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Press Release

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Success Despite the Obstacles: 3 EBRPSS Schools Make State's High Performing, High Poverty List

Baton Rouge, LA – The State Department of Education announced today that Forest Heights Academy of Excellence, Glasgow Middle School and McKinley Middle Magnet School made the statewide 2010 list of High Performing, High Performing Schools. It's part of the state's efforts over the last three years to identify and honor schools that are overcoming challenges associated with educating large populations of poor and minority children. The 2010 distinction list totaled 35 schools across the state in 18 districts – three of the schools being from this school district.

Of all the schools making the list statewide, only three are magnet schools, including Forest Heights Academy of Excellence and McKinley Middle Magnet School. Glasgow Middle School is a Gifted Program site. All schools that made the list will be honored by the state in the spring.

To earn the High-Performing, High-Poverty (HPHP) designation, schools must meet the following criteria:

A baseline School Performance Score of 100 or higher for two consecutive years, based on the state's accountability system. School Performance Scores (SPS) are determined based on student scores on state assessments, attendance, non-dropout and graduation rates, depending on the grade configuration of each school. Schools in Decline are not eligible for the designation, even if their SPS remains above 100. Schools in Decline are a label assigned to schools with an SPS below 110 that drop by 2.5 points or more in one academic year.

At least 65 percent of the site's population must be enrolled in federally-funded free or reduced-price meal programs. Student participation in those programs is a national indicator used to measure poverty.

Through a partnership with the Board of Regents, the state department is conducting an analysis of the 35 schools to determine what factors contribute to their success. Department officials will make site visits and conduct interviews with members of these school communities in an effort to identify best practices that could potentially be replicated in schools with similar demographics.

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