# *2000-2001 District Composite Report*

# St. Bernard Parish

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Prepared by the
Louisiana Department of Education
Cecil J. Picard, State Superintendent of Education

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# Introduction

The passage of the Children First Act in 1988 ushered in a new era of data collection, analysis, and reporting about the overall quality and condition of education in Louisiana. Implemented in 1990, this major piece of legislation mandated the publication of the *Progress Profiles (School Report Cards, District Composite Report,* and the *State Report)* with three main objectives: (1) to provide information about schools to parents and the general public, (2) to provide a basis for educational planning, and (3) to increase educational accountability at all levels.

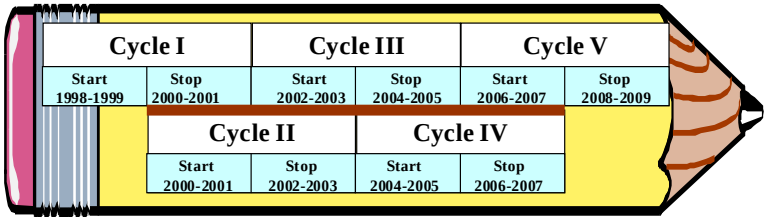
The Children First Act through its *Progress Profiles* program also became the impetus toward the introduction of the statewide school accountability system, which was implemented in fall of 1999. The School Accountability System, replacing the old *Progress Profiles* program, is focused on analysis and assessment of school performance with heavy emphasis on school improvement. In its third year, the Accountability system has been successful in its mission, particularly in raising awareness of the importance of this initiative to our state. Furthermore, the end products of this system, the annual accountability reports have become an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana.

## Overview of the Louisiana Accountability System

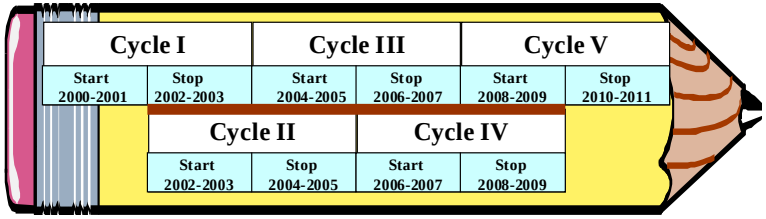
The Louisiana School Accountability System went into effect in the fall of 1999 with two implementation tracks for the public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system in the fall of 1999. Schools with grades 9-12 (otherwise known as the high school grades) entered into the accountability system in the fall of 2001.

The Louisiana School Accountability System is based on a two-year accountability cycle. There are five accountability cycles within a 10-year timeframe at which time schools must achieve the State's 10-year School Performance Score (SPS) goal of 100.

**Accountability School Years for K-8 Schools**




**Accountability School Years for 9-12 and K-12 Schools**

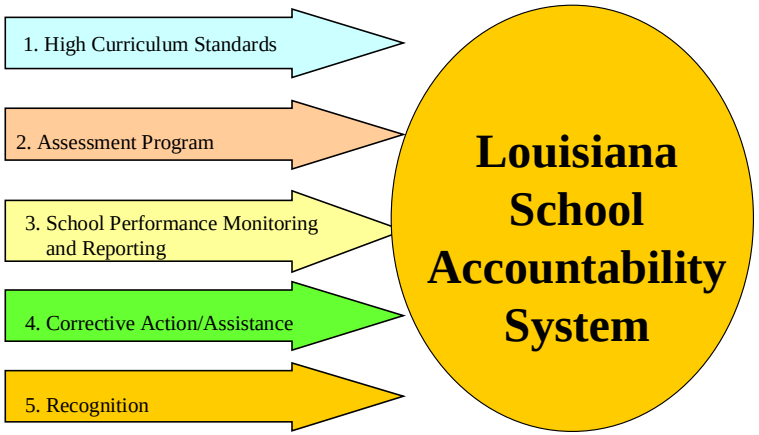



As part of the accountability system, each school annually receives a School Performance Score (SPS) which indicates how well its students are performing. Specifically, each school's effectiveness and progress are measured based on results from statewide testing programs such as the Louisiana Educational Assessment Program for the 21st Century (LEAP 21), the Graduation Exit Examination for the 21st Century (GEE 21 and The Iowa Tests), school attendance, and the dropout data. Further for each cycle, every school receives (1) a Performance Label describing its performance relative to state goals, (2) a Growth Target, which identifies how much the school has to grow in order to stay on track for meeting the State's 10-year goal, (3) a Growth SPS, which is calculated at the end of a cycle, is compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle, and (4) a Growth Label describing the level of growth achieved by the school.

## Key Components of Louisiana's Accountability System

There are five key components to the Louisiana's School Accountability System as shown below.

**Key Components of the School Accountability System in Louisiana**



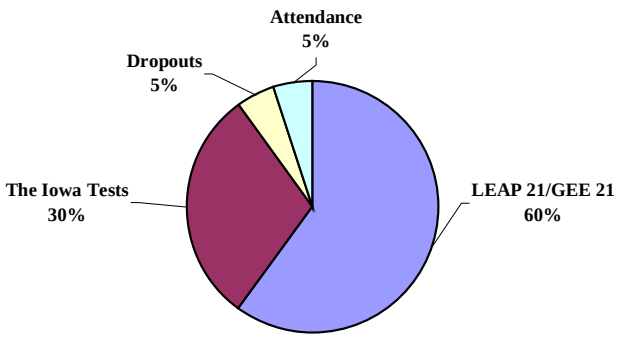

**Component 1--High Curriculum Standards.** In the on-going effort to raise educational performance, the Louisiana Department of Education (LDE) substantially upgraded the curriculum and content standards for public school students. Based on these higher curricular standards, the State Board of Elementary and Secondary Education (SBESE) set 10-year and 20-year educational goals for all Louisiana schools that depict the educational performance level expected of each school. Defined in terms of School Performance Scores (SPS), the 10-year goal was set at 100 and the 20-year goal was set at 150.

**Component 2--Assessment Program.** A new, rigorous assessment program for Louisiana students began in spring of the 1998-1999 school year, with two main measures of achievement:

- The new criterion-referenced tests (CRT), or the LEAP 21 tests, measure how well students master the State's content standards. The LEAP 21 tests are administered to students in 4th and 8th grades. In the spring of 2000, the English Language Arts and the Mathematics LEAP 21 tests became high-stakes tests: no 4th or 8th-grade student scoring at the Unsatisfactory achievement level on the English Language Arts or Mathematics test could be promoted fully to the next grade. The English Language Arts and Mathematics tests of the new high school CRT, commonly known as the Graduation Exit Examination for the 21st century (GEE 21), were also implemented in spring of 2001.
- The norm-referenced tests, or The Iowa Tests, compare the performance of Louisiana students to the performance of students nationally. The Iowa Tests are administered to students in grades 3, 5, 6, 7, and 9.

**Component 3--School Performance Monitoring and Reporting.** Each public school is assigned a School Performance Score (SPS) on annual basis indicating the academic status of its students. The SPS for each school is a weighted composite index, using indicators and weighting factors as outlined below.

**SPS Indicators with Corresponding Weighting Factors**




**Component 4--Corrective Actions and Assistance.** A school that does not meet or make adequate progress towards its Growth Target will enter into Corrective Actions. Corrective Actions is a component of the accountability system, which is intended to help low performing schools improve. A school that enters Corrective Actions shall receive additional support and assistance, with the expectation that extensive efforts shall be made by students, parent, teachers, principals, administrators, and school boards to improve student achievement at the school. There are three levels of Corrective Actions, named as Corrective Actions I, II, and III. Movement into and among the different levels of Corrective Actions is essentially dependent on the school's Growth SPS, the state average, the amount of growth and Growth Label achieved, as well as the growth target and previous corrective actions level placement. For a more

detailed description of the rules and regulations which apply to the Corrective Actions, please refer to the Notice of Intent (NOI) which can be found on the Louisiana Department of Education's web site at www.louisianaschools.net .

**Component 5--Recognition.** The LDE closely monitors the progress of schools against interim 2-year SPS Goals and Growth Targets as well as long-term 10- and 20-year goals. Schools showing adequate progress will be recognized. At the writing of this publication, there is an estimated ten million dollars allocated in the executive budget to be used as rewards for those schools which have received the "Exemplary Academic Growth" or the "Recognized Academic Growth" label. The number of schools in Corrective Actions will determine the reward amount per school. Reward amounts will be calculated on a per pupil basis.

## Accountability Reports

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, the Department of Education has provided three levels of reporting. Given the differences in perspective audiences as well as the differences in the intended use of this information, all levels of these reports are developed and disseminated on an annual basis.

**1.** *School Report Cards* are tailored to the needs of parents and the general public, as well as school administrators and other key personnel. That is, the School Report Card for Parents is written with the average parent and others of the general public in mind. The School Report Card for Principals, written to convey school level information to school administrators, is more technical in content. Both School Report Cards provide an excellent overview of the school's performance and progress toward achieving the State's established 10- and 20-year goals. Copies of the report cards are delivered to the principals for distribution to all parents.

**2.** *District Composite Reports* (DCRs) are produced for all 66 Louisiana public school districts on an annual basis. The most detailed and comprehensive of the three levels of reporting, these reports contain longitudinal data on all indicators, including the accountability performance results. The DCRs are intended to serve as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.

**3.** The *Louisiana State Education Progress Report* is best suited to the needs of the general reader. It provides a succinct overview of the major characteristics of Louisiana education based on accountability results and the supporting analysis of the various indicators.

## Key Features of This Report

### Longitudinal Analysis

Up to six years of data (the current year and the five previous years) are presented in the *District Composite Report*. Each year, this report is updated by adding the most current year's data and deleting the data that are more than six years old. Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single indicator can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.

To facilitate longitudinal and cross-sectional tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not be available for a school, the tilde symbol (~) will be displayed. There are also some tables for which the presence of data is "not applicable" because of the design requirements of the accountability model and the phasing in of the new criterion-referenced tests. In these cases, the notation "N/A" will be displayed. As always, longitudinal data for the prior years are still accessible through the 1997-1998 *District Composite Reports* available on the LDE web site (www.louisianaschools.net)

## 2000-2001 As Baseline Year

This report starts with the 2000-2001 school year as its first year of accountability data for those schools with 9-12 grade configurations and the 9-12 portions of schools with K-12 grade configurations. For K-8 schools previously captured in the accountability system, 1998-1999 will remain the baseline year.

The 2000-2001 school year has become a new baseline year for 9-12 and K-12 schools for several reasons. First, it was the year when the first phase of the statewide high school accountability system went into effect and when each public school with a grade in the 9-12 and or K-12 range received a uniform School Performance Score and a School Performance Label and Growth Target. Prior to 2001, schools with 9-12 grade configurations and the 9-12 portion of schools with K-12 grade configurations had been excluded from the accountability system. Secondly, the newly designed criterion-referenced testing program (GEE 21) went into effect for students in grades 10 and 11 and presented opportunities for the application of new testing programs and testing data.

## School Categorization

School category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level. The indicators with category averages include class size, attendance, suspension and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons. The **1,532** Louisiana public schools have been placed into one of the four categories of *Elementary, Middle/Junior High, High,* and *Combination.* The specific definition for each school category is provided in Part 2 of this report.

## Accurate and Reliable Reporting

*Measurement* is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this possibility for misunderstanding, the LDE has made every effort to ensure the reliability and validity of the data reported in the accountability reports. Prior to release and publication, LDE and district staff examine each indicator through a meticulous data correction and verification process. The accountability program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

## Organization and Contents of this Report

This report has been organized into five sections, each encompassing a series of related educational indicators.

- *Section 1. District Summary.* The summary tables in this section offer district-level information for all indicators including the school accountability results. In addition to quick-reference tables on various indicators, district socioeconomic, demographic, and financial data are also included to give a more complete picture of Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Section 1, presents socioeconomic and financial indicators such as parish household income; unemployment rates; district revenues, expenditures, and average teacher salaries. This section has been greatly improved by the incorporation of newly released 2000 census data.
- *Section 2. School Characteristics and Accountability Information.* The context within which students are educated and the level of educational resources available to them impact learning and performance results. Section 2 provides a quick summary of each school's accountability results (i.e., school performance score, school performance label, Growth Label, two-year Growth Target and Corrective Actions status). This section also focuses on key educational "inputs" and resources at the school level: i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.

- *Section 3. Student Participation*. For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Section 3 presents three indicators that provide some measure of student participation: attendance, dropouts, and suspensions/ expulsions.

- *Section 4. Student Achievement*. Section 4 reports three types of school-level outputs: student performance on (1) reading level evaluations for grades 2 and 3, which assess students' abilities to read and comprehend on grade level; (2) criterion-referenced tests (CRTs), which measure students' performance on state-prescribed curricula; and (3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The reading level evaluation results are based on the *Developmental Reading Assessment* (*DRA*), which is a uniform examination used statewide for the first time in the 1998-99 school year. The CRT results reported for grades 4 and 8 are based on Louisiana's new criterion-referenced testing program (LEAP for the 21st Century) implemented in the spring of 1999. The new Graduation Exit Examination (GEE 21), designed for high school students, is administered in grades 10 and 11. The NRT results, which are also part of the Louisiana Educational Assessment Program (LEAP), reflect student performance utilizing two tests. The first test, the *Iowa Tests of Basic Skills (ITBS),* is administered to students in grade 3, 5, 6, and 7; and the second, the *Iowa Tests of Educational Development (ITED),* is administered to students in grade 9.

- *Section 5. College Readiness*. One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. This report presents two indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes and (2) the percentage of college freshmen graduates who take developmental or remedial courses.

A brief narrative introduces each indicator presented in this report and is organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for additional key terms.

**References**


Carmines, E. G. and Zeller, R. A. (1979). Reliability and validity assessment. *Series: Quantitative Applications in the Social Sciences, 7* (017), 11,15.

Children First Act of 1988. La. RS.17:3911-3912, *Louisiana Revised Statutes*.

Honig, B. (1994, June). How can Horace best be helped? *Phi Delta Kappan. 75* (10), 790-796.

Oakes, J. (1989). What educational indicators: The case for assessing the school context. *Educational Evaluation and Policy Analysis. 11 (*2), 181-199.

Smith, M. (1988). Educational indicators. *Phi Delta Kappan, 69* (7), 487-491.

## For Additional Information

The State Department of Education maintains an extensive list of education-related publications, which are available to the general public. The following provides a listing of key reports:

| Product Name | Type Of Data | Levels Included | Type of Product | Years Available | Format Available |
|---|---|---|---|---|---|
| Louisiana State Education Progress Report (State Report) | ➢ Accountability and Testing<br>➢ Educational<br>➢ Demographic<br>➢ Some Financial | ➢ District<br>➢ State | Paper Book | 1990 to Current | ❑ Paper<br>❑ Electronic/web<br>❑ CD ROM |
| Accountability Reports (School Report Cards) | ➢ Educational<br>➢ Accountability & Testing | ➢ School<br>➢ State | Paper Pamphlet | 1990 to Current | ❑ Paper<br>❑ Electronic/web |
| District Composite Reports (DCR) | ➢ Educational<br>➢ Accountability & Testing<br>➢ Some Demographic &<br>➢ Financial | ➢ School<br>➢ District<br>➢ State | Paper Book | 1990 to Current | ❑ Paper<br>❑ Electronic/web<br>❑ CD ROM |
| Annual Financial & Statistical Report (AFSR) | ➢ Financial and Statistical Data<br>➢ Some Demographic | ➢ District<br>➢ State | Paper Book | 1974 to Current | ❑ Paper<br>❑ Electronic/web |
| Louisiana First-Time College Freshman State Report (First-Time Freshman Report) | ➢ Educational<br>➢ Some Demographic | ➢ District<br>➢ State<br>➢ School Summary | Paper Book | 1995 to Current | ❑ Paper<br>❑ Electronic/web |
| Starting Points Preschool Program Evaluation Report (Starting Points Report) | ➢ Educational<br>➢ Some Demographic | ➢ District<br>➢ State | Paper Book | 1993 to Current | ❑ Paper |

For more information, please visit the LDE Web site at (www.louisianaschools.net)

# *Section 1. District Summary*

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# District Summary Overview

This section presents district-level information on a variety of education indicators and is organized into three parts. The first part provides summary results for the four groups of data indicators presented in this report. The five groups for which district-level summary results have been generated are (1) School Characteristics and Accountability Information, (2) Student Participation, (3) Student Achievement, (4) College Readiness, and (5) New District Indicator. State level results are also included (when available) in this summary section.

The second part of this section presents an overview of the parish's socioeconomic and demographic makeup. The socioeconomic and demographic composition may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement.

The third part of this section offers a financial overview of the district. Financial information regarding educational revenues and expenditures will broaden the understanding of how public school districts function. This kind of information is worthy, as it serves to provide additional contextual background for the interpretation of educational indicators.

# District Indicator Summary Results

This section presents the district-level results for the four groups of education indicators and one new education indicator. The overall objective of this section is to provide the readers with a brief summary of the district's performance in the four areas as described below. It should be noted that state level results are also included (when available) in this summary section.

1) **School Characteristics and Accountability Information:** A summary of the district's accountability results (i.e., school performance scores, school performance labels, growth labels, two-year growth targets, and corrective actions). Other key educational "inputs" and resources at the school level such as the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class size, and the academic preparation of the faculty are presented in tables 1a through 1g.

2) **Student Participation:** District-level summary results on three key student participation indicators including attendance, dropouts, suspensions and expulsions in tables 2a through 2c.

3) **Student Achievement:** District-level summary results on four types of output indicators. These indicators include (1) reading-level evaluation results for 2nd and 3rd graders, which assess students' abilities to read and comprehend on grade level; (2) criterion-referenced tests (CRT), which measure students' performance on state-prescribed curricula; (3) norm-referenced tests (NRT), which compare the performance of students in Louisiana with that of students nationally; and (4) the Graduation Exit Examination (Old GEE and/or GEE21), which measures academic performance of high school students. These indicators can be found in tables 3a through 3e.

4) **College Readiness:** District-level summary results on two key indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) number and percent of first- time college freshmen who enroll in developmental/remedial courses. Data are found in tables 4a and 4b.

5) **New District Indicator**: For the first time, district level data on student retention will be displayed in this document. Table 5a will present district level student retention results.

# District Indicator Summary Results

## *School Characteristics and Accountability Information*

| | Table 1a: Public Schools | | | | | |
|---|---|---|---|---|---|---|
| | **1998-99** | **1999-00** | **2000-01** | **2001-02** | **2002-03** | **2003-04** |
| **District** | | | | | | |
| Total Number of Schools | 17 | 14 | 14 | | | |
| October 1 Membership | 8,946 | 8,691 | 8,584 | | | |
| Number of Faculty | 670 | 687 | 664 | | | |
| **State** | | | | | | |
| Total Number of Schools | 1,507 | 1,533 | 1,532 | | | |
| October 1 Membership | 766,274 | 755,207 | 745,955 | | | |
| Number of Faculty | 53,933 | 55,432 | 55,526 | | | |

| | Table 1b: Schools by Performance Label* | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| School of Academic Excellence | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| School of Academic Distinction | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| School of Academic Achievement | 0.0 | 0 | N/A | N/A | 7.7 | 1 | | | | | | |
| Academically Above the State Average | 53.8 | 7 | N/A | N/A | 46.2 | 6 | | | | | | |
| Academically Below the State Average | 46.2 | 6 | N/A | N/A | 46.2 | 6 | | | | | | |
| Academically Unacceptable School | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| Number of Schools | 100.0 | 13 | N/A | N/A | 100.0 | 13 | | | | | | |
| **State** | | | | | | | | | | | | |
| School of Academic Excellence | 0.1 | 1 | N/A | N/A | 0.3 | 4 | | | | | | |
| School of Academic Distinction | 1.3 | 15 | N/A | N/A | 1.1 | 15 | | | | | | |
| School of Academic Achievement | 7.9 | 94 | N/A | N/A | 14.7 | 203 | | | | | | |
| Academically Above the State Average | 44.0 | 524 | N/A | N/A | 32.9 | 455 | | | | | | |
| Academically Below the State Average | 42.0 | 500 | N/A | N/A | 48.2 | 665 | | | | | | |
| Academically Unacceptable School | 4.8 | 57 | N/A | N/A | 2.8 | 39 | | | | | | |
| Number of Schools | 100.0 | 1,191 | N/A | N/A | 100.0 | 1,381 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Performance Labels and Growth Labels are assigned once every two years.

* 1998-1999 data only includes schools with K-8 grades.

# District Indicator Summary Results

*School Characteristics and Accountability Information*

| | Table 1c: Schools By Growth Label | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| No Label Assigned* | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| Exemplary Academic Growth | N/A | N/A | N/A | N/A | 80.0 | 8 | | | | | | |
| Recognized Academic Growth | N/A | N/A | N/A | N/A | 10.0 | 1 | | | | | | |
| Minimal Academic Growth | N/A | N/A | N/A | N/A | 10.0 | 1 | | | | | | |
| No Growth | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| School In Decline | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| Number of Schools | N/A | N/A | N/A | N/A | 100.0 | 10 | | | | | | |
| **State** | | | | | | | | | | | | |
| No Label Assigned* | N/A | N/A | N/A | N/A | 5.8 | 68 | | | | | | |
| Exemplary Academic Growth | N/A | N/A | N/A | N/A | 43.9 | 512 | | | | | | |
| Recognized Academic Growth | N/A | N/A | N/A | N/A | 25.5 | 297 | | | | | | |
| Minimal Academic Growth | N/A | N/A | N/A | N/A | 18.6 | 217 | | | | | | |
| No Growth | N/A | N/A | N/A | N/A | 4.7 | 55 | | | | | | |
| School In Decline | N/A | N/A | N/A | N/A | 1.4 | 16 | | | | | | |
| Number of Schools | N/A | N/A | N/A | N/A | 100.0 | 1,165 | | | | | | |

| | Table 1d: Schools By Level of Corrective Actions | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Not in Corrective Actions | 100.0 | 13 | 100.0 | 10 | 100.0 | 13 | | | | | | |
| Corrective Actions I (CA I) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Corrective Actions II (CA II) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Corrective Actions III (CA III) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **State** | | | | | | | | | | | | |
| Not in Corrective Actions | 95.2 | 1,134 | 95.5 | 1,120 | 85.1 | 1,175 | | | | | | |
| Corrective Actions I (CA I) | 4.8 | 57 | 4.5 | 53 | 13.1 | 181 | | | | | | |
| Corrective Actions II (CA II) | 0.0 | 0 | 0.0 | 0 | 1.8 | 25 | | | | | | |
| Corrective Actions III (CA III) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Performance Labels and Growth Labels are assigned once every two years.

* No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

# District Indicator Summary Results

*School Characteristics and Accountability Information*

| | Table 1e: Reward Data | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Schools Eligible for Receiving Rewards | N/A | N/A | N/A | N/A | 80.0 | 8 | | | | | | |
| **State** | | | | | | | | | | | | |
| Schools Eligible for Receiving Rewards | N/A | N/A | N/A | N/A | 68.6 | 799 | | | | | | |

| | Table 1f: Faculty Degree Data | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Faculty with a Master's Degree or Higher | 35.2 | 236 | 34.8 | 239 | 34.2 | 227 | | | | | | |
| **State** | | | | | | | | | | | | |
| Faculty with a Master's Degree or Higher | 39.1 | 21,090 | 38.0 | 21,056 | 37.5 | 20,846 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: School Rewards are determined and distributed once every two years.

# District Indicator Summary Results

*School Characteristics and Accountability Information*

Table 1g: Class Size Characteristics

| District | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Elementary Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 37.1 | 104 | 44.6 | 120 | 41.5 | 112 | | | | | | |
| Class Size Range 21 - 26 | 55.7 | 156 | 39.4 | 106 | 45.9 | 124 | | | | | | |
| Class Size Range 27 or more | 7.1 | 20 | 16.0 | 43 | 12.6 | 34 | | | | | | |
| **Middle/Jr. High Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 18.0 | 74 | 18.1 | 77 | 14.1 | 59 | | | | | | |
| Class Size Range 21 - 26 | 35.9 | 148 | 30.6 | 130 | 41.7 | 175 | | | | | | |
| Class Size Range 27 or more | 46.1 | 190 | 51.3 | 218 | 44.3 | 186 | | | | | | |
| **High Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 42.5 | 259 | 43.8 | 260 | 43.9 | 245 | | | | | | |
| Class Size Range 21 - 26 | 30.4 | 185 | 33.3 | 198 | 33.2 | 185 | | | | | | |
| Class Size Range 27 or more | 27.1 | 165 | 22.9 | 136 | 22.9 | 128 | | | | | | |
| **Combination Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| Class Size Range 21 - 26 | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| Class Size Range 27 or more | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| **All Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 33.6 | 437 | 35.5 | 457 | 33.3 | 416 | | | | | | |
| Class Size Range 21 - 26 | 37.6 | 489 | 33.7 | 434 | 38.8 | 484 | | | | | | |
| Class Size Range 27 or more | 28.8 | 375 | 30.8 | 397 | 27.9 | 348 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# District Indicator Summary Results

*School Characteristics and Accountability Information*

Table 1g: Class Size Characteristics

| State | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Elementary Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 36.5 | 11,901 | 44.1 | 15,027 | 47.0 | 17,287 | | | | | | |
| Class Size Range 21 - 26 | 50.4 | 16,434 | 43.1 | 14,713 | 42.7 | 15,706 | | | | | | |
| Class Size Range 27 or more | 13.1 | 4,285 | 12.8 | 4,368 | 10.3 | 3,778 | | | | | | |
| **Middle/Jr. High Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 29.8 | 9,029 | 32.1 | 9,961 | 32.4 | 9,907 | | | | | | |
| Class Size Range 21 - 26 | 39.6 | 11,994 | 39.3 | 12,189 | 40.8 | 12,465 | | | | | | |
| Class Size Range 27 or more | 30.7 | 9,294 | 28.6 | 8,849 | 26.8 | 8,187 | | | | | | |
| **High Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 37.5 | 18,477 | 39.1 | 19,814 | 41.4 | 20,349 | | | | | | |
| Class Size Range 21 - 26 | 31.8 | 15,697 | 31.2 | 15,786 | 30.3 | 14,875 | | | | | | |
| Class Size Range 27 or more | 30.7 | 15,144 | 29.7 | 15,009 | 28.3 | 13,888 | | | | | | |
| **Combination Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 62.6 | 4,925 | 64.8 | 4,737 | 66.5 | 5,879 | | | | | | |
| Class Size Range 21 - 26 | 27.0 | 2,122 | 27.6 | 2,014 | 24.4 | 2,155 | | | | | | |
| Class Size Range 27 or more | 10.4 | 816 | 7.7 | 560 | 9.1 | 803 | | | | | | |
| **All Schools** | | | | | | | | | | | | |
| Class Size Range 1 - 20 | 36.9 | 44,332 | 40.3 | 49,539 | 42.6 | 53,422 | | | | | | |
| Class Size Range 21 - 26 | 38.5 | 46,247 | 36.3 | 44,702 | 36.1 | 45,201 | | | | | | |
| Class Size Range 27 or more | 24.6 | 29,539 | 23.4 | 28,786 | 21.3 | 26,656 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# District Indicator Summary Results

## *Student Participation*

| | Table 2a: Student Attendance | | | | | |
|---|---|---|---|---|---|---|
| | **1998-99** | **1999-00** | **2000-01** | **2001-02** | **2002-03** | **2003-04** |
| **District** | *Percent* | *Percent* | *Percent* | *Percent* | *Percent* | *Percent* |
| Elementary Schools | 94.3 | 94.5 | 93.9 | | | |
| Middle/Jr. High Schools | 91.2 | 91.5 | 91.2 | | | |
| High Schools | 88.7 | 88.9 | 89.8 | | | |
| All Schools | 92.0 | 92.1 | 92.1 | | | |
| **State** | | | | | | |
| Elementary Schools | 95.2 | 95.5 | 95.1 | | | |
| Middle/Jr. High Schools | 92.8 | 93.4 | 93.1 | | | |
| High Schools | 90.9 | 91.5 | 91.3 | | | |
| Combination Schools | 94.1 | 94.0 | 93.3 | | | |
| All Schools | 93.5 | 94.0 | 93.7 | | | |

| | Table 2b: Student Dropouts | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01*** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Grade 7 | 1.1 | 8 | 1.5 | 12 | ~ | ~ | | | | | | |
| Grade 8 | 0.8 | 5 | 2.1 | 14 | ~ | ~ | | | | | | |
| Grade 9 | 8.5 | 68 | 9.3 | 77 | ~ | ~ | | | | | | |
| Grade 10 | 8.6 | 67 | 11.5 | 75 | ~ | ~ | | | | | | |
| Grade 11 | 6.9 | 49 | 5.3 | 34 | ~ | ~ | | | | | | |
| Grade 12 | 5.0 | 26 | 5.0 | 30 | ~ | ~ | | | | | | |
| Grades 9 - 12 | 7.5 | 210 | 8.0 | 216 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | |
| Grade 7 | 2.1 | 1,309 | 2.2 | 1,333 | ~ | ~ | | | | | | |
| Grade 8 | 2.9 | 1,703 | 3.2 | 1,898 | ~ | ~ | | | | | | |
| Grade 9 | 10.3 | 7,181 | 9.5 | 6,572 | ~ | ~ | | | | | | |
| Grade 10 | 9.6 | 5,572 | 8.9 | 5,073 | ~ | ~ | | | | | | |
| Grade 11 | 8.5 | 4,185 | 8.1 | 3,943 | ~ | ~ | | | | | | |
| Grade 12 | 8.8 | 3,985 | 7.4 | 3,411 | ~ | ~ | | | | | | |
| Grades 9 - 12 | 9.4 | 20,923 | 8.6 | 18,999 | ~ | ~ | | | | | | |

~ = Unavailable Data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

# District Indicator Summary Results

## *Student Participation*

| District | Table 2c: Students Suspended and Expelled | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Elementary Schools** | | | | | | | | | | | | |
| Suspended (In School) | 3.0 | 138 | 3.3 | 144 | 2.0 | 88 | | | | | | |
| Suspended (Out of School) | 4.8 | 216 | 3.9 | 171 | 5.3 | 237 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | | | | | | |
| **Middle/Jr. High Schools** | | | | | | | | | | | | |
| Suspended (In School) | 19.6 | 403 | 16.2 | 351 | 16.4 | 352 | | | | | | |
| Suspended (Out of School) | 22.7 | 466 | 28.4 | 615 | 28.8 | 617 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | | | | | | |
| **High Schools** | | | | | | | | | | | | |
| Suspended (In School) | 13.8 | 392 | 14.0 | 388 | 11.7 | 293 | | | | | | |
| Suspended (Out of School) | 20.4 | 581 | 15.9 | 441 | 17.2 | 433 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 1.3 | 36 | 0.5 | 15 | 1.9 | 48 | | | | | | |
| **All Schools** | | | | | | | | | | | | |
| Suspended (In School) | 9.9 | 932 | 9.5 | 882 | 8.1 | 733 | | | | | | |
| Suspended (Out of School) | 13.5 | 1,263 | 13.3 | 1,227 | 14.2 | 1,287 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 0.4 | 36 | 0.2 | 17 | 0.5 | 48 | | | | | | |

~ = Unavailable Data

# District Indicator Summary Results

*Student Participation*

| State | Table 2c: Students Suspended and Expelled | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Elementary Schools** | | | | | | | | | | | | |
| Suspended (In School) | 3.4 | 12,975 | 3.6 | 14,134 | 4.0 | 15,757 | | | | | | |
| Suspended (Out of School) | 5.1 | 19,705 | 5.0 | 19,639 | 5.7 | 22,612 | | | | | | |
| Expelled (In School) | 0.1 | 190 | 0.1 | 350 | 0.1 | 352 | | | | | | |
| Expelled (Out of School) | 0.1 | 214 | 0.1 | 228 | 0.1 | 287 | | | | | | |
| **Middle/Jr. High Schools** | | | | | | | | | | | | |
| Suspended (In School) | 16.4 | 21,735 | 15.7 | 22,378 | 18.1 | 25,415 | | | | | | |
| Suspended (Out of School) | 19.4 | 25,751 | 16.5 | 23,542 | 16.6 | 23,350 | | | | | | |
| Expelled (In School) | 0.6 | 756 | 0.6 | 918 | 1.0 | 1,362 | | | | | | |
| Expelled (Out of School) | 1.1 | 1,482 | 0.8 | 1,151 | 1.0 | 1,370 | | | | | | |
| **High Schools** | | | | | | | | | | | | |
| Suspended (In School) | 11.8 | 27,296 | 12.3 | 26,567 | 14.3 | 29,213 | | | | | | |
| Suspended (Out of School) | 14.9 | 34,314 | 13.5 | 29,224 | 12.9 | 26,389 | | | | | | |
| Expelled (In School) | 0.3 | 701 | 0.4 | 810 | 0.5 | 1,060 | | | | | | |
| Expelled (Out of School) | 0.8 | 1,797 | 0.6 | 1,317 | 0.6 | 1,207 | | | | | | |
| **Combination Schools** | | | | | | | | | | | | |
| Suspended (In School) | 3.9 | 1,712 | 5.3 | 2,173 | 4.9 | 2,274 | | | | | | |
| Suspended (Out of School) | 7.3 | 3,185 | 8.0 | 3,238 | 8.6 | 4,029 | | | | | | |
| Expelled (In School) | 0.3 | 133 | 0.1 | 50 | 0.1 | 32 | | | | | | |
| Expelled (Out of School) | 0.3 | 128 | 0.4 | 156 | 0.5 | 232 | | | | | | |
| **All Schools** | | | | | | | | | | | | |
| Suspended (In School) | 8.1 | 63,578 | 8.3 | 65,115 | 9.3 | 72,473 | | | | | | |
| Suspended (Out of School) | 10.5 | 82,290 | 9.6 | 74,907 | 9.7 | 75,601 | | | | | | |
| Expelled (In School) | 0.2 | 1,779 | 0.3 | 2,127 | 0.4 | 2,805 | | | | | | |
| Expelled (Out of School) | 0.5 | 3,601 | 0.4 | 2,839 | 0.4 | 3,089 | | | | | | |

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement*

| | Table 3a: Developmental Reading Assessment Spring Results | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Grade 02** | | | | | | | | | | | | |
| Students Assessed | | 637 | | 584 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 25.3 | 161 | 17.6 | 103 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 36.3 | 231 | 36.8 | 215 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 38.5 | 245 | 45.5 | 266 | ~ | ~ | | | | | | |
| **Grade 03** | | | | | | | | | | | | |
| Students Assessed | | 651 | | 627 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 26.9 | 175 | 19.8 | 124 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 34.3 | 223 | 39.9 | 250 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 38.9 | 253 | 40.3 | 253 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | |
| **Grade 02** | | | | | | | | | | | | |
| Students Assessed | | 54,246 | | 54,108 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 23.5 | 12,737 | 22.3 | 12,038 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 41.4 | 22,460 | 37.7 | 20,393 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 35.1 | 19,049 | 40.1 | 21,677 | ~ | ~ | | | | | | |
| **Grade 03** | | | | | | | | | | | | |
| Students Assessed | | 53,469 | | 54,201 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 30.3 | 16,185 | 24.5 | 13,274 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 37.1 | 19,815 | 37.9 | 20,553 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 32.7 | 17,469 | 37.6 | 20,374 | ~ | ~ | | | | | | |

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement*

Table 3b: LEAP 21 Test Results

| District | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Grade 4 English Language Arts** | | | | | | | | | | | | |
| Advanced | 1.4 | 10 | 2.1 | 15 | 0.7 | 5 | | | | | | |
| Proficient | 14.0 | 99 | 16.3 | 114 | 13.0 | 93 | | | | | | |
| Basic | 37.5 | 265 | 41.4 | 289 | 53.1 | 380 | | | | | | |
| Approaching Basic | 27.1 | 191 | 24.8 | 173 | 24.0 | 172 | | | | | | |
| Unsatisfactory | 20.0 | 141 | 15.3 | 107 | 9.2 | 66 | | | | | | |
| **Grade 4 Mathematics** | | | | | | | | | | | | |
| Advanced | 2.0 | 14 | 2.7 | 19 | 2.0 | 14 | | | | | | |
| Proficient | 5.9 | 42 | 18.2 | 127 | 16.5 | 118 | | | | | | |
| Basic | 33.9 | 239 | 42.1 | 294 | 50.7 | 363 | | | | | | |
| Approaching Basic | 26.1 | 184 | 20.3 | 142 | 19.1 | 137 | | | | | | |
| Unsatisfactory | 32.2 | 227 | 16.6 | 116 | 11.7 | 84 | | | | | | |
| **Grade 4 Science** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 1.4 | 10 | 0.8 | 6 | | | | | | |
| Proficient | N/A | N/A | 10.3 | 72 | 8.1 | 58 | | | | | | |
| Basic | N/A | N/A | 47.0 | 328 | 44.1 | 316 | | | | | | |
| Approaching Basic | N/A | N/A | 29.7 | 207 | 35.8 | 256 | | | | | | |
| Unsatisfactory | N/A | N/A | 11.6 | 81 | 11.2 | 80 | | | | | | |
| **Grade 4 Social Studies** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 0.9 | 6 | 0.1 | 1 | | | | | | |
| Proficient | N/A | N/A | 8.9 | 62 | 7.8 | 56 | | | | | | |
| Basic | N/A | N/A | 47.8 | 333 | 50.2 | 360 | | | | | | |
| Approaching Basic | N/A | N/A | 22.1 | 154 | 26.4 | 189 | | | | | | |
| Unsatisfactory | N/A | N/A | 20.4 | 142 | 15.5 | 111 | | | | | | |
| **Grade 8 English Language Arts** | | | | | | | | | | | | |
| Advanced | 0.7 | 4 | 1.7 | 10 | 1.0 | 6 | | | | | | |
| Proficient | 12.1 | 67 | 16.3 | 94 | 15.0 | 88 | | | | | | |
| Basic | 34.2 | 190 | 45.8 | 265 | 47.4 | 278 | | | | | | |
| Approaching Basic | 39.8 | 221 | 29.6 | 171 | 30.5 | 179 | | | | | | |
| Unsatisfactory | 13.2 | 73 | 6.6 | 38 | 6.0 | 35 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

# District Indicator Summary Results

## *Student Achievement*

Table 3b: LEAP 21 Test Results

| District | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Grade 8 Mathematics** | | | | | | | | | | | | |
| Advanced | 1.3 | 7 | 1.9 | 11 | 2.4 | 14 | | | | | | |
| Proficient | 2.7 | 15 | 5.9 | 34 | 3.2 | 19 | | | | | | |
| Basic | 31.2 | 173 | 47.6 | 275 | 55.3 | 324 | | | | | | |
| Approaching Basic | 29.4 | 163 | 24.9 | 144 | 23.5 | 138 | | | | | | |
| Unsatisfactory | 35.5 | 197 | 19.7 | 114 | 15.5 | 91 | | | | | | |
| **Grade 8 Science** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 1.0 | 6 | 0.0 | 0 | | | | | | |
| Proficient | N/A | N/A | 18.4 | 106 | 15.9 | 93 | | | | | | |
| Basic | N/A | N/A | 39.2 | 226 | 42.5 | 249 | | | | | | |
| Approaching Basic | N/A | N/A | 26.5 | 153 | 30.2 | 177 | | | | | | |
| Unsatisfactory | N/A | N/A | 14.9 | 86 | 11.4 | 67 | | | | | | |
| **Grade 8 Social Studies** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 0.5 | 3 | 0.2 | 1 | | | | | | |
| Proficient | N/A | N/A | 10.2 | 59 | 10.3 | 60 | | | | | | |
| Basic | N/A | N/A | 50.7 | 293 | 48.4 | 283 | | | | | | |
| Approaching Basic | N/A | N/A | 21.5 | 124 | 28.4 | 166 | | | | | | |
| Unsatisfactory | N/A | N/A | 17.1 | 99 | 12.8 | 75 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

# District Indicator Summary Results

*Student Achievement*

| State | Table 3b: LEAP 21 Test Results | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Grade 4 English Language Arts** | | | | | | | | | | | | |
| Advanced | 1.4 | 797 | 1.8 | 1,002 | 1.1 | 672 | | | | | | |
| Proficient | 14.7 | 8,451 | 14.4 | 8,114 | 14.3 | 8,946 | | | | | | |
| Basic | 39.0 | 22,376 | 39.4 | 22,230 | 44.1 | 27,538 | | | | | | |
| Approaching Basic | 24.1 | 13,845 | 24.8 | 13,993 | 24.1 | 15,066 | | | | | | |
| Unsatisfactory | 20.7 | 11,872 | 19.7 | 11,111 | 16.4 | 10,230 | | | | | | |
| **Grade 4 Mathematics** | | | | | | | | | | | | |
| Advanced | 1.7 | 1,003 | 1.6 | 884 | 1.7 | 1,048 | | | | | | |
| Proficient | 7.8 | 4,473 | 10.0 | 5,631 | 10.8 | 6,753 | | | | | | |
| Basic | 31.7 | 18,157 | 37.2 | 20,980 | 40.8 | 25,497 | | | | | | |
| Approaching Basic | 24.0 | 13,755 | 23.0 | 12,981 | 23.4 | 14,612 | | | | | | |
| Unsatisfactory | 34.8 | 19,931 | 28.3 | 15,960 | 23.3 | 14,515 | | | | | | |
| **Grade 4 Science** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 1.1 | 638 | 1.9 | 1,205 | | | | | | |
| Proficient | N/A | N/A | 10.9 | 6,156 | 11.4 | 7,112 | | | | | | |
| Basic | N/A | N/A | 39.6 | 22,330 | 37.6 | 23,485 | | | | | | |
| Approaching Basic | N/A | N/A | 30.1 | 16,990 | 33.9 | 21,148 | | | | | | |
| Unsatisfactory | N/A | N/A | 18.2 | 10,288 | 15.2 | 9,476 | | | | | | |
| **Grade 4 Social Studies** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 0.9 | 495 | 1.2 | 724 | | | | | | |
| Proficient | N/A | N/A | 10.1 | 5,702 | 10.3 | 6,432 | | | | | | |
| Basic | N/A | N/A | 42.2 | 23,775 | 44.0 | 27,458 | | | | | | |
| Approaching Basic | N/A | N/A | 23.0 | 12,986 | 23.4 | 14,634 | | | | | | |
| Unsatisfactory | N/A | N/A | 23.8 | 13,426 | 21.1 | 13,188 | | | | | | |
| **Grade 8 English Language Arts** | | | | | | | | | | | | |
| Advanced | 1.1 | 577 | 1.2 | 615 | 0.6 | 326 | | | | | | |
| Proficient | 11.2 | 6,035 | 14.1 | 7,512 | 13.5 | 7,138 | | | | | | |
| Basic | 31.5 | 17,005 | 38.9 | 20,777 | 37.6 | 19,837 | | | | | | |
| Approaching Basic | 35.9 | 19,358 | 33.1 | 17,652 | 34.4 | 18,133 | | | | | | |
| Unsatisfactory | 20.3 | 10,928 | 12.8 | 6,829 | 13.9 | 7,314 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

# District Indicator Summary Results

## *Student Achievement*

Table 3b: LEAP 21 Test Results

| State | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **Grade 8 Mathematics** | | | | | | | | | | | | |
| Advanced | 1.3 | 713 | 2.6 | 1,370 | 2.6 | 1,390 | | | | | | |
| Proficient | 4.4 | 2,359 | 4.8 | 2,575 | 4.5 | 2,396 | | | | | | |
| Basic | 33.3 | 17,927 | 38.8 | 20,718 | 43.0 | 22,717 | | | | | | |
| Approaching Basic | 21.3 | 11,498 | 21.5 | 11,478 | 22.3 | 11,771 | | | | | | |
| Unsatisfactory | 39.7 | 21,360 | 32.2 | 17,193 | 27.5 | 14,543 | | | | | | |
| **Grade 8 Science** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 0.6 | 309 | 0.7 | 381 | | | | | | |
| Proficient | N/A | N/A | 14.6 | 7,766 | 13.8 | 7,211 | | | | | | |
| Basic | N/A | N/A | 30.5 | 16,274 | 35.2 | 18,473 | | | | | | |
| Approaching Basic | N/A | N/A | 27.7 | 14,769 | 27.2 | 14,249 | | | | | | |
| Unsatisfactory | N/A | N/A | 26.6 | 14,176 | 23.1 | 12,094 | | | | | | |
| **Grade 8 Social Studies** | | | | | | | | | | | | |
| Advanced | N/A | N/A | 0.6 | 293 | 0.9 | 475 | | | | | | |
| Proficient | N/A | N/A | 10.1 | 5,360 | 11.9 | 6,248 | | | | | | |
| Basic | N/A | N/A | 40.9 | 21,809 | 40.8 | 21,388 | | | | | | |
| Approaching Basic | N/A | N/A | 23.7 | 12,625 | 24.0 | 12,558 | | | | | | |
| Unsatisfactory | N/A | N/A | 24.7 | 13,179 | 22.4 | 11,713 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

# District Indicator Summary Results

## *Student Achievement*

Table 3c: Graduation Exit Examination (Old GEE) Results

Percent and Number of Students Passing

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| English Language Arts | 94 | 508 | 88 | 430 | N/A | N/A | | | | | | |
| Mathematics | 88 | 474 | 86 | 414 | N/A | N/A | | | | | | |
| Written Composition | 98 | 531 | 95 | 449 | N/A | N/A | | | | | | |
| Science | 86 | 473 | 85 | 418 | 85 | 347 | | | | | | |
| Social Studies | 96 | 540 | 92 | 449 | 94 | 378 | | | | | | |
| **State** | | | | | | | | | | | | |
| English Language Arts | 85 | 39,311 | 81 | 37,488 | N/A | N/A | | | | | | |
| Mathematics | 74 | 33,871 | 74 | 34,208 | N/A | N/A | | | | | | |
| Written Composition | 93 | 41,421 | 93 | 41,689 | N/A | N/A | | | | | | |
| Science | 80 | 33,056 | 81 | 33,016 | 81 | 32,854 | | | | | | |
| Social Studies | 88 | 36,496 | 87 | 35,215 | 89 | 36,146 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: As of Spring 2001, English Language Arts, Mathematics, and Written Composition components of the GEE are no longer administered to first time test takers.

# District Indicator Summary Results

## *Student Achievement*

Table 3d: Graduation Exit Examination (GEE 21) Results

Percent and Number of Students By Achievement Levels

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | |
| Advanced | N/A | N/A | N/A | N/A | 0.8 | 4 | | | | | | |
| Proficient | N/A | N/A | N/A | N/A | 13.5 | 67 | | | | | | |
| Basic | N/A | N/A | N/A | N/A | 54.2 | 269 | | | | | | |
| Approaching Basic | N/A | N/A | N/A | N/A | 19.6 | 97 | | | | | | |
| Unsatisfactory | N/A | N/A | N/A | N/A | 11.9 | 59 | | | | | | |
| **Mathematics** | | | | | | | | | | | | |
| Advanced | N/A | N/A | N/A | N/A | 5.5 | 27 | | | | | | |
| Proficient | N/A | N/A | N/A | N/A | 16.0 | 79 | | | | | | |
| Basic | N/A | N/A | N/A | N/A | 40.0 | 198 | | | | | | |
| Approaching Basic | N/A | N/A | N/A | N/A | 17.4 | 86 | | | | | | |
| Unsatisfactory | N/A | N/A | N/A | N/A | 21.2 | 105 | | | | | | |
| **State** | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | |
| Advanced | N/A | N/A | N/A | N/A | 0.8 | 345 | | | | | | |
| Proficient | N/A | N/A | N/A | N/A | 12.1 | 5,561 | | | | | | |
| Basic | N/A | N/A | N/A | N/A | 42.7 | 19,622 | | | | | | |
| Approaching Basic | N/A | N/A | N/A | N/A | 22.9 | 10,502 | | | | | | |
| Unsatisfactory | N/A | N/A | N/A | N/A | 21.6 | 9,903 | | | | | | |
| **Mathematics** | | | | | | | | | | | | |
| Advanced | N/A | N/A | N/A | N/A | 4.5 | 2,068 | | | | | | |
| Proficient | N/A | N/A | N/A | N/A | 13.4 | 6,151 | | | | | | |
| Basic | N/A | N/A | N/A | N/A | 32.7 | 15,001 | | | | | | |
| Approaching Basic | N/A | N/A | N/A | N/A | 14.8 | 6,803 | | | | | | |
| Unsatisfactory | N/A | N/A | N/A | N/A | 34.5 | 15,834 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: English Language Arts and Mathematics tests of the New GEE 21 test were first administered in Spring 2001.

# District Indicator Summary Results

## *Student Achievement*

Table 3e: The Iowa Test Results

Percent of Students by National Quartiles* and Percentile Rank of Average Standard Scores

| District | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| **Grade 03** | | | | | | |
| Fourth Quartile | 19.0 | 16.0 | 18.3 | | | |
| Third Quartile | 27.3 | 27.2 | 30.2 | | | |
| Second Quartile | 29.2 | 37.4 | 33.6 | | | |
| First Quartile | 24.5 | 19.4 | 17.9 | | | |
| **Percentile Rank** | 50 | 47 | 50 | | | |
| **Grade 05** | | | | | | |
| Fourth Quartile | 17.0 | 16.4 | 22.0 | | | |
| Third Quartile | 26.5 | 24.7 | 30.7 | | | |
| Second Quartile | 35.1 | 37.1 | 30.9 | | | |
| First Quartile | 21.3 | 21.9 | 16.5 | | | |
| **Percentile Rank** | 49 | 46 | 53 | | | |
| **Grade 06** | | | | | | |
| Fourth Quartile | 12.5 | 16.3 | 16.9 | | | |
| Third Quartile | 23.6 | 26.2 | 22.4 | | | |
| Second Quartile | 35.7 | 33.7 | 35.4 | | | |
| First Quartile | 28.2 | 23.8 | 25.3 | | | |
| **Percentile Rank** | 42 | 47 | 46 | | | |
| **Grade 07** | | | | | | |
| Fourth Quartile | 15.3 | 15.2 | 16.9 | | | |
| Third Quartile | 27.3 | 29.2 | 25.9 | | | |
| Second Quartile | 37.3 | 34.9 | 35.1 | | | |
| First Quartile | 20.1 | 20.7 | 22.1 | | | |
| **Percentile Rank** | 47 | 48 | 47 | | | |
| **Grade 09** | | | | | | |
| Fourth Quartile | 14.7 | 14.9 | 18.9 | | | |
| Third Quartile | 30.2 | 32.9 | 32.6 | | | |
| Second Quartile | 33.1 | 36.4 | 32.4 | | | |
| First Quartile | 21.9 | 15.8 | 16.0 | | | |
| **Percentile Rank** | 46 | 49 | 51 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# District Indicator Summary Results

## *Student Achievement*

Table 3e: The Iowa Test Results

Percent of Students by National Quartiles* and Percentile Rank of Average Standard Scores

| State | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| **Grade 03** | | | | | | |
| Fourth Quartile | 16.5 | 19.1 | 20.7 | | | |
| Third Quartile | 25.8 | 25.4 | 26.1 | | | |
| Second Quartile | 29.1 | 31.0 | 30.9 | | | |
| First Quartile | 28.6 | 24.4 | 22.2 | | | |
| **Percentile Rank** | 45 | 47 | 50 | | | |
| **Grade 05** | | | | | | |
| Fourth Quartile | 16.2 | 17.6 | 20.7 | | | |
| Third Quartile | 23.4 | 25.5 | 29.4 | | | |
| Second Quartile | 30.8 | 31.7 | 33.6 | | | |
| First Quartile | 29.6 | 25.2 | 16.3 | | | |
| **Percentile Rank** | 44 | 46 | 52 | | | |
| **Grade 06** | | | | | | |
| Fourth Quartile | 15.9 | 18.3 | 18.7 | | | |
| Third Quartile | 24.6 | 24.8 | 25.8 | | | |
| Second Quartile | 31.4 | 32.3 | 32.9 | | | |
| First Quartile | 28.1 | 24.7 | 22.6 | | | |
| **Percentile Rank** | 45 | 47 | 48 | | | |
| **Grade 07** | | | | | | |
| Fourth Quartile | 15.2 | 17.0 | 18.0 | | | |
| Third Quartile | 24.1 | 26.1 | 25.6 | | | |
| Second Quartile | 31.4 | 30.0 | 30.3 | | | |
| First Quartile | 29.4 | 26.8 | 26.1 | | | |
| **Percentile Rank** | 44 | 46 | 47 | | | |
| **Grade 09** | | | | | | |
| Fourth Quartile | 16.5 | 17.3 | 20.1 | | | |
| Third Quartile | 24.8 | 26.2 | 29.1 | | | |
| Second Quartile | 29.5 | 29.4 | 30.5 | | | |
| First Quartile | 29.2 | 27.1 | 20.2 | | | |
| **Percentile Rank** | 44 | 46 | 50 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# District Indicator Summary Results

## *College Readiness*

| | Table 4a: American College Test (ACT) Results | | | | | |
|---|---|---|---|---|---|---|
| | **1998-99** | **1999-00** | **2000-01** | **2001-02** | **2002-03** | **2003-04** |
| **District** | | | | | | |
| ACT Average Composite Score | 19.3 | 19.6 | 19.5 | | | |
| **State** | | | | | | |
| ACT Average Composite Score | 19.6 | 19.6 | 19.6 | | | |

| | Table 4b: First-Time College Freshmen Performance | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01**[2] | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Number of High School Graduates [1] | | 537 | | 444 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 47.9 | 257 | 51.3 | 228 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 49.8 | 128 | 50.9 | 116 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | |
| Number of High School Graduates [1] | | 38,360 | | 38,038 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 42.7 | 16,382 | 42.2 | 16,055 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 45.6 | 7,472 | 41.7 | 6,691 | ~ | ~ | | | | | | |

~ = Unavailable Data

[1] Represents diploma graduates from the previous school year.

[2] Current year's First-time Freshmen data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

# Student Retention

Socially promoting failing children to the next grade is a practice that has been costly to children, families, educational institutions and future employers. Schools ultimately fail students by allowing them to move successfully through each grade, eventually graduating with skills too meager to qualify for good jobs. Approximately half of the nation's major urban school districts currently are in the process of ending social promotion (USA Today, 1999). One of the strategies being employed to end social promotion is student retention with the intent to remediate. Louisiana is proactively retaining students who are failing in their grade and not acquiring the academic skills necessary for future success. This retention is the outcome of the state's larger accountability and high stakes testing system, which seeks to remediate failing students in the hopes of future promotion. Student Retention is an issue of debate, for many states weighed heavily against the negative backdrop of social promotion. The importance of student retention as an indicator of educational fitness is essential and is included in the DCR for the first time.

## Data Presentation

Table 5a presents three years of grade retention data for students enrolled in the district's public schools from 1998-99 to 2000-01. The following explains the methodology used to derive the reported retention rates.

## Method of Calculation

- **What data were used for the study?**

  This study used five years of data drawn from the Student Information System (SIS) from 1996-97 to 2000-2001. Two consecutive years of SIS data were used to obtain each year's retention results: for example, the 1997-98 retention results were obtained by linking the previous school year of 1996-97 with the school year of 1997-98 SIS data.

- **Who was included in the study?**

  The total number of students included in this study reflects K-12 students who were enrolled in Louisiana public schools for at least one day in both school years or who had graduated from high school in the previous school year.

- **Who was excluded from the study?**

  Students enrolled in grades other than K-12, such as preschoolers, infants, and nongraded students were excluded from this study. Students enrolled in Louisiana public schools in the previous school year only were also excluded. These included students who had enrolled in the previous school year, then transferred out-of-state, left Louisiana public schools to attend private school or home school, or dropped out during the previous school year. Because of these exclusions, the total number of students included in this study may be less than the total student enrollment.

- **How was *grade retention* defined?**

  In this study, grade-level retention was defined as students repeating a grade from one year to the next. Student grade placement in the previous school year was compared with the grade placement in the reporting school year. If a student had the same grade placement in both years, the student was determined as retained: for example, if a student was shown as a 7$^{th}$ grader in both 1996-97 and 1997-98, this student would be identified as retained and, therefore, included in the number of students retained for 1997-98.

## Data Sources

The Student Retention indicator used data from the Louisiana Department of Education's *Student Information System* (SIS).

**Formula Used to Calculate Percent of Students Retained**

The retention rate was calculated per grade. The retention rate was calculate by dividing the total number of students retained (per grade) by the total number of students included in the retention study (total enrollment per grade), and then multiplying by 100. Two consecutive years of SIS data were used to obtain each retention rate.

## Formula Used to Calculate Student Retention Rate

$$\textit{Student Retention Rate} = \frac{\textit{Total Number of Students Retained (per grade)}}{\textit{Total Enrollment per grade (For all schools in the District)}} \times 100$$

# District Indicator Summary Results

*New District Indicator*

| | Table 5a: Student Retention | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **1998-99** | | **1999-00** | | **2000-01** | | **2001-02** | | **2002-03** | | **2003-04** | |
| **District** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| Grade K | 8.8 | 54 | 7.3 | 44 | 5.9 | 32 | | | | | | |
| Grade 1 | 11.8 | 80 | 17.8 | 119 | 12.6 | 88 | | | | | | |
| Grade 2 | 8.7 | 62 | 9.2 | 62 | 8.5 | 53 | | | | | | |
| Grade 3 | 4.0 | 28 | 6.5 | 45 | 9.1 | 60 | | | | | | |
| Grade 4 | 5.0 | 34 | 6.1 | 42 | 13.3 | 90 | | | | | | |
| Grade 5 | 2.4 | 16 | 1.9 | 12 | 4.9 | 31 | | | | | | |
| Grade 6 | 12.0 | 84 | 12.8 | 91 | 17.0 | 116 | | | | | | |
| Grade 7 | 13.4 | 90 | 14.7 | 98 | 17.7 | 123 | | | | | | |
| Grade 8 | 6.3 | 32 | 8.3 | 48 | 19.4 | 110 | | | | | | |
| Grade 9 | 20.1 | 159 | 23.7 | 158 | 19.6 | 128 | | | | | | |
| Grade 10 | 13.0 | 92 | 14.0 | 88 | 14.4 | 72 | | | | | | |
| Grade 11 | 8.2 | 39 | 8.6 | 49 | 9.1 | 46 | | | | | | |
| Grade 12 | 1.7 | 9 | 3.2 | 16 | 2.9 | 16 | | | | | | |
| Grades K-12 | 9.2 | 779 | 10.5 | 872 | 12.1 | 965 | | | | | | |
| **State** | | | | | | | | | | | | |
| Grade K | 8.6 | 5,039 | 9.1 | 5,212 | 9.6 | 5,286 | | | | | | |
| Grade 1 | 11.3 | 6,967 | 12.6 | 7,673 | 13.2 | 7,981 | | | | | | |
| Grade 2 | 6.1 | 3,518 | 6.5 | 3,724 | 6.7 | 3,810 | | | | | | |
| Grade 3 | 4.9 | 2,777 | 5.8 | 3,287 | 7.1 | 3,998 | | | | | | |
| Grade 4 | 5.0 | 2,790 | 5.4 | 3,005 | 17.1 | 9,511 | | | | | | |
| Grade 5 | 4.5 | 2,477 | 4.6 | 2,469 | 5.5 | 2,983 | | | | | | |
| Grade 6 | 7.3 | 4,233 | 8.2 | 4,543 | 9.1 | 5,070 | | | | | | |
| Grade 7 | 10.1 | 5,961 | 10.9 | 6,280 | 12.3 | 6,923 | | | | | | |
| Grade 8 | 6.4 | 3,402 | 6.1 | 3,280 | 20.7 | 10,856 | | | | | | |
| Grade 9 | 16.9 | 9,933 | 15.7 | 9,026 | 15.3 | 8,719 | | | | | | |
| Grade 10 | 9.9 | 4,879 | 9.7 | 4,649 | 9.2 | 4,345 | | | | | | |
| Grade 11 | 5.7 | 2,342 | 6.2 | 2,574 | 6.0 | 2,437 | | | | | | |
| Grade 12 | 4.6 | 1,826 | 4.1 | 1,639 | 4.6 | 1,821 | | | | | | |
| Grades K-12 | 8.0 | 56,144 | 8.3 | 57,361 | 10.7 | 73,740 | | | | | | |

~ = Unavailable Data

# Parish Socioeconomic And Demographic Profile

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish's socioeconomic and demographic indicator presented.

**Definitions**

- ***Population by Race*** is divided into three major groups: white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are, therefore, included in the categories of white, black, and "other."

- ***Population***

  In Census 2000, people were counted at their "usual residence", a principle followed in each census since 1790. Usual residence has been defined as the place where the person lives and sleeps most of the time. This place is not necessarily the same as the person's voting residence or legal residence. Noncitizens who are living in the United States are included, regardless of their immigration status. Persons temporarily away from their usual residence, such as on vacation or on a business trip on Census Day, were counted at their usual residence. People who live at more than one residence during the week, month, or year were counted at the place where they live most of the year. People without a usual residence, however, were counted where they were staying on Census Day.

  *Population-Scope and Methodology:*

  Place of residence was derived from answers to questions that were asked of all people in Census 2000. Population percent change, 1990 to 2000, is derived by dividing the difference between the population in 2000 and 1990 by the 1990 population.

- ***Education Attainment*** is divided into three levels:
  1. Less than high school degree: persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: persons who have received a college, university, or professional degree.

- ***Student Participation in Free and Reduced Lunch Program***

  In educational research, the percentage of students participating in the federally-subsidized Free and Reduced-Priced Lunch Program is used as an indicator of family economic condition. The bar graph shows the percentage of Louisiana public school student body who participated in the Free or Reduced Lunch Program for the parish as well as the state. Data is taken from the Student Information System (SIS).

  These following data are supplied by the 1990 Bureau of the Census.

- ***Median Household Income*** is the sum of money income received in the previous calendar year by all household members 15 years old and over, including household members not related to the householder, people living alone, and others in nonfamily households. The median household income reported here was produced through statistical modeling. This data supports a 1997 model-based estimate and was supplied by the 2000 Bureau of the Census.

- ***Persons and Children Living Below Poverty***

  Families and persons are classified as below poverty level if their total family income or unrelated individual income was less than the

poverty threshold specified for the applicable family size, age of householder, and number of related children under 18 present (see table below for poverty level thresholds). The state and county estimates here were produced through statistical modeling. Poverty status is determined for all families (and, by implication, all family members). For persons not in families, poverty status is determined by their income in relation to the appropriate poverty threshold. Thus, two unrelated individuals living together may not have the same poverty status. The poverty thresholds are updated every year to reflect changes in the Consumer Price Index. See source for more details or see Poverty Definition, Thresholds, and Guidelines at http://www.census.gov/hhes/www/poverty.html. See http://www.census.gov/hhes/poverty/threshld/thresh97.html for Poverty Thresholds in 1997, by Size of Family and Number of Related Children Under 18 Years.

*Poverty Estimates-Scope and Methodology:*

The estimates of poverty presented here originate from the Small Area Income and Poverty Estimates Program at the Census Bureau. The main objective of this program is to provide updated income and poverty statistics that are needed in the administration of federal programs and in the allocation of federal funds to local jurisdictions. The program currently makes estimates for the following key statistics: median household income, number of people below the poverty level, number of children under age 5 below the poverty level (for states only), number of related children ages 5 to 17 years in families below the poverty level, and number of people under age 18 years below the poverty level. The estimates are not direct counts from enumerations or administrative records, or direct estimates from sample surveys. Currently available data from these sources are not adequate to provide postcensal estimates for all counties. Instead, the estimates are based on modeled relations between current income and poverty levels and income tax and program data available for counties and states for years following the decennial census. The estimates are produced by combining results from the Census Bureau's March Current Population Survey with aggregate data from federal individual income tax records, food stamps program participants statistics population estimates, and 1990 census figures. Tabulations for 1993 mark the first time the Census Bureau has issued county-level income and poverty estimates in noncensus years.

- ***Teen Birth Rate*** is the total number of pregnant women under the age of 19 divided by the total number of pregnant women. These data are supplied by the Louisiana Department of Health and Hospitals.
- ***Female Parent Household Rate*** is the number of single parent households (defined as a “female householder with no husband, with or without her own children under the age of 18”) divided by the total number of households. These data are supplied by the 2000 Bureau of the Census.
- ***Unemployment Rate*** is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This information is considered the official unemployment rate and is typically cited in comparisons. These data are supplied by the Department of Labor and reported in the 2000 Bureau of the Census Data.

# St. Bernard Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

### Population by Race
### Parish

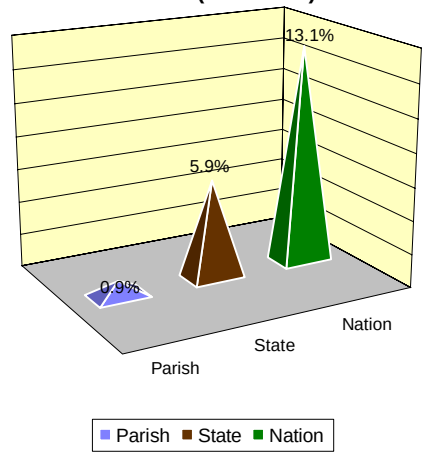
| Race | Parish | |
|---|---|---|
| | Number | Percent |
| White | 59,356 | 88.3% |
| Black | 5,122 | 7.6% |
| Other | 2,751 | 4.0% |
| Total | 67,229 | 99.9% |

### Population by Race
### State and Nation

| Race | State | | Nation | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| White | 2,856,161 | 63.9% | 211,460,626 | 75.1% |
| Black | 1,451,944 | 32.5% | 34,658,190 | 12.3% |
| Other | 160,871 | 3.6% | 35,303,090 | 12.5% |
| Total | 4,468,976 | 100.0% | 281,421,906 | 99.9% |

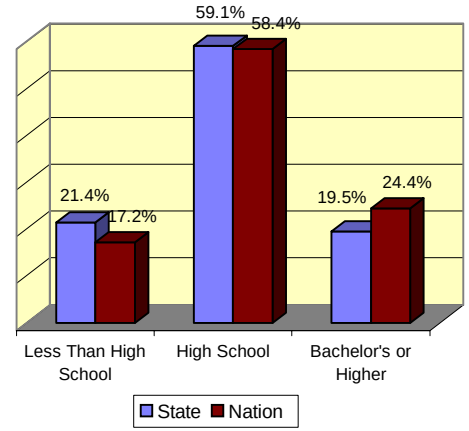
Source: US Census Bureau, Census 2000.

### Population Change During the Past Decade (1990-2000)



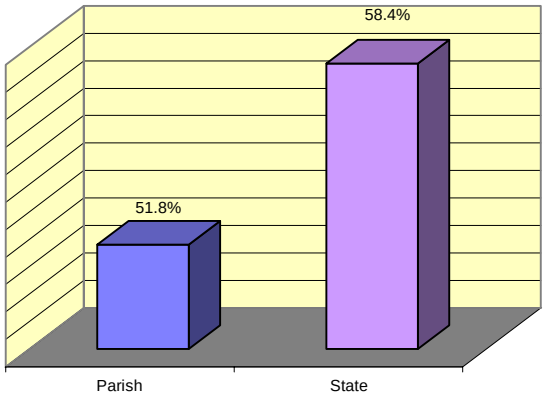

Sources: U.S. Census Bureau, Census 2000.

### Educational Attainment at State and National Levels




Source: US Census Current Population Report, March 1998.

### Student Participation in the Federal Free or Reduced Lunch Program




Source: Student Information System (SIS), October 1, 2000 Count

### Income and Poverty

| | Parish | State | Nation |
|---|---|---|---|
| Median Household Income | $32,478 | $30,466 | $37,005 |
| Persons Below Poverty | 13.2% | 18.4% | 13.3% |
| Children Below Poverty | 19.7% | 26.0% | 19.9% |

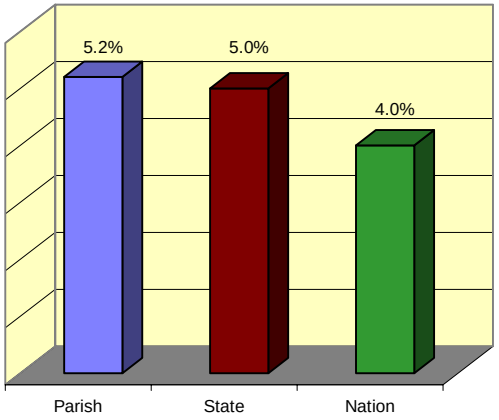
Source: US Census Bureau, Census 2000.

### Teenage Birth and Single Motherhood

| | Parish | State | Nation |
|---|---|---|---|
| Teenage Birth Rate (1) | 15.0% | 17.5% | 12.2% |
| Female Householders (2) | 14.6% | 16.60% | 12.20% |

1. Source: Louisiana State Center for Health Statistics, 1999.
2. Source: U.S. Census Bureau, Census 2000.

### Unemployment Rate




Source: University of Louisiana at Monroe, Center for Business and Economic Research, 2000

# District Financial Profile

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

## Definitions

- *Revenues*: Governmental funds appropriated for public education. Revenues are received from four main sources:
  1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*: Charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
  1. Instructional expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
  2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
  3. Facility acquisition and construction services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
  4. District expenditures per pupil*: current expenditures minus debt service divided by the adjusted October 1 funded membership (See footnote for further explanation.)

An additional item frequently of interest to the public is *average salary of full-time teachers.* Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. This information is different from *average salary of full-time teachers,* which is an average of all teachers' salaries in the district.

*Note: Some districts' financial data may be adjusted after the publication of this report because of audits. The financial information in this section is based on the December 1, 2000, figures provided by the Office of Management and Finance, LDE.*

***Operation Definitions supporting "District Expenditures Per Pupil"**

**Current Expenditures** = Total expenditures minus equipment, facilities acquisitions and construction services costs, and debt service costs.

**Debt Services** = Servicing the debt of the LEA, including payments of both principal and interest.

Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

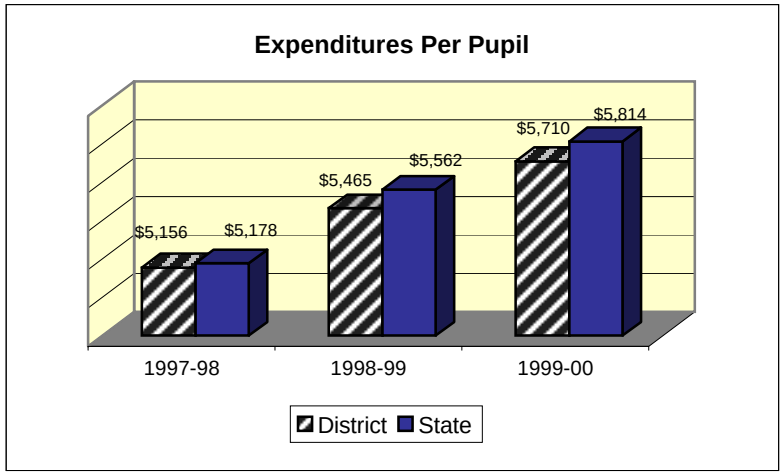
# St. Bernard Parish Financial Profile

| District Revenue by Source | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1997-98 | | | 1998-99 | | | 1999-00 | | |
| Revenue Source | Amount | % of District Total | State Average % | Amount | % of District Total | State Average % | Amount | % of District Total | State Average % |
| Local | $20,064,121 | 39.1% | 37.6% | $21,029,277 | 39.0% | 37.4% | $21,449,316 | 39.6% | 39.0% |
| State | $26,106,994 | 50.9% | 51.0% | $27,580,179 | 51.1% | 50.9% | $26,272,450 | 48.5% | 49.3% |
| Federal | $5,113,941 | 10.0% | 11.4% | $5,326,520 | 9.9% | 11.6% | $6,471,573 | 11.9% | 11.7% |
| **Total** | **$51,285,056** | **100.0%** | **100.0%** | **$53,935,976** | **100.0%** | **100.0%** | **$54,193,339** | **100.0%** | **100.0%** |

| Adjusted October 1 Student Membership | | |
|---|---|---|
| 1997-98 | 1998-99 | 1999-00 |
| 9,006 | 8,871 | 8,633 |

| Revenues Per Pupil | | | |
|---|---|---|---|
| | 1997-98 | 1998-99 | 1999-00 |
| District Average | $5,695 | $6,080 | $6,278 |
| State Average | $5,818 | $6,171 | $6,489 |

| Teacher Salaries | | |
|---|---|---|
| Year | District Average Salary | State Average Salary |
| 1997-98 | $29,878 | $31,131 |
| 1998-99 | $31,492 | $32,384 |
| 1999-00 | $31,334 | $33,109 |




Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditures per pupil are based on adjusted October 1 funded student membership.

# *Section 2. School Characteristics And Accountability Information*

School Characteristics and Accountability Information Overview.....2-1
School Characteristics and Accountability Information .....2-2
Faculty with a Master's Degree or Higher .....2-18
Class Size Characteristics .....2-20

# School Characteristics and Accountability Information Overview

This section focuses on school accountability results as well as on key educational "input" indicators and resources available at the school level. There are three parts in this section. The first part presents specific accountability information such as the School Performance Score for each year, the School Performance and Growth Labels for the current accountability cycle, the two-year Growth Target, Corrective Actions status, and the pairing and sharing arrangements amongst schools. Additional information identifying the school type, school grade structure, membership figures, and the number of faculty are also included. The accountability results are preceded by a thorough discussion of the Louisiana's accountability system and its components.

The second part of this section illustrates the academic preparation of the faculty within each school. As detailed in later pages, this information, derived from educational attainment levels, is presented as a count of faculty members who possess a master's degree or higher.

The third part of this section presents information on the school class sizes. This information is organized into three class size ranges with number and percent of classes in each range provided.

**References**


Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators (Bulletin 741)*, Baton Rouge, La.


*LDE researchers have explored the relationship between school configuration and indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

# School Characteristics and Accountability Information

### School Definition

To interpret school-level data correctly in its proper context, one must have a clear understanding of the definition of a school. For purposes of this report, the following definition applies.

*School*—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s). (LDE and the National Center for Educational Statistics, NCES)

### School Categorization

As mentioned in the Introduction Section, in order to facilitate an equitable comparison of school performance results, this report categorizes the Louisiana public schools into the following four types based on their grade level composition:

- *Elementary*—any school whose grade structure falls within the PK-8 range that excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- *Middle/Junior high*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.
- *High*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *Combination*—any school whose grade structure falls within the PK-12 range and that is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12. Nongraded schools (schools with no grade structure) are also considered combination schools.

The school, district and state results, for the following indicators, have been organized and are presented by the four types of school categories:

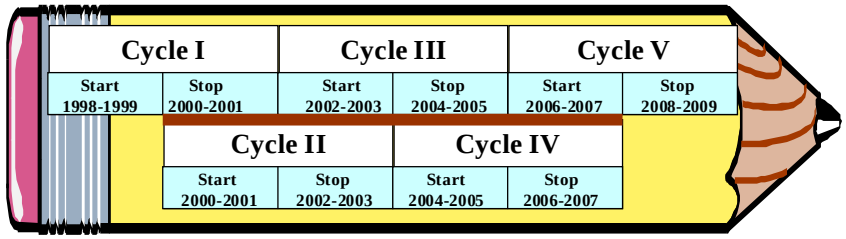
- Class Size
- Attendance
- Suspensions and Expulsions

### School Accountability System

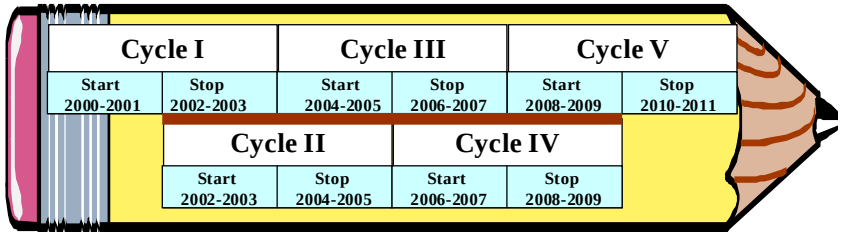
The Louisiana School Accountability System went into effect in the fall of 1999 with two implementation phases for the public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system which began in the fall of 1999. Schools with grades 9-12 (or what is better known as the high school grades) entered the accountability system in the fall of 2001.

The Louisiana School Accountability System is based on a two-year accountability cycle. There are five accountability cycles within a 10-year timeframe at which time schools must achieve the State's 10-year SPS goal of 100.

**Accountability School Years for K-8 Schools**




**Accountability School Years for 9-12 and K-12 Schools**



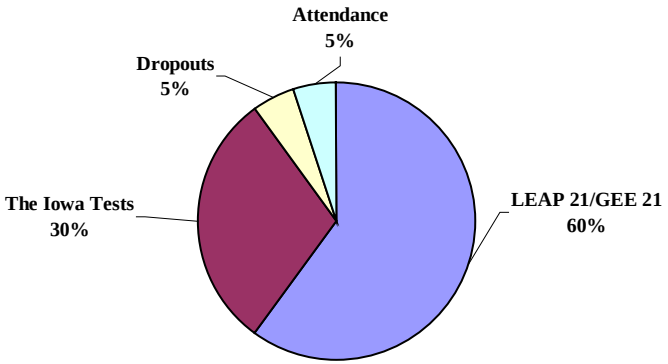

As part of the accountability system, each school annually receives a School Performance Score (SPS) which indicates how well its students are performing. Specifically, each school's effectiveness and progress are measured, based on results from statewide testing programs (LEAP 21/GEE 21 and The Iowa Tests), school attendance, and the dropout data. During

each cycle, every school receives (1) a Performance Label describing its performance relative to state goals, (2) a Growth Target, which identifies how much the school has to grow in order to stay on track for meeting the State's 10-year goal, (3) a Growth SPS, which is calculated at the end of a cycle and is compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle, and (4) a Growth Label describing the level of growth achieved by the school.

## SPS Components

The SPS for each school is calculated as a weighted composite index, using 60% weight for the LEAP 21 and/or GEE 21 tests, 30% weight for The Iowa Tests, and a total of 10% weight for the attendance and dropout results.

**SPS Indicators with Corresponding Weighting Factors**




A school must have both types of test data (at least one grade of LEAP21/GEE21 and one grade of The Iowa Tests) to receive an SPS. A school that does not meet this requirement must be "paired" or "shared" with another school in the district. If a school is "paired" or "shared" at the beginning of a cycle, it must be paired/shared at the end of a cycle.

If a school is lacking grade level test results from either the criterion-referenced test (CRT) or norm-referenced test (NRT), but not both, or is lacking too few test units, it must "share" with another school that has at least one grade level of that particular test. In this case, the shared test results (one grade only) from the second school will be used in formulating the SPS for the first school. Each school will have a unique and separate SPS.

When a school has no test data at all or has an insufficient number of students taking both the tests, it will then be "paired" with another school. *Pairing* will mean that in formulating the SPS, all test results, attendance, and dropout data of the paired schools are combined together. The schools will essentially receive the same SPS. The same basic principles apply in situations where a school doesn't have enough test scores. The determination of whether a school has too few scores is based on the data for two years of assessment. A primary difference in the treatment of such a school is that a school with too few scores can request a waiver of the policy if it wishes to be scored as a stand-alone school and receive an SPS based on its data alone.

The annually calculated SPS is a strong indicator of school performance. The maximum upper range for the SPS is between 236.4 and 266.7, depending on each school's grade levels that take The Iowa Tests. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the State's 20-year goal. Once the SPS for each accountability school is calculated, a two-year Growth Target is set, defining the minimum expected growth that a school must achieve in order to be on track for meeting the State's 10-year goal.

## Definitions

A description of each data element to be used in the following section is provided below:

- *Grade structure* refers to the various educational grade levels that a school contains and for which instruction is provided (i.e. K-8, or Kindergarten through Grade 8).
- *School Type* is the classification of schools into one of the following four categories of schools. The categories are elementary, middle/junior high, high, or combination schools.
- *October 1 Membership* is the total number of students enrolled in a school on October 1 of the current school year.

- *Number of Faculty* is the total number of school-based instructional personnel employed at a school.
- *Paired/Shared Status* is a message indicating if the school is paired with another school for data purposes or sharing data with/from another school.
- *Baseline School Performance Score (SPS*) is the primary measure of a school's overall performance. It is the level of school performance against which progress is measured; the baseline determines the school's growth target. (See the introduction section for more detail.)
- *School Performance Label* is the label that describes a school's level of performance based on its SPS. (See the introduction section for more detail.)
- *Two-year Growth Target* is the amount of progress a school must make every two years to reach the state 10-year and 20-year goals.
- *Growth SPS* is calculated at the end of a cycle and is compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle.
- *Growth Label* is the narrative label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target.
- *Corrective Actions Status* is the level of Corrective Actions (if any) that the school is currently placed in.
- *Reward Eligibility/Recipient* is the identification of schools as being eligible for or awarded monetary rewards for high levels of performance and growth.

**School Performance and Accountability Status for (K-8) Schools**

K-8 Schools (schools with K-8 grades, i.e., elementary and middle/junior high schools) have just completed accountability cycle I and are currently in year one of cycle II of the accountability cycle. K-8 schools were expected to meet their first two-year Growth Target in 2001 and these schools received their first corresponding Growth Label in fall 2001. Factors such as failure to meet cycle I Growth Targets and/or failure to make sufficient progress also influenced the movement into Corrective Actions status for some K-8 schools. K-8 schools will be expected to meet their second two-year Growth Target by 2003. Accordingly, K-8 schools will receive new SPS Performance Labels, Growth Labels, and a new two-year Growth Target in 2003. There are four accountability cycles remaining between now and the year 2009 for K-8 schools.

In addition, accountability schools with K-8 grades received a 1998-1999 Baseline SPS and were assigned a Performance Label. Since last year (1999-2000) was considered an interim year for accountability cycle I, new school Performance Labels were not given to those K-8 schools. However, K-8 schools received new school Performance Labels and Growth Labels in the fall of 2001, which marked the closure of cycle I for K-8 schools. The 2000-2001 Performance Labels and SPS ranges presented below apply to K-8 schools, which completed accountability cycle I in fall 2001.

**2000-2001 K-8 School Performance Label Assignment**

| School Performance Label | SPS Range |
|---|---|
| School of Academic Excellence | 150.0 or Above |
| School of Academic Distinction | 125.0 – 149.9 |
| School of Academic Achievement | 100.0 – 124.9 |
| Academically Above the State Average | 79.9 – 99.9 |
| Academically Below the State Average | 30.1 – 99.9 |
| Academically Unacceptable School | 30 or Below |

**School Performance and Accountability Status for 9-12 and K-12 Schools**

9-12 and K-12 schools (schools with grades in the 9-12 and K-12 ranges, i.e., high school and combination schools) have just entered the Louisiana School Accountability System. Although, the K-8 portion of the K-12 schools just

finished cycle I of the accountability system, the K-12 school as a whole starts a new accountability cycle. For the 9-12 schools however, 2001 marks the first of their participation in the accountability system. As with K-8 schools, in the first year of accountability, 9-12 and K-12 schools were given a 2001 baseline SPS and assigned a baseline Performance Label in 2001. Therefore, the following 2000-2001 Performance Labels and SPS ranges presented below apply to 9-12/K-12 schools.

**2000-2001 9-12/K-12 School Performance Label Assignment**

| School Performance Label | SPS Range |
|---|---|
| School of Academic Excellence | 150.0 or Above |
| School of Academic Distinction | 125.0 – 149.9 |
| School of Academic Achievement | 100.0 – 124.9 |
| Academically Above the State Average | 75.9 – 99.9 |
| Academically Below the State Average | 30.1 – 75.8 |
| Academically Unacceptable School | 30 or Below |

Each 9-12 and K-12 school was also given its first two-year Growth Target and will be expected to meet this Growth Target by 2003. Factors such as failure to meet cycle I Growth Targets and/or failure to make sufficient progress will also influence the movement into Corrective Actions for some 9-12/K-12 schools. As mentioned, based on the 2001 baseline SPS, each 9-12/K-12 school was assigned a Performance Label. 9-12/K-12 schools will receive new school Performance Labels and Growth Labels in the fall of 2003, which will mark the closure of cycle I for 9-12/K-12 schools. Following the accountability model's design, 9-12/K-12 schools will also receive a new two-year Growth Target for cycle II in 2003. There are five accountability cycles remaining between now and the year 2011 for 9-12/K-12 schools.

**Growth Labels**

This year (2001) is the first year that schools in the accountability system received a Growth Label, as Growth Labels are only given at the closure of accountability cycles. This year marked the close of accountability cycle I for K-8 schools. The Growth Label is a label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target. Growth Labels were calculated by measuring the growth (or the difference) between the 1999 baseline SPS and the 2001 SPS. To determine growth and Growth Label assignment, (for cycle I) the comparison SPS used was based on a two subject (English Language Arts and Mathematics) SPS for 1999 and 2001 only. The Growth Label a school receives as well as its end of cycle SPS (also referred to as a Growth SPS) determines if the school is potentially eligible for monetary rewards. Schools with a Baseline or Growth SPS greater than 100 will never receive a negative label (a label which conveys negative connotations with regard to growth and performance), and therefore will receive a "no label assigned" designation. The following Growth Labels were assigned to K-8 and K-12 schools in the accountability system at the close of cycle I in the fall of 2001.

**2000-2001 Growth Labels**

| *Growth Label* | *Description of Growth* |
|---|---|
| **Exemplary Academic Growth** | School exceeding its Growth Target by 5.0 points or more |
| **Recognized Academic Growth** | School meeting or exceeding its Growth Target by fewer than 5.0 points |
| **Minimal Academic Growth** | School improving some, but not meeting its Growth Target |
| **No Growth** | School with a change in SPS of 0 to minus (-) 5.0 points |
| **School in Decline** | School with a declining SPS of more than minus (-) 5.0 points |

## Rewards

The possibility of schools receiving monetary rewards as incentives for achieving their growth targets and as a tangible reward for achieving and sustaining growth and academic success has been a part of the accountability system since its origination. At the writing of this publication, there is an estimated ten million dollars allocated in the executive budget to be used as rewards for those schools which have received the “Exemplary Academic Growth” or the “Recognized Academic Growth” labels and have shown growth in high poverty subgroups. Reward amounts will be calculated on a per pupil basis.

## Corrective Actions

A school that does not meet or make adequate progress towards its Growth Target will enter into Corrective Actions. Corrective Actions is a component of the accountability system, which is intended to help low performing schools improve. A school that enters Corrective Actions will receive additional support and assistance, with the expectation that extensive efforts will be made by students, parent, teachers, principals, administrators, and the school boards to improve student achievement at the school. There are three levels of Corrective Actions, named as Corrective Actions I, II, and III. Movement into and among the different levels of Corrective Actions is essentially dependent on the school’s SPS, the state average, the amount of growth and Growth Label achieved, as well as the Growth Target and previous Corrective Actions level placement. For this reason, only the basic tenants of Corrective Actions are explained in this document. For a more detailed description of the rules and regulations which apply to Corrective Actions, read the Notice of Intent (NOI) which can be found on the Louisiana Department of Education’s web site at www.louisianaschools.net.

## Initial Corrective Actions Placement

Schools are placed into Corrective Actions if their SPS is lower than 30, which classifies the school as an “Academically Unacceptable School”. Schools are also moved into Corrective Actions if their SPS is less than the state average and if they do not meet their Growth Target. Schools at or above the State Average do not enter Corrective Actions I if they show minimal growth (0.1). All schools that have a Growth SPS or new Baseline SPS greater than or equal to 100 do not enter Corrective Actions.

## Movement In Corrective Actions

A school exits Corrective Actions if its SPS is greater than 30 and if the school meets or exceeds its two-year Growth Target. A school moves into a more intensive level of Corrective Actions when adequate growth is not demonstrated during each two-year accountability cycle. A school with a SPS of 30 or less will move to the next level of Corrective Actions. All schools that have a Growth SPS or new Baseline SPS greater than or equal to 100 at the end of a cycle exit Corrective Actions.

## District Accountability: An Addition to the Accountability System

In an effort to hold districts more accountable for their schools' performance, it is anticipated that in the spring of 2002 all school districts will be included in the new District Accountability System. There are 2 parts to the District Accountability System: 1) a District Responsibility Index and 2) a District Performance Score. Under this system, a school district will receive a label based upon a "District Responsibility Index" (DRI). While still under design, the DRI used will judge a district on its successes with remediation and improvement of student performances in the high stakes testing arena, the overall performances of schools within their district; as well as the preparation, licensure and quality of classroom teachers within their districts. Under the proposal, districts will receive numerical scores and labels depending on their performance. They also will receive a "District Performance Score " (DPS) which will be an average of the School Performance Scores in the district.

# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044001** | **Arabi Elementary School** | | | | | | |
| | Grade Structure | PK,K-5 | PK,K-5,NG | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 235 | 709 | 779 | | | |
| | Number of Faculty | 27 | 52 | 63 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 83.4 | 86.1 | 88.4 | | | |
| | School Performance Label [1] | 4 | N/A | 4 | | | |
| | Growth Target | 5.0 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 91.6 | | | |
| | Growth Label [2] | N/A | N/A | 3 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | |
| | Grade Structure | 6-8,NG | 6-8,NG | 6-8,NG | | | |
| | School Type | Middle/Jr. High | Middle/Jr. High | Middle/Jr. High | | | |
| | October 1 Membership | 470 | 612 | 630 | | | |
| | Number of Faculty | 35 | 45 | 45 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 52.1 | 67.7 | 68.4 | | | |
| | School Performance Label [1] | 5 | N/A | 5 | | | |
| | Growth Target | 8.8 | N/A | 7.1 | | | |
| | Growth SPS | N/A | N/A | 70.7 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |

~ = Unavailable Data  PK = Pre-kindergarten  NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

[3] **Corrective Action Status:** 0 = School is not in Corrective Actions  1 = School is in Corrective Actions Level 1  2 = School is in Corrective Actions Level 2

# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044004** | **Borgnemouth Elementary School** | | | | | | |
| | Grade Structure | K-5 | K-5 | K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 452 | 440 | 441 | | | |
| | Number of Faculty | 39 | 47 | 43 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 31.5 | 40.7 | 46.5 | | | |
| | School Performance Label [1] | 5 | N/A | 5 | | | |
| | Growth Target | 12.6 | N/A | 12 | | | |
| | Growth SPS | N/A | N/A | 55.7 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |
| **044005** | **Carolyn Park School** | | | | | | |
| | Grade Structure | K-5 | ~ | ~ | | | |
| | School Type | Elementary | ~ | ~ | | | |
| | October 1 Membership | 422 | ~ | ~ | | | |
| | Number of Faculty | 26 | ~ | ~ | | | |
| | Paired/Shared or Stand Alone | N/A | N/A | N/A | | | |
| | Baseline School Performance Score (SPS) | 82.1 | N/A | N/A | | | |
| | School Performance Label [1] | 4 | N/A | N/A | | | |
| | Growth Target | 5.0 | N/A | N/A | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | N/A | | | |
| | Reward Eligibility | N/A | N/A | N/A | | | |

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044006** | **Chalmette High School** | | | | | | |
| | Grade Structure | 9-12,NG | 9-12,NG | 8-12,NG | | | |
| | School Type | High | High | High | | | |
| | October 1 Membership | 928 | 871 | 812 | | | |
| | Number of Faculty | 75 | 77 | 72 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | N/A | N/A | 70.9 | | | |
| | School Performance Label [1] | N/A | N/A | 5 | | | |
| | Growth Target | N/A | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | 0 | | | |
| | Reward Eligibility | N/A | N/A | No | | | |
| **044007** | **Chalmette Middle School** | | | | | | |
| | Grade Structure | 6-8 | 6-8,NG | 6-8,NG | | | |
| | School Type | Middle/Jr. High | Middle/Jr. High | Middle/Jr. High | | | |
| | October 1 Membership | 673 | 699 | 709 | | | |
| | Number of Faculty | 43 | 42 | 42 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 71.6 | 92.7 | 91.7 | | | |
| | School Performance Label [1] | 4 | N/A | 4 | | | |
| | Growth Target | 5.5 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 91.5 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044008** | **J.F. Gauthier School** | | | | | | |
| | Grade Structure | PK,K-5,NG | PK,K-5,NG | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 487 | 573 | 594 | | | |
| | Number of Faculty | 38 | 47 | 47 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 59.2 | 73.4 | 73.4 | | | |
| | School Performance Label [1] | 5 | N/A | 5 | | | |
| | Growth Target | 7.6 | N/A | 6.2 | | | |
| | Growth SPS | N/A | N/A | 82.6 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | |
| | Grade Structure | 9-12,NG | 9-12,NG | 8-12,NG | | | |
| | School Type | High | High | High | | | |
| | October 1 Membership | 1,049 | 1,016 | 963 | | | |
| | Number of Faculty | 73 | 73 | 69 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | N/A | N/A | 101.5 | | | |
| | School Performance Label [1] | N/A | N/A | 3 | | | |
| | Growth Target | N/A | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | 0 | | | |
| | Reward Eligibility | N/A | N/A | No | | | |

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044010** | **Lacoste Elementary School** | | | | | | |
| | Grade Structure | K-5 | PK,K-5 | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 488 | 778 | 759 | | | |
| | Number of Faculty | 35 | 51 | 47 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 94.0 | 95.2 | 92.9 | | | |
| | School Performance Label [1] | 4 | N/A | 4 | | | |
| | Growth Target | 5.0 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 97.4 | | | |
| | Growth Label [2] | N/A | N/A | 4 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | No | | | |
| **044011** | **Meraux Elementary School** | | | | | | |
| | Grade Structure | K-5,NG | ~ | ~ | | | |
| | School Type | Elementary | ~ | ~ | | | |
| | October 1 Membership | 366 | ~ | ~ | | | |
| | Number of Faculty | 29 | ~ | ~ | | | |
| | Paired/Shared or Stand Alone | N/A | N/A | N/A | | | |
| | Baseline School Performance Score (SPS) | 89.0 | N/A | N/A | | | |
| | School Performance Label [1] | 4 | N/A | N/A | | | |
| | Growth Target | 5.0 | N/A | N/A | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | N/A | | | |
| | Reward Eligibility | N/A | N/A | N/A | | | |

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044012** | **Millaudon Elementary School** | | | | | | |
| | Grade Structure | PK,K-5,NG | PK,K-5,NG | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 539 | 739 | 763 | | | |
| | Number of Faculty | 42 | 54 | 53 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 62.8 | 94.8 | 94.5 | | | |
| | School Performance Label [1] | 5 | N/A | 4 | | | |
| | Growth Target | 7.0 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 102.7 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |
| **044013** | **C.F. Rowley School** | | | | | | |
| | Grade Structure | K-5,NG | K-5,NG | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 538 | 637 | 621 | | | |
| | Number of Faculty | 37 | 60 | 52 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 77.1 | 82.4 | 86 | | | |
| | School Performance Label [1] | 4 | N/A | 4 | | | |
| | Growth Target | 5.0 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 94.9 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |

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[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044014** | **Sebastien Roy School** | | | | | | |
| | Grade Structure | K-8 | K-5 | PK,K-5,NG | | | |
| | School Type | Elementary | Elementary | Elementary | | | |
| | October 1 Membership | 405 | 228 | 246 | | | |
| | Number of Faculty | 34 | 25 | 25 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 63.3 | 76.2 | 77 | | | |
| | School Performance Label [1] | 5 | N/A | 5 | | | |
| | Growth Target | 6.9 | N/A | 5.1 | | | |
| | Growth SPS | N/A | N/A | 85.7 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | Yes | | | |
| **044015** | **St. Bernard High School** | | | | | | |
| | Grade Structure | 9-12,NG | 9-12,NG | 8-12,NG | | | |
| | School Type | High | High | High | | | |
| | October 1 Membership | 621 | 585 | 494 | | | |
| | Number of Faculty | 54 | 54 | 49 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | N/A | N/A | 60.7 | | | |
| | School Performance Label [1] | N/A | N/A | 5 | | | |
| | Growth Target | N/A | N/A | 5.3 | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | 0 | | | |
| | Reward Eligibility | N/A | N/A | No | | | |

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# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044016** | **St. Claude Heights School** | | | | | | |
| | Grade Structure | K-5,NG | ~ | ~ | | | |
| | School Type | Elementary | ~ | ~ | | | |
| | October 1 Membership | 459 | ~ | ~ | | | |
| | Number of Faculty | 30 | ~ | ~ | | | |
| | Paired/Shared or Stand Alone | N/A | N/A | N/A | | | |
| | Baseline School Performance Score (SPS) | 97.4 | N/A | N/A | | | |
| | School Performance Label [1] | 4 | N/A | N/A | | | |
| | Growth Target | 5.0 | N/A | N/A | | | |
| | Growth SPS | N/A | N/A | N/A | | | |
| | Growth Label [2] | N/A | N/A | N/A | | | |
| | Corrective Action Status [3] | N/A | N/A | N/A | | | |
| | Reward Eligibility | N/A | N/A | N/A | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | |
| | Grade Structure | 6-8,NG | 6-8,NG | 6-8,NG | | | |
| | School Type | Middle/Jr. High | Middle/Jr. High | Middle/Jr. High | | | |
| | October 1 Membership | 750 | 715 | 696 | | | |
| | Number of Faculty | 45 | 48 | 43 | | | |
| | Paired/Shared or Stand Alone | No | No | No | | | |
| | Baseline School Performance Score (SPS) | 64.3 | 83.8 | 84.1 | | | |
| | School Performance Label [1] | 5 | N/A | 4 | | | |
| | Growth Target | 6.8 | N/A | 5 | | | |
| | Growth SPS | N/A | N/A | 84.6 | | | |
| | Growth Label [2] | N/A | N/A | 2 | | | |
| | Corrective Action Status [3] | 0 | 0 | 0 | | | |
| | Reward Eligibility | N/A | N/A | No | | | |

~ = Unavailable Data  PK = Pre-kindergarten  NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence  2 = School of Academic Distinction  3 = School of Academic Achievement  4 = Academically Above the State Average  5 = Academically Below the State Average  6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.  2 = Exemplary Academic Growth  3 = Recognized Academic Growth  4 = Minimal Academic Growth  5 = No Growth  6 = School In Decline

[3] **Corrective Action Status:** 0 = School is not in Corrective Actions  1 = School is in Corrective Actions Level 1  2 = School is in Corrective Actions Level 2

# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| **044019 NOVA Academy** | | | | | | |
| Grade Structure | 6-12 | 6-12 | 6-12,NG | | | |
| School Type | High | High | High | | | |
| October 1 Membership | 64 | 89 | 77 | | | |
| Number of Faculty | 8 | 12 | 14 | | | |
| Paired/Shared or Stand Alone | N/A | N/A | N/A | | | |
| Baseline School Performance Score (SPS) | N/A | N/A | N/A | | | |
| School Performance Label [1] | N/A | N/A | N/A | | | |
| Growth Target | N/A | N/A | N/A | | | |
| Growth SPS | N/A | N/A | N/A | | | |
| Growth Label [2] | N/A | N/A | N/A | | | |
| Corrective Action Status [3] | N/A | N/A | N/A | | | |
| Reward Eligibility | N/A | N/A | N/A | | | |

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

[1] **School Performance Label:** 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

[2] **Growth Label:** 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets. 2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

[3] **Corrective Action Status:** 0 = School is not in Corrective Actions 1 = School is in Corrective Actions Level 1 2 = School is in Corrective Actions Level 2

# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| District | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Number of Schools | | 17 | | 14 | | 14 | | | | | | |
| October 1 Membership | | 8,946 | | 8,691 | | 8,584 | | | | | | |
| Number of Faculty | | 670 | | 687 | | 664 | | | | | | |
| **Schools by Performance Label** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| School of Academic Excellence | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| School of Academic Distinction | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| School of Academic Achievement | 0.0 | 0 | N/A | N/A | 7.7 | 1 | | | | | | |
| Academically Above the State Average | 53.8 | 7 | N/A | N/A | 46.2 | 6 | | | | | | |
| Academically Below the State Average | 46.2 | 6 | N/A | N/A | 46.2 | 6 | | | | | | |
| Academically Unacceptable School | 0.0 | 0 | N/A | N/A | 0.0 | 0 | | | | | | |
| Number of Schools[1] | 100.0 | 13 | N/A | N/A | 100.0 | 13 | | | | | | |
| **Schools By Growth Label** | | | | | | | | | | | | |
| No Label Assigned[2] | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| Exemplary Academic Growth | N/A | N/A | N/A | N/A | 80.0 | 8 | | | | | | |
| Recognized Academic Growth | N/A | N/A | N/A | N/A | 10.0 | 1 | | | | | | |
| Minimal Academic Growth | N/A | N/A | N/A | N/A | 10.0 | 1 | | | | | | |
| No Growth | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| School In Decline | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| Number of Schools | N/A | N/A | N/A | N/A | 100.0 | 10 | | | | | | |
| **Schools By Levels of Corrective Actions** | | | | | | | | | | | | |
| Not in Corrective Actions | 100.0 | 13 | 100.0 | 10 | 100.0 | 13 | | | | | | |
| Corrective Actions I (CA I) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Corrective Actions II (CA II) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Corrective Actions III (CA III) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **Schools by Reward Eligibility** | | | | | | | | | | | | |
| Schools Eligible for Receiving Rewards | N/A | N/A | N/A | N/A | 80.0 | 8 | | | | | | |

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

[1] For 1998-99, schools with grades K-8 were included in the accountability system.

[2] No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

# Table 6

## *School Characteristics and Accountability Information of St. Bernard Parish*

| State | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Number of Schools | | 1,507 | | 1,533 | | 1,532 | | | | | | |
| October 1 Membership | | 766,274 | | 755,207 | | 745,955 | | | | | | |
| Number of Faculty | | 53,933 | | 55,432 | | 55,526 | | | | | | |
| **Schools by Performance Label** | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| School of Academic Excellence | 0.1 | 1 | N/A | N/A | 0.3 | 4 | | | | | | |
| School of Academic Distinction | 1.3 | 15 | N/A | N/A | 1.1 | 15 | | | | | | |
| School of Academic Achievement | 7.9 | 94 | N/A | N/A | 14.7 | 203 | | | | | | |
| Academically Above the State Average | 44.0 | 524 | N/A | N/A | 32.9 | 455 | | | | | | |
| Academically Below the State Average | 42.0 | 500 | N/A | N/A | 48.2 | 665 | | | | | | |
| Academically Unacceptable School | 4.8 | 57 | N/A | N/A | 2.8 | 39 | | | | | | |
| Number of Schools[1] | 100.0 | 1,191 | N/A | N/A | 100.0 | 1,381 | | | | | | |
| **Schools By Growth Label** | | | | | | | | | | | | |
| No Label Assigned[2] | N/A | N/A | N/A | N/A | 5.8 | 68 | | | | | | |
| Exemplary Academic Growth | N/A | N/A | N/A | N/A | 43.9 | 512 | | | | | | |
| Recognized Academic Growth | N/A | N/A | N/A | N/A | 25.5 | 297 | | | | | | |
| Minimal Academic Growth | N/A | N/A | N/A | N/A | 18.6 | 217 | | | | | | |
| No Growth | N/A | N/A | N/A | N/A | 4.7 | 55 | | | | | | |
| School In Decline | N/A | N/A | N/A | N/A | 1.4 | 16 | | | | | | |
| Number of Schools | N/A | N/A | N/A | N/A | 100.0 | 1,165 | | | | | | |
| **Schools By Levels of Corrective Actions** | | | | | | | | | | | | |
| Not in Corrective Actions | 95.2 | 1,134 | 95.5 | 1,120 | 85.1 | 1,175 | | | | | | |
| Corrective Actions I (CA I) | 4.8 | 57 | 4.5 | 53 | 13.1 | 181 | | | | | | |
| Corrective Actions II (CA II) | 0.0 | 0 | 0.0 | 0 | 1.8 | 25 | | | | | | |
| Corrective Actions III (CA III) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **Schools by Reward Eligibility** | | | | | | | | | | | | |
| Schools Eligible for Receiving Rewards | N/A | N/A | N/A | N/A | 68.6 | 799 | | | | | | |

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

[1] For 1998-99, schools with grades K-8 were included in the accountability system.

[2] No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

# Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

## Data Presentation

Table 7, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

## Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional/administrative staff.

## Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

## Data Sources

*Site-based personnel*—district-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

*Faculty degree status*—district-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

**Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher**

$$\text{Percent of Faculty with a Master's Degree or Higher} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

# Table 7

*Faculty with a Master's Degree or Higher*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| 044001 | Arabi Elementary School | 29.6 | 8 | 36.5 | 19 | 33.3 | 21 | | | | | | |
| 044003 | P.G.T. Beauregard Middle School | 17.1 | 6 | 31.1 | 14 | 26.7 | 12 | | | | | | |
| 044004 | Borgnemouth Elementary School | 17.9 | 7 | 19.1 | 9 | 18.6 | 8 | | | | | | |
| 044005 | Carolyn Park School | 26.9 | 7 | ~ | ~ | ~ | ~ | | | | | | |
| 044006 | Chalmette High School | 44.0 | 33 | 44.2 | 34 | 43.1 | 31 | | | | | | |
| 044007 | Chalmette Middle School | 30.2 | 13 | 23.8 | 10 | 23.8 | 10 | | | | | | |
| 044008 | J.F. Gauthier School | 36.8 | 14 | 34.0 | 16 | 36.2 | 17 | | | | | | |
| 044009 | Andrew Jackson Fundamental High School | 52.1 | 38 | 50.7 | 37 | 53.6 | 37 | | | | | | |
| 044010 | Lacoste Elementary School | 31.4 | 11 | 31.4 | 16 | 34.0 | 16 | | | | | | |
| 044011 | Meraux Elementary School | 44.8 | 13 | ~ | ~ | ~ | ~ | | | | | | |
| 044012 | Millaudon Elementary School | 23.8 | 10 | 35.2 | 19 | 32.1 | 17 | | | | | | |
| 044013 | C.F. Rowley School | 48.6 | 18 | 40.0 | 24 | 34.6 | 18 | | | | | | |
| 044014 | Sebastien Roy School | 35.3 | 12 | 36.0 | 9 | 36.0 | 9 | | | | | | |
| 044015 | St. Bernard High School | 42.6 | 23 | 42.6 | 23 | 49.0 | 24 | | | | | | |
| 044016 | St. Claude Heights School | 40.0 | 12 | ~ | ~ | ~ | ~ | | | | | | |
| 044017 | N.P. Trist Middle School | 17.8 | 8 | 12.5 | 6 | 9.3 | 4 | | | | | | |
| 044019 | NOVA Academy | 37.5 | 3 | 25.0 | 3 | 21.4 | 3 | | | | | | |
| **District** | | 35.2 | 236 | 34.8 | 239 | 34.2 | 227 | | | | | | |
| **State** | | 39.1 | 21,090 | 38.0 | 21,056 | 37.5 | 20,846 | | | | | | |

~ = Unavailable Data

# Class Size Characteristics

Small classes generally allow more time for pupil-teacher interaction; therefore, they are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the State Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels *(Bulletin 741)*. The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

## Data Presentation

Tables 8a, 8b, 8c, and 8d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. This report provides the class size information for grades PK-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

## Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

## Method of Calculation

The following criterion was applied to *Annual School Report (ASR)* data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.
- Non graded, infant and preschool classes are excluded
- Schools with category codes “000’ are excluded

## Data Source

District-reported data from the *Annual School Report* (ASR).

### Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\textit{Percent of Classes in Specific Class Size Range} = \frac{\textit{Number of Classes in Specific Class Size Range}}{\textit{Total Number of Classes}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

# Table 8a: Class Size Characteristics

## *Elementary Schools*

| | | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 78.9 | 15 | 46.7 | 21 | 31.4 | 16 | | | | | | |
| | Class Size Range 21 - 26 | 21.0 | 4 | 37.8 | 17 | 52.9 | 27 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 15.6 | 7 | 15.7 | 8 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 78.6 | 22 | 75.0 | 27 | 84.9 | 28 | | | | | | |
| | Class Size Range 21 - 26 | 21.4 | 6 | 8.3 | 3 | 9.1 | 3 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 16.7 | 6 | 6.1 | 2 | | | | | | |
| **044005** | **Carolyn Park School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.0 | 9 | Closed | Closed | ~ | ~ | | | | | | |
| | Class Size Range 21 - 26 | 44.0 | 11 | Closed | Closed | ~ | ~ | | | | | | |
| | Class Size Range 27 or more | 20.0 | 5 | Closed | Closed | ~ | ~ | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 33.3 | 8 | 41.2 | 14 | 43.6 | 17 | | | | | | |
| | Class Size Range 21 - 26 | 66.7 | 16 | 47.1 | 16 | 35.9 | 14 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 11.8 | 4 | 20.5 | 8 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 55.6 | 15 | 21.4 | 9 | 24.4 | 10 | | | | | | |
| | Class Size Range 21 - 26 | 44.4 | 12 | 54.8 | 23 | 58.5 | 24 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 23.8 | 10 | 17.1 | 7 | | | | | | |
| **044011** | **Meraux Elementary School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 45.0 | 9 | Closed | Closed | ~ | ~ | | | | | | |
| | Class Size Range 21 - 26 | 55.0 | 11 | Closed | Closed | ~ | ~ | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 41.7 | 10 | 17.5 | 7 | 9.3 | 4 | | | | | | |
| | Class Size Range 21 - 26 | 58.3 | 14 | 57.5 | 23 | 76.7 | 33 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 25.0 | 10 | 14.0 | 6 | | | | | | |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 12.9 | 4 | 63.5 | 33 | 57.1 | 24 | | | | | | |
| | Class Size Range 21 - 26 | 71.0 | 22 | 28.9 | 15 | 35.7 | 15 | | | | | | |
| | Class Size Range 27 or more | 16.1 | 5 | 7.7 | 4 | 7.1 | 3 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# Table 8a: Class Size Characteristics

## *Elementary Schools*

| | | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 21.8 | 12 | 45.0 | 9 | 61.9 | 13 | | | | | | |
| | Class Size Range 21 - 26 | 72.7 | 40 | 45.0 | 9 | 38.1 | 8 | | | | | | |
| | Class Size Range 27 or more | 5.4 | 3 | 10.0 | 2 | 0.0 | 0 | | | | | | |
| **044016** | **St. Claude Heights School** | | | | | | | | | | | | |
| | Class Size Range 21 - 26 | 74.1 | 20 | Closed | Closed | ~ | ~ | | | | | | |
| | Class Size Range 27 or more | 25.9 | 7 | Closed | Closed | ~ | ~ | | | | | | |
| **District (Elementary Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 37.1 | 104 | 44.6 | 120 | 41.5 | 112 | | | | | | |
| | Class Size Range 21 - 26 | 55.7 | 156 | 39.4 | 106 | 45.9 | 124 | | | | | | |
| | Class Size Range 27 or more | 7.1 | 20 | 16.0 | 43 | 12.6 | 34 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 33.6 | 437 | 35.5 | 457 | 33.3 | 416 | | | | | | |
| | Class Size Range 21 - 26 | 37.6 | 489 | 33.7 | 434 | 38.8 | 484 | | | | | | |
| | Class Size Range 27 or more | 28.8 | 375 | 30.8 | 397 | 27.9 | 348 | | | | | | |
| **State (Elementary Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.5 | 11,901 | 44.1 | 15,027 | 47.0 | 17,287 | | | | | | |
| | Class Size Range 21 - 26 | 50.4 | 16,434 | 43.1 | 14,713 | 42.7 | 15,706 | | | | | | |
| | Class Size Range 27 or more | 13.1 | 4,285 | 12.8 | 4,368 | 10.3 | 3,778 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.9 | 44,332 | 40.3 | 49,539 | 42.6 | 53,422 | | | | | | |
| | Class Size Range 21 - 26 | 38.5 | 46,247 | 36.3 | 44,702 | 36.1 | 45,201 | | | | | | |
| | Class Size Range 27 or more | 24.6 | 29,539 | 23.4 | 28,786 | 21.3 | 26,656 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# Table 8b: Class Size Characteristics

## *Middle/Jr. High Schools*

| | | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.0 | 40 | 37.1 | 53 | 26.1 | 37 | | | | | | |
| | Class Size Range 21 - 26 | 42.3 | 47 | 41.3 | 59 | 50.0 | 71 | | | | | | |
| | Class Size Range 27 or more | 21.6 | 24 | 21.7 | 31 | 23.9 | 34 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 18.0 | 28 | 9.4 | 14 | 7.5 | 11 | | | | | | |
| | Class Size Range 21 - 26 | 33.3 | 52 | 28.2 | 42 | 39.7 | 58 | | | | | | |
| | Class Size Range 27 or more | 48.7 | 76 | 62.4 | 93 | 52.7 | 77 | | | | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 4.1 | 6 | 7.5 | 10 | 8.3 | 11 | | | | | | |
| | Class Size Range 21 - 26 | 33.8 | 49 | 21.8 | 29 | 34.9 | 46 | | | | | | |
| | Class Size Range 27 or more | 62.1 | 90 | 70.7 | 94 | 56.8 | 75 | | | | | | |
| **District (Middle/Jr. High Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 18.0 | 74 | 18.1 | 77 | 14.1 | 59 | | | | | | |
| | Class Size Range 21 - 26 | 35.9 | 148 | 30.6 | 130 | 41.7 | 175 | | | | | | |
| | Class Size Range 27 or more | 46.1 | 190 | 51.3 | 218 | 44.3 | 186 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 33.6 | 437 | 35.5 | 457 | 33.3 | 416 | | | | | | |
| | Class Size Range 21 - 26 | 37.6 | 489 | 33.7 | 434 | 38.8 | 484 | | | | | | |
| | Class Size Range 27 or more | 28.8 | 375 | 30.8 | 397 | 27.9 | 348 | | | | | | |
| **State (Middle/Jr. High Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 29.8 | 9,029 | 32.1 | 9,961 | 32.4 | 9,907 | | | | | | |
| | Class Size Range 21 - 26 | 39.6 | 11,994 | 39.3 | 12,189 | 40.8 | 12,465 | | | | | | |
| | Class Size Range 27 or more | 30.7 | 9,294 | 28.6 | 8,849 | 26.8 | 8,187 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.9 | 44,332 | 40.3 | 49,539 | 42.6 | 53,422 | | | | | | |
| | Class Size Range 21 - 26 | 38.5 | 46,247 | 36.3 | 44,702 | 36.1 | 45,201 | | | | | | |
| | Class Size Range 27 or more | 24.6 | 29,539 | 23.4 | 28,786 | 21.3 | 26,656 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# Table 8c: Class Size Characteristics

## *High Schools*

| | | 1998-99* | | 1999-00* | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 40.4 | 82 | 48.0 | 97 | 45.6 | 87 | | | | | | |
| | Class Size Range 21 - 26 | 27.6 | 56 | 30.2 | 61 | 30.4 | 58 | | | | | | |
| | Class Size Range 27 or more | 32.0 | 65 | 21.8 | 44 | 24.1 | 46 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 33.5 | 82 | 31.9 | 75 | 29.2 | 65 | | | | | | |
| | Class Size Range 21 - 26 | 34.3 | 84 | 40.4 | 95 | 43.1 | 96 | | | | | | |
| | Class Size Range 27 or more | 32.2 | 79 | 27.7 | 65 | 27.8 | 62 | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 54.8 | 80 | 53.6 | 74 | 58.9 | 73 | | | | | | |
| | Class Size Range 21 - 26 | 30.8 | 45 | 27.5 | 38 | 25.0 | 31 | | | | | | |
| | Class Size Range 27 or more | 14.4 | 21 | 18.8 | 26 | 16.1 | 20 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 100.0 | 15 | 73.7 | 14 | 100.0 | 20 | | | | | | |
| | Class Size Range 21 - 26 | ~ | ~ | 21.0 | 4 | 0.0 | 0 | | | | | | |
| | Class Size Range 27 or more | ~ | ~ | 5.3 | 1 | 0.0 | 0 | | | | | | |
| **District (High Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 42.5 | 259 | 43.8 | 260 | 43.9 | 245 | | | | | | |
| | Class Size Range 21 - 26 | 30.4 | 185 | 33.3 | 198 | 33.2 | 185 | | | | | | |
| | Class Size Range 27 or more | 27.1 | 165 | 22.9 | 136 | 22.9 | 128 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 33.6 | 437 | 35.5 | 457 | 33.3 | 416 | | | | | | |
| | Class Size Range 21 - 26 | 37.6 | 489 | 33.7 | 434 | 38.8 | 484 | | | | | | |
| | Class Size Range 27 or more | 28.8 | 375 | 30.8 | 397 | 27.9 | 348 | | | | | | |
| **State (High Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 37.5 | 18,477 | 39.1 | 19,814 | 41.4 | 20,349 | | | | | | |
| | Class Size Range 21 - 26 | 31.8 | 15,697 | 31.2 | 15,786 | 30.3 | 14,875 | | | | | | |
| | Class Size Range 27 or more | 30.7 | 15,144 | 29.7 | 15,009 | 28.3 | 13,888 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | | |
| | Class Size Range 1 - 20 | 36.9 | 44,332 | 40.3 | 49,539 | 42.6 | 53,422 | | | | | | |
| | Class Size Range 21 - 26 | 38.5 | 46,247 | 36.3 | 44,702 | 36.1 | 45,201 | | | | | | |
| | Class Size Range 27 or more | 24.6 | 29,539 | 23.4 | 28,786 | 21.3 | 26,656 | | | | | | |

~ = Unavailable Data

* Due to changes in the calculation method, prior years' data are not comparable to 2000-2001 data.

# *Section 3. Student Participation*

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Students Suspended and Expelled ..... 3-7
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# Student Participation Overview

This section presents school-level data that captures information about student participation. It is essential that students participate in their learning; to learn, students must be first be present to receive instruction. Students who are frequently absent miss valuable instruction and are more likely to perform poorly. In fact, research has consistently shown that of all school-level indicators presented in this document, student attendance is the single most important predictor of student achievement.

The Student Participation data elements that will be presented in this section are Student Attendance, Student Suspension and Expulsion and Student Dropouts. In all cases, attempts are made to present the most recent student data. However, data collection and management efforts are impacted by system, logistical and human limitations. For this very reason, current year dropout data are not available for use in this report. The dropout data presented in this report are prior year's data (1998-1999).

*Of all the* School Report Card *indicators studied, student attendance yields the strongest positive relationship with average test scores. This finding is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

*According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).*

**References**

Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

# Student Attendance

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

## Data Presentation

This report presents the percent of student attendance for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. Tables 9a, 9b, 9c, and 9d—Student Attendance— present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

It should be noted that, for purposes of this report, the percent of students in attendance represents the current year's data; however, the accountability attendance index displayed in previous publications was based on previous year's attendance data due to data collection timelines.

## Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

  "Students who meet the above criteria and are present at the school site for more than 25% but not more than 50% of the student's instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for more than 50% of the student's instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." *(Bulletin 741)*

  The above definition refers to the "amount" of time receiving instruction that is required to be considered in attendance. This definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.
- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

## Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

## Data Sources

The attendance indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

## References


Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback. 126*, 12.

Bennett, W. J. (1988). *American Education - Making It Work.* 17. Washington, DC: U.S. Government Printing Office.

Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741).* Baton Rouge, La.: Author.


# Formulas Used to Calculate Percent of Student Attendance

## School-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Aggregate Days of Attendance}}{\textit{Aggregate Days of Membership}} \times 100$$

## District-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the District}}{\textit{Total Aggregate Days of Membership for All Schools in the District}} \times 100^{*}$$

## State-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the State}}{\textit{Total Aggregate Days of Membership for All Schools in the State}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

# Table 9a: Percent of Student Attendance

*Elementary Schools*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| 044001 | Arabi Elementary School | 93.5 | 95.4 | 94.5 | | | |
| 044004 | Borgnemouth Elementary School | 93.8 | 94.8 | 94.3 | | | |
| 044005 | Carolyn Park School | 94.7 | Closed | ~ | | | |
| 044008 | J.F. Gauthier School | 93.3 | 93.5 | 93.2 | | | |
| 044010 | Lacoste Elementary School | 95.5 | 94.7 | 93.6 | | | |
| 044011 | Meraux Elementary School | 94.7 | Closed | ~ | | | |
| 044012 | Millaudon Elementary School | 93.8 | 94.2 | 93.9 | | | |
| 044013 | C.F. Rowley School | 93.6 | 94.1 | 93.7 | | | |
| 044014 | Sebastien Roy School | 93.6 | 94.6 | 93.6 | | | |
| 044016 | St. Claude Heights School | 96.3 | Closed | ~ | | | |
| **District (Elementary Schools)** | | 94.3 | 94.5 | 93.9 | | | |
| **District (All Schools)** | | 92.0 | 92.1 | 92.1 | | | |
| **State (Elementary Schools)** | | 95.2 | 95.5 | 95.1 | | | |
| **State (All Schools)** | | 93.5 | 94.0 | 93.7 | | | |

~ = Unavailable Data

# Table 9b: Percent of Student Attendance

*Middle/Jr. High Schools*

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| 044003 P.G.T. Beauregard Middle School | 88.8 | 90.0 | 89.6 | | | |
| 044007 Chalmette Middle School | 93.4 | 93.3 | 92.5 | | | |
| 044017 N.P. Trist Middle School | 90.6 | 91.0 | 91.4 | | | |
| **District (Middle/Jr. High Schools)** | 91.2 | 91.5 | 91.2 | | | |
| **District (All Schools)** | 92.0 | 92.1 | 92.1 | | | |
| **State (Middle/Jr. High Schools)** | 92.8 | 93.4 | 93.1 | | | |
| **State (All Schools)** | 93.5 | 94.0 | 93.7 | | | |

~ = Unavailable Data

# Table 9c: Percent of Student Attendance

*High Schools*

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| 044006 Chalmette High School | 88.5 | 89.4 | 89.3 | | | |
| 044009 Andrew Jackson Fundamental High School | 89.7 | 89.7 | 91.7 | | | |
| 044015 St. Bernard High School | 88.0 | 88.5 | 88.2 | | | |
| 044019 NOVA Academy | 82.4 | 78.0 | 81.4 | | | |
| **District (High Schools)** | 88.7 | 88.9 | 89.8 | | | |
| **District (All Schools)** | 92.0 | 92.1 | 92.1 | | | |
| **State (High Schools)** | 90.9 | 91.5 | 91.3 | | | |
| **State (All Schools)** | 93.5 | 94.0 | 93.7 | | | |

~ = Unavailable Data

# Students Suspended and Expelled

Student suspension harms not only students by depriving them of valuable instruction, but also communities, the individual school, and school district (Garibaldi, 1978).

## Data Presentation

Tables 10a, 10b, 10c, and 10d present the number and percent of students suspended and the number and percent of students expelled for each school in the district. School category statistics are provided at the district and state level for comparison purposes. Schools are listed by category and in site code order. It should be pointed out that the "students suspended" number reflects the number of students at the school site who were suspended at least once during the school year (unduplicated count).

## Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- *In-school Suspension*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- *Out-of-school Expulsion*—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—a student temporarily prohibited from participating in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

## Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades PK-12 and non-graded. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

## Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

*Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and high schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.*

**References**

Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report.* Washington, D.C.: U.S. Government Printing Office.

Kennedy, E. (1993). *A study of out-of-school suspensions and expulsions in Louisiana public schools.* Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

## Formulas Used to Calculate Percent of Students Suspended, Expelled

### School-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Number of Students Suspended (unduplicated count)}}{\textit{Cumulative Enrollment}} \times 100$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Number of Students Expelled (unduplicated count)}}{\textit{Cumulative Enrollment}} \times 100$$

### District-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Total Number of Students Suspended for All Schools in the District (unduplicated count)}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Total Number of Students Expelled for All Schools in the District (unduplicated count)}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

# Table 10a: Students Suspended and Expelled

## *Elementary Schools*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 5.4 | 14 | 1.2 | 9 | 0.6 | 5 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Suspended (In School) | 22.0 | 108 | 25.5 | 127 | 15.5 | 75 | | | | | | |
| | Suspended (Out of School) | 14.9 | 73 | 7.2 | 36 | 22.7 | 110 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044005** | **Carolyn Park School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 0.2 | 1 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 2.3 | 12 | 1.7 | 11 | 3.4 | 22 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Suspended (In School) | ~ | ~ | 0.1 | 1 | 0.5 | 4 | | | | | | |
| | Suspended (Out of School) | ~ | ~ | 2.6 | 22 | 1.6 | 13 | | | | | | |
| | Expelled (In School) | ~ | ~ | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | ~ | ~ | 0.1 | 1 | 0.0 | 0 | | | | | | |
| **044011** | **Meraux Elementary School** | | | | | | | | | | | | |
| | Suspended (In School) | 2.2 | 9 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 1.0 | 4 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | 1.9 | 16 | 1.2 | 10 | | | | | | |
| | Suspended (Out of School) | 3.0 | 15 | 1.5 | 12 | 1.9 | 16 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |

~ = Unavailable Data

# Table 10a: Students Suspended and Expelled

*Elementary Schools*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 4.3 | 27 | 5.5 | 43 | 3.7 | 28 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Suspended (In School) | 4.8 | 22 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 11.4 | 52 | 15.5 | 39 | 16.4 | 43 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044016** | **St. Claude Heights School** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 4.0 | 19 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | Closed | Closed | 0.0 | 0 | | | | | | |
| **District (Elementary Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 3.0 | 138 | 3.3 | 144 | 2.0 | 88 | | | | | | |
| | Suspended (Out of School) | 4.8 | 216 | 3.9 | 171 | 5.3 | 237 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 9.9 | 932 | 9.5 | 882 | 8.1 | 733 | | | | | | |
| | Suspended (Out of School) | 13.5 | 1,263 | 13.3 | 1,227 | 14.2 | 1,287 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.4 | 36 | 0.2 | 17 | 0.5 | 48 | | | | | | |
| **State (Elementary Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 3.4 | 12,975 | 3.6 | 14,134 | 4.0 | 15,757 | | | | | | |
| | Suspended (Out of School) | 5.1 | 19,705 | 5.0 | 19,639 | 5.7 | 22,612 | | | | | | |
| | Expelled (In School) | 0.1 | 190 | 0.1 | 350 | 0.1 | 352 | | | | | | |
| | Expelled (Out of School) | 0.1 | 214 | 0.1 | 228 | 0.1 | 287 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 8.1 | 63,578 | 8.3 | 65,115 | 9.3 | 72,473 | | | | | | |
| | Suspended (Out of School) | 10.5 | 82,290 | 9.6 | 74,907 | 9.7 | 75,601 | | | | | | |
| | Expelled (In School) | 0.2 | 1,779 | 0.3 | 2,127 | 0.4 | 2,805 | | | | | | |
| | Expelled (Out of School) | 0.5 | 3,601 | 0.4 | 2,839 | 0.4 | 3,089 | | | | | | |

~ = Unavailable Data

# Table 10b: Students Suspended and Expelled

*Middle/Jr. High Schools*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Suspended (In School) | 30.6 | 164 | 18.7 | 126 | 23.4 | 158 | | | | | | |
| | Suspended (Out of School) | 20.9 | 112 | 41.9 | 283 | 36.6 | 247 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.1 | 1 | 0.0 | 0 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Suspended (In School) | 12.4 | 94 | 12.0 | 93 | 11.6 | 88 | | | | | | |
| | Suspended (Out of School) | 22.9 | 173 | 28.5 | 220 | 28.0 | 212 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Suspended (In School) | 17.8 | 148 | 16.8 | 132 | 14.3 | 108 | | | | | | |
| | Suspended (Out of School) | 21.9 | 183 | 15.0 | 118 | 21.5 | 162 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| **District (Middle/Jr. High Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 19.6 | 403 | 16.2 | 351 | 16.4 | 352 | | | | | | |
| | Suspended (Out of School) | 22.7 | 466 | 28.4 | 615 | 28.8 | 617 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 9.9 | 932 | 9.5 | 882 | 8.1 | 733 | | | | | | |
| | Suspended (Out of School) | 13.5 | 1,263 | 13.3 | 1,227 | 14.2 | 1,287 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.4 | 36 | 0.2 | 17 | 0.5 | 48 | | | | | | |
| **State (Middle/Jr. High Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 16.4 | 21,735 | 15.7 | 22,378 | 18.1 | 25,415 | | | | | | |
| | Suspended (Out of School) | 19.4 | 25,751 | 16.5 | 23,542 | 16.6 | 23,350 | | | | | | |
| | Expelled (In School) | 0.6 | 756 | 0.6 | 918 | 1.0 | 1,362 | | | | | | |
| | Expelled (Out of School) | 1.1 | 1,482 | 0.8 | 1,151 | 1.0 | 1,370 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | | |
| | Suspended (In School) | 8.1 | 63,578 | 8.3 | 65,115 | 9.3 | 72,473 | | | | | | |
| | Suspended (Out of School) | 10.5 | 82,290 | 9.6 | 74,907 | 9.7 | 75,601 | | | | | | |
| | Expelled (In School) | 0.2 | 1,779 | 0.3 | 2,127 | 0.4 | 2,805 | | | | | | |
| | Expelled (Out of School) | 0.5 | 3,601 | 0.4 | 2,839 | 0.4 | 3,089 | | | | | | |

~ = Unavailable Data

# Table 10c: Students Suspended and Expelled

*High Schools*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Suspended (In School) | 20.5 | 204 | 18.7 | 175 | 10.9 | 93 | | | | | | |
| | Suspended (Out of School) | 21.8 | 217 | 16.9 | 158 | 19.3 | 164 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.3 | 3 | 0.2 | 2 | 0.0 | 0 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Suspended (In School) | 3.1 | 34 | 1.7 | 18 | 5.3 | 53 | | | | | | |
| | Suspended (Out of School) | 16.9 | 183 | 17.5 | 187 | 18.8 | 188 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.0 | 0 | 0.3 | 3 | 0.4 | 4 | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | Suspended (In School) | 23.1 | 156 | 30.8 | 195 | 27.6 | 147 | | | | | | |
| | Suspended (Out of School) | 26.9 | 181 | 15.2 | 96 | 15.2 | 81 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 0.3 | 2 | 0.2 | 1 | 0.4 | 2 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Suspended (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Suspended (Out of School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Expelled (Out of School) | 19.4 | 31 | 4.8 | 9 | 23.7 | 42 | | | | | | |

~ = Unavailable Data

# Table 10c: Students Suspended and Expelled

*High Schools*

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District (High Schools)** | | | | | | | | | | | | |
| Suspended (In School) | 13.8 | 392 | 14.0 | 388 | 11.7 | 293 | | | | | | |
| Suspended (Out of School) | 20.4 | 581 | 15.9 | 441 | 17.2 | 433 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 1.3 | 36 | 0.5 | 15 | 1.9 | 48 | | | | | | |
| **District (All Schools)** | | | | | | | | | | | | |
| Suspended (In School) | 9.9 | 932 | 9.5 | 882 | 8.1 | 733 | | | | | | |
| Suspended (Out of School) | 13.5 | 1,263 | 13.3 | 1,227 | 14.2 | 1,287 | | | | | | |
| Expelled (In School) | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| Expelled (Out of School) | 0.4 | 36 | 0.2 | 17 | 0.5 | 48 | | | | | | |
| **State (High Schools)** | | | | | | | | | | | | |
| Suspended (In School) | 11.8 | 27,296 | 12.3 | 26,567 | 14.3 | 29,213 | | | | | | |
| Suspended (Out of School) | 14.9 | 34,314 | 13.5 | 29,224 | 12.9 | 26,389 | | | | | | |
| Expelled (In School) | 0.3 | 701 | 0.4 | 810 | 0.5 | 1,060 | | | | | | |
| Expelled (Out of School) | 0.8 | 1,797 | 0.6 | 1,317 | 0.6 | 1,207 | | | | | | |
| **State (All Schools)** | | | | | | | | | | | | |
| Suspended (In School) | 8.1 | 63,578 | 8.3 | 65,115 | 9.3 | 72,473 | | | | | | |
| Suspended (Out of School) | 10.5 | 82,290 | 9.6 | 74,907 | 9.7 | 75,601 | | | | | | |
| Expelled (In School) | 0.2 | 1,779 | 0.3 | 2,127 | 0.4 | 2,805 | | | | | | |
| Expelled (Out of School) | 0.5 | 3,601 | 0.4 | 2,839 | 0.4 | 3,089 | | | | | | |

~ = Unavailable Data

# Student Dropouts

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult due to lack of uniformity in reporting the reasons students exit from their respective school systems.

## Data Presentation

Table 11, Student Dropouts, presents by grade level the number and percent of students who have dropped out of school for grades 7-12. District and state percents are also presented for the various grade levels. Data are presented by school site code for all schools in the district whose grade structure includes grade seven or higher. As found throughout this publication, district and state numbers and percents are offered for comparison purposes.

## Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported non-reported summer dropouts).
- *Dropout*— Students who have dropped out of school (event rate) for grades 7-12. For any given year (the "current year") a dropout is a student who (1) was enrolled at the end of the previous year (therefore expected to return in current year), and who does not enroll on or before October 1 of current year and therefore becomes a current year dropout or (2) a student who attended school at any point in the current year, and then exits (during the current year), and who does not re-enter school on or before October 1 of following year and therefore becomes a current year dropout.

Exceptions: Students exited for following reasons are not considered dropouts:

- graduated or completed other approved educational program
- temporary absence due to illness or expulsion
- transfer to correctional institution
- transfer to non public school or home schooling
- transfer out of state

For the purpose of this dropout definition,

- a school year is the 12-month period of time beginning with the normal opening of school in the fall (operationally set as October 1st), with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- an individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- a state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored secondary (but NOT adult) programs leading to a GED or some other certification differing from the regular diploma" (NCES, 1993).

* Refers to a district outside Louisiana.

## Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the dropout denominator for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

## Data Sources

The dropout indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

### References


Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.

National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.


## Formulas Used to Calculate Percent of Student Dropouts

*(Grades 7-12)*

### School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Dropout Denominator (By Grade Level)}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Dropout Denominator (By Grade Level) For All Schools in the District}} \times 100$$

### State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Dropout Denominator (By Grade Level) For All Schools in the State}} \times 100$$

# Table 11: Student Dropouts

| | | 1998-99 | | 1999-00 | | 2000-01* | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Grade 7 | 1.6 | 3 | 0.8 | 2 | ~ | ~ | | | | | | |
| | Grade 8 | ~ | ~ | 0.0 | 0 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | ~ | ~ | 0.0 | 0 | ~ | ~ | | | | | | |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Grade 9 | 9.4 | 28 | 12.1 | 37 | ~ | ~ | | | | | | |
| | Grade 10 | 7.6 | 20 | 12.4 | 29 | ~ | ~ | | | | | | |
| | Grade 11 | 7.5 | 18 | 7.1 | 15 | ~ | ~ | | | | | | |
| | Grade 12 | 5.5 | 11 | 3.9 | 8 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 7.7 | 77 | 9.3 | 89 | ~ | ~ | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Grade 7 | 0.8 | 2 | 1.1 | 3 | ~ | ~ | | | | | | |
| | Grade 8 | 0.5 | 1 | 0.0 | 0 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | ~ | ~ | 0.0 | 0 | ~ | ~ | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Grade 9 | 4.2 | 12 | 2.5 | 8 | ~ | ~ | | | | | | |
| | Grade 10 | 6.0 | 18 | 5.2 | 12 | ~ | ~ | | | | | | |
| | Grade 11 | 6.9 | 20 | 1.8 | 5 | ~ | ~ | | | | | | |
| | Grade 12 | 2.8 | 6 | 3.5 | 9 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 5.1 | 56 | 3.2 | 34 | ~ | ~ | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | Grade 9 | 10.1 | 21 | 10.3 | 19 | ~ | ~ | | | | | | |
| | Grade 10 | 12.0 | 24 | 11.4 | 20 | ~ | ~ | | | | | | |
| | Grade 11 | 5.8 | 10 | 6.1 | 9 | ~ | ~ | | | | | | |
| | Grade 12 | 7.4 | 7 | 5.9 | 8 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 9.2 | 62 | 8.7 | 56 | ~ | ~ | | | | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Grade 7 | 0.3 | 1 | 0.8 | 2 | ~ | ~ | | | | | | |
| | Grade 8 | 1.1 | 3 | 3.4 | 9 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | ~ | ~ | 0.0 | 0 | ~ | ~ | | | | | | |

~ = Unavailable Data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

# Table 11: Student Dropouts

| | | 1998-99 | | 1999-00 | | 2000-01* | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Grade 7 | 6.7 | 2 | 10.0 | 5 | ~ | ~ | | | | | | |
| | Grade 8 | 4.2 | 1 | 14.7 | 5 | ~ | ~ | | | | | | |
| | Grade 9 | 15.9 | 7 | 30.2 | 13 | ~ | ~ | | | | | | |
| | Grade 10 | 21.7 | 5 | 46.7 | 14 | ~ | ~ | | | | | | |
| | Grade 11 | 9.1 | 1 | 33.3 | 5 | ~ | ~ | | | | | | |
| | Grade 12 | 25.0 | 2 | 50.0 | 5 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 17.4 | 15 | 37.8 | 37 | ~ | ~ | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Grade 7 | 1.1 | 8 | 1.5 | 12 | ~ | ~ | | | | | | |
| | Grade 8 | 0.8 | 5 | 2.1 | 14 | ~ | ~ | | | | | | |
| | Grade 9 | 8.5 | 68 | 9.3 | 77 | ~ | ~ | | | | | | |
| | Grade 10 | 8.6 | 67 | 11.5 | 75 | ~ | ~ | | | | | | |
| | Grade 11 | 6.9 | 49 | 5.3 | 34 | ~ | ~ | | | | | | |
| | Grade 12 | 5.0 | 26 | 5.0 | 30 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 7.5 | 210 | 8.0 | 216 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Grade 7 | 2.1 | 1,309 | 2.2 | 1,333 | ~ | ~ | | | | | | |
| | Grade 8 | 2.9 | 1,703 | 3.2 | 1,898 | ~ | ~ | | | | | | |
| | Grade 9 | 10.3 | 7,181 | 9.5 | 6,572 | ~ | ~ | | | | | | |
| | Grade 10 | 9.6 | 5,572 | 8.9 | 5,073 | ~ | ~ | | | | | | |
| | Grade 11 | 8.5 | 4,185 | 8.1 | 3,943 | ~ | ~ | | | | | | |
| | Grade 12 | 8.8 | 3,985 | 7.4 | 3,411 | ~ | ~ | | | | | | |
| | Grades 9 - 12 | 9.4 | 20,923 | 8.6 | 18,999 | ~ | ~ | | | | | | |

~ = Unavailable Data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

# *Section 4. Student Achievement*

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# Student Achievement Overview

This section presents the test results for many of the assessments performed in Louisiana. For many years, assessment results have been used by both state and local educators for a variety of purposes such as planning instruction, determining individual students' needs, and as part of the criteria for graduation from Louisiana public high schools. In recent years the focus on test results in Louisiana has increased with the implementation of new State policies, including accountability and high stakes testing.

The first part of this section presents the results of the *Developmental Reading Assessment* (*DRA*) for grades 2 and 3. The *DRA* is a reading ability assessment used to identify students in need of individualized reading instruction.

The second part of this section presents the results of the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) tests, the new Louisiana criterion-referenced tests. The LEAP 21, administered to students in grades 4 and 8, is used to measure how well students have mastered the recently mandated State content standards.

The third part of this section presents results of the Graduation Exit Examination for the 21st Century (GEE 21). The GEE 21 replaces the old GEE, which has been in place since Spring of 1989. The GEE 21 was administered for the first time to tenth graders in the spring of 2001 and the results are presented in this section. The old GEE will be administered overtime to students in grade 10 and 11. Students in the class of 2002, must pass all five components of the old GEE to graduate from a public high school in Louisiana in addition to having 23 Carnegie units of academic credit. Students in the class of 2004 must pass English Language Arts, Math and either Science or Social Studies to graduate from High School.

The fourth part of this section presents the results of the Graduation Exit Examination (GEE), the initial Louisiana criterion-referenced test, which is being replaced by the GEE 21. There remains a cohort of 11th grade students who are finishing the old GEE testing series and therefore these have GEE testing results.

The fifth part of this section presents the results of the Louisiana norm-referenced test, The Iowa Tests, administered to students in grades 3, 5, 6, 7, 8 (for option 2 students) and 9. The Iowa Tests are a nationally normed, standardized achievement test battery.

For all tests included in the Student Achievement section, results are shown for all public schools in the district with available scores. The district and state results are presented for comparison purposes.

# Developmental Reading Assessment Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, for some students this skill acquisition is not an easy task. It is critical that these children receive high quality instruction, which emphasizes language and literacy skills during their first years of school. In 1997, the Louisiana Legislature began funding a K-3 Reading and Mathematics Initiative, which focuses on providing prevention, intervention, and remediation for these students. A separate piece of legislation required that the number of students reading below grade level in all second and third grades throughout the state be reported at the beginning of each school year.

In 1998, the State Board of Elementary and Secondary Education (SBESE) approved the ***Developmental Reading Assessment (DRA*)** as the reading ability assessment instrument to be used uniformly statewide. The *DRA* measures two major aspects of reading that are critical to independence as a reader: (a) accuracy of oral reading and (b) comprehension through reading and re-telling of narrative stories. This assessment, an essential part of the K-3 Reading and Mathematics Initiative, is designed to identify students at-risk of reading failure and to help guide individualized instruction. Teachers administer the *DRA* on a one-on-one basis to students.

The *DRA* was first administered in the 1998-99 school year. First-grade students are tested in the spring semester only, while second- and third-grade students are assessed both in the fall and spring semesters. The results shown in this report are based on the spring assessments.

The following students were evaluated and included in the *DRA* assessment results:

- all regular education students enrolled as of October 1;
- all special education students whose IEPs designate that they are in a specially designed, regular instructional program;
- all Limited English Proficient (LEP) students who were enrolled in and who completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- students in alternative programs or placements which are addressing regular curriculum standards; and
- all disabled students according to Section 504.

## Data Presentation

Tables 12a and 12b present the spring *Developmental Reading Assessment* spring results for second and third grades, respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each public school in the district, with schools listed in site code order. District and state results are presented for comparison purposes.

## Method of Calculation

The formulas used to compute the percents of students reading below, on, and above their grade levels are presented on the following page.

## Data Source

The *DRA* data used in the *District Composite Report* are based on student-level data submitted by the districts to the Louisiana Department of Education, Division of School Standards, Accountability, and Assistance.

## Formulas Used to Calculate Percents of Students Reading Below, On, and Above Their Grade Levels

$$\text{Percent of Students Reading Below Grade Level} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\text{Percent of Students Reading On Grade Level} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\text{Percent of Students Reading Above Grade Level} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

# Table 12a: Developmental Reading Assessment Spring Results - Grade 2

*Percent and Number of Students Reading Below, On, or Above Grade Level*

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001 Arabi Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 39 | | 107 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 17.9 | 7 | 19.6 | 21 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 38.5 | 15 | 34.6 | 37 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 43.6 | 17 | 45.8 | 49 | ~ | ~ | | | | | | |
| **044004 Borgnemouth Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 76 | | 72 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 50.0 | 38 | 30.6 | 22 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 32.9 | 25 | 48.6 | 35 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 17.1 | 13 | 20.8 | 15 | ~ | ~ | | | | | | |
| **044005 Carolyn Park School** | | | | | | | | | | | | |
| Students Assessed | | 64 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 17.2 | 11 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 56.3 | 36 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 26.6 | 17 | ~ | ~ | ~ | ~ | | | | | | |
| **044008 J.F. Gauthier School** | | | | | | | | | | | | |
| Students Assessed | | 68 | | 68 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 32.4 | 22 | 20.6 | 14 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 23.5 | 16 | 42.7 | 29 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 44.1 | 30 | 36.8 | 25 | ~ | ~ | | | | | | |
| **044010 Lacoste Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 68 | | 108 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 4.4 | 3 | 9.3 | 10 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 42.6 | 29 | 46.3 | 50 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 52.9 | 36 | 44.4 | 48 | ~ | ~ | | | | | | |
| **044011 Meraux Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 54 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 11.1 | 6 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 53.7 | 29 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 35.2 | 19 | ~ | ~ | ~ | ~ | | | | | | |
| **044012 Millaudon Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 69 | | 115 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 47.8 | 33 | 13.9 | 16 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 36.2 | 25 | 31.3 | 36 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 15.9 | 11 | 54.8 | 63 | ~ | ~ | | | | | | |

~ = Unavailable data

# Table 12a: Developmental Reading Assessment Spring Results - Grade 2

*Percent and Number of Students Reading Below, On, or Above Grade Level*

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044013 C.F. Rowley School** | | | | | | | | | | | | |
| Students Assessed | | 92 | | 77 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 29.3 | 27 | 14.3 | 11 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 25.0 | 23 | 24.7 | 19 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 45.7 | 42 | 61.0 | 47 | ~ | ~ | | | | | | |
| **044014 Sebastien Roy School** | | | | | | | | | | | | |
| Students Assessed | | 41 | | 37 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 17.1 | 7 | 24.3 | 9 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 36.6 | 15 | 24.3 | 9 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 46.3 | 19 | 51.3 | 19 | ~ | ~ | | | | | | |
| **044016 St. Claude Heights School** | | | | | | | | | | | | |
| Students Assessed | | 66 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 10.6 | 7 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 27.3 | 18 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 62.1 | 41 | ~ | ~ | ~ | ~ | | | | | | |
| **District** | | | | | | | | | | | | |
| Students Assessed | | 637 | | 584 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 25.3 | 161 | 17.6 | 103 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 36.3 | 231 | 36.8 | 215 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 38.5 | 245 | 45.5 | 266 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | |
| Students Assessed | | 54,246 | | 54,108 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 23.5 | 12,737 | 22.3 | 12,038 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 41.4 | 22,460 | 37.7 | 20,393 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 35.1 | 19,049 | 40.1 | 21,677 | ~ | ~ | | | | | | |

~ = Unavailable data

# Table 12b: Developmental Reading Assessment Spring Results - Grade 3

*Percent and Number of Students Reading Below, On, or Above Grade Level*

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001 Arabi Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 29 | | 99 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 27.6 | 8 | 16.2 | 16 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 17.2 | 5 | 34.3 | 34 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 55.2 | 16 | 49.5 | 49 | ~ | ~ | | | | | | |
| **044004 Borgnemouth Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 57 | | 76 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 28.1 | 16 | 32.9 | 25 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 50.9 | 29 | 35.5 | 27 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 21.1 | 12 | 31.6 | 24 | ~ | ~ | | | | | | |
| **044005 Carolyn Park School** | | | | | | | | | | | | |
| Students Assessed | | 49 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 40.8 | 20 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 32.7 | 16 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 26.5 | 13 | ~ | ~ | ~ | ~ | | | | | | |
| **044008 J.F. Gauthier School** | | | | | | | | | | | | |
| Students Assessed | | 87 | | 93 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 36.8 | 32 | 14.0 | 13 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 32.2 | 28 | 43.0 | 40 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 31.0 | 27 | 43.0 | 40 | ~ | ~ | | | | | | |
| **044010 Lacoste Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 85 | | 127 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 12.9 | 11 | 15.8 | 20 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 36.5 | 31 | 48.8 | 62 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 50.6 | 43 | 35.4 | 45 | ~ | ~ | | | | | | |
| **044011 Meraux Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 62 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 24.2 | 15 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 25.8 | 16 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 50.0 | 31 | ~ | ~ | ~ | ~ | | | | | | |
| **044012 Millaudon Elementary School** | | | | | | | | | | | | |
| Students Assessed | | 81 | | 100 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 24.7 | 20 | 24.0 | 24 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 35.8 | 29 | 29.0 | 29 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 39.5 | 32 | 47.0 | 47 | ~ | ~ | | | | | | |

~ = Unavailable data

# Table 12b: Developmental Reading Assessment Spring Results - Grade 3

*Percent and Number of Students Reading Below, On, or Above Grade Level*

| | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044013 C.F. Rowley School** | | | | | | | | | | | | |
| Students Assessed | | 81 | | 91 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 24.7 | 20 | 16.5 | 15 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 35.8 | 29 | 49.5 | 45 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 39.5 | 32 | 34.1 | 31 | ~ | ~ | | | | | | |
| **044014 Sebastien Roy School** | | | | | | | | | | | | |
| Students Assessed | | 44 | | 41 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 31.8 | 14 | 26.8 | 11 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 40.9 | 18 | 31.7 | 13 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 27.3 | 12 | 41.5 | 17 | ~ | ~ | | | | | | |
| **044016 St. Claude Heights School** | | | | | | | | | | | | |
| Students Assessed | | 76 | | ~ | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 25.0 | 19 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 28.9 | 22 | ~ | ~ | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 46.1 | 35 | ~ | ~ | ~ | ~ | | | | | | |
| **District** | | | | | | | | | | | | |
| Students Assessed | | 651 | | 627 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 26.9 | 175 | 19.8 | 124 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 34.3 | 223 | 39.9 | 250 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 38.9 | 253 | 40.3 | 253 | ~ | ~ | | | | | | |
| **State** | | | | | | | | | | | | |
| Students Assessed | | 53,469 | | 54,201 | | ~ | | | | | | |
| Students Reading Below Their Grade Level | 30.3 | 16,185 | 24.5 | 13,274 | ~ | ~ | | | | | | |
| Students Reading On Their Grade Level | 37.1 | 19,815 | 37.9 | 20,553 | ~ | ~ | | | | | | |
| Students Reading Above Their Grade Level | 32.7 | 17,469 | 37.6 | 20,374 | ~ | ~ | | | | | | |

~ = Unavailable data

# Criterion-Referenced Test (CRT) – LEAP 21 Test Results

The **LEAP for the 21st Century** tests (or **LEAP 21**), Louisiana's new criterion-referenced tests (CRTs) measure how well a student has mastered State content standards. The LEAP 21 English Language Arts and Mathematics tests (for grades 4 and grades 8) were first administered in the spring of 1999 with the initial administration of the Science and Social Studies tests following in the spring of 2000.

These tests, which are administered to students in grades 4 and 8, were phased in at the high school level, beginning in the spring of 2001. This year, the new high school CRT, or the Graduation Exit Examination for the 21st Century (GEE 21), was administered for the first time in the Spring of 2001. The GEE 21 is a CRT which is intended to replace the old GEE, which has served as the standard high school CRT since Spring of 1989. The old GEE will continue to be given to the remaining student cohort, until the new format is completely phased in. The old and new high school exit exams are further explained in the next part of the Student Achievement section.

The new LEAP 21 tests differ from the previous CRT tests in the areas described below.

- The LEAP 21 tests are directly aligned with the State's content standards; by law these tests must be as rigorous as those of the National Assessment of Educational Progress (NAEP).
  - The new English Language Arts tests have longer reading passages and a greater variety of item types. Some constructed-response questions require written responses to what the students read, and students in each grade must write a composition in response to a writing prompt.
  - The new Mathematics tests reflect greater difficulty, with a broader and more challenging range of test items and problem types. For example, there are open-ended problems as well as problems with more than one solution and/or more than one path to a solution.
  - The new Science tests contain multiple-choice questions that assess students' comprehension of science concepts and the process of inquiry. Short-answer items and essay questions allow students to demonstrate a deeper understanding of science and to apply scientific knowledge. Grade 4 students complete and draw conclusions from a comprehensive science task while grade 8 students respond to a written scenario.
  - The new Social Studies tests challenge students to expand their thinking across the boundaries of the four core disciplines in social studies by assessing their knowledge, conceptual understanding, and application of skills in geography, civics, economics, and history. Some constructed-response questions require higher-order thinking in a social studies context.
- Students will no longer receive "pass/fail" but instead will receive one of five achievement ratings:
  - *Advanced*–demonstrates superior performance beyond the proficient level of mastery.
  - *Proficient*–demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
  - *Basic*–demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
  - *Approaching Basic*–partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
  - *Unsatisfactory*–does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

In the spring of 2000, the LEAP 21 tests became high stakes tests for fourth and eighth graders. To be promoted fully to the fifth or ninth grade at the end of the 1999-2000 school year, students had to score at the "Approaching Basic" achievement level or above on both the English Language Arts and the Mathematics LEAP 21 tests. Intensive summer school was offered for students who scored at the "Unsatisfactory" achievement level, with a retest opportunity at the end of the summer school session. Local school systems were given the authority to grant appeals and waivers based on certain circumstances.

All students take the LEAP 21 tests, except for students whose Individual Education Plans (IEPs) indicate that they have met the participation criteria for alternate assessment, which began in the 2000-2001 school year, or for out-of-level assessment, which began in the 1999-2000 school year. Also, Limited English Proficient (LEP) students who are

determined to be eligible for a deferment from testing are not required to take the tests.

## Data Presentation

Tables 13a-13h provide LEAP 21 test results for grades 4 and 8. The tables reflect both the number and percent of students who score at each achievement level for each subject area. Furthermore, the data presented are LEAP 21 scores for all students included in the accountability LEAP 21 index score at each school. As a result, the data in the *District Composite Report* may not match the data contained in reports issued by the testing contractor.

Differences may exist because of the following reasons. First, students with LEAP 21 index scores of zero are included in the "Unsatisfactory" achievement level. Zero scores are assigned to eligible and non-exempt students who did not take the test and to students with testing irregularities. Second, students from Option I alternative schools are included in the results of their home school. Finally, if a school had insufficient data for one grade, the presented results will include scores from the shared grade of another school.

## Definition

- *Criterion-referenced tests (CRTs)*–tests that produce a score that tells how individuals/schools perform in achieving established criteria.

## Data Source

The LEAP 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for the Louisiana Educational Assessment Program for the 21st Century tests (LEAP 21) for grades 4 and 8.

# Table 13a: LEAP 21 Test Results - Grade 4 English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Advanced | 2.7 | 1 | 1.6 | 2 | 1.8 | 2 | | | | | | |
| | Proficient | 21.6 | 8 | 17.2 | 21 | 13.3 | 15 | | | | | | |
| | Basic | 37.8 | 14 | 41.8 | 51 | 52.2 | 59 | | | | | | |
| | Approaching Basic | 27.0 | 10 | 31.1 | 38 | 24.8 | 28 | | | | | | |
| | Unsatisfactory | 10.8 | 4 | 8.2 | 10 | 8.0 | 9 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | 0.0 | 0 | 1.4 | 1 | 3.1 | 3 | | | | | | |
| | Basic | 13.2 | 10 | 23.2 | 16 | 27.8 | 27 | | | | | | |
| | Approaching Basic | 39.5 | 30 | 24.6 | 17 | 39.2 | 38 | | | | | | |
| | Unsatisfactory | 47.4 | 36 | 50.7 | 35 | 29.9 | 29 | | | | | | |
| **044005** | **Carolyn Park School** | | | | | | | | | | | | |
| | Advanced | 2.8 | 2 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 22.5 | 16 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 36.6 | 26 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 19.7 | 14 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 18.3 | 13 | ~ | ~ | ~ | ~ | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 2.7 | 3 | 0.0 | 0 | | | | | | |
| | Proficient | 5.5 | 4 | 15.5 | 17 | 6.7 | 7 | | | | | | |
| | Basic | 42.5 | 31 | 38.2 | 42 | 61.5 | 64 | | | | | | |
| | Approaching Basic | 32.9 | 24 | 30.0 | 33 | 26.9 | 28 | | | | | | |
| | Unsatisfactory | 19.2 | 14 | 13.6 | 15 | 4.8 | 5 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Advanced | 1.1 | 1 | 3.8 | 5 | 0.8 | 1 | | | | | | |
| | Proficient | 19.1 | 18 | 18.9 | 25 | 22.6 | 30 | | | | | | |
| | Basic | 40.4 | 38 | 48.5 | 64 | 47.4 | 63 | | | | | | |
| | Approaching Basic | 24.5 | 23 | 20.5 | 27 | 21.1 | 28 | | | | | | |
| | Unsatisfactory | 14.9 | 14 | 8.3 | 11 | 8.3 | 11 | | | | | | |

~ = Unavailable Data

# Table 13a: LEAP 21 Test Results - Grade 4 English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044011** | **Meraux Elementary School** | | | | | | | | | | | | |
| | Advanced | 3.3 | 2 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 18.3 | 11 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 35.0 | 21 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 36.7 | 22 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 6.7 | 4 | ~ | ~ | ~ | ~ | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Advanced | 1.4 | 1 | 2.3 | 3 | 0.8 | 1 | | | | | | |
| | Proficient | 15.1 | 11 | 22.0 | 29 | 18.5 | 22 | | | | | | |
| | Basic | 35.6 | 26 | 44.7 | 59 | 63.0 | 75 | | | | | | |
| | Approaching Basic | 21.9 | 16 | 16.7 | 22 | 14.3 | 17 | | | | | | |
| | Unsatisfactory | 26.0 | 19 | 14.4 | 19 | 3.4 | 4 | | | | | | |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Advanced | 3.1 | 3 | 1.1 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | 9.2 | 9 | 17.0 | 16 | 12.0 | 12 | | | | | | |
| | Basic | 40.8 | 40 | 46.8 | 44 | 67.0 | 67 | | | | | | |
| | Approaching Basic | 29.6 | 29 | 24.5 | 23 | 18.0 | 18 | | | | | | |
| | Unsatisfactory | 17.3 | 17 | 10.6 | 10 | 3.0 | 3 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 2.6 | 1 | 2.0 | 1 | | | | | | |
| | Proficient | 4.9 | 2 | 12.8 | 5 | 8.0 | 4 | | | | | | |
| | Basic | 43.9 | 18 | 33.3 | 13 | 50.0 | 25 | | | | | | |
| | Approaching Basic | 22.0 | 9 | 33.3 | 13 | 30.0 | 15 | | | | | | |
| | Unsatisfactory | 29.3 | 12 | 17.9 | 7 | 10.0 | 5 | | | | | | |
| **044016** | **St. Claude Heights School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 24.1 | 20 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 49.4 | 41 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 16.9 | 14 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 9.6 | 8 | ~ | ~ | ~ | ~ | | | | | | |

~ = Unavailable Data

# Table 13a: LEAP 21 Test Results - Grade 4 English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | | |
| | Advanced | 1.4 | 10 | 2.1 | 15 | 0.7 | 5 | | | | | | |
| | Proficient | 14.0 | 99 | 16.3 | 114 | 13.0 | 93 | | | | | | |
| | Basic | 37.5 | 265 | 41.4 | 289 | 53.1 | 380 | | | | | | |
| | Approaching Basic | 27.1 | 191 | 24.8 | 173 | 24.0 | 172 | | | | | | |
| | Unsatisfactory | 20.0 | 141 | 15.3 | 107 | 9.2 | 66 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | 1.4 | 797 | 1.8 | 1,002 | 1.1 | 672 | | | | | | |
| | Proficient | 14.7 | 8,451 | 14.4 | 8,114 | 14.3 | 8,946 | | | | | | |
| | Basic | 39.0 | 22,376 | 39.4 | 22,230 | 44.1 | 27,538 | | | | | | |
| | Approaching Basic | 24.1 | 13,845 | 24.8 | 13,993 | 24.1 | 15,066 | | | | | | |
| | Unsatisfactory | 20.7 | 11,872 | 19.7 | 11,111 | 16.4 | 10,230 | | | | | | |

~ = Unavailable Data

# Table 13b: LEAP 21 Test Results - Grade 4 Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Advanced | 5.4 | 2 | 4.9 | 6 | 2.7 | 3 | | | | | | |
| | Proficient | 8.1 | 3 | 18.9 | 23 | 15.9 | 18 | | | | | | |
| | Basic | 43.2 | 16 | 40.2 | 49 | 44.2 | 50 | | | | | | |
| | Approaching Basic | 21.6 | 8 | 22.1 | 27 | 22.1 | 25 | | | | | | |
| | Unsatisfactory | 21.6 | 8 | 13.9 | 17 | 15.0 | 17 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | 0.0 | 0 | 1.4 | 1 | 2.1 | 2 | | | | | | |
| | Basic | 9.2 | 7 | 29.0 | 20 | 36.1 | 35 | | | | | | |
| | Approaching Basic | 19.7 | 15 | 24.6 | 17 | 27.8 | 27 | | | | | | |
| | Unsatisfactory | 71.1 | 54 | 44.9 | 31 | 34.0 | 33 | | | | | | |
| **044005** | **Carolyn Park School** | | | | | | | | | | | | |
| | Advanced | 1.4 | 1 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 11.3 | 8 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 35.2 | 25 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 23.9 | 17 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 28.2 | 20 | ~ | ~ | ~ | ~ | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 2.7 | 3 | 1.0 | 1 | | | | | | |
| | Proficient | 1.4 | 1 | 11.8 | 13 | 22.1 | 23 | | | | | | |
| | Basic | 27.4 | 20 | 46.4 | 51 | 50.0 | 52 | | | | | | |
| | Approaching Basic | 30.1 | 22 | 21.8 | 24 | 17.3 | 18 | | | | | | |
| | Unsatisfactory | 41.1 | 30 | 17.3 | 19 | 9.6 | 10 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Advanced | 2.1 | 2 | 2.3 | 3 | 0.8 | 1 | | | | | | |
| | Proficient | 7.4 | 7 | 25.8 | 34 | 20.3 | 27 | | | | | | |
| | Basic | 41.5 | 39 | 43.9 | 58 | 55.6 | 74 | | | | | | |
| | Approaching Basic | 30.9 | 29 | 17.4 | 23 | 15.0 | 20 | | | | | | |
| | Unsatisfactory | 18.1 | 17 | 10.6 | 14 | 8.3 | 11 | | | | | | |

~ = Unavailable Data

# Table 13b: LEAP 21 Test Results - Grade 4 Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044011** | **Meraux Elementary School** | | | | | | | | | | | | |
| | Advanced | 5.0 | 3 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 13.3 | 8 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 48.3 | 29 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 18.3 | 11 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 15.0 | 9 | ~ | ~ | ~ | ~ | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Advanced | 1.4 | 1 | 3.0 | 4 | 5.0 | 6 | | | | | | |
| | Proficient | 6.8 | 5 | 28.0 | 37 | 26.9 | 32 | | | | | | |
| | Basic | 24.7 | 18 | 45.5 | 60 | 51.3 | 61 | | | | | | |
| | Approaching Basic | 26.0 | 19 | 14.4 | 19 | 13.4 | 16 | | | | | | |
| | Unsatisfactory | 41.1 | 30 | 9.1 | 12 | 3.4 | 4 | | | | | | |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Advanced | 3.1 | 3 | 3.2 | 3 | 3.0 | 3 | | | | | | |
| | Proficient | 5.1 | 5 | 17.0 | 16 | 11.0 | 11 | | | | | | |
| | Basic | 33.7 | 33 | 41.5 | 39 | 63.0 | 63 | | | | | | |
| | Approaching Basic | 29.6 | 29 | 22.3 | 21 | 17.0 | 17 | | | | | | |
| | Unsatisfactory | 28.6 | 28 | 16.0 | 15 | 6.0 | 6 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | 0.0 | 0 | 7.7 | 3 | 10.0 | 5 | | | | | | |
| | Basic | 17.1 | 7 | 43.6 | 17 | 56.0 | 28 | | | | | | |
| | Approaching Basic | 39.0 | 16 | 28.2 | 11 | 28.0 | 14 | | | | | | |
| | Unsatisfactory | 43.9 | 18 | 20.5 | 8 | 6.0 | 3 | | | | | | |
| **044016** | **St. Claude Heights School** | | | | | | | | | | | | |
| | Advanced | 2.4 | 2 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 6.0 | 5 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 54.2 | 45 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 21.7 | 18 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 15.7 | 13 | ~ | ~ | ~ | ~ | | | | | | |

~ = Unavailable Data

# Table 13b: LEAP 21 Test Results - Grade 4 Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | | |
| | Advanced | 2.0 | 14 | 2.7 | 19 | 2.0 | 14 | | | | | | |
| | Proficient | 5.9 | 42 | 18.2 | 127 | 16.5 | 118 | | | | | | |
| | Basic | 33.9 | 239 | 42.1 | 294 | 50.7 | 363 | | | | | | |
| | Approaching Basic | 26.1 | 184 | 20.3 | 142 | 19.1 | 137 | | | | | | |
| | Unsatisfactory | 32.2 | 227 | 16.6 | 116 | 11.7 | 84 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | 1.7 | 1,003 | 1.6 | 884 | 1.7 | 1,048 | | | | | | |
| | Proficient | 7.8 | 4,473 | 10.0 | 5,631 | 10.8 | 6,753 | | | | | | |
| | Basic | 31.7 | 18,157 | 37.2 | 20,980 | 40.8 | 25,497 | | | | | | |
| | Approaching Basic | 24.0 | 13,755 | 23.0 | 12,981 | 23.4 | 14,612 | | | | | | |
| | Unsatisfactory | 34.8 | 19,931 | 28.3 | 15,960 | 23.3 | 14,515 | | | | | | |

~ = Unavailable Data

# Table 13c: LEAP 21 Test Results - Grade 4 Science

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.8 | 1 | 0.9 | 1 | | | | | | |
| | Proficient | N/A | N/A | 9.8 | 12 | 10.6 | 12 | | | | | | |
| | Basic | N/A | N/A | 51.6 | 63 | 54.0 | 61 | | | | | | |
| | Approaching Basic | N/A | N/A | 31.1 | 38 | 26.5 | 30 | | | | | | |
| | Unsatisfactory | N/A | N/A | 6.6 | 8 | 8.0 | 9 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 1.4 | 1 | 2.1 | 2 | | | | | | |
| | Basic | N/A | N/A | 15.9 | 11 | 18.6 | 18 | | | | | | |
| | Approaching Basic | N/A | N/A | 44.9 | 31 | 49.5 | 48 | | | | | | |
| | Unsatisfactory | N/A | N/A | 37.7 | 26 | 29.9 | 29 | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 7.3 | 8 | 6.7 | 7 | | | | | | |
| | Basic | N/A | N/A | 41.8 | 46 | 48.1 | 50 | | | | | | |
| | Approaching Basic | N/A | N/A | 39.1 | 43 | 28.8 | 30 | | | | | | |
| | Unsatisfactory | N/A | N/A | 10.9 | 12 | 16.3 | 17 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 3.8 | 5 | 0.8 | 1 | | | | | | |
| | Proficient | N/A | N/A | 10.6 | 14 | 6.8 | 9 | | | | | | |
| | Basic | N/A | N/A | 60.6 | 80 | 45.9 | 61 | | | | | | |
| | Approaching Basic | N/A | N/A | 17.4 | 23 | 38.3 | 51 | | | | | | |
| | Unsatisfactory | N/A | N/A | 7.6 | 10 | 8.3 | 11 | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.5 | 2 | 1.7 | 2 | | | | | | |
| | Proficient | N/A | N/A | 15.9 | 21 | 14.3 | 17 | | | | | | |
| | Basic | N/A | N/A | 46.2 | 61 | 42.9 | 51 | | | | | | |
| | Approaching Basic | N/A | N/A | 28.0 | 37 | 37.0 | 44 | | | | | | |
| | Unsatisfactory | N/A | N/A | 8.3 | 11 | 4.2 | 5 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13c: LEAP 21 Test Results - Grade 4 Science

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.1 | 1 | 1.0 | 1 | | | | | | |
| | Proficient | N/A | N/A | 13.8 | 13 | 11.0 | 11 | | | | | | |
| | Basic | N/A | N/A | 51.1 | 48 | 46.0 | 46 | | | | | | |
| | Approaching Basic | N/A | N/A | 25.5 | 24 | 36.0 | 36 | | | | | | |
| | Unsatisfactory | N/A | N/A | 8.5 | 8 | 6.0 | 6 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 2.0 | 1 | | | | | | |
| | Proficient | N/A | N/A | 7.7 | 3 | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | 48.7 | 19 | 58.0 | 29 | | | | | | |
| | Approaching Basic | N/A | N/A | 28.2 | 11 | 34.0 | 17 | | | | | | |
| | Unsatisfactory | N/A | N/A | 15.4 | 6 | 6.0 | 3 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.4 | 10 | 0.8 | 6 | | | | | | |
| | Proficient | N/A | N/A | 10.3 | 72 | 8.1 | 58 | | | | | | |
| | Basic | N/A | N/A | 47.0 | 328 | 44.1 | 316 | | | | | | |
| | Approaching Basic | N/A | N/A | 29.7 | 207 | 35.8 | 256 | | | | | | |
| | Unsatisfactory | N/A | N/A | 11.6 | 81 | 11.2 | 80 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.1 | 638 | 1.9 | 1,205 | | | | | | |
| | Proficient | N/A | N/A | 10.9 | 6,156 | 11.4 | 7,112 | | | | | | |
| | Basic | N/A | N/A | 39.6 | 22,330 | 37.6 | 23,485 | | | | | | |
| | Approaching Basic | N/A | N/A | 30.1 | 16,990 | 33.9 | 21,148 | | | | | | |
| | Unsatisfactory | N/A | N/A | 18.2 | 10,288 | 15.2 | 9,476 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13d: LEAP 21 Test Results - Grade 4 Social Studies

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044001** | **Arabi Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.8 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 13.1 | 16 | 8.0 | 9 | | | | | | |
| | Basic | N/A | N/A | 53.3 | 65 | 51.3 | 58 | | | | | | |
| | Approaching Basic | N/A | N/A | 19.7 | 24 | 30.1 | 34 | | | | | | |
| | Unsatisfactory | N/A | N/A | 13.1 | 16 | 10.6 | 12 | | | | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 1.4 | 1 | 1.0 | 1 | | | | | | |
| | Basic | N/A | N/A | 20.3 | 14 | 21.6 | 21 | | | | | | |
| | Approaching Basic | N/A | N/A | 18.8 | 13 | 30.9 | 30 | | | | | | |
| | Unsatisfactory | N/A | N/A | 59.4 | 41 | 46.4 | 45 | | | | | | |
| **044008** | **J.F. Gauthier School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 5.5 | 6 | 6.7 | 7 | | | | | | |
| | Basic | N/A | N/A | 37.3 | 41 | 50.0 | 52 | | | | | | |
| | Approaching Basic | N/A | N/A | 32.7 | 36 | 27.9 | 29 | | | | | | |
| | Unsatisfactory | N/A | N/A | 23.6 | 26 | 15.4 | 16 | | | | | | |
| **044010** | **Lacoste Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.5 | 2 | 0.8 | 1 | | | | | | |
| | Proficient | N/A | N/A | 9.9 | 13 | 8.3 | 11 | | | | | | |
| | Basic | N/A | N/A | 56.5 | 74 | 61.7 | 82 | | | | | | |
| | Approaching Basic | N/A | N/A | 19.1 | 25 | 18.0 | 24 | | | | | | |
| | Unsatisfactory | N/A | N/A | 13.0 | 17 | 11.3 | 15 | | | | | | |
| **044012** | **Millaudon Elementary School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 13.6 | 18 | 13.3 | 16 | | | | | | |
| | Basic | N/A | N/A | 53.8 | 71 | 57.5 | 69 | | | | | | |
| | Approaching Basic | N/A | N/A | 17.4 | 23 | 23.3 | 28 | | | | | | |
| | Unsatisfactory | N/A | N/A | 15.2 | 20 | 5.8 | 7 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13d: LEAP 21 Test Results - Grade 4 Social Studies

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044013** | **C.F. Rowley School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.1 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 6.4 | 6 | 10.0 | 10 | | | | | | |
| | Basic | N/A | N/A | 54.3 | 51 | 52.0 | 52 | | | | | | |
| | Approaching Basic | N/A | N/A | 24.5 | 23 | 28.0 | 28 | | | | | | |
| | Unsatisfactory | N/A | N/A | 13.8 | 13 | 10.0 | 10 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 2.6 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 5.1 | 2 | 4.0 | 2 | | | | | | |
| | Basic | N/A | N/A | 43.6 | 17 | 52.0 | 26 | | | | | | |
| | Approaching Basic | N/A | N/A | 25.6 | 10 | 32.0 | 16 | | | | | | |
| | Unsatisfactory | N/A | N/A | 23.1 | 9 | 12.0 | 6 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 6 | 0.1 | 1 | | | | | | |
| | Proficient | N/A | N/A | 8.9 | 62 | 7.8 | 56 | | | | | | |
| | Basic | N/A | N/A | 47.8 | 333 | 50.2 | 360 | | | | | | |
| | Approaching Basic | N/A | N/A | 22.1 | 154 | 26.4 | 189 | | | | | | |
| | Unsatisfactory | N/A | N/A | 20.4 | 142 | 15.5 | 111 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 495 | 1.2 | 724 | | | | | | |
| | Proficient | N/A | N/A | 10.1 | 5,702 | 10.3 | 6,432 | | | | | | |
| | Basic | N/A | N/A | 42.2 | 23,775 | 44.0 | 27,458 | | | | | | |
| | Approaching Basic | N/A | N/A | 23.0 | 12,986 | 23.4 | 14,634 | | | | | | |
| | Unsatisfactory | N/A | N/A | 23.8 | 13,426 | 21.1 | 13,188 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13e: LEAP 21 Test Results - Grade 8 English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | 3.4 | 4 | 13.1 | 19 | 10.4 | 16 | | | | | | |
| | Basic | 42.2 | 49 | 38.6 | 56 | 50.0 | 77 | | | | | | |
| | Approaching Basic | 32.8 | 38 | 36.6 | 53 | 29.9 | 46 | | | | | | |
| | Unsatisfactory | 21.6 | 25 | 11.7 | 17 | 9.7 | 15 | | | | | | |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Advanced | 1.6 | 3 | 1.4 | 3 | 1.4 | 3 | | | | | | |
| | Proficient | 12.7 | 24 | 18.4 | 39 | 15.4 | 34 | | | | | | |
| | Basic | 33.9 | 64 | 50.5 | 107 | 46.6 | 103 | | | | | | |
| | Approaching Basic | 40.7 | 77 | 25.9 | 55 | 33.5 | 74 | | | | | | |
| | Unsatisfactory | 11.1 | 21 | 3.8 | 8 | 3.2 | 7 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | 2.2 | 1 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 10.9 | 5 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 19.6 | 9 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 54.3 | 25 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 13.0 | 6 | ~ | ~ | ~ | ~ | | | | | | |

~ = Unavailable Data

# Table 13e: LEAP 21 Test Results - Grade 8 English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 3.2 | 7 | 1.4 | 3 | | | | | | |
| | Proficient | 15.5 | 34 | 16.4 | 36 | 18.0 | 38 | | | | | | |
| | Basic | 31.4 | 69 | 46.1 | 101 | 46.4 | 98 | | | | | | |
| | Approaching Basic | 37.3 | 82 | 28.3 | 62 | 28.0 | 59 | | | | | | |
| | Unsatisfactory | 15.9 | 35 | 5.9 | 13 | 6.2 | 13 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | 29.4 | 5 | 43.8 | 7 | | | | | | |
| | Approaching Basic | ~ | ~ | 41.2 | 7 | 37.5 | 6 | | | | | | |
| | Unsatisfactory | ~ | ~ | 29.4 | 5 | 18.8 | 3 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | 0.7 | 4 | 1.7 | 10 | 1.0 | 6 | | | | | | |
| | Proficient | 12.1 | 67 | 16.3 | 94 | 15.0 | 88 | | | | | | |
| | Basic | 34.2 | 190 | 45.8 | 265 | 47.4 | 278 | | | | | | |
| | Approaching Basic | 39.8 | 221 | 29.6 | 171 | 30.5 | 179 | | | | | | |
| | Unsatisfactory | 13.2 | 73 | 6.6 | 38 | 6.0 | 35 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | 1.1 | 577 | 1.2 | 615 | 0.6 | 326 | | | | | | |
| | Proficient | 11.2 | 6,035 | 14.1 | 7,512 | 13.5 | 7,138 | | | | | | |
| | Basic | 31.5 | 17,005 | 38.9 | 20,777 | 37.6 | 19,837 | | | | | | |
| | Approaching Basic | 35.9 | 19,358 | 33.1 | 17,652 | 34.4 | 18,133 | | | | | | |
| | Unsatisfactory | 20.3 | 10,928 | 12.8 | 6,829 | 13.9 | 7,314 | | | | | | |

~ = Unavailable Data

# Table 13f: LEAP 21 Test Results - Grade 8 Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | 0.0 | 0 | 0.7 | 1 | | | | | | |
| | Proficient | 1.7 | 2 | 1.4 | 2 | 2.0 | 3 | | | | | | |
| | Basic | 22.6 | 26 | 51.0 | 74 | 55.3 | 84 | | | | | | |
| | Approaching Basic | 29.6 | 34 | 23.4 | 34 | 22.4 | 34 | | | | | | |
| | Unsatisfactory | 46.1 | 53 | 24.1 | 35 | 19.7 | 30 | | | | | | |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | ~ | ~ | ~ | ~ | 100.0 | 1 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Advanced | 2.1 | 4 | 3.8 | 8 | 2.3 | 5 | | | | | | |
| | Proficient | 2.1 | 4 | 9.0 | 19 | 4.1 | 9 | | | | | | |
| | Basic | 36.3 | 69 | 46.7 | 99 | 61.3 | 136 | | | | | | |
| | Approaching Basic | 30.5 | 58 | 23.6 | 50 | 21.6 | 48 | | | | | | |
| | Unsatisfactory | 28.9 | 55 | 17.0 | 36 | 10.8 | 24 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | ~ | ~ | ~ | ~ | 0.0 | 0 | | | | | | |
| **044014** | **Sebastien Roy School** | | | | | | | | | | | | |
| | Advanced | 0.0 | 0 | ~ | ~ | ~ | ~ | | | | | | |
| | Proficient | 6.5 | 3 | ~ | ~ | ~ | ~ | | | | | | |
| | Basic | 26.1 | 12 | ~ | ~ | ~ | ~ | | | | | | |
| | Approaching Basic | 17.4 | 8 | ~ | ~ | ~ | ~ | | | | | | |
| | Unsatisfactory | 50.0 | 23 | ~ | ~ | ~ | ~ | | | | | | |

~ = Unavailable Data

# Table 13f: LEAP 21 Test Results - Grade 8 Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Advanced | 1.4 | 3 | 1.4 | 3 | 3.8 | 8 | | | | | | |
| | Proficient | 2.7 | 6 | 5.9 | 13 | 3.3 | 7 | | | | | | |
| | Basic | 30.9 | 68 | 46.1 | 101 | 49.3 | 104 | | | | | | |
| | Approaching Basic | 28.6 | 63 | 26.9 | 59 | 26.5 | 56 | | | | | | |
| | Unsatisfactory | 36.4 | 80 | 19.6 | 43 | 17.1 | 36 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Advanced | ~ | ~ | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | ~ | ~ | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Basic | ~ | ~ | 17.6 | 3 | 43.8 | 7 | | | | | | |
| | Approaching Basic | ~ | ~ | 29.4 | 5 | 37.5 | 6 | | | | | | |
| | Unsatisfactory | ~ | ~ | 52.9 | 9 | 18.8 | 3 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | 1.3 | 7 | 1.9 | 11 | 2.4 | 14 | | | | | | |
| | Proficient | 2.7 | 15 | 5.9 | 34 | 3.2 | 19 | | | | | | |
| | Basic | 31.2 | 173 | 47.6 | 275 | 55.3 | 324 | | | | | | |
| | Approaching Basic | 29.4 | 163 | 24.9 | 144 | 23.5 | 138 | | | | | | |
| | Unsatisfactory | 35.5 | 197 | 19.7 | 114 | 15.5 | 91 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | 1.3 | 713 | 2.6 | 1,370 | 2.6 | 1,390 | | | | | | |
| | Proficient | 4.4 | 2,359 | 4.8 | 2,575 | 4.5 | 2,396 | | | | | | |
| | Basic | 33.3 | 17,927 | 38.8 | 20,718 | 43.0 | 22,717 | | | | | | |
| | Approaching Basic | 21.3 | 11,498 | 21.5 | 11,478 | 22.3 | 11,771 | | | | | | |
| | Unsatisfactory | 39.7 | 21,360 | 32.2 | 17,193 | 27.5 | 14,543 | | | | | | |

~ = Unavailable Data

# Table 13g: LEAP 21 Test Results - Grade 8 Science

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 13.1 | 19 | 15.0 | 23 | | | | | | |
| | Basic | N/A | N/A | 37.9 | 55 | 37.3 | 57 | | | | | | |
| | Approaching Basic | N/A | N/A | 24.1 | 35 | 35.9 | 55 | | | | | | |
| | Unsatisfactory | N/A | N/A | 24.8 | 36 | 11.8 | 18 | | | | | | |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 2 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 23.6 | 50 | 17.6 | 39 | | | | | | |
| | Basic | N/A | N/A | 32.5 | 69 | 45.5 | 101 | | | | | | |
| | Approaching Basic | N/A | N/A | 28.8 | 61 | 27.5 | 61 | | | | | | |
| | Unsatisfactory | N/A | N/A | 14.2 | 30 | 9.5 | 21 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.8 | 4 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 16.4 | 36 | 14.7 | 31 | | | | | | |
| | Basic | N/A | N/A | 46.6 | 102 | 43.1 | 91 | | | | | | |
| | Approaching Basic | N/A | N/A | 26.0 | 57 | 28.9 | 61 | | | | | | |
| | Unsatisfactory | N/A | N/A | 9.1 | 20 | 13.3 | 28 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13g: LEAP 21 Test Results - Grade 8 Science

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044019 NOVA Academy** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 11.8 | 2 | 12.5 | 2 | | | | | | |
| | Basic | N/A | N/A | 5.9 | 1 | 31.3 | 5 | | | | | | |
| | Approaching Basic | N/A | N/A | 23.5 | 4 | 25.0 | 4 | | | | | | |
| | Unsatisfactory | N/A | N/A | 58.8 | 10 | 31.3 | 5 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 1.0 | 6 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 18.4 | 106 | 15.9 | 93 | | | | | | |
| | Basic | N/A | N/A | 39.2 | 226 | 42.5 | 249 | | | | | | |
| | Approaching Basic | N/A | N/A | 26.5 | 153 | 30.2 | 177 | | | | | | |
| | Unsatisfactory | N/A | N/A | 14.9 | 86 | 11.4 | 67 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.6 | 309 | 0.7 | 381 | | | | | | |
| | Proficient | N/A | N/A | 14.6 | 7,766 | 13.8 | 7,211 | | | | | | |
| | Basic | N/A | N/A | 30.5 | 16,274 | 35.2 | 18,473 | | | | | | |
| | Approaching Basic | N/A | N/A | 27.7 | 14,769 | 27.2 | 14,249 | | | | | | |
| | Unsatisfactory | N/A | N/A | 26.6 | 14,176 | 23.1 | 12,094 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13h: LEAP 21 Test Results - Grade 8 Social Studies

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.7 | 1 | | | | | | |
| | Proficient | N/A | N/A | 4.8 | 7 | 7.2 | 11 | | | | | | |
| | Basic | N/A | N/A | 40.0 | 58 | 41.8 | 64 | | | | | | |
| | Approaching Basic | N/A | N/A | 26.2 | 38 | 32.7 | 50 | | | | | | |
| | Unsatisfactory | N/A | N/A | 29.0 | 42 | 17.6 | 27 | | | | | | |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| **044007** | **Chalmette Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.5 | 1 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 10.3 | 22 | 13.1 | 29 | | | | | | |
| | Basic | N/A | N/A | 55.9 | 119 | 55.7 | 123 | | | | | | |
| | Approaching Basic | N/A | N/A | 21.6 | 46 | 22.2 | 49 | | | | | | |
| | Unsatisfactory | N/A | N/A | 11.7 | 25 | 9.0 | 20 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Approaching Basic | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| | Unsatisfactory | N/A | N/A | ~ | ~ | 0.0 | 0 | | | | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.9 | 2 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 13.7 | 30 | 9.5 | 20 | | | | | | |
| | Basic | N/A | N/A | 52.5 | 115 | 45.5 | 96 | | | | | | |
| | Approaching Basic | N/A | N/A | 18.3 | 40 | 31.8 | 67 | | | | | | |
| | Unsatisfactory | N/A | N/A | 14.6 | 32 | 13.3 | 28 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Table 13h: LEAP 21 Test Results - Grade 8 Social Studies

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044019 NOVA Academy** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.0 | 0 | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | 5.9 | 1 | 6.3 | 1 | | | | | | |
| | Basic | N/A | N/A | 11.8 | 2 | 43.8 | 7 | | | | | | |
| | Approaching Basic | N/A | N/A | 35.3 | 6 | 25.0 | 4 | | | | | | |
| | Unsatisfactory | N/A | N/A | 47.1 | 8 | 25.0 | 4 | | | | | | |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.5 | 3 | 0.2 | 1 | | | | | | |
| | Proficient | N/A | N/A | 10.2 | 59 | 10.3 | 60 | | | | | | |
| | Basic | N/A | N/A | 50.7 | 293 | 48.4 | 283 | | | | | | |
| | Approaching Basic | N/A | N/A | 21.5 | 124 | 28.4 | 166 | | | | | | |
| | Unsatisfactory | N/A | N/A | 17.1 | 99 | 12.8 | 75 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | 0.6 | 293 | 0.9 | 475 | | | | | | |
| | Proficient | N/A | N/A | 10.1 | 5,360 | 11.9 | 6,248 | | | | | | |
| | Basic | N/A | N/A | 40.9 | 21,809 | 40.8 | 21,388 | | | | | | |
| | Approaching Basic | N/A | N/A | 23.7 | 12,625 | 24.0 | 12,558 | | | | | | |
| | Unsatisfactory | N/A | N/A | 24.7 | 13,179 | 22.4 | 11,713 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies tests of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

# Criterion-Referenced Test (CRT) – Old GEE Results

The criterion-referenced test (CRT) given at the secondary level is the **Graduation Exit Examination** (**GEE**). The GEE measures the extent to which students met the former State-established, grade-level skill requirements in the five GEE subject area components. Given the implementation of a newly modified statewide testing program (the GEE 21), components of the old GEE (English Language Arts (ELA), Mathematics, and Written Composition) were given for the last time to test takers in grade 10 in spring of 2000. The spring of 2001 was the last time the Science and Social Studies components of the old GEE were given to initial test takers in grade 11.

To graduate from a Louisiana public high school and receive a regular diploma, students in the class of 2002 must accumulate 23 Carnegie units of academic credit and pass all five components of the old GEE. All students are required to take the old GEE to receive a regular diploma. Students who did not achieve the performance standards for any of the five test components have at least two opportunities per year to retake those components, with remedial instruction offered prior to the retest.

Scores are reported in the *District Composite Report* for all students who took the GEE for the first time during the spring administration of each year. Since 1995-1996, the *District Composite Report* has reported scores based on all students taking the tests; therefore, previous years' data are not comparable. Results for the newly released GEE 21 are made available in the next section of this document.

## Data Presentation

Table 14a provides the GEE results for first-time GEE test takers. The table presents the GEE results in school site code order for each high school in the district. Also, comparison data are presented for the district and the state. The tables reflect both the number and percent of students passing each GEE subject area component.

## Definition

The percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area. This number is commonly known as the *attainment rate*.

## Data Source

The GEE results are based on student-level data provided to the Louisiana Department of Education by National Computer Systems (NCS), the testing contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

# Table 14a: Graduation Exit Examination (Old GEE) Results

*Percent and Number of Students Passing*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | English Language Arts | 93 | 171 | 88 | 148 | N/A | N/A | | | | | | |
| | Mathematics | 83 | 148 | 86 | 138 | N/A | N/A | | | | | | |
| | Written Composition | 97 | 175 | 96 | 155 | N/A | N/A | | | | | | |
| | Science | 83 | 141 | 87 | 133 | 87 | 128 | | | | | | |
| | Social Studies | 92 | 156 | 90 | 136 | 95 | 138 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | English Language Arts | 97 | 234 | 95 | 184 | N/A | N/A | | | | | | |
| | Mathematics | 95 | 230 | 96 | 187 | N/A | N/A | | | | | | |
| | Written Composition | 100 | 243 | 97 | 185 | N/A | N/A | | | | | | |
| | Science | 94 | 233 | 94 | 204 | 92 | 150 | | | | | | |
| | Social Studies | 99 | 259 | 95 | 208 | 96 | 156 | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | English Language Arts | 89 | 103 | 79 | 92 | N/A | N/A | | | | | | |
| | Mathematics | 83 | 96 | 74 | 85 | N/A | N/A | | | | | | |
| | Written Composition | 98 | 112 | 92 | 102 | N/A | N/A | | | | | | |
| | Science | 78 | 98 | 66 | 80 | 72 | 66 | | | | | | |
| | Social Studies | 95 | 122 | 87 | 104 | 91 | 81 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | English Language Arts | 0 | 0 | 55 | 6 | N/A | N/A | | | | | | |
| | Mathematics | 0 | 0 | 44 | 4 | N/A | N/A | | | | | | |
| | Written Composition | 100 | 1 | 88 | 7 | N/A | N/A | | | | | | |
| | Science | 20 | 1 | 100 | 1 | 75 | 3 | | | | | | |
| | Social Studies | 60 | 3 | 100 | 1 | 75 | 3 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: As of Spring 2001, English Language Arts, Mathematics, and Written Composition components of the GEE are no longer administered to first time test takers.

# Table 14a: Graduation Exit Examination (Old GEE) Results

*Percent and Number of Students Passing*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | | |
| | English Language Arts | 94 | 508 | 88 | 430 | N/A | N/A | | | | | | |
| | Mathematics | 88 | 474 | 86 | 414 | N/A | N/A | | | | | | |
| | Written Composition | 98 | 531 | 95 | 449 | N/A | N/A | | | | | | |
| | Science | 86 | 473 | 85 | 418 | 85 | 347 | | | | | | |
| | Social Studies | 96 | 540 | 92 | 449 | 94 | 378 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | English Language Arts | 85 | 39,311 | 81 | 37,488 | N/A | N/A | | | | | | |
| | Mathematics | 74 | 33,871 | 74 | 34,208 | N/A | N/A | | | | | | |
| | Written Composition | 93 | 41,421 | 93 | 41,689 | N/A | N/A | | | | | | |
| | Science | 80 | 33,056 | 81 | 33,016 | 81 | 32,854 | | | | | | |
| | Social Studies | 88 | 36,496 | 87 | 35,215 | 89 | 36,146 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: As of Spring 2001, English Language Arts, Mathematics, and Written Composition components of the GEE are no longer administered to first time test takers.

**Graduation Exit Examination for the 21st Century (GEE 21)**

The new high school CRT is the Graduation Exit Examination for the 21st Century (GEE 21) and it replaces the old GEE which has been in use for over a decade. Like the previous GEE, the goal of GEE 21 is to ensure that students graduate from high school with some basic skills knowledge in English, Mathematics, Science and Social Studies. Furthermore, the GEE 21 is used to measure how well a student has mastered the State content standards. The GEE 21 assesses student's abilities according to the state's more rigorous standards for what students should know and be able to do. The GEE 21 will be of the same rigor as the LEAP 21, administered in grades 4 and 8.

Like its predecessor, the GEE 21 will have only four subject area tests: English Language Arts, Mathematics, Science, and Social Studies. However, the GEE 21 differs from the old test. Instead of receiving "pass" or "fail" scores, students will receive an achievement level ranging from a top level of "Advanced" to a failing level of "Unsatisfactory". Students must score at the "Approaching Basic" level to pass the test.

The first cohort of students to take the GEE 21 are students who are in the 10th grade in spring 2001 (the graduating class of 2003). These students only needed to the English Language Arts and Mathematics tests to graduate. If they did not pass, they are allowed four more opportunities to take a retest during their junior and senior years. In addition to meeting this requirement, subsequent cohorts will have to pass either the Science or the Social Studies tests also. The Science and Social Studies tests will be administered to first-time eleventh graders beginning in the spring of 2002. All future classes will have to pass the English, Mathematics and either Science or Social Studies tests to graduate form high school.

## Data Presentation

Table 14b provides the GEE 21 results for first time GEE 21 test takers. The table presents the GEE results in school site code order for each high school in the district. Also, comparison data are presented for the district and the state. The tables reflect both the number and percent of students at each achievement level in the GEE 21 subject area component.

## Data Source

The GEE 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

# Table 14b: Graduation Exit Examination (GEE 21) Results - English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.6 | 1 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 14.3 | 24 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 50.6 | 85 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 20.2 | 34 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 14.3 | 24 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 1.3 | 3 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 16.0 | 36 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 60.9 | 137 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 16.0 | 36 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 5.8 | 13 | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 6.8 | 7 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 45.6 | 47 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 26.2 | 27 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 21.4 | 22 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 33.3 | 1 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 33.3 | 1 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 33.3 | 1 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: English Language Arts and Mathematics tests of the New GEE 21 test were first administered in Spring 2001.

# Table 14b: Graduation Exit Examination (GEE 21) Results - English Language Arts

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.8 | 4 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 13.5 | 67 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 54.2 | 269 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 19.6 | 97 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 11.9 | 59 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.8 | 345 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 12.1 | 5,561 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 42.7 | 19,622 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 22.9 | 10,502 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 21.6 | 9,903 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: English Language Arts and Mathematics tests of the New GEE 21 test were first administered in Spring 2001.

# Table 14c: Graduation Exit Examination (GEE 21) Results - Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006** | **Chalmette High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 4.8 | 8 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 17.9 | 30 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 31.5 | 53 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 18.5 | 31 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 27.4 | 46 | | | | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 7.6 | 17 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 18.8 | 42 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 50.0 | 112 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 10.7 | 24 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 12.9 | 29 | | | | | | |
| **044015** | **St. Bernard High School** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 1.9 | 2 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 6.8 | 7 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 32.0 | 33 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 30.1 | 31 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 29.1 | 30 | | | | | | |
| **044019** | **NOVA Academy** | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 0.0 | 0 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 50.0 | 1 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 50.0 | 1 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: English Language Arts and Mathematics tests of the New GEE 21 test were first administered in Spring 2001.

# Table 14c: Graduation Exit Examination (GEE 21) Results - Mathematics

*Percent and Number of Students by Achievement Levels*

| | | 1998-99 | | 1999-00 | | 2000-01 | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **District** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 5.5 | 27 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 16.0 | 79 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 40.0 | 198 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 17.4 | 86 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 21.2 | 105 | | | | | | |
| **State** | | | | | | | | | | | | | |
| | Advanced | N/A | N/A | N/A | N/A | 4.5 | 2,068 | | | | | | |
| | Proficient | N/A | N/A | N/A | N/A | 13.4 | 6,151 | | | | | | |
| | Basic | N/A | N/A | N/A | N/A | 32.7 | 15,001 | | | | | | |
| | Approaching Basic | N/A | N/A | N/A | N/A | 14.8 | 6,803 | | | | | | |
| | Unsatisfactory | N/A | N/A | N/A | N/A | 34.5 | 15,834 | | | | | | |

~ = Unavailable Data

N/A = Not Applicable: English Language Arts and Mathematics tests of the New GEE 21 test were first administered in Spring 2001.

# Norm-Referenced Test (NRT) – The Iowa Tests Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. In 1998, the NRT administered to Louisiana students changed from the *California Achievement Test* to the ***Iowa Tests of Basic Skills*** (**ITBS**) and the ***Iowa Tests of Educational Development*** (**ITED**).

The Iowa Tests are a standardized achievement test battery with items presented in a traditional multiple-choice format. A nationally representative group of students took The Iowa Tests under specified directions and certain conditions. Their scores became the norms used to compare individual students and groups of students to students in the nation.

The majority of the tests that make up the Complete Batteries of the *ITBS* for grades 3, 5, 6, and 7 are the same. The tests include Vocabulary, Reading Comprehension, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Social Studies, Science, Maps and Diagrams and Reference Materials. Third graders are administered the Spelling, Capitalization, Punctuation, and the Usage and Expression tests, which are combined into a Language Total score. Students in grades 5, 6, and 7 are administered the Integrated Writing Skills test. A Mathematics Computation test was administered at only grade 3; Mathematics Computation is not used to calculate the Mathematics Total, Core Total, or the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total or Integrated Writing Skills, Mathematics Total, Social Studies, Science, and Sources of Information Total.

The *ITED* consists of seven tests: Vocabulary, Ability to Interpret Literary Materials, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Analysis of Social Studies Materials, Analysis of Science Materials, and Uses of Sources of Information. For the *ITED*, a Content Area Reading score is computed based on questions from the tests on Literary Materials, Science, and Social Studies. This score is combined with the Vocabulary test score to obtain the Reading Total score. The *Iowa Tests of Educational Development* Composite score is the average of the Reading Total and the scores for the other six tests. In spring 2001, approximately 272,500 public school students were given the on-level test. Among them, 185,900 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*, Form M. Approximately 43,100 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M. There were some 8$^{th}$ grade (option 2 students) who were considered "eight-and-a-half"ers and they were required to take the NRT as well.

These tests are administered to all students, except for students whose Individual Education Plans (IEPs) indicate that they have met the participation criteria for alternate assessment, which began in the 2000-2001 school year, or for out-of-level assessment, which began in the 1999-2000 school year. Also, Limited English Proficient (LEP) students who are determined to be eligible for a deferment from testing are not required to take the tests. Scores are reported for all students not requiring accommodations to the standardized administration procedures.

## Data Presentation

Tables 15a–15e present the on-level NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are shown for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

The data presented are based on national percentile ranks. A percentile rank is the percent of students in the national norm group who scored at or below a particular score. Data are grouped as follows:

- *Quartile 4*–the percent of students who scored between the 75$^{th}$ and 99$^{th}$ percentile ranks, or in other words, the percent of students in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.

- *Quartile 3*–the percent of students who scored between the 50th and the 74th national percentiles.

- *Quartile 2*–the percent of students who scored between the 25th and 49th national percentiles.

- *Quartile 1*–the percent of students who scored between the 1st and 24th national percentiles.

- *Percentile Rank of the Average Standard Score for the National Student Norms*–percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students nationally (in the norm group) scored at or below the average score obtained by the students in the school.

## Definition

- *Norm-referenced tests (NRTs)*–These tests produce scores that tell how individuals, schools, districts, and the state perform in comparison with the national norm group.

## Data Source

The Iowa Tests Results presented here in the DCR are based on school-level data provided to the Louisiana Department of Education, Division of Planning, Analysis and Information Resources by Riverside Publishing, the testing contractor for The Iowa Tests.

# Table 15a: The Iowa Tests Results - Grade 3

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044001** | **Arabi Elementary School** | | | | | | |
| | Fourth Quartile | 16.7 | 17.5 | 21.5 | | | |
| | Third Quartile | 10.0 | 26.8 | 36.6 | | | |
| | Second Quartile | 33.3 | 37.1 | 33.3 | | | |
| | First Quartile | 40.0 | 18.6 | 8.6 | | | |
| | **Percentile Rank** | 39 | 49 | 56 | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | |
| | Fourth Quartile | 0.0 | 2.9 | 3.0 | | | |
| | Third Quartile | 7.8 | 11.6 | 7.5 | | | |
| | Second Quartile | 25.5 | 31.9 | 31.3 | | | |
| | First Quartile | 66.7 | 53.6 | 58.2 | | | |
| | **Percentile Rank** | 22 | 26 | 23 | | | |
| **044005** | **Carolyn Park School** | | | | | | |
| | Fourth Quartile | 6.1 | ~ | ~ | | | |
| | Third Quartile | 34.7 | ~ | ~ | | | |
| | Second Quartile | 34.7 | ~ | ~ | | | |
| | First Quartile | 24.5 | ~ | ~ | | | |
| | **Percentile Rank** | 41 | ~ | ~ | | | |
| **044008** | **J.F. Gauthier School** | | | | | | |
| | Fourth Quartile | 12.0 | 6.8 | 7.1 | | | |
| | Third Quartile | 22.9 | 30.7 | 28.6 | | | |
| | Second Quartile | 41.0 | 46.6 | 39.3 | | | |
| | First Quartile | 24.1 | 15.9 | 25.0 | | | |
| | **Percentile Rank** | 43 | 43 | 41 | | | |
| **044010** | **Lacoste Elementary School** | | | | | | |
| | Fourth Quartile | 51.3 | 18.4 | 20.8 | | | |
| | Third Quartile | 32.1 | 32.8 | 30.7 | | | |
| | Second Quartile | 11.5 | 38.4 | 33.7 | | | |
| | First Quartile | 5.1 | 10.4 | 14.9 | | | |
| | **Percentile Rank** | 75 | 53 | 53 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15a: The Iowa Tests Results - Grade 3

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044011** | **Meraux Elementary School** | | | | | | |
| | Fourth Quartile | 25.0 | ~ | ~ | | | |
| | Third Quartile | 26.7 | ~ | ~ | | | |
| | Second Quartile | 21.7 | ~ | ~ | | | |
| | First Quartile | 26.7 | ~ | ~ | | | |
| | **Percentile Rank** | 52 | ~ | ~ | | | |
| **044012** | **Millaudon Elementary School** | | | | | | |
| | Fourth Quartile | 13.0 | 28.0 | 23.0 | | | |
| | Third Quartile | 19.5 | 30.0 | 34.8 | | | |
| | Second Quartile | 29.9 | 28.0 | 34.8 | | | |
| | First Quartile | 37.7 | 14.0 | 7.4 | | | |
| | **Percentile Rank** | 41 | 57 | 57 | | | |
| **044013** | **C.F. Rowley School** | | | | | | |
| | Fourth Quartile | 11.0 | 16.5 | 20.7 | | | |
| | Third Quartile | 42.7 | 23.5 | 30.5 | | | |
| | Second Quartile | 35.4 | 43.5 | 31.7 | | | |
| | First Quartile | 11.0 | 16.5 | 17.1 | | | |
| | **Percentile Rank** | 51 | 47 | 52 | | | |
| **044014** | **Sebastien Roy School** | | | | | | |
| | Fourth Quartile | 10.0 | 17.1 | 27.6 | | | |
| | Third Quartile | 35.0 | 31.4 | 41.4 | | | |
| | Second Quartile | 35.0 | 34.3 | 27.6 | | | |
| | First Quartile | 20.0 | 17.1 | 3.4 | | | |
| | **Percentile Rank** | 47 | 51 | 65 | | | |
| **044016** | **St. Claude Heights School** | | | | | | |
| | Fourth Quartile | 31.4 | ~ | ~ | | | |
| | Third Quartile | 30.0 | ~ | ~ | | | |
| | Second Quartile | 27.1 | ~ | ~ | | | |
| | First Quartile | 11.4 | ~ | ~ | | | |
| | **Percentile Rank** | 63 | ~ | ~ | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15a: The Iowa Tests Results - Grade 3

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **District** | | | | | | | |
| | Fourth Quartile | 19.0 | 16.0 | 18.3 | | | |
| | Third Quartile | 27.3 | 27.2 | 30.2 | | | |
| | Second Quartile | 29.2 | 37.4 | 33.6 | | | |
| | First Quartile | 24.5 | 19.4 | 17.9 | | | |
| | **Percentile Rank** | 50 | 47 | 50 | | | |
| **State** | | | | | | | |
| | Fourth Quartile | 16.5 | 19.1 | 20.7 | | | |
| | Third Quartile | 25.8 | 25.4 | 26.1 | | | |
| | Second Quartile | 29.1 | 31.0 | 30.9 | | | |
| | First Quartile | 28.6 | 24.4 | 22.2 | | | |
| | **Percentile Rank** | 45 | 47 | 50 | | | |
| **Nation** | | | | | | | |
| | Fourth Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Third Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Second Quartile | 25.0 | 25.0 | 25.0 | | | |
| | First Quartile | 25.0 | 25.0 | 25.0 | | | |
| | **Percentile Rank** | 50.0 | 50.0 | 50.0 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15b: The Iowa Tests Results - Grade 5

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044001** | **Arabi Elementary School** | | | | | | |
| | Fourth Quartile | 24.2 | 22.6 | 24.8 | | | |
| | Third Quartile | 33.3 | 35.8 | 24.8 | | | |
| | Second Quartile | 33.3 | 28.3 | 35.2 | | | |
| | First Quartile | 9.1 | 13.2 | 15.2 | | | |
| | **Percentile Rank** | 59 | 54 | 54 | | | |
| **044004** | **Borgnemouth Elementary School** | | | | | | |
| | Fourth Quartile | 4.6 | 0.0 | 4.3 | | | |
| | Third Quartile | 4.6 | 1.7 | 14.9 | | | |
| | Second Quartile | 30.8 | 19.0 | 29.8 | | | |
| | First Quartile | 60.0 | 79.3 | 51.1 | | | |
| | **Percentile Rank** | 23 | 14 | 28 | | | |
| **044005** | **Carolyn Park School** | | | | | | |
| | Fourth Quartile | 11.8 | ~ | ~ | | | |
| | Third Quartile | 23.5 | ~ | ~ | | | |
| | Second Quartile | 33.3 | ~ | ~ | | | |
| | First Quartile | 31.4 | ~ | ~ | | | |
| | **Percentile Rank** | 41 | ~ | ~ | | | |
| **044008** | **J.F. Gauthier School** | | | | | | |
| | Fourth Quartile | 8.5 | 5.8 | 9.3 | | | |
| | Third Quartile | 37.3 | 8.7 | 24.7 | | | |
| | Second Quartile | 33.9 | 52.2 | 40.2 | | | |
| | First Quartile | 20.3 | 33.3 | 25.8 | | | |
| | **Percentile Rank** | 44 | 33 | 41 | | | |
| **044010** | **Lacoste Elementary School** | | | | | | |
| | Fourth Quartile | 25.9 | 18.6 | 32.1 | | | |
| | Third Quartile | 31.8 | 30.4 | 36.7 | | | |
| | Second Quartile | 34.1 | 43.1 | 26.6 | | | |
| | First Quartile | 8.2 | 7.8 | 4.6 | | | |
| | **Percentile Rank** | 60 | 53 | 64 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15b: The Iowa Tests Results - Grade 5

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044011** | **Meraux Elementary School** | | | | | | |
| | Fourth Quartile | 21.4 | ~ | ~ | | | |
| | Third Quartile | 28.6 | ~ | ~ | | | |
| | Second Quartile | 42.9 | ~ | ~ | | | |
| | First Quartile | 7.1 | ~ | ~ | | | |
| | **Percentile Rank** | 56 | ~ | ~ | | | |
| **044012** | **Millaudon Elementary School** | | | | | | |
| | Fourth Quartile | 16.1 | 25.8 | 26.9 | | | |
| | Third Quartile | 14.3 | 28.3 | 37.8 | | | |
| | Second Quartile | 42.9 | 38.3 | 26.1 | | | |
| | First Quartile | 26.8 | 7.5 | 9.2 | | | |
| | **Percentile Rank** | 43 | 58 | 60 | | | |
| **044013** | **C.F. Rowley School** | | | | | | |
| | Fourth Quartile | 21.7 | 18.1 | 28.4 | | | |
| | Third Quartile | 26.7 | 29.8 | 36.5 | | | |
| | Second Quartile | 38.3 | 35.1 | 28.4 | | | |
| | First Quartile | 13.3 | 17.0 | 6.8 | | | |
| | **Percentile Rank** | 55 | 50 | 60 | | | |
| **044014** | **Sebastien Roy School** | | | | | | |
| | Fourth Quartile | 2.4 | 0.0 | 9.4 | | | |
| | Third Quartile | 21.4 | 16.1 | 31.3 | | | |
| | Second Quartile | 38.1 | 48.4 | 28.1 | | | |
| | First Quartile | 38.1 | 35.5 | 31.3 | | | |
| | **Percentile Rank** | 34 | 30 | 43 | | | |
| **044016** | **St. Claude Heights School** | | | | | | |
| | Fourth Quartile | 27.0 | ~ | ~ | | | |
| | Third Quartile | 40.5 | ~ | ~ | | | |
| | Second Quartile | 27.0 | ~ | ~ | | | |
| | First Quartile | 5.4 | ~ | ~ | | | |
| | **Percentile Rank** | 63 | ~ | ~ | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15b: The Iowa Tests Results - Grade 5

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **District** | | | | | | | |
| | Fourth Quartile | 17.0 | 16.4 | 22.0 | | | |
| | Third Quartile | 26.5 | 24.7 | 30.7 | | | |
| | Second Quartile | 35.1 | 37.1 | 30.9 | | | |
| | First Quartile | 21.3 | 21.9 | 16.5 | | | |
| | **Percentile Rank** | 49 | 46 | 53 | | | |
| **State** | | | | | | | |
| | Fourth Quartile | 16.2 | 17.6 | 20.7 | | | |
| | Third Quartile | 23.4 | 25.5 | 29.4 | | | |
| | Second Quartile | 30.8 | 31.7 | 33.6 | | | |
| | First Quartile | 29.6 | 25.2 | 16.3 | | | |
| | **Percentile Rank** | 44 | 46 | 52 | | | |
| **Nation** | | | | | | | |
| | Fourth Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Third Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Second Quartile | 25.0 | 25.0 | 25.0 | | | |
| | First Quartile | 25.0 | 25.0 | 25.0 | | | |
| | **Percentile Rank** | 50.0 | 50.0 | 50.0 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15c: The Iowa Tests Results - Grade 6

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | |
| | Fourth Quartile | 6.5 | 5.4 | 5.2 | | | |
| | Third Quartile | 16.2 | 20.7 | 14.0 | | | |
| | Second Quartile | 33.8 | 34.2 | 40.1 | | | |
| | First Quartile | 43.5 | 39.7 | 40.7 | | | |
| | **Percentile Rank** | 32 | 35 | 32 | | | |
| **044007** | **Chalmette Middle School** | | | | | | |
| | Fourth Quartile | 17.5 | 21.1 | 23.8 | | | |
| | Third Quartile | 26.4 | 30.0 | 29.7 | | | |
| | Second Quartile | 39.2 | 35.3 | 34.2 | | | |
| | First Quartile | 17.0 | 13.7 | 12.4 | | | |
| | **Percentile Rank** | 48 | 54 | 56 | | | |
| **044014** | **Sebastien Roy School** | | | | | | |
| | Fourth Quartile | 14.3 | ~ | ~ | | | |
| | Third Quartile | 25.0 | ~ | ~ | | | |
| | Second Quartile | 28.6 | ~ | ~ | | | |
| | First Quartile | 32.1 | ~ | ~ | | | |
| | **Percentile Rank** | 43 | ~ | ~ | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | |
| | Fourth Quartile | 12.2 | 22.2 | 20.4 | | | |
| | Third Quartile | 27.0 | 28.0 | 22.9 | | | |
| | Second Quartile | 35.7 | 31.9 | 32.3 | | | |
| | First Quartile | 25.0 | 17.9 | 24.4 | | | |
| | **Percentile Rank** | 44 | 52 | 48 | | | |
| **044019** | **NOVA Academy** | | | | | | |
| | Fourth Quartile | 0.0 | 0.0 | 10.0 | | | |
| | Third Quartile | 8.3 | 14.3 | 10.0 | | | |
| | Second Quartile | 16.7 | 28.6 | 40.0 | | | |
| | First Quartile | 75.0 | 57.1 | 40.0 | | | |
| | **Percentile Rank** | 22 | 30 | 33 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15c: The Iowa Tests Results - Grade 6

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **District** | | | | | | | |
| | Fourth Quartile | 12.5 | 16.3 | 16.9 | | | |
| | Third Quartile | 23.6 | 26.2 | 22.4 | | | |
| | Second Quartile | 35.7 | 33.7 | 35.4 | | | |
| | First Quartile | 28.2 | 23.8 | 25.3 | | | |
| | **Percentile Rank** | 42 | 47 | 46 | | | |
| **State** | | | | | | | |
| | Fourth Quartile | 15.9 | 18.3 | 18.7 | | | |
| | Third Quartile | 24.6 | 24.8 | 25.8 | | | |
| | Second Quartile | 31.4 | 32.3 | 32.9 | | | |
| | First Quartile | 28.1 | 24.7 | 22.6 | | | |
| | **Percentile Rank** | 45 | 47 | 48 | | | |
| **Nation** | | | | | | | |
| | Fourth Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Third Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Second Quartile | 25.0 | 25.0 | 25.0 | | | |
| | First Quartile | 25.0 | 25.0 | 25.0 | | | |
| | **Percentile Rank** | 50.0 | 50.0 | 50.0 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15d: The Iowa Tests Results - Grade 7

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044003** | **P.G.T. Beauregard Middle School** | | | | | | |
| | Fourth Quartile | 3.4 | 9.2 | 4.4 | | | |
| | Third Quartile | 21.8 | 24.1 | 24.9 | | | |
| | Second Quartile | 47.1 | 42.5 | 38.7 | | | |
| | First Quartile | 27.7 | 24.1 | 32.0 | | | |
| | **Percentile Rank** | 37 | 42 | 37 | | | |
| **044007** | **Chalmette Middle School** | | | | | | |
| | Fourth Quartile | 21.2 | 20.4 | 20.2 | | | |
| | Third Quartile | 26.9 | 32.1 | 28.2 | | | |
| | Second Quartile | 35.8 | 31.7 | 31.4 | | | |
| | First Quartile | 16.0 | 15.8 | 20.2 | | | |
| | **Percentile Rank** | 52 | 53 | 50 | | | |
| **044014** | **Sebastien Roy School** | | | | | | |
| | Fourth Quartile | 13.5 | ~ | ~ | | | |
| | Third Quartile | 24.3 | ~ | ~ | | | |
| | Second Quartile | 32.4 | ~ | ~ | | | |
| | First Quartile | 29.7 | ~ | ~ | | | |
| | **Percentile Rank** | 44 | ~ | ~ | | | |
| **044017** | **N.P. Trist Middle School** | | | | | | |
| | Fourth Quartile | 17.6 | 15.6 | 25.6 | | | |
| | Third Quartile | 33.3 | 31.8 | 26.2 | | | |
| | Second Quartile | 36.2 | 30.7 | 33.8 | | | |
| | First Quartile | 12.9 | 21.8 | 14.4 | | | |
| | **Percentile Rank** | 52 | 48 | 56 | | | |
| **044019** | **NOVA Academy** | | | | | | |
| | Fourth Quartile | 0.0 | 0.0 | 9.1 | | | |
| | Third Quartile | 0.0 | 9.1 | 0.0 | | | |
| | Second Quartile | 6.7 | 45.5 | 63.6 | | | |
| | First Quartile | 93.3 | 45.5 | 27.3 | | | |
| | **Percentile Rank** | 10 | 29 | 35 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15d: The Iowa Tests Results - Grade 7

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **District** | | | | | | | |
| | Fourth Quartile | 15.3 | 15.2 | 16.9 | | | |
| | Third Quartile | 27.3 | 29.2 | 25.9 | | | |
| | Second Quartile | 37.3 | 34.9 | 35.1 | | | |
| | First Quartile | 20.1 | 20.7 | 22.1 | | | |
| | **Percentile Rank** | 47 | 48 | 47 | | | |
| **State** | | | | | | | |
| | Fourth Quartile | 15.2 | 17.0 | 18.0 | | | |
| | Third Quartile | 24.1 | 26.1 | 25.6 | | | |
| | Second Quartile | 31.4 | 30.0 | 30.3 | | | |
| | First Quartile | 29.4 | 26.8 | 26.1 | | | |
| | **Percentile Rank** | 44 | 46 | 47 | | | |
| **Nation** | | | | | | | |
| | Fourth Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Third Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Second Quartile | 25.0 | 25.0 | 25.0 | | | |
| | First Quartile | 25.0 | 25.0 | 25.0 | | | |
| | **Percentile Rank** | 50.0 | 50.0 | 50.0 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15e: The Iowa Tests Results - Grade 9

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **044006** | **Chalmette High School** | | | | | | |
| | Fourth Quartile | 17.6 | 14.0 | 15.9 | | | |
| | Third Quartile | 33.2 | 29.2 | 30.8 | | | |
| | Second Quartile | 32.6 | 37.1 | 36.3 | | | |
| | First Quartile | 16.6 | 19.7 | 17.0 | | | |
| | **Percentile Rank** | 50 | 46 | 48 | | | |
| **044009** | **Andrew Jackson Fundamental High School** | | | | | | |
| | Fourth Quartile | 17.3 | 17.9 | 26.3 | | | |
| | Third Quartile | 34.6 | 38.9 | 32.4 | | | |
| | Second Quartile | 30.3 | 32.4 | 27.9 | | | |
| | First Quartile | 17.7 | 10.7 | 13.4 | | | |
| | **Percentile Rank** | 50 | 53 | 56 | | | |
| **044015** | **St. Bernard High School** | | | | | | |
| | Fourth Quartile | 6.9 | 9.0 | 5.2 | | | |
| | Third Quartile | 19.0 | 23.0 | 37.7 | | | |
| | Second Quartile | 37.9 | 46.0 | 39.0 | | | |
| | First Quartile | 36.2 | 22.0 | 18.2 | | | |
| | **Percentile Rank** | 35 | 41 | 45 | | | |
| **044019** | **NOVA Academy** | | | | | | |
| | Fourth Quartile | 0.0 | 0.0 | 0.0 | | | |
| | Third Quartile | 12.5 | 50.0 | 33.3 | | | |
| | Second Quartile | 43.8 | 25.0 | 25.0 | | | |
| | First Quartile | 43.8 | 25.0 | 41.7 | | | |
| | **Percentile Rank** | 27 | 40 | 37 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# Table 15e: The Iowa Tests Results - Grade 9

*Percent of Students by National Quartiles*and Percentile Rank of Average Standard Scores*

| | | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|---|
| **District** | | | | | | | |
| | Fourth Quartile | 14.7 | 14.9 | 18.9 | | | |
| | Third Quartile | 30.2 | 32.9 | 32.6 | | | |
| | Second Quartile | 33.1 | 36.4 | 32.4 | | | |
| | First Quartile | 21.9 | 15.8 | 16.0 | | | |
| | **Percentile Rank** | 46 | 49 | 51 | | | |
| **State** | | | | | | | |
| | Fourth Quartile | 16.5 | 17.3 | 20.1 | | | |
| | Third Quartile | 24.8 | 26.2 | 29.1 | | | |
| | Second Quartile | 29.5 | 29.4 | 30.5 | | | |
| | First Quartile | 29.2 | 27.1 | 20.2 | | | |
| | **Percentile Rank** | 44 | 46 | 50 | | | |
| **Nation** | | | | | | | |
| | Fourth Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Third Quartile | 25.0 | 25.0 | 25.0 | | | |
| | Second Quartile | 25.0 | 25.0 | 25.0 | | | |
| | First Quartile | 25.0 | 25.0 | 25.0 | | | |
| | **Percentile Rank** | 50.0 | 50.0 | 50.0 | | | |

~ = Unavailable Data

* The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

# *Section 5. College Readiness*

College Readiness Overview ..... 5-1
American College Test (ACT) Results..... 5-2
First-Time College Freshmen Performance ..... 5-4

# College Readiness Overview

The data presented in this section offer insight into the quality of college preparation that Louisiana public school graduates have received. Not all students choose to pursue a college education. However, those who decide to go to college should be adequately prepared to succeed in challenging college environments.

The first part of this section contains the American College Test (ACT) data. The average ACT composite scores are presented for each school in the district when available. The composite score is created by averaging scores from the ACT English, mathematics, reading, and science reasoning tests. The district, state, and national scores are shown for comparison purposes. ACT scores are widely used as an indicator of student preparedness for college. Most Louisiana colleges and universities require entering students to take the ACT for admissions or placement purposes.

The second part of this section contains the First-time College Freshmen data. This section includes: (1) the number of high school diploma graduates, (2) the number and percentage of these graduates who were first-time college freshmen at a Louisiana college or university, and (3) the number and percentage of these first-time college freshmen who were enrolled in at least one developmental/remedial course. A higher percentage of students enrolled in developmental/remedial courses suggests that a school is not adequately preparing its students for college or university coursework. The data are presented for all public schools in the district that have a grade 12. Comparison data are also presented at the district and state levels.

# American College Test (ACT) Results

The **American College Test** (**ACT**) measures academic achievement in English, mathematics, reading, and science reasoning. The English component measures usage and mechanics of standard written English and rhetorical skills. The mathematics component contains primarily algebra and geometry items with some trigonometry items. Students are required to apply reasoning skills to practical problems in mathematics. The reading component is made up of four passages, which are similar to the type of writing encountered in college freshmen courses. Students have to display an understanding of both explicit and implicit information contained in the passages as well as be able to draw appropriate conclusions. The science reasoning component measures higher-order thinking skills as applied to the natural sciences (ACT 2000).

## Data Presentation

Table 16 presents average ACT composite scores for each public school in the district having both a twelfth grade and student ACT scores. Schools are shown in school site code order. Comparison data are presented for the district, state, and nation.

## Method of Calculation

The ACT composite score for a student is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

The school, district, state, and national ACT scores are the averages of the students' most recently obtained composite scores. Students who were or who would have been members of the graduating class for any given year are included in these averages. In other words, the aggregated composite scores include test scores for (1) twelfth graders who took the test in the current year and (2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included in the averages.

The district composite score is based on public school students only. However, the reported statewide ACT score includes both public and nonpublic student scores. This reporting method was deliberately selected to keep state statistics consistent with nationally reported figures, which are based on the combined performance of public and nonpublic students.

## Data Source

The ACT indicator is based on data supplied to the Louisiana Department of Education by the testing contractor, American College Testing.

**References**

American College Testing (2000). ACT Assessment at a Glance. (IC 04020G000). Iowa City, IA: Author.

# Table 16: American College Test (ACT) Results

*Average Composite Scores*

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|---|
| 044006 Chalmette High School | 18.7 | 19.4 | 19.6 | | | |
| 044009 Andrew Jackson Fundamental High School | 20.1 | 20.1 | 20.0 | | | |
| 044015 St. Bernard High School | 17.8 | 18.2 | 18.0 | | | |
| **District (Public)** | 19.3 | 19.6 | 19.5 | | | |
| **State (Public and Nonpublic)** | 19.6 | 19.6 | 19.6 | | | |
| **Nation (Public and Nonpublic)** | 21.0 | 21.0 | 21.0 | | | |

~ = Unavailable Data

# First-Time College Freshmen Performance

Information about the number of Louisiana public school students who enrolled as first-time freshmen (FTF) in this State's colleges and universities has been collected since 1987. For the first six years, the Board of Regents oversaw the data collection and distribution of school-level reports. The 1993 Louisiana Legislature recognized that the LDE had an established mechanism, the *Progress Profiles School Report Cards*, to disseminate information about schools to the public. Believing that the FTF data made an important statement about the quality of secondary schooling, the 1993 Legislature took steps to revamp the *FTF Program*. One revision mandated that the FTF information be incorporated into the *Progress Profile School Report Cards* so that it might be more widely accessible to parents.

Since FTF data are provided for only public schools that have grade 12 diploma graduates and such schools may not have received Accountability Reports prior to this year, other First Time Freshmen reports have been prepared for the high schools. In addition, FTF information is included in this DCR.

The Organization for Economic Co-Operation and Development (OECD, 2000) has indicated a high school education often serves as the minimum credential for entry into the labor market, as well as the foundation for all types of post-secondary programs, including college/university studies. Therefore, the number of high school diploma graduates provides some insight about the size of a school's graduating class.

Since the quality of each high school preparation program can be one factor that impacts whether or not a diploma graduate will be accepted into a college, it is of interest to study the college-going rates of each high school and of each district. The college-going rates estimate the proportion of a high school graduating class that made an immediate transition to an in-state college or university.

Furthermore, if the quality of a high school's program is poor, then the school's diploma graduates, who do enroll in college, may need to complete several developmental/remedial courses prior to enrolling in college credit courses. Thus, when it is found that a large percent of a high school's diploma graduates enrolled in developmental/remedial courses, the high school should take action to improve the preparation and college-readiness of its students.

## Data Presentation

Table 17 presents the number and/or percent of students who (1) were diploma graduates from Louisiana public schools and (2) enrolled as full-time first-time freshmen during the following fall semester at any of Louisiana's two- or four-year public and private colleges/universities. Thus, these FTF are recent graduates who made an immediate transition to a college or university. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one developmental/remedial course during their first regular semester of college study.

*Note: For any given school year, the first-time college freshmen data represent information on the high school diploma graduates from the previous school year. Further, the district results may reflect data from additional schools, which were open during the previous school year. Finally, the State results are based on public and nonpublic schools that had diploma graduates in the previous school year.*

## Definitions

- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included
- *First-Time college freshman*—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

- *Developmental/remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental/remedial courses may be offered for institutional credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time), but do not carry degree credit.

## Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented below. The percent of high school graduates who become first-time college freshmen is calculated for public high school diploma graduates who attend in-state colleges or universities.

## Data Source

The first-time college freshmen indicator is based on data submitted to the Louisiana Department of Education by Louisiana public and private colleges or universities.

### References

Organization for Economic Co-Operation and Development (OECD). (2000). Education at a Glance. (OECD 2000: Danvers, MA.)

### Formulas Used to Calculate First-Time College Freshmen Percentages

$$\textit{Percent of High School Graduates Who Were First-Time College Freshmen} = \frac{\textit{Number of First-Time College Freshmen}}{\textit{Total Number of High School Graduates}} \times 100$$

$$\textit{Percent of First-Time College Freshmen Who Enrolled in a Developmental Course} = \frac{\textit{Number of First-Time College Freshmen Who Enrolled in a Developmental Course}}{\textit{Total Number of First-Time College Freshmen}} \times 100$$

# Table 17

## *First-Time College Freshmen Performance*

| | 1998-99 | | 1999-00 | | 2000-01[2] | | 2001-02 | | 2002-03 | | 2003-04 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* | *Percent* | *Number* |
| **044006 Chalmette High School** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 196 | | 162 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 46.9 | 92 | 51.8 | 84 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 43.5 | 40 | 58.3 | 49 | ~ | ~ | | | | | | |
| **044009 Andrew Jackson Fundamental High School** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 232 | | 207 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 56.0 | 130 | 50.7 | 105 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 53.8 | 70 | 41.0 | 43 | ~ | ~ | | | | | | |
| **044015 St. Bernard High School** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 107 | | 75 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 32.7 | 35 | 52.0 | 39 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 51.4 | 18 | 61.5 | 24 | ~ | ~ | | | | | | |
| **044019 NOVA Academy** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 2 | | 0 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 0.0 | 0 | 0.0 | 0 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 0.0 | 0 | 0.0 | 0 | ~ | ~ | | | | | | |
| **District (Public)** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 537 | | 444 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 47.9 | 257 | 51.3 | 228 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 49.8 | 128 | 50.9 | 116 | ~ | ~ | | | | | | |
| **State (Public)** | | | | | | | | | | | | |
| Number of High School Graduates[1] | | 38,360 | | 38,038 | | ~ | | | | | | |
| HS Graduates Who Were First-Time College Freshmen | 42.7 | 16,382 | 42.2 | 16,055 | ~ | ~ | | | | | | |
| First-Time Freshmen Enrolled in College Developmental Courses | 45.6 | 7,472 | 41.7 | 6,691 | ~ | ~ | | | | | | |

~ = Unavailable data

[1] Represents diploma graduates from the previous school year.

[2] Current year's First-time Freshmen data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

# Glossary

*achievement level*—one of the following five LEAP 21/GEE 21 achievement ratings:

- *Advanced*–demonstrates superior performance beyond the proficient level of mastery.
- *Proficient*–demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
- *Basic*–demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
- *Approaching Basic*–partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
- *Unsatisfactory*–does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

*aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.

*aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

*attainment rate*—the percent of students who score at or above the state performance standard on a criterion-referenced test.

*baseline*—the level of school performance against which progress is measured; the baseline determines the school's growth target.

*baseline school performance score (SPS* ) —the primary measure of a school's overall performance. It is the level of school performance against which progress is measured; the baseline determines the school's growth target. (See the introduction section for more detail.)

*class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

*combination school category*—any school whose grade structure falls within the PK-12 range and which is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, combined with 9-12; and 4-6, combined with 9-12. Nongraded schools (schools with no grade structure) are also considered combination schools.

*corrective actions status*— the level of Corrective Actions (if any) that the school is currently placed in.

*criterion-referenced test (CRT)*—a test that produces a score that tells how individuals/schools perform in achieving established criteria.

*cumulative enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

*current expenditures*—total expenditures minus equipment, facilities acquisitions and construction services costs, and debt services costs.

*day of attendance*—effective with the 1992-93 school year, when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

"Students who meet the above criteria and are present at the school site for 26-50% of the student's instructional day shall be credited with a half day's attendance. Those who meet the above criteria and are present for more than 50% of the student's instructional day are credited with a whole day's attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." (*Bulletin 741*) The definition of the "amount" of time receiving instruction that is required to be in attendance has been in effect statewide since the 1993-94 school year.

*debt services*—servicing the debt of the LEA, including payments of both principal and interest. Debt service and other long-term obligations

are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

*developmental/remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental/remedial courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

*dropout*—"an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school district outside of Louisiana, private school, or state- or district-approved education program; temporary absence due to suspension or illness; or death." (NCES, 1993)

"For purposes of applying the dropout definition, the definitions below also apply.

1. A school year is defined as the 12-month period of time beginning October 1, with dropouts from the previous summer reported for the year and grade for which they fail to enroll.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program may include special education programs, home-based instruction, and school-sponsored secondary (but ***NOT*** adult) programs leading to a GED or some other certification differing from the regular diploma" (NCES, 1993).

*dropout denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported non-reported summer dropouts).

*elementary school category*—any school whose grade structure falls within the PK-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.

*faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional/administrative staff.

*first-time college freshman*—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

*grade structure*—the various educational grade levels that a school contains and for which instruction is provided (i.e., K-8, or Kindergarten through grade 8).

*graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.

*growth label*—the narrative label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target. Growth Labels are as follows:

- Exemplary Academic Growth (a school exceeding its Growth Target by at least 5 points)
- Recognized Academic Growth (a school meeting its Growth Target or exceeding it by less than 5 points)
- Minimal Academic Growth (a school improving some, but not meeting its Growth Target)
- School In Decline (a school not meeting its Growth Target because of a flat or declining School Performance Score).

*growth sps*—is calculated at the end of a cycle and compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle.

*high school category*—any school whose grade structure falls within the 6-12 range and which includes grades in the 10-12 range, or any school that contains only grade 9.

*in-school expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.

*in-school suspension*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.

*middle/junior high school category*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.

*norm-referenced test (NRT)*—a test that produces a score that tells how individuals, schools, districts, and the state perform in comparison with the national norm group.

*number of faculty*—the total number of school-based instructional personnel employed at a school.

*october 1 membership*—total number of students enrolled in a school on October 1 of the current school year.

*out-of-school expulsion*—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.

*out-of-school suspension*—a student temporarily prohibited from participation in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*paired/shared status*—indicates if the school is paired with another school for data purposes or is sharing data with/from another school.

*percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

*percentile rank of average standard scores for national student norms*—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

*reward eligibility/recipient*—the identification of schools as being eligible for or awarded monetary rewards for high levels of performance and growth

*school*—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s) (LDE and NCES).

*school performance label*— the Label that describes a school's level of performance based on its SPS. It is the official declaration of school performance in relation to the State's 10-year and 20-year accountability goals. The Performance Labels are as follows:

- Academic Excellence (SPS 150.0 or higher)
- Academic Distinction (SPS 125.0 - 149.9)
- Academic Achievement (SPS 100.0 - 124.9)
- Academically Above Average (SPS equal to or higher than state average and lower than 100.0)
- Academically Below Average (SPS higher than 30.0 and less than state average)
- Academically Unacceptable (SPS 30.0 or lower).

*school performance score (SPS)*—the primary measure of a school's overall performance.

*school type*—the classification of schools into one of the four categories of schools (elementary, middle/junior high, high, or combination schools).

*two-year growth target*—the amount of progress a school must make every two years to reach the state 10 year and 20 year goals.

*two-year sps goal*—the school performance score a school must make every two years to reach the State's 10-year and 20-year goals.