

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Miss Mary D. Rounds

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Caddo Parish Magnet High School

(As it should appear in the official records)

School Mailing Address 1601 Viking Drive

(If address is P.O. Box, also include street address.)

Shreveport

Louisiana

71101-5200

City

State

Zip Code+4(9 digits total)

County Caddo

State School Code Number* 009012

Telephone (318) 221-2501

Fax (318) 227-1393

Web site/URL www.cmhs.com

E-mail mrounds@caddo.k12.la.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. Wanda Gunn

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caddo Public Schools

Tel. (318) 603-6300

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Willie Burton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 41 Elementary schools
 _____ 11 Middle schools
 _____ 0 Junior High Schools
 _____ 11 High schools
 _____ 13 Other
 _____ 76 TOTAL
2. District Per Pupil Expenditure: _____ 9954
 Average State Per Pupil Expenditure: _____ 8025

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 10 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	114	140	254
2	0	0	0	10	97	155	252
3	0	0	0	11	133	160	293
4	0	0	0	12	111	190	301
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1100

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 22 | % Black or African American |
| 2 | % Hispanic or Latino |
| 70 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 2 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	1145
(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. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 3

Specify languages: Chinese
Russian
Gujarti

9. Students eligible for free/reduced-priced meals 15 %

Total number students who qualify: 163

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 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: $\frac{1}{12}$ %
 Total Number of Students Serve

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>4</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>2</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</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		

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>61</u>	<u>2</u>
Special resource teachers/specialist	<u>5</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support Staff	<u>30</u>	<u>1</u>
Total number	<u>102</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	95 %	95 %	95 %
Daily teacher attendance	97 %	97 %	97 %	96 %	97 %
Teacher turnover rate	8 %	3 %	9 %	9 %	9 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	16 %	3 %	8 %	7 %	20 %

Please provide all explanations below

Differences in school drop off rates for 2006-07 from 2003-2006 partially reflect the overall drop in the number of students enrolled in Caddo Parish public schools. Parish statistics reported by the local media show a loss in population for the parish as a whole as people

move to nearby parishes for jobs, etc. The drop off rate also partially reflects students who did not maintain the necessary GPA to remain at Caddo Parish Magnet High School.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	268	
Enrolled in a 4-year college or university	93	%
Enrolled in a community college	4	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	1	%
Other (travel, staying home, etc.)	1	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Caddo Parish Magnet High School opened in the fall of 1980 as a college preparatory school for academics and visual and performing arts. The motto: In our hands we hold today; in our minds we hold tomorrow sets the tone for the school. Excellence in education is the basis for the existence of the school, whose mission is to provide challenging, in-depth courses and to foster lifelong learning in a safe, nurturing environment. As the name implies, Caddo Parish Magnet High draws or attracts students who desire to reach beyond what is normally provided by the neighborhood schools. Through its diverse curriculum and in-depth studies, the school provides opportunities for developing the individual student. Believing that a generation of thinkers and leaders must be encouraged, the faculty teaches students how to learn. Research-based teaching practices utilizing stimulating lessons consistent with a rigorous program of college preparation are offered to students.

Instruction is individualized through school-prepared placement tests, and courses are offered on the general, enriched, and honors levels. In addition to core courses, specialized electives, JROTC, drama, art and music courses, and courses for gifted/talented students are offered. Advanced Placement (AP) courses are offered in American History, Biology II, calculus, Chemistry II, Computer Science, English, European History, French, German, physics, psychology, studio art, and Spanish. Algebra II, American History, English IV, Spanish, and Psychology AP are available for dual enrollment credit.

The school's primary mission of excellence in academics is exemplified in a myriad of arenas. Caddo Parish Magnet High was designated by the Louisiana Department of Education as a School of Academic Excellence and has been the top-performing school in Caddo Parish and the surrounding area since the accountability program began. The school consistently leads the surrounding area in the number of National Merit Finalists, National Achievement Finalists, and Commended Scholars that it produces. Standardized test scores on the American College Testing Program (ACT) and the Scholastic Aptitude Test (SAT) are higher than both the state and national averages. Approximately 93% of the students at the school attend college after graduation, with offerings of 14.5 million dollars in scholarships for the Class of 2007. Over the years Caddo Parish Magnet High School has consistently won state and national competitions in academics, visual and performing arts.

The school offers many opportunities for students to participate in a wide variety of extracurricular activities. School groups include academic clubs: National Honor Society, Thespian Society, Mu Alpha Theta, Academic Decathlon, Quiz Bowl, Spanish Club; and service clubs, three of which include Key Club, Z-Club, and Pro Bono. Included also are special interests clubs, such as Young Democrats, chess, Young Republicans, Fellowship of Christian Athletes, and the Greens. Individual and team sports include golf, gymnastics, fencing, cross country, track, lacrosse, and softball, with both boys and girls participating.

Caddo Parish Magnet High has a good working relationship with both parents and the community as a whole. Parental support is provided through the Maecenas Society, a parent group, and by the Friends of Magnet who assists teachers by providing small grants of classroom supplies or special teaching aids. The Parent Teacher Student Association (PTSA) and the academic and sports booster clubs provide additional support. Community support has been fostered through the school's many service organizations working in conjunction with local businesses and community organizations. The school assumes a prominent role by working with the media to promote its programs, by offering the school for community forums and meetings, by hosting programs that benefit the community, and by direct service to the community through organizations that volunteer.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

State assessment instruments include the Graduate Exit Examination (GEE 21) and the Integrated Louisiana Educational Assessment Program (iLEAP). Both tests assess skills in English language arts, mathematics, science, and social studies. The iLEAP is administered to ninth graders, and the GEE 21 is administered to tenth and eleventh graders. Data for the iLEAP are included only for 2005-2006 and 2006-2007 because of a change in the test used by the state to assess academic proficiency for ninth graders. The previous assessment for ninth graders was the Iowa Tests of Educational Development (ITED), and the state does not provide proficiency or subgroup data for these tests. Eleventh graders are assessed in science and social studies only; therefore, data for these students are not included in this report. Students must earn Approaching Basic or above on three of the four tests, ELA, math, and science or social studies to graduate from high school. State assessment focuses on skills gained at each grade level. These Grade Level Expectations (GLE's) are objectives that correlate with the Content Standards and Benchmarks.

A review of school data over the last five years shows high levels of achievement with mild fluctuations. The State Accountability Plan mandates that schools achieve a School Performance Score (SPS) of 100 over a ten-year period. Although our SPS has consistently exceeded the 100 mark, the school has worked to increase scores in specific areas and to close the achievement gap among subgroups.

Assessment results on the English Language Arts (ELA) portion of the Graduate Exit Exam demonstrate student competency on six of the seven English language arts content standards (competency in speaking and listening are not currently assessed). The ELA tests, administered in grade 10, measure skills in writing, using information sources, reading and responding and proofreading. The Mathematics tests for grade 10 measure skills in number relations, algebra, measurement, geometry, data analysis, probability and discrete math, and patterns, relations and functions. Our high number of students exceeding the state standard for competency illustrates that our students learn to use multidisciplinary approaches to solving problems and completing tasks, and master thinking and reasoning skills that allow them to use multiple learning strategies.

Students receive one of five achievement ratings, Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory, on the English language arts tests and on the mathematics tests. At Advanced, the student has demonstrated superior performance beyond the level of mastery. However, if a student has not demonstrated the fundamental knowledge and skills needed for the next level of schooling, his performance level is Unsatisfactory. Although students may progress to the next grade level after achieving a rating of Approaching Basic, the performance level that meets the state standard for competency is Basic. Information on the state assessment system may be found at www.doe.state.la.us. All Whole School Index scores have improved over recent years, and iLEAP/GEE index scores are at goal or above the state requirement. Disparities among higher and lower performing subgroups may largely be due to economic status. Students identified as economically disadvantaged oftentimes do not have the enrichment activities to which more affluent students may have. Students who reside in families of middle and upper level socioeconomic status are more likely to gain experiences through travel and extracurricular involvement in performing arts and sports. Our Asian/Pacific Islander subgroup primarily consists of students whose parents have professional degrees, and they are generally better able to provide tutoring and enrichment activities. Trend data reveal that Asian/Pacific Islander subgroup scores in ELA and Math are consistently higher than the Whole School Score. Although disparities are evident among subgroups, there is no significant difference in percent proficient scores for any subgroup when comparing ELA and Math scores.

2. Using Assessment Results:

Data analysis is the driving force behind our School Improvement Plan. The results from the Graduation Exit Exam are analyzed extensively by administrators, counselors, and teachers. Scores in each content area of the test, English language arts, mathematics, science, and social studies, are compared to previous years' scores. A careful review of data identifies areas of weakness that are targeted for improvement. From the assessment results, the school wide goals and objectives for the year are devised. Specific objectives that focus on student achievement are written for each department and shared with the School Improvement Plan Committee. Departmental objectives, teacher Professional

Growth Plans, and the School Improvement Plan incorporate assessment data analysis in an effort to improve overall school performance.

Administrators and department chairpersons collaborate to discuss ideas for improving student performance on standardized tests and developing instructional strategies that are data driven. Working as a team, each department develops an action plan that targets areas needing improvement. Clearly defined objectives, teacher and student activities that address all subgroups and evaluation procedures are included. Since data driven instruction has been implemented across the curriculum, our Whole School Scores have steadily improved over the past three years. In addition to state testing, teachers use data from ACT, SAT, and from AP scores, mini-tests, chapter and unit tests, and from semester examinations to individualize instruction and strategies, to reteach concepts, and to modify the curriculum, when needed. Because skills are interrelated, much time is spent ensuring that youngsters not only have mastered concepts but that they are also able to apply concepts taught in one area to another area. Skills learned in mathematics are reinforced and used in science; writing and speaking are key skills in all disciplines. Each year, our faculty consistently uses assessment data to hone their teaching practices to best serve our students.

3. Communicating Assessment Results:

Stakeholders receive information about student and school performance through a variety of methods. Individual performance is communicated formally via progress reports issued at the mid-point of each of the four grading periods and through report cards. Teachers and parents are often in communication informally through teacher web sites, phone calls, e-mails, and conversations at school events. Student, parent and teacher conferences are other forms of communication about students' performances. General information about individual and school performance is also communicated through our weekly announcement sheet, school newsletter (Principal's Honor Roll for example), in brochures and other school documents, school post/note cards, on the school marquee, in local and national newspapers and magazines, at school and district-wide academic celebrations, and on the Louisiana Department of Education web site. We have a very good working relationship with the local newspaper and our students' successes are often spotlighted in print or online versions of The Times. Local television stations also broadcast the results of state assessments. Recently, Caddo Parish Magnet High School was honored by U.S. News & World Report magazine as being in the top 3% of high schools nationwide, and we are a Silver Award winner.

Student performance data on standardized tests are sent home by individual letter, and the school's performance on state tests is provided by the State Department of Education and is available on a school report card, which is given to each student to take home. Caddo Parish Magnet High students are often also recognized during school board meetings for outstanding performance on standardized tests. Most recently we presented 21 National Merit Semifinalists to the board. Also, students meet as a group with their counselor for help in interpreting test results. Counselors and teachers assist students individually with strategies to help them improve their test scores.

4. Sharing Success:

Realizing how fortunate the school is, students and teachers are always eager to give back to the community. For years master teachers have provided inservice to new teachers at the opening of the school year and have given updates and strategies for specialty area teachers, such as new techniques in art, writing strategies in English, and the use of technology in chemistry. Innovative courses, such as the Algebra III course, are picked up by other schools, and we provide lessons and strategies. The school is open for tours, college students needing observation hours, and for job shadowing; we host administrative interns for the parish program and freely share information with them as they spend a few weeks on our campus. Partnering with the local elementary school, students have provided tutoring through the National Honor Society, adopted a class room at Christmas time, conducted a Community Health Fair, and shared units of study throughout the year. The school participates in the Red River Revel, a local celebration of the arts; volunteers at the animal shelter, caring for neglected or abandoned animals; works at Providence House, a local homeless shelter; donates books to Shreveport Community Renewal; and works with beautification and recycling. The school, in keeping with one of its tenets of sharing who we are and what we have with others, sponsors the Mary Jane Malone Lecture Series. Authors such as Bill Joyce, Ernest Gaines, Miller Williams, and Pulitzer-prize winner Edward Albee have

spoken to capacity crowds. Community leaders, neighbors, supporters, adopters, and Central Office staff routinely attend the school for Founder's Day, several honors programs, Veterans' Day programs, and Black History Month celebrations. With our expansive performing arts center, Magnet High is frequently the host for the community forums, competitions, debate and quiz bowl tournaments, District Honor Band, and State Orchestra practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Caddo Parish Magnet High School is a college-preparatory school for academics and the visual and performing arts. Courses are offered at the general, enriched, and honors levels in English, science, mathematics, social studies, and foreign languages. Thirty percent of our student population is enrolled in gifted courses in English and Social Studies. A gifted evaluation and an annual Individualized Educational Plan are required for admission to these classes, which meet the needs of these students for acceleration, differentiation, and enrichment. The English Department offers the following electives: novels, creative writing, Shakespeare I and II, Drama I through III, Speech IV through VI, Debate I through IV, Yearbook I through III, and video journalism. These English electives provide students the opportunities to further their language, writing, performance, and publishing skills. The required English I through IV courses concentrate on literature, grammar, and writing.

The Mathematics Department offers Computer Science I through III, Algebra I through III, advanced math (trigonometry), pre-calculus, and calculus. The objectives of the department include supplying students with both practical and theoretical applications in mathematics and preparing students for college and workplace environments requiring various levels of mathematical ability. The Social Studies Department offers geography, world history, civics, free enterprise, psychology, sociology, European history, American history, art history, philosophy, and African American studies. The focus of these classes is to educate students about civic responsibility while helping them to understand the modern world through geographical, topical, and cultural comparative studies. Foreign languages include French I through IV, Spanish I through V, Italian I through III, German I through V, and Latin I through IV. The goals of the foreign language department include literary, cultural, and practical application of the languages themselves, encouraging students toward fluency.

The Visual Arts includes design fundamentals, pottery, advanced drawing, mixed media, painting, printmaking, fine arts survey, and studio art. This department introduces new students to a variety of artistic techniques and also provides advanced students opportunities to showcase their artworks on regional levels while helping them make connections in the local arts community. The Music Department offers Piano I through III, beginning choir, concert choir, band, advanced band, jazz band, string orchestra, and chamber orchestra. The focus of this department is to train students to perform to their fullest potential both as individuals and as members of an ensemble while making connections with the local music community to enhance their education and appreciation of music. Physical Education includes dance, fencing, gymnastics, and tennis, with concentration on lifetime sports. Advanced Placement courses include American history, art history, Biology II, calculus, Chemistry II, computer science, English literature, European history, French, German, Italian, Spanish, physics, and psychology. Caddo Magnet participates in the Dual Enrollment program with Bossier Parish Community College and with Louisiana State University in Shreveport, and this program allows students who qualify to earn simultaneous high school and college credit for English IV, American history, psychology, Spanish, and college algebra. All core courses at Caddo Magnet meet the requirements of the Content Standards, Benchmarks, and Grade Level Expectations mandated by the Louisiana Department of Education.

2b. (Secondary Schools) English:

English I, II, III, and IV are sequential courses that focus on grammar, composition, and literature. English I and II concentrate on the study of literary genres including the short story, drama, poetry, the essay, and the novel. Both courses instruct students in the basics of literary analysis and technique such as plot, characterization, theme, setting, tone, and point of view. Writing instruction focuses on narration and description, with appropriate creative writing assignments. English III and IV are chronological studies of American and British literature, respectively, with writing focused on persuasive and expository essays, including documented research papers. Students with identified language and reading problems have modified programs of study with instructional and technological accommodations. Other strategies such as reading aloud, modeling 'read-aloud, think-aloud,' and active reading show weak readers how to process language in context. All levels of English instruction encourage vocabulary and comprehension development using decoding/encoding strategies, context clues, and language cues. The novels course

allows students to study long fiction from various time periods, authors, and cultures, with the goal of teaching students the literary techniques particular to the genre. Creative writing lets student writers focus on writing and publishing several types of work, including narrative, drama, and poetry. The Shakespeare elective courses provide students, especially those interested in drama and theater arts, the chance to study in-depth the sonnets, histories, comedies, and tragedies of Shakespeare and to complete class projects and presentations related to Elizabethan culture. Drama, speech, debate, and video journalism classes combine research, language, argumentation, and production skills. Drama and video journalism students learn acting, writing, and technical production skills, including research, set design, editing, and presentation. Students in the yearbook classes learn basic and advanced techniques for organizing and publishing photography, documents, and artwork. Debate classes teach research, organization, presentation, and argumentation, with a focus on the teamwork necessary for participation in local, regional, and national forensic tournaments.

3. Additional Curriculum Area:

Caddo Magnet's Science Department offers college preparatory courses, which reflect a diverse curriculum that fosters lifelong learning and includes opportunities for in-depth study for all levels of students. Classes instill life skills such as helping students think logically, developing skills for finding information, and encouraging cooperative learning and teamwork. In an effort to better prepare students for college, all of the science classes exceed the state-mandated curriculum. Eight courses are offered at the Advanced Placement, honors, enriched, and general levels. Three classes offer college credit when students earn a '3' or above on the Advanced Placement exam. The different levels meet students' individual needs. Physical Science is offered on the honors, enriched, and general levels; Biology I, honors, enriched, and general levels; and Chemistry I is offered for honors and enriched level students. Environmental science is available only on the general level as is earth science. Biology II is offered for Advanced Placement as is Chemistry II. Advanced Placement credit is offered in physics and so are honors and enriched levels. Fostering life-long learning and the opportunity to study a subject in-depth, Science Olympiad, USA Biology Olympiad, Louisiana Junior Science and Humanities Symposium, and Science and Engineering Fairs offer additional opportunities to Magnet students. All of these programs use essential skills learned in science classes and encourage the correlation of math skills to science skills. The Science and Medicine Academic Research Training Program (SMART Program) serves seniors who have an interest in pursuing medical and scientific research. With their research students enter national competitions such as the Siemens Competition in Math, Science, and Technology and the Intel Science Talent Search. Students also participate in Regional and State Rally for individual science courses. As a whole Caddo Magnet High School provides excellence in education throughout its diverse science offerings and fosters a love for learning through the myriad of opportunities.

4. Instructional Methods:

Caddo Magnet High uses traditional sixty-minute classes, six periods a day. A key aspect of the school schedule is Activity Period, a block of time carved out once a week for club and class meetings, makeup work, tutoring, individualized instruction, conferences, and counseling. Because youngsters must maintain a certain grade point average to remain in the school, each department also sets aside one day during the week to offer tutoring to youngsters.

Teachers employ multiple instructional strategies to present rigorous and challenging information. Stimulating lessons employ enhanced lectures with subject-specific outlines, questions to stimulate thinking, concrete examples, and various kinds of visual aids to be used during the teacher-led discussion. Small classes, such as Gifted, take advantage of the Socratic model as students learn to express their ideas in cogent fashion. Many of these teachers will use differentiated instruction to meet the needs of their students, who construct research-based projects or long-range assignments. Preferred by many teachers with large classes, cooperative learning encourages students to learn by being actively involved in the process and increases students' abilities for locating, gathering, and synthesizing diverse perspectives. In this setting youngsters working in small groups tend to learn more of what is taught and to retain it longer. Modeling, hands-on strategies, role playing, experiential learning, guest speakers, and field trips are also used.

For years technology has been used to enhance learning for students. Teachers use LCD Projectors, PowerPoint, and new notebook computers to differentiate instruction in classes. Teachers in mathematics classes take advantage of graphing calculators, SMARTBOARDS, and videos to teach carefully outlined steps to solving problems. Most of the staff take advantage of several of the computer labs on the campus. An authoring lab allows youngsters to construct projects with video streaming and music. Foreign Language students can be found in the virtual lab, checking a website to learn the traditions of a country. Regardless of the models or strategies used by teachers, youngsters are encouraged to be active

learners; that is, they must be willing to assume a role in ensuring that they gain information.

5. Professional Development:

The professional development program at our school focuses on improving student achievement, content-based curriculum, research-based instructional strategies, and collaboration among teachers and administrators. Before professional development activities are planned, test data and teacher-identified needs are examined by the administrative team, counselors, and department chairpersons. This review of data identifies areas of strengths and weaknesses in school performance and student achievement. Using this information, a program for professional development is devised. Goals and objectives, which are aligned with district goals, are shared with the professional staff. A collaborative endeavor, teachers and administrators work together to implement specific lessons that integrate ideas for improving student achievement. Department chairpersons also schedule monthly meetings with their teachers where they share ideas and instructional strategies that target weak areas. Using the Louisiana Department of Education Initiatives Best Practices as a guide, lessons are designed to impact student learning in all subgroups. Job-embedded professional development, which encompasses meaningful, engaged learning and deep curriculum alignment, is an integral part of the School Improvement Plan. Test data are examined from all core areas, and a professional development plan that targets areas needing improvement is developed and presented to the faculty. Teachers across the curriculum implement the action plan from August through May with intensive week-long sessions before state mandated testing. Administrators observe lessons and provide instructional support. During the 2005-2006 school year, the student scores on the constructed response items and analyzing and evaluating written material were lower than other areas on the English language arts section of the Graduate Exit Exam. Through professional development, teachers designed meaningful lessons and assessments that included constructed response items and analysis in all subject areas. As a result, student scores increased on the 2007 state mandated tests. By implementing a comprehensive professional development program that is tied to the district's goals, student achievement and performance have continued to increase, and our school has consistently been ranked as the top school in northwest Louisiana.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 10 Test Graduation Exit Exam

Edition/Publication Year 2007 Publisher Louisiana Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %Basic+%Mastery+% Adv.	96	100	98	98	97
% "Exceeding" State Standards %Mastery+%Advanced	48	51	54	63	45
Number of students tested	295	315	297	247	280
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. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Adv.	100	100	100	100	100
% "Exceeding" State Standards %Mastery+%Advanced	69	81	67	66	57
Number of students tested	13	16	12	12	16
2. Black					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Adv.	95	99	98	94	93
% "Exceeding" State Standards %Mastery+%Advanced	29	37	31	47	35
Number of students tested	62	71	48	36	48
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Advanced	92	96	100	96	100
% "Exceeding" State Standards %Master+%Advanced	38	33	33	41	29
Number of students tested	39	48	33	17	21
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %Basic+%Master+%Advanced	98	98	97	97	98
% "Exceeding" State Standards %Mastery+%Advanced	76	73	67	74	71
Number of students tested	295	315	297	246	281
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. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Advanced	100	100	100	100	100
% "Exceeding" State Standards %Mastery+%Advanced	77	100	83	100	88
Number of students tested	13	16	12	12	16
2. Black					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Adv.	96	99	88	100	93
% "Exceeding" State Standards %Mastery+%Advanced	62	64	43	47	38
Number of students tested	62	71	48	36	49
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard %Basic+%Mastery+%Advanced	97	96	88	100	100
% "Exceeding" State Standards %Master+%Advanced	56	67	48	65	42
Number of students tested	39	48	33	17	21
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic+Mastery+Advanced	99	99			
% "Exceeding" State Standards					
Mastery+Advanced	66	61			
Number of students tested	256	296			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Basic+Mastery+Advanced	96	97			
% "Exceeding" State Standards					
Mastery+Advanced	54	59			
Number of students tested	256	296			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					