



Mobile County Public School System High School

2009-2011 SAE Comprehensive Needs Assessment
2008-2009 Data

LeFlore Magnet High School

Chairperson's Signature/Date

Principal's Signature/Date

Demographic Narrative Summary

Community Factors

In narrative form, list any of the community factors that influence student achievement at your school.

LeFlore High School is set in a neighborhood environment that ranges from extreme poverty to upper middle class. 81.12% of our students qualify for free or reduced lunch status. LeFlore is surrounded by several churches, shopping areas and a branch of the public library which hosts frequent family night programs. The Michael Figures Community Center is adjacent to LeFlore and a satellite station of the District Two Police Precinct is located nearby. USA Medical Center is within two miles of the school and the Franklin Primary Health Center is close. The Community Activities program is housed at LeFlore and offers a wide range of learning opportunities to all interested parties for all age ranges. Bishop State CC is a partner that provides various services to LeFlore. Pre-Med and Pre-Law have been added to our curriculum and professionals in both fields work with deans to offer our students hands-on experience.

Attributes

List any awards or schoolwide attributes that set your school apart from others, i.e., MMI, ARFI, AMSTI, etc.

LeFlore's chorus, dance, band and athletic organizations are award winning. Just last year the chorus sang with Aaron Neville at the Mobile Saenger Theater. Often times, the services of LeFlore's dance company, Moving Images, have been solicited by the mayor of Mobile. At his request, they have performed for audiences that include Thyssenkrupp. Moving Images has performed during several black history programs as well. Equally, the marching band received first place in the Battle of the Band competition held in Montgomery. Our mighty "Roundball Rattlers" are always contenders for the state championship. Our girls' team brought home the trophy in 2008. We have two Azalea Trail Maids. Last year, the queen of the Mobile Area Mardi Gras Association's Junior Monarch Court attended LeFlore.

School Profile – Demographics

Insert School Profile Demographics.



AYP Progress Report

Insert School AYP Progress Report.

[This information can be obtained at <http://www.alsde.edu/Accountability/Accountability.asp>](http://www.alsde.edu/Accountability/Accountability.asp)

Alabama Direct Assessment of Writing

School: LeFlore Magnet High School

Grade Level: 10

| Category | 2008-2009 Data | | | | | | | | |
|---------------|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Holistic Composition | | Writing Mechanics | | Sentence Formation | | Grammar | Usage |
| | # Tested | Percent Met Levels 3 & 4 | Percent Met Levels 1 & 2 | Percent Met Levels 3 & 4 | Percent Met Levels 1 & 2 | Percent Met Levels 3 & 4 | Percent Met Levels 1 & 2 | Percent Met Levels 3 & 4 | Percent Met Levels 1 & 2 |
| All Students | 190 | 84 | 16 | 46 | 54 | 52 | 48 | 38 | 62 |
| Special Ed. | 14 | 36 | 64 | 0 | 100 | 7 | 93 | 0 | 100 |
| Regular Ed. | 176 | 88 | 13 | 50 | 50 | 55 | 45 | 41 | 59 |
| *Female | 115 | 84 | 17 | 53 | 47 | 60 | 40 | 41 | 59 |
| *Male | 75 | 84 | 16 | 36 | 64 | 40 | 60 | 33 | 67 |
| *Am. Indian | 0 | NA | NA | NA | NA | NA | NA | NA | NA |
| *Asian | 0 | NA | NA | NA | NA | NA | NA | NA | NA |
| *Black | 190 | 84 | 16 | 46 | 54 | 52 | 48 | 38 | 62 |
| *Hispanic | 0 | NA | NA | NA | NA | NA | NA | NA | NA |
| *White | 0 | NA | NA | NA | NA | NA | NA | NA | NA |
| *LEP | 0 | NA | NA | NA | NA | NA | NA | NA | NA |
| *Prepaid | 47 | 85 | 15 | 53 | 47 | 57 | 43 | 43 | 57 |
| *Free&Reduced | 143 | 83 | 17 | 44 | 56 | 50 | 50 | 37 | 63 |

[This information can be obtained at http://www.alsde.edu/Accountability/Accountability.asp](http://www.alsde.edu/Accountability/Accountability.asp)

Alabama High School Graduation Exam (AHSGE)

AHSGE 2008-2009 Data

| | Reading % of Students Passing | | | Language Arts % of Students Passing | | | Math % of Students Passing | | | Science % of Students Passing | | | Social Studies % of Students Passing | | |
|-----------------|----------------------------------|------|------|--|------|------|-------------------------------|------|------|----------------------------------|------|------|---|------|------|
| | 10th | 11th | 12th | 10th | 11th | 12th | 10th | 11th | 12th | 10th | 11th | 12th | 10th | 11th | 12th |
| | All Students | 64 | 79 | 92 | 74 | 75 | 89 | 72 | 82 | 91 | 4 | 57 | 89 | 60 | 68 |
| Special Ed | 17 | 56 | 68 | 29 | 50 | 63 | 38 | 56 | 53 | 0 | 31 | 68 | 17 | 56 | 68 |
| Regular Ed | 69 | 82 | 95 | 78 | 78 | 92 | 75 | 84 | 95 | 4 | 60 | 91 | 64 | 70 | 87 |
| Female | 66 | 81 | 94 | 75 | 80 | 91 | 74 | 88 | 95 | 3 | 64 | 89 | 56 | 70 | 83 |
| Male | 62 | 76 | 89 | 72 | 68 | 87 | 69 | 71 | 86 | 5 | 48 | 89 | 65 | 65 | 89 |
| American Indian | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Asian | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Black | 64 | 79 | 92 | 74 | 75 | 90 | 72 | 82 | 91 | 4 | 57 | 89 | 60 | 68 | 86 |
| Hispanic | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| White | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| LEP | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Paid | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Free/Reduced | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

*This information can be obtained at <http://www.edutrax.us/tt-login.asp>



2008-2009 SAT-10 High School Data Form

School: LeFlore Magnet High School

AYP Status: Made AYP

Percent Proficient

| Subpopulation | SAT 10 - Eighth Grade | Total Reading | Reading Vocabulary | Reading Comp | Total Math | Math Procedures | Math-Problem Solving | Language | Language Mechanics | Language Expression | Science | Social Science |
|-----------------|-----------------------|---------------|--------------------|--------------|------------|-----------------|----------------------|----------|--------------------|---------------------|---------|----------------|
| All Students | 66 | 60 | 64 | 54 | 61 | 57 | 59 | 62 | 59 | 54 | 66 | |
| Special Ed. | 4 | 11 | 7 | 11 | 26 | 11 | 0 | 4 | 0 | 100 | 0 | |
| Regular Ed. | 75 | 67 | 72 | 60 | 65 | 63 | 67 | 70 | 67 | 53 | 68 | |
| Female | 78 | 66 | 73 | 63 | 68 | 69 | 75 | 71 | 75 | 50 | 63 | |
| Male | 52 | 53 | 54 | 43 | 52 | 43 | 41 | 51 | 39 | 59 | 71 | |
| American Indian | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | NA | NA | |
| Asian | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | |
| Black | 66 | 60 | 64 | 53 | 60 | 56 | 58 | 61 | 58 | 55 | 66 | |
| Hispanic | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | NA | NH | |
| White | 50 | 25 | 50 | 75 | 75 | 100 | 100 | 100 | 75 | 33 | 67 | |
| LEP | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | |
| Paid | 71 | 64 | 75 | 82 | 79 | 86 | 79 | 79 | 71 | 64 | 82 | |
| Free/Reduced | 65 | 59 | 63 | 41 | 58 | 53 | 56 | 60 | 57 | 50 | 60 | |

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Alabama Alternate Assessment

Insert School AAA Report Provided by the System.

ACCESS for ELL Students

Insert School ACCESS Report Provided by the System.

Criterion Referenced Test (CRT)

Language Arts CRT 2008-2009

| | 1st Quarter % of Students Scoring 70% or Higher | | | | 2nd Quarter % of Students Scoring 70% or Higher | | | | 3rd Quarter % of Students Scoring 70% or Higher | | | | 4th Quarter % of Students Scoring 70% or Higher | | | | Yearly Average % of Students Scoring 70% or Higher | | | |
|-----------------|--|------|------|------|--|------|------|------|--|------|------|------|--|------|------|------|---|---------|---------|---------|
| | 9th | 10th | 11th | 12th | 9th | 10th | 11th | 12th | 9th | 10th | 11th | 12th | 9th | 10th | 11th | 12th | 9th | 10th | 11th | 12th |
| | | | | | | | | | | | | | | | | | | | | |
| All Students | 26 | 53 | 48 | 50 | 56 | 73 | 56 | 62 | NA | NA | NA | NA | 70 | 66 | 64 | 76 | 9th | 10th | 11th | 12th |
| Special Ed | 26 | 53 | 48 | 50 | 56 | 73 | 56 | 62 | NA | NA | NA | NA | 70 | 66 | 64 | 76 | 51 | 64 | 56 | 63 |
| Regular Ed | 0 | 0 | 25 | 20 | 71 | 44 | 25 | 29 | NA | NA | NA | NA | 64 | 22 | 29 | 80 | 45 | 22 | 26 | 43 |
| Female | 29 | 60 | 50 | 53 | 58 | 75 | 57 | 66 | NA | NA | NA | NA | 71 | 70 | 67 | 77 | 53 | 68 | 58 | 65 |
| Male | 27 | 60 | 51 | 57 | 61 | 75 | 49 | 69 | NA | NA | NA | NA | 72 | 72 | 70 | 81 | 53 | 69 | 57 | 69 |
| American Indian | 28 | 48 | 46 | 43 | 56 | 69 | 66 | 54 | NA | NA | NA | NA | 68 | 59 | 53 | 72 | 51 | 59 | 55 | 56 |
| Asian | NA | NA | NA | NA | NA | 0 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | 0 | #DIV/0! | #DIV/0! |
| Black | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Hispanic | 27 | 55 | 49 | 50 | 59 | 73 | 56 | 64 | NA | NA | NA | NA | 70 | 67 | 64 | 77 | 52 | 65 | 56 | 64 |
| White | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| LEP | 0 | 0 | NA | 75 | 0 | NA | NA | 50 | NA | NA | NA | NA | NA | NA | NA | NA | 0 | 0 | #DIV/0! | 63 |
| Paid | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Free/Reduced | 35 | 72 | 57 | 67 | 67 | 81 | 62 | 71 | NA | NA | NA | NA | 78 | 82 | 63 | 71 | 60 | 78 | 61 | 70 |
| | 26 | 48 | 46 | 46 | 57 | 69 | 53 | 60 | NA | NA | NA | NA | 69 | 62 | 64 | 79 | 51 | 60 | 54 | 62 |

This information can be obtained at <http://www.edutrax.us/ft-login.asp>

Criterion Referenced Test (CRT)

Math CRT 2008-2009

| | 1st Quarter | | | | | | 2nd Quarter | | | | | | 3rd Quarter | | | | | | 4th Quarter | | | | | | Yearly Average | | | | | |
|-----------------|-------------------------------------|-------------|-------------|----------|------------|------------|-------------------------------------|-------------|-------------|----------|------------|------------|-------------------------------------|-------------|-------------|----------|------------|------------|-------------------------------------|-------------|-------------|----------|------------|------------|-------------------------------------|-------------|-------------|----------|------------|------------|
| | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | |
| | Algebra I | Algebra I A | Algebra I B | Geometry | Geometry A | Geometry B | Algebra I | Algebra I A | Algebra I B | Geometry | Geometry A | Geometry B | Algebra I | Algebra I A | Algebra I B | Geometry | Geometry A | Geometry B | Algebra I | Algebra I A | Algebra I B | Geometry | Geometry A | Geometry B | Algebra I | Algebra I A | Algebra I B | Geometry | Geometry A | Geometry B |
| All Students | 12 | 20 | 56 | 48 | 19 | NA | 58 | 32 | 38 | 14 | 20 | NA | NA | NA | NA | NA | NA | NA | 46 | NA | 9 | 14 | 4 | 16 | 39 | 26 | 34 | 25 | 14 | 16 |
| Special Ed | 0 | 32 | 50 | 0 | 0 | NA | 0 | 53 | 100 | 0 | 83 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 4 | NA | 25 | 0 | 0 | 43 | 51 | 0 | 36 | 0 |
| Regular Ed | 12 | 16 | 56 | 50 | 20 | NA | 61 | 29 | 34 | 15 | 8 | NA | NA | NA | NA | NA | NA | NA | 46 | NA | 10 | 14 | 0 | 17 | 40 | 23 | 33 | 26 | 9 | 17 |
| Female | 10 | 18 | 58 | 46 | 23 | NA | 63 | 33 | 36 | 17 | 20 | NA | NA | NA | NA | NA | NA | NA | 58 | NA | 9 | 11 | 4 | 10 | 44 | 26 | 34 | 25 | 16 | 10 |
| Male | 14 | 20 | 53 | 56 | 15 | NA | 52 | 30 | 41 | 7 | 15 | NA | NA | NA | NA | NA | NA | NA | 33 | NA | 8 | 21 | 0 | 24 | 33 | 25 | 34 | 28 | 10 | 24 |
| American Indian | NA | NA | NA | NA | na | NA | NA | 0 | NS | NA | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | na | na | #DIV/0! | 0 | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Asian | NA | NA | NA | NA | na | NA | NA | NA | NS | NA | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | na | na | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Black | 12 | 19 | 56 | 49 | 19 | NA | 58 | 31 | 38 | 14 | 18 | NA | NA | NA | NA | NA | NA | NA | 46 | NA | 9 | 14 | 2 | 16 | 39 | 25 | 34 | 26 | 13 | 16 |
| Hispanic | NA | NA | NA | NA | na | NA | NA | NA | NS | NA | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | na | na | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| White | NA | 50 | NA | NA | na | NA | NA | 100 | NS | NA | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | 0 | NA | na | nn | #DIV/0! | 75 | 0 | #DIV/0! | #DIV/0! | #DIV/0! |
| LEP | NA | NA | NA | NA | na | NA | NA | NA | NS | NA | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | na | n | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Paid | 26 | 35 | 55 | 46 | 67 | NA | 79 | 38 | 33 | 18 | 25 | NA | NA | NA | NA | NA | NA | NA | 50 | NA | 5 | 30 | 0 | 14 | 52 | 37 | 31 | 31 | 31 | 14 |
| Free/Reduced | 7 | 17 | 56 | 50 | 15 | NA | 52 | 30 | 40 | 13 | 17 | NA | NA | NA | NA | NA | NA | NA | 45 | NA | 9 | 9 | 3 | 16 | 35 | 24 | 35 | 24 | 12 | 16 |

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Criterion Referenced Test (CRT)

Science CRT 2008-2009

| | 1st Quarter % of Students Scoring 70% or Higher | | | | 2nd Quarter % of Students Scoring 70% or Higher | | | | 3rd Quarter % of Students Scoring 70% or Higher | | | | 4th Quarter % of Students Scoring 70% or Higher | | | | Yearly Average % of Students Scoring 70% or Higher | | | |
|-----------------|--|----------------|------------------|------------------|--|----------------|------------------|------------------|--|----------------|------------------|------------------|--|----------------|------------------|------------------|---|----------------|------------------|------------------|
| | Biology I | Honors Biology | Honors Chemistry | Physical Science | Biology I | Honors Biology | Honors Chemistry | Physical Science | Biology I | Honors Biology | Honors Chemistry | Physical Science | Biology I | Honors Biology | Honors Chemistry | Physical Science | Biology I | Honors Biology | Honors Chemistry | Physical Science |
| | All Students | 5 | 23 | 98 | 63 | 7 | 41 | 91 | 60 | NA | NA | NA | NA | 17 | 35 | 94 | 75 | 10 | 33 | 94 |
| Special Ed | 0 | 0 | NA | 29 | 0 | 100 | NA | 43 | NA | NA | NA | NA | 8 | NA | NA | 71 | 3 | 50 | #DIV/0! | 48 |
| Regular Ed | 5 | 24 | 98 | 69 | 6 | 40 | 91 | 62 | NA | NA | NA | NA | 10 | 35 | 94 | 76 | 7 | 33 | 94 | 69 |
| Female | 2 | 26 | 100 | 67 | 5 | 46 | 90 | 59 | NA | NA | NA | NA | 15 | 36 | 97 | 85 | 7 | 36 | 96 | 70 |
| Male | 8 | 15 | 93 | 63 | 8 | 29 | 93 | 63 | NA | NA | NA | NA | 19 | 33 | 89 | 68 | 12 | 26 | 92 | 65 |
| American Indian | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Asian | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Black | 5 | 23 | 98 | 65 | 6 | 42 | 91 | 60 | NA | NA | NA | NA | 17 | 35 | 94 | 75 | 9 | 33 | 94 | 67 |
| Hispanic | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| White | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| LEP | na | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Paid | 11 | 35 | 100 | 75 | 33 | 39 | 91 | 50 | NA | NA | NA | NA | 8 | 67 | 90 | 85 | 17 | 47 | 94 | 70 |
| Free/Reduced | 4 | 17 | 97 | 63 | 3 | 43 | 91 | 63 | NA | NA | NA | NA | 19 | 98 | 97 | 72 | 9 | 53 | 95 | 66 |

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Criterion Referenced Test (CRT)

Social Studies CRT 2008-2009

| | 1st Quarter | | | | | | 2nd Quarter | | | | | | 3rd Quarter | | | | | | 4th Quarter | | | | | | Yearly Average | | | | | |
|-----------------|-------------------------------------|--------------------|--------------------|-----------------------|-----------|---------------|-------------------------------------|--------------------|--------------------|-----------------------|-----------|---------------|-------------------------------------|--------------------|--------------------|-----------------------|-----------|---------------|-------------------------------------|--------------------|--------------------|-----------------------|-----------|---------------|-------------------------------------|--------------------|--------------------|-----------------------|-----------|---------------|
| | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | | % of Students Scoring 70% or Higher | | | | | |
| | 9th Grade History | 10th Grade History | 11th Grade History | 11th Grade HR History | Economics | US Government | 9th Grade History | 10th Grade History | 11th Grade History | 11th Grade HR History | Economics | US Government | 9th Grade History | 10th Grade History | 11th Grade History | 11th Grade HR History | Economics | US Government | 9th Grade History | 10th Grade History | 11th Grade History | 11th Grade HR History | Economics | US Government | 9th Grade History | 10th Grade History | 11th Grade History | 11th Grade HR History | Economics | US Government |
| All Students | 74 | 91 | 89 | NA | 95 | 93 | 46 | 89 | 97 | NA | 93 | 93 | NA | NA | NA | NA | NA | NA | 56 | 86 | 89 | NA | 91 | 86 | 59 | 89 | 92 | #DIV/0! | 93 | 91 |
| Special Ed | 69 | 75 | 60 | NA | 75 | 100 | 69 | 100 | 100 | NA | 100 | 100 | NA | NA | NA | NA | NA | NA | 0 | 92 | 100 | NA | 86 | 100 | 46 | 89 | 87 | #DIV/0! | 87 | 100 |
| Regular Ed | 75 | 92 | 96 | NA | 97 | 94 | 44 | 89 | 97 | NA | 94 | 92 | NA | NA | NA | NA | NA | NA | 60 | 86 | 89 | NA | 91 | 83 | 60 | 89 | 94 | #DIV/0! | 94 | 90 |
| Female | 81 | 95 | 92 | NA | 96 | 91 | 47 | 93 | 95 | NA | 98 | 95 | NA | NA | NA | NA | NA | NA | 59 | 87 | 89 | NA | 93 | 100 | 62 | 92 | 92 | #DIV/0! | 96 | 95 |
| Male | 67 | 85 | 90 | NA | 95 | 100 | 45 | 83 | 100 | NA | 89 | 90 | NA | NA | NA | NA | NA | NA | 54 | 86 | 89 | NA | 88 | 69 | 55 | 85 | 93 | #DIV/0! | 91 | 86 |
| American Indian | NA | NA | NA | NA | NA | NA | 0 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | 0 | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Asian | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Black | 75 | 91 | 91 | NA | 95 | 95 | 47 | 89 | 97 | NA | 94 | 92 | NA | NA | NA | NA | NA | NA | 56 | 87 | 89 | NA | 91 | 85 | 59 | 89 | 92 | #DIV/0! | 93 | 91 |
| Hispanic | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| White | 0 | NA | NA | NA | 100 | NA | NA | NA | NA | NA | NA | 100 | NA | NA | NA | NA | NA | NA | 100 | NA | NA | NA | NA | 100 | 50 | #DIV/0! | #DIV/0! | #DIV/0! | 100 | 100 |
| LEP | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Paid | 83 | 95 | 96 | NA | 89 | 100 | 40 | 87 | 96 | NA | 90 | 71 | NA | NA | NA | NA | NA | NA | 71 | 92 | 83 | NA | 100 | 100 | 65 | 91 | 92 | #DIV/0! | 93 | 90 |
| Free/Reduced | 73 | 89 | 89 | NA | 97 | 92 | 47 | 90 | 98 | NA | 96 | 97 | NA | NA | NA | NA | NA | NA | 53 | 86 | 91 | NA | 89 | 84 | 58 | 88 | 93 | #DIV/0! | 94 | 91 |

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Comprehensive Needs Assessment Summary

Prioritized Student Needs

In narrative form, provide a detailed analysis of all academic data. Write a summary explaining how you will address the needs of those students not meeting proficiency and what changes will be made to the schoolwide program to increase student achievement and meet AYP. Include all professional development needs.

LeFlore Magnet High School made significant gains in all areas of the AHSGE. Despite the significant gains made among special education students on the AHSGE there still remains a proficiency gap when compared to regular education students. The number of retainees per grade level decreased from the previous year. An advisor/ advisee program will be implemented to decrease the number of failures on each grade level. Other actions that we have taken to improve student achievement at LeFlore are attending HSTW professional development and implementing suggested instructional strategies. We will continue to provide tutoring programs for our students. The intervention coach will provide pull out tutoring to assist low performing students in the areas of reading and math. High Hopes tutoring will help those students who need help passing specific parts of the AHSGE. Teachers are encouraged to keep parents abreast of students' progress and the attendance clerk will closely monitor students' absences. Credit recovery is offered to allow students to retake the course to stay on track for graduation. Our post secondary specialist counsels low performing students and works closely with counselors to assist students that are having difficulties.

Looking at your data by subgroups, prioritize the academic needs based on the student achievement data analysis.

1. LeFlore Magnet High School has only a few identified subgroups to consider in a review of academic needs. Based on current data, students at LeFlore traditionally perform according to the following analysis: Girls generally perform better than boys in most areas. In courses based on grade level, scores rise as the students move up in grade. This indicates that many freshmen come to high school not well prepared from middle school. Paid lunch students generally perform better than reduced and free lunch students and special needs students generally score lower than regular education students. At present, students have the most trouble passing the Science portion of the AHSGE and the Science and Math CRTs. Formal after-school tutoring is offered to all students not proficient, using NovaNet and USA TestPrep in addition to teacher tutoring. Teachers also provide tutoring on an individual basis. For SPE students not meeting proficiency in math and language arts, second delivery of instruction will be provided. For SPE students not meeting reading proficiency, reading assessments will be individualized or modified. Language! and VMath will be used with SPE students.

Mobile County Public School System School Year 2008-2009 Suspension Report

| School Name | Year | Total Enrollment | Total Students Suspended | Total Days Suspended | Average Days Suspended | % Students Suspended | Total Students Suspended | Subgroups | | | | | | | | | |
|---------------|-------|------------------|--------------------------|----------------------|------------------------|----------------------|--------------------------|------------|------|-----|---|---|---|-----|------------|------|-----|
| | | | | | | | | Disability | Race | | | | | | Lunch Code | | |
| | | | | | | | | | A | B | H | I | N | W | Free | Paid | Red |
| Sample | 4-Mar | 955 | 85 | 510 | 6 | 8.90% | 85 | 24 | 0 | 53 | 0 | 0 | 0 | 32 | 70 | 10 | 5 |
| | 3-Feb | 928 | 136 | 481 | 3.54 | 14.66% | 136 | 28 | 0 | 80 | 0 | 0 | 0 | 56 | 102 | 20 | 14 |
| | | 27 | -51 | 29 | 2 | -6.75% | -51 | -4 | 0 | -27 | 0 | 0 | 0 | -24 | -32 | -10 | -9 |

Insert Suspension Report Provided by the System.

Comprehensive Needs Assessment Summary of Student Suspension Data

Is your school's rate of Average Days suspended greater or less than the district's average for high schools? At 17.75%, LeFlore's suspension rate is less than the district's 21.43%.

If your school's rate of Average Days Suspended is greater, by how many days? _____ Days

Looking at the data by subgroups, determine if there are patterns that need your attention and identify the patterns. There is no discernible pattern, other than students on free lunch are suspended more than four times as often as students on paid lunch.

Write a summary about your school's suspension data.

Our suspension rate is less than the district's 21.43% suspension rate. 138 students that receive free and reduced lunch were suspended as compared to the 31 students who are required to pay for meals. Steps taken to decrease the number of suspensions are providing students with warnings and holding administrative/ teacher/ parent/ student conferences. Students are sometimes referred to in school suspension as a consequence.

Mobile County Public School System
School Year 2008-2009
Attendance Report

Insert Attendance Report Provided by the System.

Comprehensive Needs Assessment Summary of Student Attendance Data

Is your school's rate of attendance greater or less than the district's average for high schools? At 90.23% LeFlore's ADA is slightly lower than the district average of 90.58%.n n

If less, by what percentage? __.35__%

Is your school's rate of attendance greater or less than the state average for high schools? If the state's ADA is really 96%, then LeFlore's rate is less.

If less, by what percentage? __5.77__%

Looking at the data by subgroups, determine if there are patterns that need your attention and identify the patterns. There are no discernible patterns.

Calculate the average participation rate for each quarter (1st-3rd) on the Criterion Referenced Tests (CRTs) in Language Arts and Mathematics across grade levels. Do not count make-up tests in this calculation. Write a summary statement about your school's participation rate on the CRTs.

Students are encouraged to take CRTs on the dates they are administered. LeFlore has a participation rate of about 98%.

**Mobile County Public School System
School Year 2008-2009
Retention Report**

Insert Retention Report Provided by the System.

Comprehensive Needs Assessment Summary of Student Retention Data

Percent of students retained by grade level:

| | |
|-----------------|-----|
| Ninth grade: | 17% |
| Tenth grade: | 10% |
| Eleventh grade: | 4% |
| Twelfth grade: | 2% |

Our retention data decreased from the previous year. An advisor/ advisee program will be implemented to decrease the number of failures on each grade level. Other actions that we have taken to improve student achievement at LeFlore are attending HSTW professional development and implementing suggested instructional strategies. We will continue to provide tutoring programs for our students. The intervention coach will provide pull out tutoring to assist low performing students in the areas of reading and math. High Hopes tutoring will help those students who need help passing specific parts of the AHSGE. Teachers are encouraged to keep parents abreast of students' progress and the attendance clerk will closely monitor students' absences. Credit recovery is offered to allow students to retake the course to stay on track for graduation. Our post secondary specialist counsels low performing students and works closely with counselors to assist students that are having difficulties.



Mobile County Public School System School Year 2008-2009 Graduation Rate Report

Insert Graduation Rate Report Provided by the System.



Comprehensive Needs Assessment Summary of Graduation Rate Data

Is your school's graduation rate greater or less than the district's average for high schools? At 91% LeFlore's graduation rate is greater than the District's 88%.

If greater, by what percentage? _3_ %

Is your school's graduation rate greater or less than the state average? LeFlore's 91% rate is greater than the state's 85% rate.

If greater, by what percentage? _6_ %

Write a summary statement about your school's graduation rate data.
not have the data to compare it to other high schools in the district.

LeFlore's graduation rate is higher than both the district and the state. We do

Comprehensive Needs Assessment Summary of Other Local School Data

Include local school disaggregated data to support non-academic expenditures. This may include the results of the following:

Media Circulation Report (optional)

Nurses Summary Report

Parenting Baseline Data Quarterly Results

Faculty, Staff, Student, and Parent Survey Summaries

In narrative form, provide an analysis of the above data and include other relevant information, including analysis by subgroup. Faculty and staff surveys indicate that laws and policies, fiscal leadership and professional responsibility are areas of strength. Survey results from students indicate that technology management is an area of strength. Results from students indicate collaboration as a low scoring area. Parents felt that professional responsibility and assessment were areas of strength. Community leaders indicated that assessment, laws and policies and problem solving were areas of strength. Nurse's report indicates that students health needs were being met.

Prioritize the non-academic needs, based on the data analysis, including statements from the suspension and attendance summaries.

1. LeFlore's attendance and suspension rate are comparable to the district's average, but both can improve. An automated call system has been put in place to cut down on absences. Intervention and extended day tutoring work to improve the passage rate on the AHSGE and Credit Recovery keeps drop-outs to a minimum. The Retract program keeps suspension low. The nurse's intervention with students' health concerns works to keeps students in class.

Principal Attestation

Compliance with NCLB, Section 1119

Qualifications for Teachers and Paraprofessionals

As required by NCLB, Section 1119 of Title I, Part A, I the undersigned school principal attests to the following for the 2009-2010 school year.

Mark an "X" next to each statement in the appropriate column.

| Yes | No | |
|------------|----|--|
| X | | <p>1. All teachers teaching core academic subject areas (i.e., reading/English/language arts, math, science, social studies, foreign language, art, music, drama) are highly qualified. This includes the hiring of new teachers and ensuring that they meet the NCLB HQ requirements.</p> <p>If "no", how many teachers are not highly qualified? _____</p> |
| X X | | <p>2. All teachers teaching in a program supported by Title I, Part A funds are highly qualified.</p> <p>3. All Title I, Part A paraprofessionals with instructional duties teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A, qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.</p> <p>If "no", how many paraprofessionals do not meet the Title I, Part A qualifications? _____</p> |
| | | <p>4. Copies of this Attestation are available at the school and school district office and will be made available to the general public upon request.</p> <p>Signature of Principal: _____ Date: _____</p> <p>Typed Name of School Principal:</p> |

Analysis and Summary of Teacher Attendance School Level

| 2008-2009 Data | Math | Language | Social Studies | Science | Other |
|---|------|----------|----------------|---------|-------|
| Number of Teachers | 7 | 7 | 7 | 7 | 35 |
| Number of Tenured Teachers | 6 | 6 | 7 | 7 | 35 |
| Number of Non-Tenured Teachers | 1 | 1 | 0 | 0 | 1 |
| Number of Teachers New to the School | 1 | 0 | 0 | 0 | 1 |
| Number of Whole Day Absences | 70 | 94 | 97 | 94 | 484 |
| Number of Professional Development Days | 22 | 42 | 29 | 32 | 161 |
| Number of Vacancies | | | | | |
| Number of Long Term Subs | 1 | 1 | | | 1 |

Write a summary statement explaining the analysis of the teacher attendance data and how you will address patterns of absences, if applicable. Based on an analysis of the data, teacher absences (apart from PD days) average fewer than one per month. No action is required at this time.