel. (504)365-8800

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

(Superintendent's Signature) Date_____

Name of School Board
President/Chairperson Mrs. Ellenese Brooks-Simms
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 84 Elementary schools
 18 Middle schools
 --- Junior high schools
 20 High schools
 6 Alternative
- 128 TOTAL

2. District Per Pupil Expenditure: \$6026
- Average State Per Pupil Expenditure: \$3290

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 ½ Number of years the principal has been in her/his position at this school.

13 ½ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	90	142	232
3				10	88	117	205
4				11	71	135	206
5				12	91	124	215
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							858

6. Racial/ethnic composition of the students in the school:
- 59 % White
 - 27 % Black or African American
 - 3 % Hispanic or Latino
 - 11 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 0.46349%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	863
(5)	Subtotal in row (3) divided by total in row (4)	.0046349
(6)	Amount in row (5) multiplied by 100	.46349

8. Limited English Proficient students in the school: $\frac{0}{0}$ %
 Total Number Limited English Proficient

Number of languages represented: 0
 Specify languages:

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

79 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 82 %
702 Total Number of Students Served
 (which includes 699 Gifted/Talented students)

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 23</u> Specific Learning Disability
<u> 1</u> Hearing Impairment	<u> 2</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> 1*</u>	<u> </u>
Classroom teachers	<u> 59</u>	<u> 4</u>
Special resource teachers/specialists	<u> </u>	<u> 2</u>
Paraprofessionals	<u> 1</u>	<u> </u>
Support staff	<u> 5</u>	<u> 2</u>
Total number	<u> 65</u>	<u> 8</u>

*Vacancy exists for Assistant Principal

12. Student-“classroom teacher” ratio: 16 to 1
13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.4%	95.9%	95.7%	94.8%	96.2%
Daily teacher attendance	98%	96%	97%	98%	96%
Teacher turnover rate	2%	5%	3%	4%	3%
Student dropout rate	.2%	.2%	.1%	.1%	.1%
Student drop-off rate*	24%	22%	20%	23%	16%

* Composed largely of students who move out of state or choose to attend private school

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>179</u>
Enrolled in a 4-year college or university	<u>99</u> %
Enrolled in a community college	<u> </u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u>.5</u> %
Other (travel, staying home, etc.)	<u>.5</u> %
Unknown	<u> </u> %
Total	<u>100</u> %

PART III - SUMMARY

Narrative Snapshot

Benjamin Franklin High School is located on the University of New Orleans campus in New Orleans, Louisiana. One of 24 Citywide Access Schools, Franklin serves a population of students of high academic potential; 99% of each graduating class enters college, winning acceptance to the most prestigious universities in the country and collecting significant numbers of merit scholarships.

To be admitted students must achieve the required score on an admissions matrix, which includes test results, academic record, and other qualifiers. Although the ethnic distribution of the student body does not mirror those of the New Orleans community, Franklin is one of the few ethnically diverse schools in the area, with a population that includes African American, Asian, Native American and white students. The school was founded in 1957, its stated mission to promote excellence among New Orleans high school students, and, in the face of changing demographics and occasional controversy, it has sustained its commitment to that purpose, encouraging students “to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community” (as described in the School Mission Statement).

Compared to high schools across the nation, Franklin produces an outstanding number of National Merit Semi-Finalists (an average of 23 for the past six academic years) and National Achievement Semi-Finalists (an average of 11 for the past six years). In any given year, between 18 and 23% of Franklin graduates are honored with one or both of these designations; last year, Franklin produced the second largest number of National Achievement Finalists in the nation. Franklin ACT scores hover around a composite average of 27, compared to a state composite of 19.6 and a national composite of 21. SAT scores on the verbal half of the test range from 623 to 641, compared to 559-562 at the state level and 505 nationally. SAT scores on the mathematics half of the test range from 618 to 631, compared to 550-558 in Louisiana and 508-511 on a national level. Franklin students take the PSAT test in October of their freshman, sophomore and junior years; the improvement in scores as students advance through the Ben Franklin academic program exceeds national rates.

For the past six years, 100% of Franklin students have passed the Graduate Exit Exam in Language Arts, Math, Writing, Science and Social Studies. On the Iowa Test of Educational Development, a norm-referenced statewide test, the school composite has been at the 94th percentile. Franklin aims to educate the whole child. Among its most innovative programs is the Teaching and Leadership Academy, which provides students with opportunities to intern at area schools and interact with professional community educators as well as to explore service learning options at locations throughout the community. The school has many and varied extra-curricular programs, and Franklin students routinely receive recognition at state and local contests in all disciplines, including JETS, Tri-Hi-Y, Speech Club, Mu Alpha Theta, and science fair competitions, as well as at regional and state literary rallies. Franklin writers and artists publish their work in regional publications (Southern Voices, The Louisiana State Poetry Journal, etc.) as well as the school’s own Riverbend Review, which regularly wins silver or gold medals in national competitions; student musicians collect “Superior” ratings at LMEA, and drama students stage high-quality spring musicals and fall dramatic plays.

Finally, despite its emphasis on rigorous AP-driven academic curricula, the achievements of Franklin students are not limited to the classroom. This year, as the only district school that fielded two state championship athletic teams (girls’ volleyball and girls’ soccer), the school is a possible contender for an award to be given to the most athletic school in the state; moreover, Franklin athletes maintain high academic averages while excelling on the field (for example, a 3.5 team GPA for the members of the volleyball team and a 3.7 team GPA for members of the soccer team).

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Description of Achievement Data

Louisiana schools receive a School Performance Score (SPS), which is calculated using results from criterion-referenced tests (which make up 60% of the SPS), results from norm-referenced tests (which make up 30% of the SPS), and the school's attendance and drop-out records (which make up the final 10% of the SPS). Based on this formula, schools receive an achievement designation and formulate a long-term growth plan designed to produce improvement in school achievement levels. Franklin has been labeled a Louisiana School of Academic Excellence, and its SPS for the year 2001-2002 is 194.8, the highest in the state. The entire state assessment program, consisting of both criterion and norm-referenced tests is referred to as LEAP 21.

Criterion-Referenced Tests. Louisiana's current criterion-referenced testing program for high school students consists of the Graduation Exit Exam for the 21st Century (GEE-21), administered at the 10th and 11th grade level. Prior to spring 2001, an earlier version of the GEE was administered to all tenth-graders on a Pass/Fail basis. With the introduction of the GEE-21 in 2000/2001, several significant modifications were implemented into the testing program:

- The GEE-21 is now aligned to state content standards.
- The GEE-21 is more rigorous than the previous LEAP test (it is required by law to be at least as rigorous as the National Assessment of Educational Progress (NAEP) tests; and
- Students taking the GEE-21 receive one of several Achievement Ratings instead of a pass-fail score. These achievement ratings, with appropriate descriptors, are as follows:
 - Advanced** ("A student at this level has demonstrated superior performance beyond the proficient level of mastery.")
 - Proficient** ("A student at this level has demonstrated competency over challenging subject matter and is well-prepared for the next level of schooling.")
 - Basic** ("A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.")
 - Approaching Basic** ("A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.")
 - Unsatisfactory** ("A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.")

Successful performance on the various criterion-referenced tests is required for graduation from a Louisiana public school. In 2000-01 all tenth grade students were required to score Approaching Basic or above on both the English Language Test and the Mathematics Test in order to be eligible for a high school diploma. Starting in 2001-2002 tenth graders were required to score Approaching Basic or above on both the mathematics and language tests **and** on **either** the Science or Social Studies test (administered in the eleventh grade) to be eligible to receive a high school diploma.

The Language Arts test of the GEE-21 (*Table 1 in the Appendix*) includes reading comprehension sections, usage and mechanics sections and a holistically-graded writing assignment; it also includes constructed-response questions and a section on the use of resource materials. The Mathematics Test (*Table 2 in the Appendix*) addresses all six strands of the mathematics standards (Number and Number Relations, Algebra, Measurement, Geometry, Data Analysis and Recognition of Patterns). Both tests require problem solving, critical thinking and real-world application skills. In Data Tables 1 and 2, Franklin subgroup scores are formatted by percentage. Prior to 2000-2001 test results were reported on a pass-fail basis only and designated achievement levels are not indicated on the tables.

Norm-referenced Tests. Ninth grade students in Louisiana also take a norm-referenced test battery, the Iowa Tests of Educational Achievement (ITED), which includes tests in vocabulary, reading

comprehension, mathematics, social studies, science and library resources. Franklin's scores on the Language Expression/Composition Sections (*Table 3 in the Appendix*) and on the Mathematics Section (*Table 4 in the Appendix*) are reported in percentile format, disaggregated by subgroup.

2. Using Assessment Data

One of Franklin's long-term improvement objectives is focused on addressing the needs of under-achieving students. Standardized testing is of course the most important tool in identifying this body of students. Applications for admission to the many Advanced Placement courses offered at Franklin require examination of standardized test scores, and all students are expected to monitor their performance on these tests, engage in meta-cognitive self-assessment and develop an awareness of their strengths and weaknesses as learners. Test results and anecdotal reports of achievement are routinely incorporated into IEP conferences for Franklin's large population of Gifted and Talented students and into placement decisions for course options.

In addition to the GEE-2 and ITED, Franklin students take the PSAT every year, giving counselors and teachers immediate access to longitudinal developmental information. Teachers have access to all student test scores and are given diagnostic guidance in interpreting those scores. Once skills problems have been identified, they are addressed directly and aggressively; teachers arrive early in the morning, stay late in the afternoon or tutor at lunch, and students in need of time-intensive skills training are encouraged to attend Franklin's extensive Saturday Tutoring program, regularly staffed by faculty members.

In order to ensure that standardized test results accurately reflect student skills, opportunities to develop standardized test-taking skills are routinely embedded into course curricula (for example, practice in vocabulary development and training in inferential reading, the systematic development of critical thinking skills, and extensive practice in problem-solving and communication methods).

3. Communicating Assessment Data to Students, Parents, and Community

Franklin has two professional academic counselors well trained in communicating the importance of standardized test results, and students and parents are provided with yearly workshops on interpreting standardized test scores. Parents receive first and third quarter mid-term progress reports in addition to semester report cards. Additional progress reports are issued to students who are earning grades lower than Cs in the middle of each quarter (or at any time a teacher feels a need to formally communicate a student's progress with his or her parents). All progress reports must be signed by parents and returned within a few days.

Faculty members maintain close contact with parents, by phone, email, or memo, and the school Student Assistance Team holds all-teacher meetings with the parents of students having difficulties in more than one course. After each quarterly grading period Parent/Teacher conferences are held. Students earning any grade lower than a C do not receive their report cards directly; instead, their parents are required to personally pick up their students' report cards during the conferences.

Ben Franklin has a web page, as do the Parents' Association and the Alumni Association. Through these online tools and also through a Parent's Newsletter issued monthly, parents are notified of calendar dates, upcoming grading periods and exam schedules, as well as student achievements and academic honors received by members of the school community. Franklin's on-site television station broadcasts daily, supplying regular information about extracurricular activities and upcoming testing programs. For example, the entire school eagerly awaits the announcement of the current year's National Achievement and National Merit Semi-Finalists. At the start of the year special programs are held specifically for freshmen parents, designed to familiarize them with Franklin requirements and the grading process. Franklin also has a full-time college counselor; twice a year students and parents are invited to workshops designed to help them learn to evaluate academic records as they relate to receiving financial aid and the choices that must be made during the college admission process.

4. Sharing Successes With Other Schools

The core of Benjamin Franklin's mission statement is that students must be taught to be productive, creative citizens of a community, with a sense of social responsibility. We take that mission statement seriously and work diligently to be part of working teams for school improvement across the district to increase student achievement and to develop student character. Benjamin Franklin High School is proud to be an active contributing member of New Orleans Public Schools.

Our principal works with other school administrators to assess school needs and to problem-solve about concerns that impact student learning. She willingly shares with other schools our strategies for addressing student achievement, our curriculum, and lesson plans, and has encouraged "cross-pollination" among teachers in various disciplines in other schools. To facilitate this sharing, our principal has made our school building readily accessible for professional development activities across the school district. In fact, Franklin has become known as the "community school."

Our teachers participate in and provide professional development for district teachers. They share curriculum guides and lesson plans, serve on textbook committees, work on state committees, volunteer on homework hotlines, lead service clubs at school, and, in sum, instill in their students by example a concern and commitment to being part of a community of learners.

Our school social worker works in an integrated way with school social workers across the district and shares and learns from them about how to eliminate the barriers that prevent students from achieving to their highest potential. In addition, the social worker and a teacher coordinate service learning projects and work to integrate service learning into the curriculum.

One example of our commitment to helping other schools is our Teaching and Leadership Academy. In this academy, students participate in service learning projects with partner elementary and middle schools. Student interns work in classrooms, teaching, tutoring, and mentoring students. Over the last two years these students have positively impacted student learning in over six elementary and middle schools through service learning projects such as reading circles, teaching debate, preparing students for the state LEAP test, working with Deaf Olympics, and tutoring students in math and reading in after-school programs. Funded by a recent grant, a mobile technology lab gives student interns the capability of providing technology access to the students they mentor. The ultimate goal of this Academy is to "grow our own" teachers for our public schools and to build in the students who participate a commitment to education within the New Orleans community.

We believe that sharing successes also involves feeling pain when others fail. To that end, we do not approach schools as prophets, but rather as fellow learners in the path to appropriate and challenging schooling for all children. This idea is not merely a posture we adopt; we believe and we try to live in such a way that all of us do better when we do it together.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

Because of its prescribed mission, Franklin’s curriculum is entirely college preparatory, with four-year programs in math, science, social studies, and English, three-year programs in foreign language (offering courses in Spanish, French, Latin and German), and two years in health/physical education. Additionally, there are numerous electives offered, including Art, Music, Black Studies, Choir, Journalism I and II (both Newspaper and Yearbook), PE III, Psychology/Sociology, Creative Writing, Southern Literature, European History, Twentieth-Century History, Greek/Roman History, Russian History, Astronomy, Statistics, Computer Science, TV I and II, and Stagecraft. Students designated as Talented have the opportunity to take classes in TAV, TAT, and TAM. Franklin also has a four-year model-career option program, the Teaching and Leadership Academy, which offers students an opportunity to intern at area schools and to earn college credit during their senior year. All students must complete a minimum of twenty-three curriculum units.

Although Franklin is not on block scheduling, selected courses meet for more than one class session a day (including Biology AP, Chemistry AP, and the senior Teaching Cadet program). In keeping with the belief that our students need to develop a sense of community and social responsibility and that good citizenship requires an awareness of the rights and needs of others, an increasing number of courses have a required service component, and the curriculum includes cross-curricular activities that emphasize the absolute need for our students to be technologically proficient, skilled in writing and speaking, and prepared for real-world experiences.

During the forty plus years of Franklin’s existence the school’s AP program has expanded from a few foreign language tests into a comprehensive program encompassing virtually every subject area; there are now 19 separate college-level AP courses available at Franklin, and students test in 23 subject areas. The total number of AP tests taken by our students has risen from 66 in 1986 to 637 in 2002, as courses in European History, Psychology, Fine Arts, English Language and Composition, Calculus, Physics, Statistics and Government have been added to Franklin’s curriculum. All students are invited to participate in the AP program—not only those excelling in a particular subject area; this has resulted in increasing enrollment in AP courses such as English III AP, European History (a sophomore-level AP course), and Psychology. It is notable that, despite very deliberate attempts to make the program available to all members of the student body, the number of Franklin students scoring 3 or above on AP tests has stayed consistently high (with percentages ranging from 84 to 91%). In 2001 Franklin was recognized as the overall high scorer for the Southeast Louisiana region by the Siemens-Westinghouse Corporation as one of six schools exhibiting superior performance on AP tests.

2. English Language Curriculum and Reading Remediation

At Franklin virtually all students read at or above grade level; reading instruction is cross-curricular and designed to develop critical thinking skills and sophistication in interpreting and responding to written materials. In all course areas, students are required to interact with a variety of advanced, multi-level texts in a thoughtful, creative way, exploring inferences and implications rather than simply decoding the materials. In particular the high proportion of Franklin’s students who take AP courses receive intensive training in reading sophisticated materials and producing thoughtful, analytic written responses to those materials. Writing and reading are inseparably linked in Franklin’s academic program; every major test at Franklin is required to be 50% essay.

In English classes, direct instruction in close reading is a routine part of the curriculum; both orally and through Sustained Silent Reading, teachers and students explore the language used in literary works with unmatched intensity and delight. A comprehensive four-year vocabulary development program is incorporated into the English curriculum, as are Summer Reading requirements and an average of five or six novel-length works a year. Research and reading assignments in other classes boost the number of

book-length texts studied by the average Franklin student to as many as twenty-five a year; exposure to reading materials ranging from poems and other literary materials to technical articles and research reports ensures adaptability and flexibility in pacing and assimilation skills. Perhaps most important, Franklin teachers, themselves voracious readers, serve as role models in helping their students develop an appreciation for and willingness to explore complex texts.

3. Model Curriculum Area (Science)

The science curriculum at Franklin is offered at all grade levels as honors courses. Laboratory exercises are integrated with lecture/demonstration and hands-on activities. The department makes extensive use of laboratory facilities and state-of-the-art technology. Local experts and university facilities are utilized to pursue research goals. Hands-on, interactive science courses stimulate students to learn content, of course, but also to become problem-solvers and researchers about issues that extend far beyond the science classroom.

Environmental Science serves as an introductory course. Investigations combine library and computer-based research methods, methods of data collection and analysis using calculators and computers, modeling trends in data, and data interpretation.

The Biology I curriculum is presented through lecture/demonstration, lab activities, small group activities and various types of technology, discussions and readings. Chemistry is a laboratory and research-oriented course. Each student is required to complete an independent research project that culminates in an exhibit that is entered in science competitions. A number of Franklin students have received local, state, national and/or international awards and recognition for their professional-level research projects.

Extensive Advanced Placement courses offer activities that include participation in community science outreach programs, lunchtime tutoring, journal club presentations and field trips.

Franklin also has successful and popular extracurricular science programs. These include teams of students from all grade levels preparing and competing in Science Fair, Science Olympiad, the Junior Engineering and Technical Society (JETS) and the Louisiana Engineering Advancement Program (LEAP), Chemistry Olympiad, the Junior Science and Humanities Symposium, and Science Bowl.

Closely linked with the mathematics curriculum, the science curriculum links student learning to real-world experiences and the application of knowledge.

4. Instructional Methods

Although extracurricular activities are important, the principal and faculty at Franklin believe that instructional time needs to be given the highest priority and share a commitment to the philosophical premise that all students need to be lifelong learners. Franklin students are exposed to engaging and varied pedagogy and provided with every possible opportunity to excel in both competitive and cooperative learning situations. Instructional methods emphasize higher level thinking skills, problem-solving, abstract reasoning and simulations. Student-centered classes requiring interactive reading and writing skills are high priority components of the instructional program.

Technology-based instruction has increased dramatically in the past few years, due in part to the 2001 Fund, a successful fund-raising program spearheaded by the Ben Franklin High School Parents' Association, which has enabled the Franklin Technology Team to achieve its goal of placing a computer in every classroom. There are well-equipped computer labs on both the first and second floor, in addition to computers with high-speed Internet connections available in the library. Franklin students have access to professional databases through the school's partnership with the University of New Orleans as well as through school district resources. All classrooms have at least one Internet connection, and many classrooms have four to eight connections. In addition, grant money and gifted funds have been used to

establish state-of-the-art mobile multi-media labs, which enable whole-class Internet instruction.

In recent years, there has also been an increase in career-based learning programs and authentic instructional practices. Examples range from such whole-class practices as the use of magazine subscriptions in Spanish classes to provide students with real-world language interaction to the establishment of off-campus research internships for science students and semester-long internship experiences offered in the Teaching and Leadership Academy. This year Franklin held a Career Day, hosting alumni and community professionals who delivered presentations on different career options.

2. Professional Development Program

Because Franklin teachers are committed to the belief that all individuals need to become life-long learners, they participate enthusiastically in professional development activities. The staff includes AP readers, professional cadre members, and presenters at state and national conferences. Pursuit of learning experiences among faculty members extends beyond the school year, as teachers work throughout the summer to complete Council of Basic Education grants and/or enroll in NEH course programs throughout the country. The principal is supportive of requests to participate in professional conferences and keeps faculty members apprised of various opportunities via emails, memos, and the Curriculum Council, which meets once a week. Although her tenure as Franklin's principal is just 1 ½ years, she served as assistant principal for 16 ½ years and understands very well the needs and characteristics of both the faculty and the student population. Department heads assume a leadership role in curriculum planning and information reporting and also model participation in professional activities within the state and district school systems. Members of Franklin's Technology Team offer on-site training opportunities to staff members (including workshops on designing web pages, trouble-shooting hardware and software, and using digital cameras and multi-media tools); even teachers who in the past have been resistant to the use of technology have shown increasing comfort levels with computer-assisted instruction. Extensive financial support for professional development has been provided by the Parent Association and the Alumni Association. An active special education department disseminates information and provides individualized assistance to teachers working with students with special needs.

A professional development committee coordinates and integrates all professional activities in the school. The committee has developed a long-term strategic growth plan for professional development and its outcomes; this year the committee initiated a successful plan to improve PSAT, SAT and ACT scores across the school. Classroom strategies that have been implemented not only address test-taking skills but also promote curricular integration of critical thinking skills. Recently, the committee has also taken the lead in disseminating information about the process of obtaining National Board Certification.

APPENDIX

Table 1
CRITERION-REFERENCED TESTS
Sub-Group Scores for English Language Test Section
of GEE-21 (1998/99-2001/02)
Benjamin Franklin High School
New Orleans, Louisiana
10th Graders

Edition/publication year: **2001, 2002** Publisher: **Louisiana Dept of Education**
 What groups were excluded from testing? **None**

Number excluded **0**

Percent excluded **0%**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	69%	81%	NA	NA
At Advanced	30%	36%	NA	NA
Number of students tested	221	251	226	213
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	99%	100%	100%
At or Above Proficient	92%	84%	NA	NA
At Advanced	31%	16%	NA	NA
2. Black				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	87%	68%	NA	NA
At Advanced	29%	11%	NA	NA
3. Asian				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	72%	88%	NA	NA
At Advanced	20%	18%	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic	52%	56%	81%	85/93%
State Mean Score	NA	NA	NA	(Lang/ Comp)
At or Above Proficient	14%	13%	NA	NA
State Mean Score	NA	NA	NA	NA
At Advanced	1%	1%	NA	NA
State Mean Score	NA	NA	NA	NA

Table 2
CRITERION-REFERENCED TESTS
Sub-group Scores for Mathematics Test Section
of GEE-21 (1999/99-2001/02)
Benjamin Franklin High School
New Orleans, Louisiana
10th Graders

Edition/publication year: **2001, 2002** Publisher: **Louisiana Dept of Education**

What groups were excluded from testing? **None**

Number excluded **0**

Percent excluded **0%**

Testing month	2001-2002	2000-2001	1999-2000	1998-1999
	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	92%	91%	NA	NA
At Advanced	56%	49%	NA	NA
Number of students tested	221	251	226	213
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	94%	95%	NA	NA
At Advanced	64%	58%	NA	NA
2. Black				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	85%	79%	NA	NA
At Advanced	38%	27%	NA	NA
3. Asian				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	96%	100%	NA	NA
At Advanced	64%	61%	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic	47%	51%	74%	74%
State Mean Score	NA	NA	NA	NA
At or Above Proficient	17%	18%	NA	NA
State Mean Score	NA	NA	NA	NA
At Advanced	6%	5%	NA	NA
State Mean Score	NA	NA	NA	NA

Table 3
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Educational Development
Reading/Language Section
9th Graders

Edition/publication year: **1999, 2000, 2001 Form M** Publisher: **Riverside Press**

What groups were excluded from testing? **None**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000
Testing month	April	March	April
SCHOOL SCORES			
Total Score	94/93%	94/93%	91/90%
Number of students tested	210	211	259
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. White	94/91%	95/93%	91/90%
2. Black	88/89%	93/91%	84/84%
3. Asian	94/94%	89/93%	87/85%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES			
Total Score	NA	NA	NA
STANDARD DEVIATIONS			
Total Standard Deviation	NA	NA	NA

Table 4
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Educational Development
Mathematics Section
9th Graders

Edition/publication year: **1999, 2000, 2001 Form M** Publisher: **Riverside Press**

What groups were excluded from testing? **None**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000
Testing month	April	March	April
SCHOOL SCORES			
Total Score	93%	93%	90%
Number of students tested	210	211	259
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. White	92%	95%	90%
2. Black	86%	88%	83%
3. Asian	93%	96%	87%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES			
Total Score	NA	NA	NA
STANDARD DEVIATIONS			
Total Standard Deviation	NA	NA	NA