Morris Jeff Community School
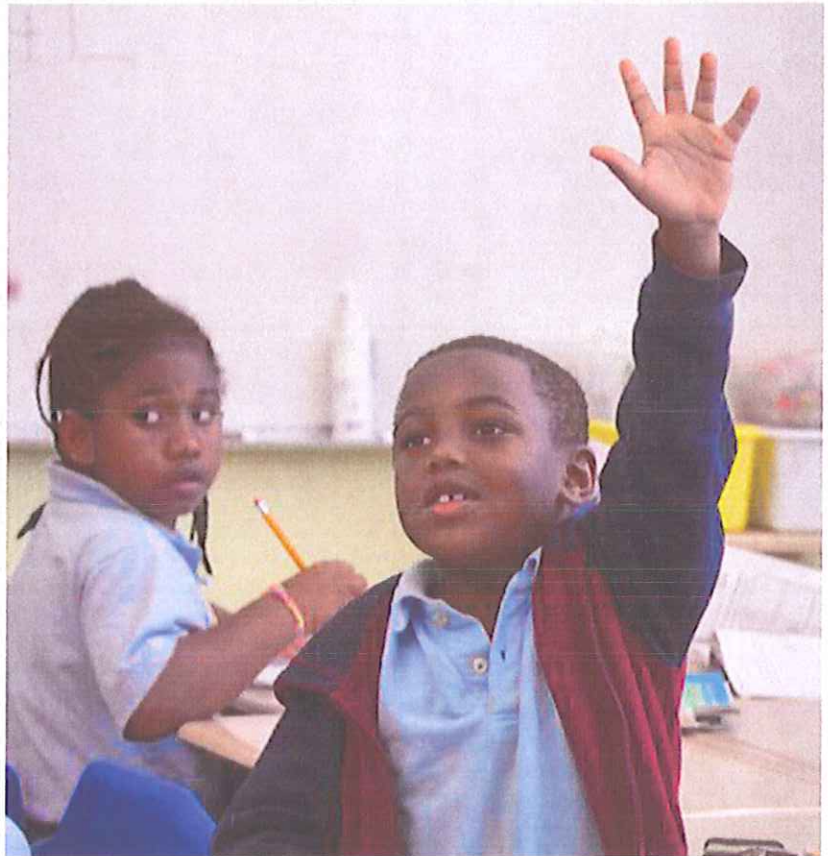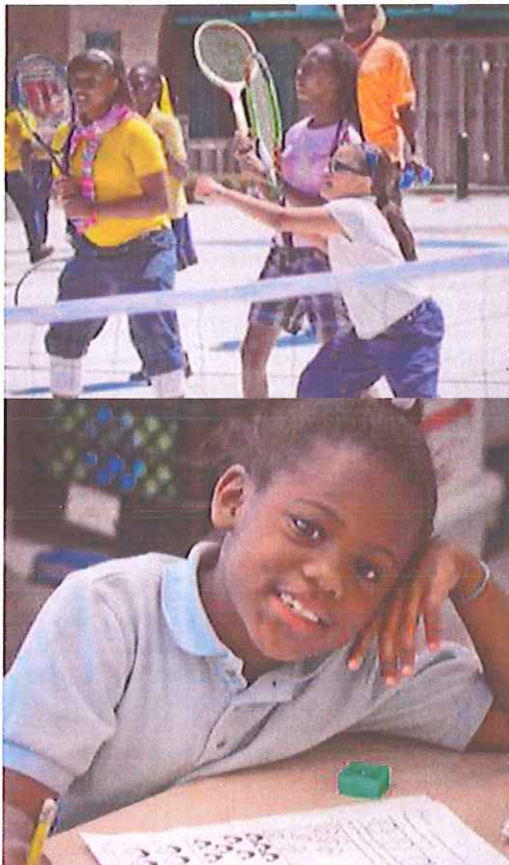
The Equity Report

Excellence.Equity.Community.
RecoverySchoolDistrict

2012

2239 Poydras Street, New Orleans, LA 70119

A message from the Superintendent

What will it take for all New Orleans public school students to attain a college degree or a professional career? It is the job of New Orleans public schools to answer this question and achieve this vision.

What will it take for all New Orleans public school students to attain a college degree or a professional career? It is the job of New Orleans public schools to answer this question and to achieve this vision.

Our schools have made tremendous strides toward that day. Over the past four years alone, schools have doubled the number of students who are proficient in academic skills. But we remain far from our goal of a college degree or professional career for all of our young people.

Achieving that vision starts with understanding how well we are doing right now. In part, this is about measuring academic excellence through academic assessments and graduation rates. If we truly envision a college degree or professional career for every child, we must assess excellence through measures that truly predict college and career success.

And if our commitment is to all students, we also should measure academic equity, looking at which students, with which needs, we are serving well and which we are not. Great schools do not only achieve high scores; they also serve kids of all backgrounds, and they keep students in school until they graduate.

This annual Equity Report uses data verified by schools and the state to measure traits that make a great school truly great. It will indicate how Recovery School District (RSD) schools in New Orleans are performing across a key set of metrics focused on both excellence and equity. It also will indicate this performance in the context of how other schools, within the RSD and the state are performing.

Our hope is that this information will be the basis of a citywide discussion among educators, parents, students, and community members about how well we are accomplishing our mission, and how we can improve.

Patrick Dobard
RSD Superintendent

Understanding the Equity Report

The report displays data on a variety of topics ranging from attendance to school performance. Because the focus of this report is academic equity, most of the school-level metrics are reported beside the same calculations for all RSD schools in New Orleans. For relevant topics, these metrics also are included for other groups of schools outside of RSD in New Orleans.

Text will accompany reported data for most topics to explain how the school has performed over time, and how it relates to the comparison group(s). Unless otherwise noted, the information contained in this report was taken from data submitted October 1 of each year, the first official day schools must report student information to the state.
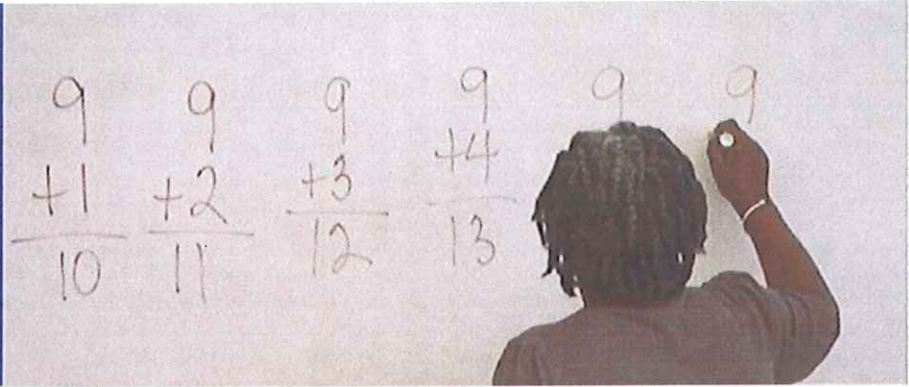
Table of Contents

School Facts

- Morris Jeff Community School is an elementary school with 261 students from Kindergarten through Grade 3.
- The school population is comprised of 55% African American students and 40% Caucasian students, with no other ethnicity comprising greater than 5%.
- The student population includes no English Language Learners and 8.4% Students with Disabilities.
- Boys account for 50% of the students enrolled and girls account for 50%.

- The school opened in the 2010-2011 school year.
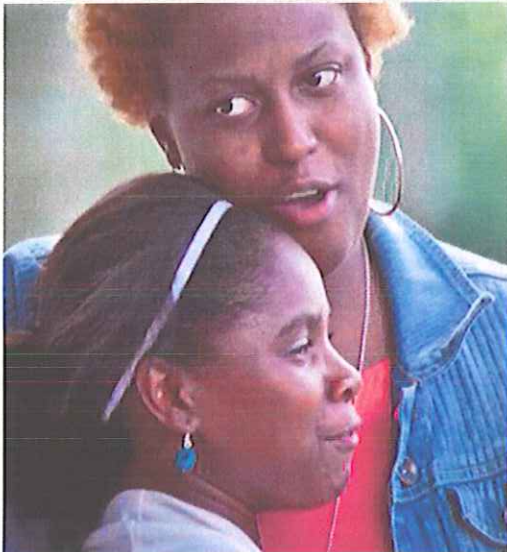
Enrollment History and Attendance

The chart below gives the overall registered enrollment at the school for the past three years. When viewing this chart, please note the grade spans of the school over the same time period. Changes in grade span may lead to changes in enrollment.

Year	Grade Span
2009-2010	-
2010-2011	K-2
2011-2012	K-3

Enrollment

	2009-2010	2010-2011	2011-2012
		140	261
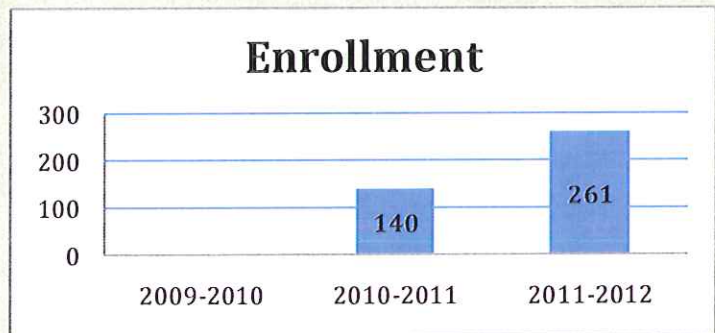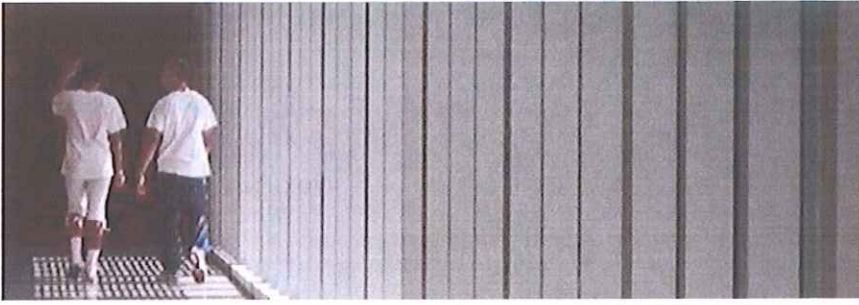
This chart reflects the average attendance of students in all grades at the school. Of all of the days that each student was enrolled, this is the average percentage of the days each student attended.

Attendance - All Students

	2008-2009		2009-2010		2010-2011	
	School	State	School	State	School	State
		94.5%		94.3%	91.4%	95.2%

Serving Students with Disabilities

This chart provides an overview of the Students with Disabilities at this school. It reports the percentage of the total regis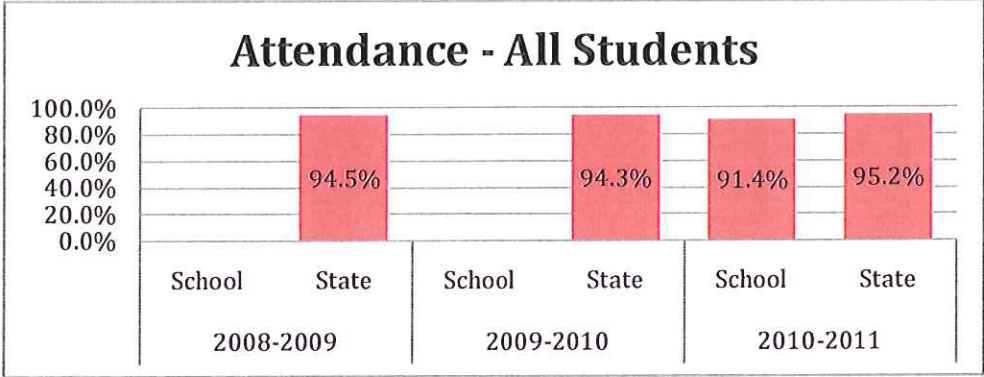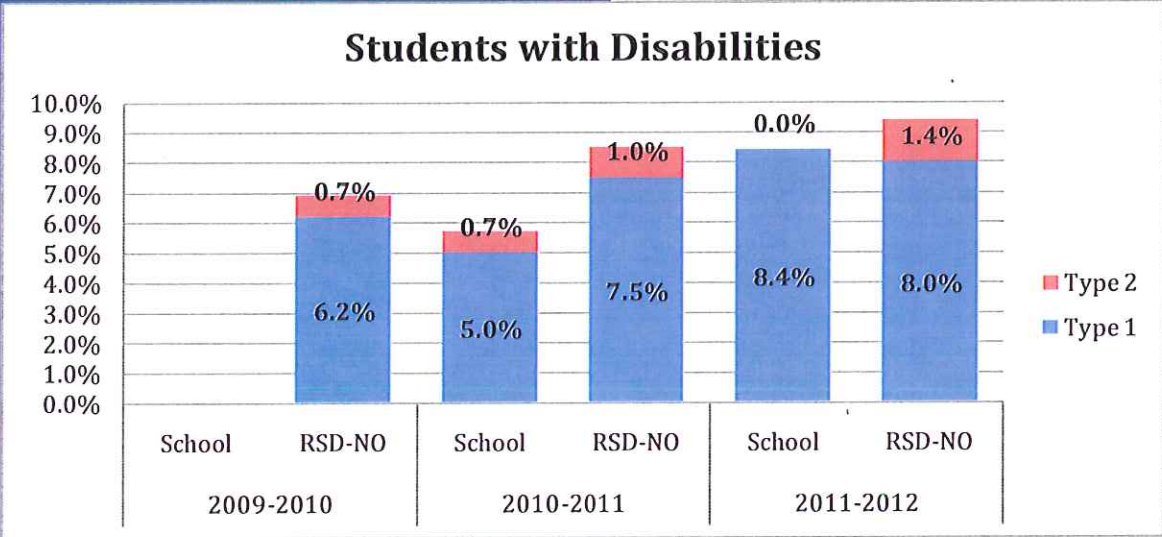tered enrollment of students who require each of these services, as outlined in their Individual Education Plan (IEP). In addition, the overall percentage is broken down into Type 1 or Type 2 status; generally, if a student spends 80% of more of their day in a General Education setting, that student is classified as Type 1. If a student spends less than 80% of the day in a General Education setting, that student is classified as Type 2. For more information on how these categories are defined, please review the Equity Report Addendum.

Students with Disabilities

	2009-2010		2010-2011		2011-2012	
	School	RSD-NO	School	RSD-NO	School	RSD-NO
Type 2	0.7%		0.7%	1.0%	0.0%	1.4%
Type 1	6.2%		5.0%	7.5%	8.4%	8.0%

Students with Disabilities are identified by a school in one of two ways:

1) The student has an IEP at the time he or she is enrolled in the school.
2) The school creates or modifies an IEP after the student arrives, also known as a "referral."
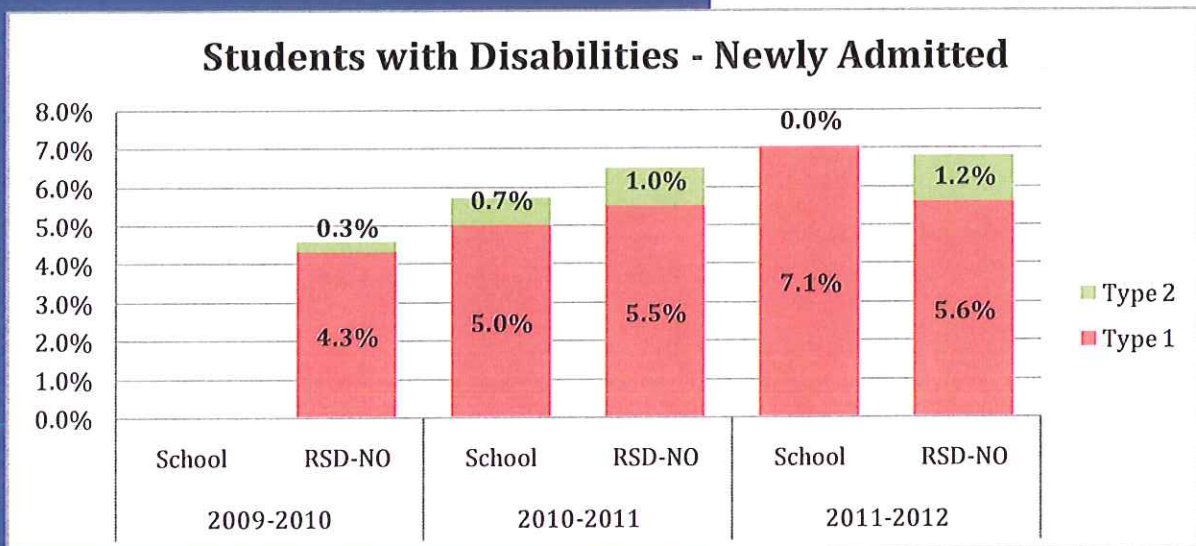
The following two charts report on the rates at which each of these actions have taken place at this school, compared to the average rates at which these actions have taken place at all other schools within the RSD-NO.

Why are these metrics so important?

Because Students with Disabilities can arrive on a school's roster in two different ways, it is difficult to determine if the school is newly admitting a disproportional number of these students, or creating a disproportional number of IEPs for existing students who do not currently have an IEP. Reporting these metrics in tandem helps to clarify the reason that a school's percentage of Students with Disabilities may not align with the RSD-NO average.

This chart reports the number of Students with Disabilities who had an IEP at the time they enrolled as a percentage of the total number of students who were new to the school in that year. In other words, of all the students who were new to the school that year, this is the percentage of those who had an IEP when they initially enrolled.

Students with Disabilities - Newly Admitted

	2009-2010		2010-2011		2011-2012	
	School	RSD-NO	School	RSD-NO	School	RSD-NO
Type 2	0.3%		0.7%	1.0%	0.0%	1.2%
Type 1	4.3%		5.0%	5.5%	7.1%	5.6%

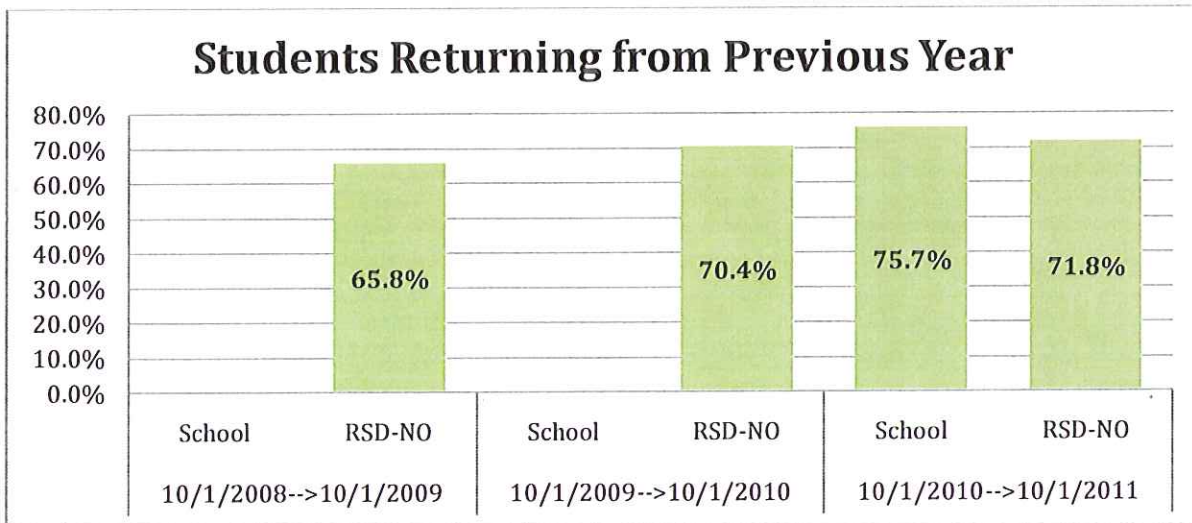The chart below shows the percentage of the overall registered enrollment in each year of those who were either given an IEP for the first time or had their IEP increase in the level of services provided.

Students with Disabilities - Referral Rates

School	RSD-NO	School	RSD-NO	School	RSD-NO
	4.0%		3.8%	4.5%	5.1%
2008-2009		2009-2010		2010-2011	
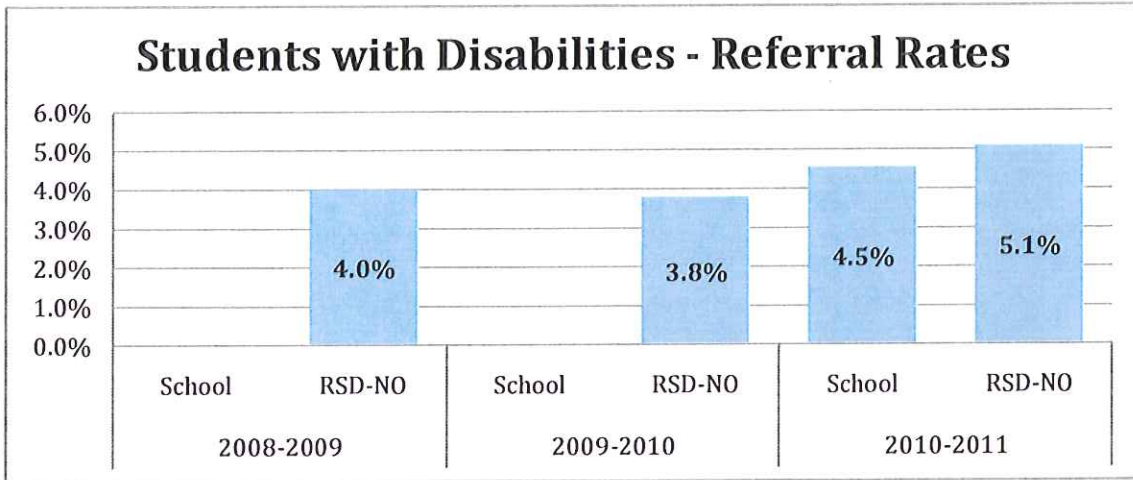
Annual Turnover of the Student Population

The following chart illustrates for each year the percentage of students from the previous school year who have returned to the same school. Students in the terminal grade for each school (e.g. Grade 5 in a school serving Grades K-5) are excluded from these numbers, as the school should not expect these students to return.

Students Returning from Previous Year

School	RSD-NO	School	RSD-NO	School	RSD-NO
	65.8%		70.4%	75.7%	71.8%
10/1/2008-->10/1/2009		10/1/2009-->10/1/2010		10/1/2010-->10/1/2011	
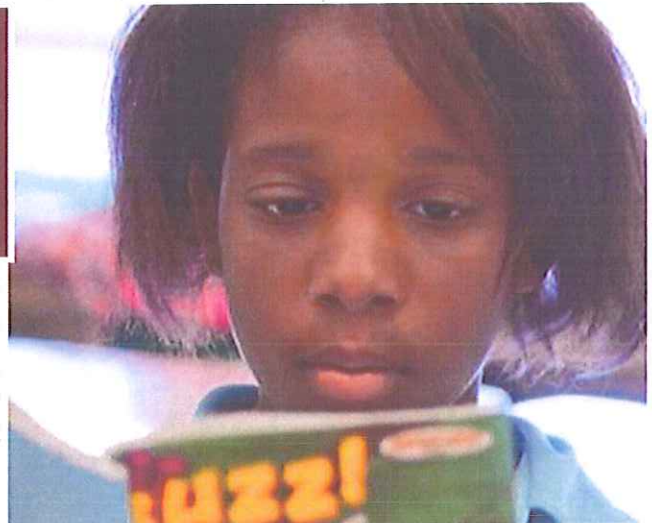
The following chart shows the same calculation as above, but only for Students with Disabilities at the school.

Students with Disabilities Returning from Previous Year

A bar chart showing returning percentages. Y-axis ranges from 0.0% to 120.0%.

Period	School	RSD-NO
10/1/2008-->10/1/2009		69.4%
10/1/2009-->10/1/2010		72.1%
10/1/2010-->10/1/2011	100.0%	76.4%
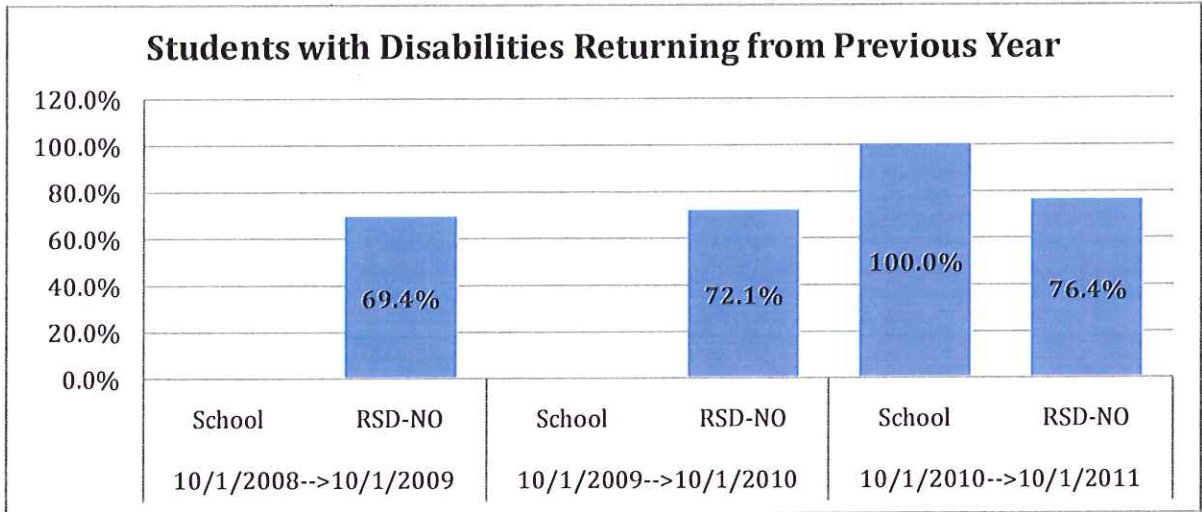
School Performance

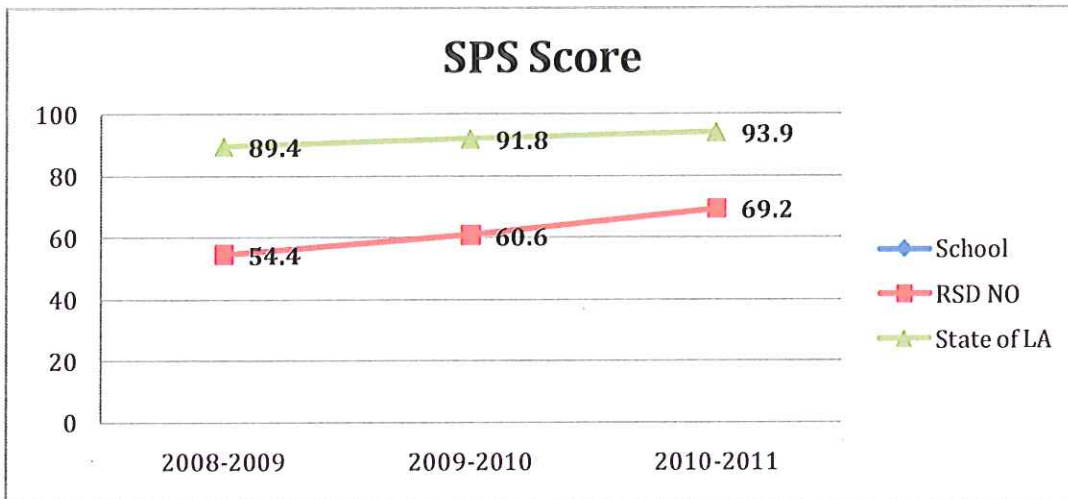School Performance data, and specifically School Performance Scores (SPS), are not unique to this report. What does make the Equity Report unique is a focus on displaying this data in the context of other data not typically associated with school accountability, and directly comparing School Performance data with other schools in and outside of New Orleans.

SPS Score

A line chart showing SPS scores across three years.

	2008-2009	2009-2010	2010-2011
State of LA	89.4	91.8	93.9
RSD NO	54.4	60.6	69.2

Legend: School, RSD NO, State of LA

In addition to overall school performance, setting high goals for improvement and measuring growth towards those goals is critical. The following chart reports SPS in terms of growth over the same time period.

SPS Growth
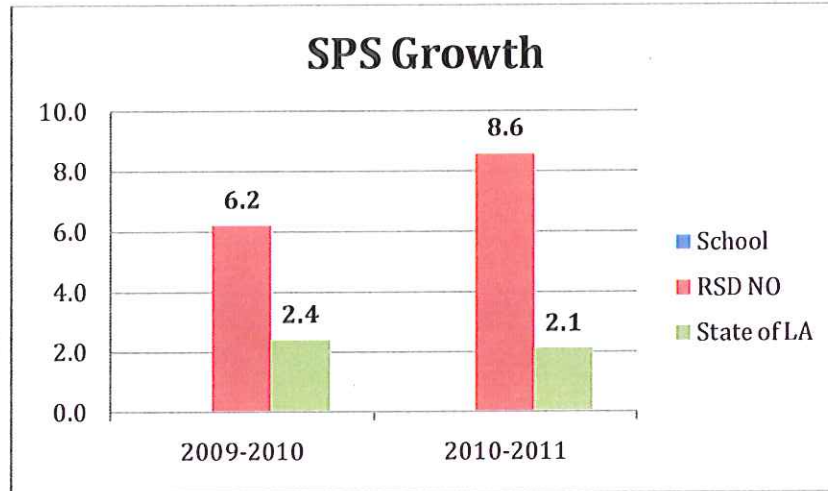
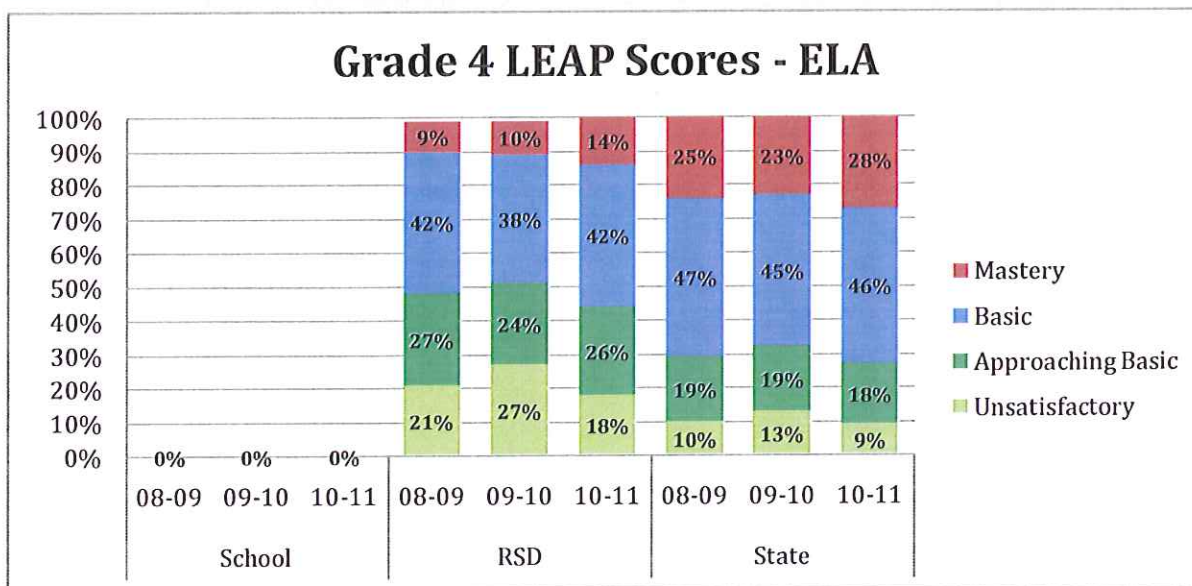## Student Performance

Student performance data in Math and English Language Arts (ELA) is often measured in terms of proficient (or "Basic" on state assessments) vs. non-proficient. If a student's scores improve within each of these categories, however, this progress often goes unreported. The following charts display both the annual overall proficiency of Grade 4 students who were tested at the school, and the percentage of students scoring in each subcategory in both Math and ELA. In addition, please note that the following charts do not track the overall academic growth of individual students, but rather reports the performance of the student body in each year.

Grade 4 LEAP Scores - ELA

Grade 4 LEAP Scores - Math

	School			RSD			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Mastery	0%	0%	0%	6%	12%	13%	18%	25%	28%
Basic				36%	41%	40%	47%	44%	43%
Approaching Basic				27%	23%	23%	21%	18%	17%
Unsatisfactory				31%	24%	24%	15%	13%	12%
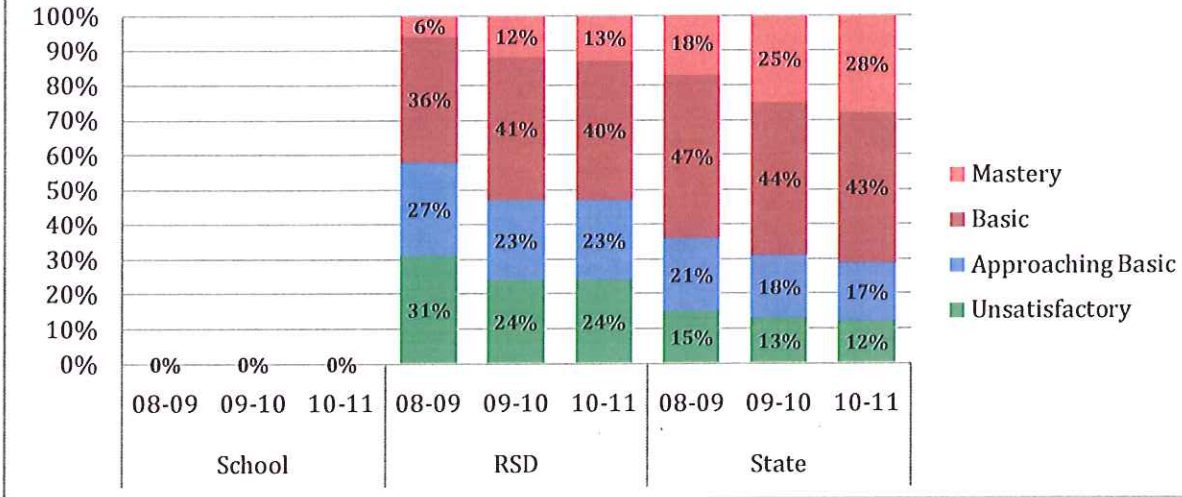
Below are the same charts and comparisons for Grade 8.

Grade 8 LEAP Scores - ELA

	School			RSD			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Mastery	0%	0%	0%	2%	6%	12%	15%	19%	25%
Basic				30%	31%	38%	47%	42%	42%
Approaching Basic				45%	42%	38%	30%	30%	27%
Unsatisfactory				23%	22%	12%	8%	9%	7%

Grade 8 LEAP Scores - Math

Legend: Mastery, Basic, Approaching Basic, Unsatisfactory

	School			RSD			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Mastery					2%	5%	12%	10%	9%
Basic	0%	0%	0%	27%	35%	45%	47%	49%	51%
Approaching Basic				29%	28%	25%	23%	24%	23%
Unsatisfactory				43%	35%	25%	18%	18%	16%