2001-2002 District Composite Report

East Baton Rouge Parish

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TABLE OF CONTENTS

Introduction i

Section 1. District Summary
- District Summary Overview 1-1
- District Indicator Summary Results 1-2
- Teacher Certification 1-22
- District Accountability Results 1-24
- Parish Socioeconomic And Demographic Profile 1-28
- District Financial Profile 1-31

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 2-107
- Teacher Certification 2-111
- Class Size Characteristics 2-115

Section 3. Student Participation
- Student Participation Overview 3-1
- Student Attendance 3-2
- Students Suspended and Expelled 3-9
- Student Retention 3-29
- Student Dropouts 3-41

Section 4. Student Achievement
- Student Achievement Overview 4-1
- Criterion-Referenced Test (CRT) – LEAP 21 Test Results 4-2
- Criterion-Referenced Test (CRT) – GEE 21 Results 4-88
- Norm-Referenced Test (NRT) – The Iowa Tests Results 4-109

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

Glossary 6-1

KEY TO TABLES

Table 1a: District Indicator Summary Results - Public Schools 1-3
Table 1b: District Indicator Summary Results - Schools by Performance Label 1-3
Table 1c: District Indicator Summary Results - Schools By Growth Label 1-4
Table 1d: District Indicator Summary Results - Schools By Level of Corrective Actions 1-4
Table 1e: District Indicator Summary Results - Reward Data 1-5
Table 1f: District Indicator Summary Results - Faculty Degree Data 1-5
Table 1g: District Indicator Summary Results - Class Size Characteristics 1-6
Table 2a: District Indicator Summary Results - Student Attendance 1-8
Table 2b: District Indicator Summary Results - Student Expelled and Suspended 1-9
Table 2c: District Indicator Summary Results - Student Retention 1-11
Table 2d: District Indicator Summary Results - Student Dropouts 1-12
Table 3a: District Indicator Summary Results - LEAP 21 Test Results 1-13
Table 3b: District Indicator Summary Results - Graduation Exit Examination (GEE 21) Results 1-17
Table 3c: District Indicator Summary Results - The Iowa Test Results 1-19
Table 4a: District Indicator Summary Results - American College Test (ACT) Results 1-21
Table 4b: District Indicator Summary Results - First-Time College Freshmen Performance 1-21
Table 5: District Indicator Summary Results - Certified Teachers 1-23
Table 6a: District Indicator Summary Results - District Accountability Results 1-26
Figure 6b: District Accountability Report Card 1-27
Figure 7: Parish Socioeconomic and Demographic Profile 1-30
Figure 8: District Financial Profile 1-32
Table 9: School Characteristics and Accountability Information 2-8
Table 10: Faculty with a Master's Degree or Higher 2-108
Table 11: Certified Teachers: Percent and Number of Certified Teachers 2-112
Table 12a: Class Size Characteristics - Elementary Schools 2-116
Table 12b: Class Size Characteristics: Middle/Jr. High Schools 2-128
Table 12c: Class Size Characteristics - High Schools 2-132
Table 12d: Class Size Characteristics - Combination Schools 2-136
Table 13a: Percent of Student Attendance - Elementary Schools 3-4
Table 13b: Percent of Student Attendance: Middle/Jr. High Schools 3-6
Table 13c: Percent of Student Attendance - High Schools 3-7

Table 13d: Percent of Student Attendance - Combination Schools 3-8
Table 14a: Students Suspended and Expelled - Elementary Schools 3-11
Table 14b: Students Suspended and Expelled: Middle/Jr. High Schools 3-20
Table 14c: Students Suspended and Expelled - High Schools 3-24
Table 14d: Students Suspended and Expelled - Combination Schools 3-28
Table 15: Student Retention 3-31
Table 16: Student Dropouts 3-43
Table 17a: LEAP 21 Test Results - Grade 4 English Language Arts 4-4
Table 17b: LEAP 21 Test Results - Grade 4 Mathematics 4-17
Table 17c: LEAP 21 Test Results - Grade 4 Science 4-30
Table 17d: LEAP 21 Test Results - Grade 4 Social Studies 4-43
Table 17e: LEAP 21 Test Results - Grade 8 English Language Arts 4-56
Table 17f: LEAP 21 Test Results - Grade 8 Mathematics 4-64
Table 17g: LEAP 21 Test Results - Grade 8 Science 4-72
Table 17h: LEAP 21 Test Results - Grade 8 Social Studies 4-80
Table 18a: Graduation Exit Examination (GEE 21) Results - English Language Arts 4-89
Table 18b: Graduation Exit Examination (GEE 21) Results - Mathematics 4-94
Table 18c: Graduation Exit Examination (GEE 21) Results - Science 4-99
Table 18d: Graduation Exit Examination (GEE 21) Results - Social Studies 4-104
Table 19a: The Iowa Tests Results - Grade 3 4-111
Table 19b: The Iowa Tests Results - Grade 5 4-125
Table 19c: The Iowa Tests Results - Grade 6 4-139
Table 19d: The Iowa Tests Results - Grade 7 4-144
Table 19e: The Iowa Tests Results - Grade 9 4-149
Table 20: American College Test (ACT) Results 5-3
Table 21: First-Time College Freshmen Performance 5-6

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 *Louisiana State Education Progress 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.

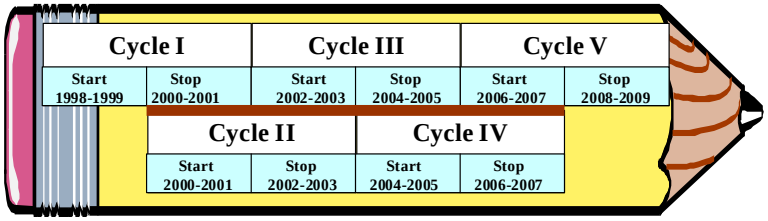
The Children First Act through its *Progress Profiles* program also became the impetus toward the introduction of the statewide school accountability system, which was implemented in fall of 1999. The Louisiana School Accountability System, replacing the old *Progress Profiles* program, is focused on analysis and assessment of school performance with heavy emphasis on school improvement. In its fourth year, the School 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. With the induction of the new Louisiana District Accountability System this year, district-level accountability reports have been released and have added to the strength of the Louisiana accountability model.

Overview of the Louisiana Accountability System

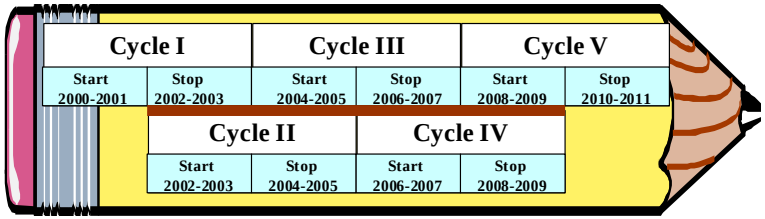
In 1999, the Louisiana School Accountability System went into effect with two implementation phases for the public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system in the fall of 1999. Schools with grades 9-12 (otherwise known as the high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

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 an 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 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 and 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 at the end of each cycle.

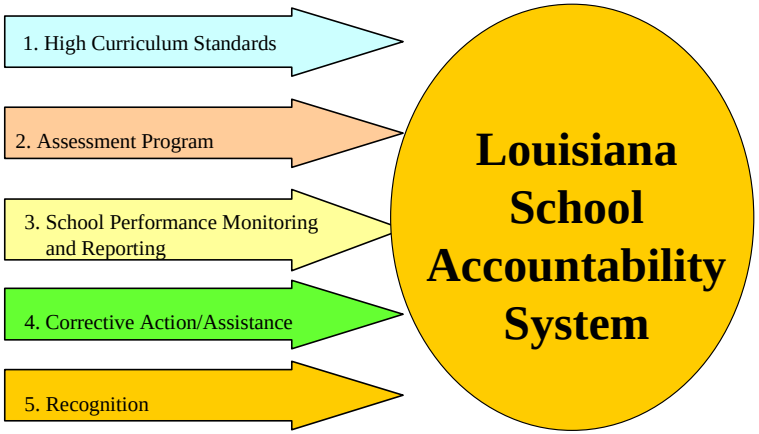
District Accountability: An Addition to the School Accountability System

In an effort to hold districts more accountable for their schools' performance, the Louisiana Legislature created the School and District Accountability Advisory Commission, which developed a recommended system for district accountability. The Commission designed the system focusing on the responsibilities of local school boards and district administrators, particularly those not shared with school-based personnel. The State Board of Elementary and Secondary Education (SBESE) approved the Commission's recommendations "in concept" in March of 2001, and all 66 school districts were included in the new District Accountability System. In May of 2002, the first ever District-wide Accountability Scores were released. The District Accountability System is explained in further detail in Section One of this report.

Key Components of the Louisiana School Accountability System

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

Key Components of the School Accountability System in Louisiana



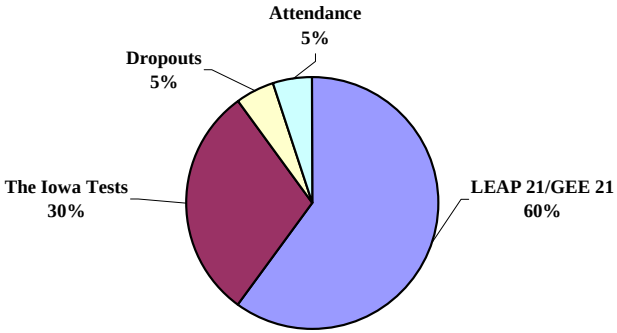
Component 1—High Curriculum Standards. In the ongoing effort to raise educational performance, the Louisiana Department of Education (LDE) substantially upgraded the curriculum and content standards for public school students. Based on these higher curricular standards, the State Board of Elementary 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 1999, with two main measures of achievement:

- The criterion-referenced tests (CRT), or the Louisiana Educational Assessment Program for the 21st Century (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 an 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, parents, teachers, principals, administrators, and school boards to improve student achievement at the school. There are three levels of Corrective Actions, "known as" 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 relative to the Growth Target and the Growth Label achieved, as well as previous Corrective Actions status. For a more detailed description of the rules and regulations which apply to Corrective Actions, please refer to the School Accountability Policy Notice of Intent (NOI) which can be found on the Louisiana Department of Education's website at www.louisianaschools.net .

Component 5—Recognition. The LDE closely monitors the progress of schools against short-term, 2-year SPS Goals and Growth Targets as well as long-term 10- and 20-year goals. Schools showing adequate progress are recognized. Reward amounts are 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 and District 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 School Report Cards are delivered to the principals for distribution to all parents. In May 2002, the first District-wide Accountability Scores were released as well as the District Report Card, which provides an overview of the district's performance.

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.

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 risk, 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 established an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

Key Features of This Report

Longitudinal Analysis

Up to six years of data (the current year and the five previous years where available) 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 users 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 not contained in the current DCR are still accessible through the previous *District Composite Reports* available on the LDE web site (www.louisianaschools.net).

2000-2001 As The 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, marking it as the first year of accountability data for those schools.

The 2000-2001 school year has become a new accountability 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 range received a school-wide School Performance Score, a School Performance Label and Growth Target. Prior to 2000-2001, 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 grade 10 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 the fairest comparisons. The **1,538** Louisiana public schools have been placed into one of the four school categories of *Elementary, Middle/Junior High, High,* and *Combination.* The specific definition for each school category is provided in Section 2 of this report.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1998-99 through 2000-01, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 2001-02, its data for 2001-02 and thereafter would appear in the combination school category.

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 the 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. District Accountability data is also included for the first time at the end of this section.

- *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 four indicators that provide some measure of student participation: attendance, suspensions/expulsions, retention and dropouts.

- *Section 4. Student Achievement*. This section 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 entitled, "Louisiana Educational Assessment Program for the 21st Century" or LEAP 21, 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 grades 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 first-time college freshmen who take developmental 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.

National Education Reform: No Child Left Behind (NCLB)

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB), *P.L.107-110.* This law is a blueprint of the national agenda for educational reform that Congress has enacted to ensure that no child is left behind. As such, the blueprint focuses greatly on holding school systems accountable for producing results. One major tenet of the law is "increased accountability for student performance" with an acknowledged priority of "improving the academic performance of disadvantaged children by closing the achievement gap." To meet this goal, the law cites cause for the federal investment in Title I to be spent more effectively and with greater accountability. This proposal changed previous laws by requiring states, school districts, and schools receiving Title I funds to ensure that all student groups meet high standards. Efforts to close the achievement gap will revolve around the implementation of accountability and high standards, annual academic assessments, and consequences for schools that fail to educate disadvantaged students (United States Department of Education, NCLB of 2001).

Fortunately, the existing Louisiana School and District Accountability System meets many of the requirements of the new law. The State of Louisiana was already engaged in annual assessments of its students, reporting on student groups, assessing adequate yearly progress, helping low performing schools via corrective action and technical and professional assistance, as well as rewarding high performing and growing schools. However, Louisiana must modify and/or expand some of its existing system to come into full compliance with the new federal law. Since the signing of the NCLB law, the Louisiana Department of Education (LDE) has moved aggressively toward its implementation. The LDE has completed drafts of the Local Education Agency Consolidated Application and Louisiana's Consolidated State Plan and has received preliminary approval. In addition, Louisiana has been strongly represented in Washington through the efforts of Assistant Superintendent Rodney Watson via his membership in the Negotiated Rule Making Committee. The efforts of this State have been enormous and will only strengthen the School and District Accountability System as it becomes aligned with the national reform movement.

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

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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 ➢ Educational ➢ Demographic ➢ Some Financial	➢ District ➢ State	Paper Book	1990 to Current	❑ Paper ❑ Electronic/web ❑ CD ROM
Accountability Reports (School Report Cards)	➢ Educational ➢ Accountability & Testing	➢ School ➢ State	Paper Pamphlet	1990 to Current	❑ Paper ❑ Electronic/web
District Composite Reports (DCR)	➢ Educational ➢ Accountability & Testing ➢ Some Demographic & ➢ Financial	➢ School ➢ District ➢ State	Paper Book	1990 to Current	❑ Paper ❑ Electronic/web ❑ CD ROM
Annual Financial & Statistical Report (AFSR)	➢ Financial and Statistical Data ➢ Some Demographic	➢ District ➢ State	Paper Book	1979 to Current	❑ Paper ❑ Electronic/web
Louisiana First-Time College Freshman State Report (First-Time Freshman Report)	➢ Educational ➢ Some Demographic	➢ District ➢ State ➢ School Summary	Paper Book	1995 to Current	❑ Paper ❑ Electronic/web
Starting Points Preschool Program Evaluation Report (Starting Points Report)	➢ Educational ➢ Some Demographic	➢ District ➢ State	Paper Book	1993 to Current	❑ Paper

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

Section 1. District Summary

District Summary Overview 1-1
District Indicator Summary Results 1-2
Teacher Certification 1-22
District Accountability Results 1-24
Parish Socioeconomic And Demographic Profile 1-28
District Financial Profile 1-31

District Summary Overview

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

The second part of this section provides summary information on the certification of teachers (as used in the Louisiana District Accountability System) and displays District Accountability results and a copy of the district accountability report card.

The third 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 fourth 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 eight groups of education indicators. The overall objective of this section is to provide the readers with a brief summary of the district's performance in the eight 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 four key student participation indicators including attendance, suspensions and expulsions, retention, and dropouts in tables 2a through 2d.

3) **Student Achievement:** District-level summary results on three types of output indicators. These indicators include (1) criterion-referenced tests (CRT), which measure students' performance on state-prescribed curricula; and (2) norm-referenced tests (NRT), which compare the performance of students in Louisiana with that of students nationally. These indicators can be found in tables 3a through 3c.

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 courses. Data are found in tables 4a and 4b.

5) **Teacher Certification Results:** For the first time, district level data on teacher certification are displayed in this document. Table 5 presents district level teacher certification results.

6) **District Accountability Results:** The first year's Louisiana District Accountability Scores are displayed in this document. Table 6a and Figure 6b present district wide accountability scores.

7) **Parish Socioeconomic and Demographic Profile:** This section offers an overview of the parish's socioeconomic and demographic makeup based on the recent census data. Figure 7 presents this data.

District Financial Profile: This section offers a financial overview of the district and provides the reader with a clear picture of the financial supports with in the district. Figure 8 presents various sorts of financial data.

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	105	105	106	106		
October 1 Membership	56,537	55,660	54,246	52,350		
Number of Faculty	4,103	4,303	4,283	4,097		
State						
Total Number of Schools	1,507	1,533	1,532	1,538		
October 1 Membership	766,169	753,905	741,553	730,252		
Number of Faculty	54,244	55,402	55,526	55,528		

	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	1.0	1	N/A	N/A				
School of Academic Distinction	1.2	1	N/A	N/A	0.0	0	N/A	N/A				
School of Academic Achievement	4.9	4	N/A	N/A	10.0	10	N/A	N/A				
Academically Above the State Average	33.3	27	N/A	N/A	20.0	20	N/A	N/A				
Academically Below the State Average	56.8	46	N/A	N/A	64.0	64	N/A	N/A				
Academically Unacceptable School	3.7	3	N/A	N/A	5.0	5	N/A	N/A				
Number of Schools	100.0	81	N/A	N/A	100.0	100	N/A	N/A				
State												
School of Academic Excellence	0.1	1	N/A	N/A	0.3	4	N/A	N/A				
School of Academic Distinction	1.3	15	N/A	N/A	1.1	15	N/A	N/A				
School of Academic Achievement	7.9	94	N/A	N/A	14.7	204	N/A	N/A				
Academically Above the State Average	44.1	525	N/A	N/A	32.7	455	N/A	N/A				
Academically Below the State Average	41.9	499	N/A	N/A	48.2	670	N/A	N/A				
Academically Unacceptable School	4.8	57	N/A	N/A	3.0	42	N/A	N/A				
Number of Schools	100.0	1,191	N/A	N/A	100.0	1,390	N/A	N/A				

~ = Unavailable or insufficient 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	4.9	4	N/A	N/A				
Exemplary Academic Growth	N/A	N/A	N/A	N/A	45.7	37	N/A	N/A				
Recognized Academic Growth	N/A	N/A	N/A	N/A	22.2	18	N/A	N/A				
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.5	15	N/A	N/A				
No Growth	N/A	N/A	N/A	N/A	6.2	5	N/A	N/A				
School In Decline	N/A	N/A	N/A	N/A	2.0	2	N/A	N/A				
Number of Schools	N/A	N/A	N/A	N/A	100.0	81	N/A	N/A				
State												
No Label Assigned *	N/A	N/A	N/A	N/A	5.8	68	N/A	N/A				
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.6	514	N/A	N/A				
Recognized Academic Growth	N/A	N/A	N/A	N/A	25.5	301	N/A	N/A				
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.0	212	N/A	N/A				
No Growth	N/A	N/A	N/A	N/A	4.7	55	N/A	N/A				
School In Decline	N/A	N/A	N/A	N/A	2.5	29	N/A	N/A				
Number of Schools	N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A				

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	96.3	78	96.3	78	80.0	80	81.4	79				
Corrective Actions I (CA I)	3.7	3	3.7	3	18.0	18	16.5	16				
Corrective Actions II (CA II)	0.0	0	0.0	0	2.0	2	2.1	2				
Corrective Actions III (CA III)	0.0	0	0.0	0	0.0	0	0.0	0				
State												
Not in Corrective Actions	95.2	1,134	95.6	1,121	85.3	1,185	86.0	1,184				
Corrective Actions I (CA I)	4.8	57	4.4	52	13.0	181	12.7	175				
Corrective Actions II (CA II)	0.0	0	0.0	0	1.7	24	1.7	23				
Corrective Actions III (CA III)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient 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	67.9	55	N/A	N/A				
State												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A				

	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	48.5	1,990	46.5	2,001	44.7	1,916	46.3	1,897				
State												
Faculty with a Master's Degree or Higher	38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663				

~ = Unavailable or insufficient 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	35.3	692	47.2	991	42.2	980	41.9	851				
Class Size Range 21 - 26	59.2	1,161	46.7	981	52.6	1,221	51.7	1,050				
Class Size Range 27 - 33	5.5	107	6.1	127	5.3	122	6.4	129				
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
Middle/Jr. High Schools												
Class Size Range 1 - 20	41.0	1,329	36.5	1,178	41.4	1,347	42.3	1,346				
Class Size Range 21 - 26	38.5	1,249	37.9	1,224	38.8	1,264	39.5	1,255				
Class Size Range 27 - 33	20.5	663	25.6	828	19.8	644	18.2	578				
Class Size Range 34 +	0.0	1	0.0	0	0.0	0	0.0	0				
High Schools												
Class Size Range 1 - 20	33.9	1,382	34.7	1,402	35.8	1,340	37.0	1,341				
Class Size Range 21 - 26	30.0	1,222	26.9	1,087	25.4	950	25.2	914				
Class Size Range 27 - 33	36.1	1,474	38.4	1,548	38.9	1,455	37.7	1,367				
Class Size Range 34 +	0.0	1	0.0	0	0.0	0	0.0	0				
Combination Schools												
Class Size Range 1 - 20	0.0	0	0.0	0	0.0	0	80.0	8				
Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	20.0	2				
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
All Schools												
Class Size Range 1 - 20	36.7	3,403	38.1	3,571	39.3	3,667	40.1	3,546				
Class Size Range 21 - 26	39.1	3,632	35.2	3,292	36.8	3,435	36.4	3,221				
Class Size Range 27 - 33	24.2	2,244	26.7	2,503	23.8	2,221	23.5	2,074				
Class Size Range 34 +	0.0	2	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

District Indicator Summary Results

School Characteristics and Accountability Information

State	Table 1g: Class Size Characteristics											
	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	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310				
Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403				
Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275				
Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3				
Middle/Jr. High Schools												
Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262				
Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612				
Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682				
Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4				
High Schools												
Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731				
Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476				
Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025				
Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8				
Combination Schools												
Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091				
Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090				
Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827				
Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0				
All Schools												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394				
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581				
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809				
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15				

~ = Unavailable or insufficient 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	95.6	96.2	95.9	95.7		
Middle/Jr. High Schools	92.5	92.5	93.2	93.0		
High Schools	91.8	90.9	91.4	91.6		
Combination Schools	85.8	85.3	77.5	91.3		
All Schools	93.7	93.8	94.0	93.9		
State						
Elementary Schools	95.2	95.5	95.1	95.3		
Middle/Jr. High Schools	92.9	93.4	93.1	93.2		
High Schools	90.9	91.5	91.3	91.3		
Combination Schools	94.1	94.0	93.3	93.5		
All Schools	93.5	94.0	93.7	93.8		

~ = Unavailable or insufficient data

District Indicator Summary Results

Student Participation

Table 2b: Students Suspended and Expelled

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												
Suspended (In School)	0.2	47	0.1	28	1.6	452	0.6	159				
Suspended (Out of School)	1.6	456	0.1	20	0.0	0	1.7	476				
Expelled (In School)	0.0	1	0.0	0	0.0	8	0.1	17				
Expelled (Out of School)	0.0	0	0.0	0	0.0	1	0.0	0				
Middle/Jr. High Schools												
Suspended (In School)	13.0	1,793	0.9	121	31.5	4,241	26.4	3,393				
Suspended (Out of School)	23.4	3,217	6.4	861	0.0	0	4.6	593				
Expelled (In School)	1.3	176	0.0	2	2.8	374	2.7	344				
Expelled (Out of School)	1.5	211	0.0	0	0.0	1	0.0	0				
High Schools												
Suspended (In School)	11.5	2,041	0.4	67	23.2	3,990	21.4	3,564				
Suspended (Out of School)	14.6	2,602	7.3	1,283	0.0	0	2.7	445				
Expelled (In School)	0.9	164	0.1	9	1.9	320	2.5	416				
Expelled (Out of School)	1.3	231	0.0	0	0.0	1	2.1	350				
Combination Schools												
Suspended (Out of School)	~	~	0.0	0	0.0	0	0.3	1				
All Schools												
Suspended (In School)	6.6	3,881	0.4	216	14.9	8,679	12.6	7,112				
Suspended (Out of School)	10.6	6,271	3.6	2,164	0.0	0	2.7	1,515				
Expelled (In School)	0.6	341	0.0	11	1.2	702	1.4	777				
Expelled (Out of School)	0.8	442	0.0	0	0.0	3	0.6	350				

~ = Unavailable or insufficient data

District Indicator Summary Results

Student Participation

Table 2b: Students Suspended and Expelled

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												
Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174				
Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337				
Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595				
Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301				
Middle/Jr. High Schools												
Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243				
Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001				
Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531				
Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146				
High Schools												
Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717				
Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269				
Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425				
Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468				
Combination Schools												
Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660				
Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092				
Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61				
Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317				
All Schools												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491				
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456				
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609				
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227				

~ = Unavailable or insufficient data

District Indicator Summary Results

Table 2c: Student Retention

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 K	7.0	296	8.9	374	9.7	396	12.5	485				
Grade 1	10.4	441	11.5	498	13.7	608	12.3	532				
Grade 2	6.7	270	6.8	267	6.5	273	6.4	257				
Grade 3	4.7	187	4.4	169	6.2	239	6.2	254				
Grade 4	3.2	127	2.0	78	18.5	694	14.4	618				
Grade 5	1.3	48	1.3	48	3.3	126	2.8	87				
Grade 6	8.9	367	12.1	479	14.7	630	15.7	664				
Grade 7	9.9	403	10.8	447	12.7	505	13.1	518				
Grade 8	7.6	289	6.9	259	30.3	1,194	26.7	1,169				
Grade 9	12.3	557	13.8	596	14.1	600	12.4	408				
Grade 10	9.2	333	8.8	320	12.0	450	11.1	408				
Grade 11	4.0	120	4.5	135	5.9	188	4.5	137				
Grade 12	6.7	201	3.6	100	5.7	171	4.7	140				
All Grades (K-12)	7.2	3,639	7.6	3,770	12.0	6,074	11.5	5,677				
State												
Grade K	8.6	5,094	9.1	5,247	9.8	5,460	9.8	5,319				
Grade 1	11.4	7,077	12.7	7,730	13.4	8,226	12.7	7,452				
Grade 2	6.2	3,584	6.5	3,761	6.8	3,894	6.5	3,657				
Grade 3	5.0	2,847	5.9	3,336	7.0	4,040	6.4	3,668				
Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498				
Grade 5	4.6	2,555	4.6	2,511	5.6	3,052	4.2	2,093				
Grade 6	7.4	4,308	8.2	4,590	8.9	5,014	8.5	4,758				
Grade 7	10.2	6,078	11.0	6,357	11.9	6,823	11.5	6,467				
Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307				
Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459				
Grade 10	10.3	5,149	10.1	4,816	9.6	4,632	10.6	5,126				
Grade 11	6.0	2,503	6.4	2,664	5.9	2,454	7.3	3,026				
Grade 12	4.7	1,935	4.3	1,692	5.1	2,034	4.5	1,816				
All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646				

~ = Unavailable or insufficient data

District Indicator Summary Results

Student Participation

Table 2d: Student Dropouts

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 7	3.7	175	4.4	197	2.5	115	~	~				
Grade 8	5.4	245	5.4	244	4.6	236	~	~				
Grade 9	13.4	712	13.0	670	8.8	350	~	~				
Grade 10	14.0	702	14.1	666	8.9	405	~	~				
Grade 11	11.6	457	12.9	527	9.6	363	~	~				
Grade 12	13.4	477	10.9	385	8.0	287	~	~				
Grades 9 - 12	13.2	2,348	12.9	2,248	8.8	1,405	~	~				
State												
Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	~	~				
Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	~	~				
Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	~	~				
Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	~	~				
Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	~	~				
Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	~	~				
Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	~	~				

~ = Unavailable or insufficient 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 Achievement

Table 3a: 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	1.5	62	2.1	82	1.1	49	3.3	142				
Proficient	13.7	579	14.5	556	13.3	581	14.5	630				
Basic	35.7	1,509	37.3	1,431	41.8	1,821	37.2	1,621				
Approaching Basic	25.0	1,055	26.5	1,016	26.3	1,145	31.6	1,378				
Unsatisfactory	24.1	1,020	19.7	756	17.4	757	13.4	586				
Grade 4 Mathematics												
Advanced	2.5	104	1.8	68	2.1	93	2.2	96				
Proficient	8.1	342	9.9	381	10.0	436	9.8	427				
Basic	28.2	1,190	35.2	1,352	37.7	1,642	37.7	1,640				
Approaching Basic	23.0	969	22.9	879	24.6	1,070	24.6	1,071				
Unsatisfactory	38.2	1,609	30.2	1,159	25.5	1,110	25.7	1,120				
Grade 4 Science												
Advanced	N/A	N/A	1.4	52	1.7	73	2.4	103				
Proficient	N/A	N/A	9.2	351	9.1	394	7.7	337				
Basic	N/A	N/A	34.8	1,335	29.9	1,300	38.4	1,672				
Approaching Basic	N/A	N/A	32.6	1,251	39.1	1,701	34.9	1,521				
Unsatisfactory	N/A	N/A	22.1	846	20.3	881	16.6	721				
Grade 4 Social Studies												
Advanced	N/A	N/A	1.3	48	1.4	59	1.1	46				
Proficient	N/A	N/A	9.7	372	8.6	374	6.8	298				
Basic	N/A	N/A	39.6	1,516	40.9	1,777	43.0	1,873				
Approaching Basic	N/A	N/A	23.1	886	25.0	1,087	27.1	1,179				
Unsatisfactory	N/A	N/A	26.3	1,009	24.2	1,051	22.0	957				

~ = Unavailable or insufficient 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 3a: 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 English Language Arts												
Advanced	0.9	35	1.5	58	1.1	41	2.4	86				
Proficient	9.0	351	13.0	510	10.6	404	14.4	522				
Basic	26.7	1,038	34.3	1,340	33.0	1,260	28.0	1,018				
Approaching Basic	37.2	1,448	35.8	1,399	39.1	1,492	43.0	1,562				
Unsatisfactory	26.2	1,021	15.4	602	16.2	617	12.2	442				
Grade 8 Mathematics												
Advanced	1.4	54	2.7	107	2.8	106	1.4	50				
Proficient	4.1	158	3.6	140	2.8	108	3.0	108				
Basic	28.0	1,086	29.9	1,166	32.8	1,253	31.7	1,153				
Approaching Basic	20.5	795	22.4	873	24.8	945	29.3	1,065				
Unsatisfactory	46.1	1,788	41.5	1,620	36.8	1,403	34.6	1,256				
Grade 8 Science												
Advanced	N/A	N/A	0.5	20	0.2	9	1.2	42				
Proficient	N/A	N/A	13.2	517	9.7	367	10.5	381				
Basic	N/A	N/A	24.7	967	30.3	1,146	28.8	1,043				
Approaching Basic	N/A	N/A	29.2	1,140	31.3	1,183	34.0	1,230				
Unsatisfactory	N/A	N/A	32.3	1,264	28.5	1,080	25.5	923				
Grade 8 Social Studies												
Advanced	N/A	N/A	0.5	20	1.3	51	1.1	39				
Proficient	N/A	N/A	9.5	373	10.9	412	7.1	257				
Basic	N/A	N/A	35.6	1,390	36.3	1,374	39.6	1,433				
Approaching Basic	N/A	N/A	24.9	973	26.0	984	26.7	965				
Unsatisfactory	N/A	N/A	29.5	1,152	25.5	964	25.5	923				

~ = Unavailable or insufficient 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 3a: 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 4 English Language Arts												
Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891				
Proficient	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442				
Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234				
Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490				
Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646				
Grade 4 Mathematics												
Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293				
Proficient	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291				
Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212				
Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930				
Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966				
Grade 4 Science												
Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098				
Proficient	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617				
Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500				
Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630				
Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819				
Grade 4 Social Studies												
Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650				
Proficient	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855				
Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539				
Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125				
Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481				

~ = Unavailable or insufficient 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 3a: 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 English Language Arts												
Advanced	1.1	577	1.2	615	0.6	326	1.7	866				
Proficient	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062				
Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373				
Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713				
Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102				
Grade 8 Mathematics												
Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754				
Proficient	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792				
Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631				
Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237				
Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704				
Grade 8 Science												
Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568				
Proficient	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851				
Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415				
Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742				
Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381				
Grade 8 Social Studies												
Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404				
Proficient	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682				
Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346				
Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468				
Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040				

~ = Unavailable or insufficient 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: Graduation Exit Examination (GEE 21) Results

Percent and Number of Students By Achievement Levels

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*
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	1.4	48	2.6	79				
Proficient	N/A	N/A	N/A	N/A	15.3	518	17.6	536				
Basic	N/A	N/A	N/A	N/A	40.7	1,372	40.6	1,238				
Approaching Basic	N/A	N/A	N/A	N/A	22.5	760	21.3	649				
Unsatisfactory	N/A	N/A	N/A	N/A	20.1	677	17.9	545				
Mathematics												
Advanced	N/A	N/A	N/A	N/A	5.5	184	8.6	263				
Proficient	N/A	N/A	N/A	N/A	14.2	480	11.7	356				
Basic	N/A	N/A	N/A	N/A	28.4	956	33.2	1,013				
Approaching Basic	N/A	N/A	N/A	N/A	13.6	459	15.4	470				
Unsatisfactory	N/A	N/A	N/A	N/A	38.3	1,293	31.1	950				
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.7	88				
Proficient	N/A	N/A	N/A	N/A	N/A	N/A	13.6	439				
Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.0	964				
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.4	657				
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1,070				
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.6	50				
Proficient	N/A	N/A	N/A	N/A	N/A	N/A	9.6	308				
Basic	N/A	N/A	N/A	N/A	N/A	N/A	40.6	1,306				
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.6	599				
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.6	953				

~ = Unavailable or insufficient 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 3b: Graduation Exit Examination (GEE 21) Results

Percent and Number of Students By Achievement Levels

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*
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647				
Proficient	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423				
Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321				
Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223				
Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792				
Mathematics												
Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060				
Proficient	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589				
Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279				
Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909				
Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628				
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055				
Proficient	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833				
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188				
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359				
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746				
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433				
Proficient	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709				
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896				
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182				
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919				

~ = Unavailable or insufficient 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 3c: 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	15.3	15.4	16.3	15.9		
Third Quartile	24.8	21.6	21.0	22.2		
Second Quartile	29.3	33.1	35.6	33.6		
First Quartile	30.6	30.0	27.1	28.3		
Percentile Rank	44	42	44	43		
Grade 05						
Fourth Quartile	15.0	14.6	18.7	15.7		
Third Quartile	22.0	22.0	27.9	23.2		
Second Quartile	32.7	32.0	35.7	37.4		
First Quartile	30.2	31.3	17.6	23.6		
Percentile Rank	43	42	51	46		
Grade 06						
Fourth Quartile	12.6	12.7	13.1	14.6		
Third Quartile	19.7	19.7	19.6	24.1		
Second Quartile	31.0	31.3	33.8	36.9		
First Quartile	36.7	36.2	33.5	24.4		
Percentile Rank	39	39	40	45		
Grade 07						
Fourth Quartile	13.8	13.3	14.6	13.1		
Third Quartile	19.8	22.6	22.3	22.3		
Second Quartile	31.6	30.7	31.3	31.2		
First Quartile	34.7	33.4	31.9	33.4		
Percentile Rank	40	41	42	41		
Grade 09						
Fourth Quartile	17.1	17.1	20.8	16.9		
Third Quartile	22.5	23.7	26.2	27.1		
Second Quartile	28.8	28.9	30.7	33.3		
First Quartile	31.6	30.3	22.2	22.7		
Percentile Rank	43	44	49	48		

~ = Unavailable or insufficient 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 3c: 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	20.8		
Third Quartile	25.8	25.4	26.1	26.5		
Second Quartile	29.1	31.0	30.9	31.7		
First Quartile	28.6	24.4	22.2	21.1		
Percentile Rank	45	47	50	50		
Grade 05						
Fourth Quartile	16.2	17.6	20.7	19.4		
Third Quartile	23.4	25.5	29.4	28.3		
Second Quartile	30.8	31.7	33.6	34.2		
First Quartile	29.6	25.2	16.3	18.1		
Percentile Rank	44	46	52	51		
Grade 06						
Fourth Quartile	15.9	18.3	18.7	20.0		
Third Quartile	24.6	24.8	25.8	27.7		
Second Quartile	31.4	32.3	32.9	33.6		
First Quartile	28.1	24.7	22.6	18.7		
Percentile Rank	45	47	48	51		
Grade 07						
Fourth Quartile	15.2	17.0	18.0	17.9		
Third Quartile	24.1	26.1	25.6	26.6		
Second Quartile	31.4	30.0	30.3	30.1		
First Quartile	29.4	26.8	26.1	25.5		
Percentile Rank	44	46	47	47		
Grade 09						
Fourth Quartile	16.5	17.3	20.1	18.7		
Third Quartile	24.8	26.2	29.1	27.7		
Second Quartile	29.5	29.4	30.5	31.0		
First Quartile	29.2	27.1	20.2	22.6		
Percentile Rank	44	46	50	48		

~ = Unavailable or insufficient 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	19.8	19.6	19.5	19.5		
State						
ACT Average Composite Score	19.6	19.6	19.6	19.6		

	Table 4b: First-Time College Freshmen Performance											
	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*
Number of High School Graduates [1]		2,845		2,691		2,905		2,835				
HS Graduates Who Were First-Time College Freshmen	53.3	1,516	53.7	1,445	51.8	1,504	48.9	1,386				
First-Time Freshmen Enrolled in College Developmental Courses	33.0	501	31.8	459	31.3	470	30.9	428				
State												
Number of High School Graduates [1]		38,360		38,038		38,959		38,314				
HS Graduates Who Were First-Time College Freshmen	42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299				
First-Time Freshmen Enrolled in College Developmental Courses	45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900				

~ = Unavailable or insufficient data

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

Teacher Certification

It is imperative that our students receive academic instruction from quality professionals. One mechanism for ensuring teacher quality is the licensure or certification of classroom teachers. Research suggests that teacher certification in the field of instruction is essential. Rigorous certification and licensure requirements, as well as strengthening teacher preparation programs, are thought to be keys to ensuring quality public education.

Data Presentation

Table 5 displays the data used to calculate the Certified Teachers Index for the 2000-2001 District Accountability Report Cards. Part A of the table presents the number and percent of certified teachers in low-performing schools (those with the Performance Labels, *Academically Unacceptable* or *Academically Below the State Average*). Part B of the table presents the number and percent of certified teachers, district-wide, at all schools. If there are no low-performing schools in the district, then percent of certified teachers in all schools will be the only data given in this table.

Definitions

- *Certified Teacher*— Certified teachers are defined as those teachers who meet the following criteria:
  - teach a K-8 core course (elementary studies, English Language Arts, mathematics, science, or social studies);
  - hold an A, B, or C certificate; and
  - are certificated in all the K-8 core courses that they teach or have been certified in accordance with the 12-hour rule.

Method of Calculation

The numbers of certified teachers are based on 2000-2001 data taken from schools whose grade configurations include any of the grades K-8. For the purposes of District Accountability all teachers who taught any K-8 core course were selected initially. If the teacher did not meet the District Accountability criteria for certification for every core course he/she taught during the 2000-2001 school year, then he/she was not considered.

Data Sources

The number of standard and non-standard teaching certificates is district-reported data submitted to the Louisiana Department of Education via the *Annual School Report* (ASR) database. The Annual School Report (ASR) database for school year 2000-2001 provided the data on the courses being taught by each teacher. Those teachers teaching K-8 core courses were checked against the Teacher Certification (TCR) database to ascertain whether or not they held the appropriate A, B or C certificate for every core course taught. Data confirming the 12-hour rule compliance came from ASR.

District Indicator Summary Results

Teacher Certification Results

	Table 5: Certified Teachers											
	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*
Part A: Certified in Low Performing Schools	~	~	~	~	79.1	842	~	~				
Part B: Certified in All Schools	~	~	~	~	83.4	1,369	~	~				
State												
Part A: Certified in Low Performing Schools	~	~	~	~	84.9	9,692	~	~				
Part B: Certified in All Schools	~	~	~	~	89.9	21,544	~	~				

~ = Unavailable or insufficient data

District Accountability Results

In an effort to hold districts and schools more accountable for their students' performance, the Louisiana Legislature created the School and District Accountability Advisory Commission, which developed a recommended system for district accountability. The Commission designed the system to focus on the responsibilities of local school boards and district administrators, particularly those not shared with school-based personnel. The State Board of Elementary and Secondary Education (SBESE) approved the Commission's recommendations "in concept" in March of 2001, and all 66 school districts were included in the new District Accountability System. In May of 2002, the first ever District-wide Accountability Scores were released.

In order to evaluate a District Accountability Score, it is important to first understand the structure and purpose of the District Accountability System. There are two parts to the District Accountability System: 1) a District Performance Score (DPS) and 2) District Responsibility Index (DRI). The DPS is an aggregate of the school performance data in the district (i.e., SPS). Under the second part of the system, a school district receives a label based upon a District Responsibility Index (DRI). The DRI is used to 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.

While the District Accountability System is a two-part system, consequences imposed on a district will be based on its DRI. Any district receiving a label of *Unsatisfactory* for its DRI shall become subject to an operational audit. If a district scores *Unsatisfactory* again within two years, the State Board of Elementary and Secondary Education (SBESE) shall have the authority to act on the audit findings.

Data Presentation

Table 6a displays the 2000-2001 District Accountability scores in summary. These scores are also found on the 2000-2001 District Accountability Report Card, which is figure 6b. This report card displays a demographic snapshot of the students attending school in the district, the District Performance Score (DPS), and District Responsibility Index (DRI).

Under the current system, districts receive numerical scores and labels depending on their performance. The following DRI labels and ranges were used with the 2000-2001 scores.

DRI Labels	**DRI Ranges**
Excellent	120.0 or more
Very Good	100.0 – 119.9
Good	80.0 – 99.9
Poor	60.0 – 79.9
Unsatisfactory	0.0 – 59.9

Definitions

- **Indicator 1: School Improvement**—This indicator has a 25% weight and is based on the change in School Performance Scores (SPS) relative to the Growth Targets for all schools in the district. For each school, the change in SPS and the Growth Target are weighted by the school's K-8 October 1 enrollment.

- **Indicator 2: LEAP 21 First-Time Passing Rate**—This indicator has a 25% weight and is based on the 4th and 8th grade English Language Arts and Mathematics LEAP 21 passing rate for first-time test takers, and is a composite of two parts. Part A

(12.5% weight) is the percent of students passing the Spring 2001 LEAP 21, and Part B (12.5% weight) is the improvement in the percent passing from spring 2000 to spring 2001.

- **Indicator 3: Summer School**—This indicator has a 30% weight and is based on the English Language Arts and Mathematics LEAP 21 summer retest administered at grades 4 and 8, and it is a composite of two parts. Part A (15.0% weight) is the percent of students passing the summer LEAP 21 retest. Part B (15.0% weight) is the change in scaled scores (SS) on the LEAP 21 test from spring to summer. Only first-time test takers that score Unsatisfactory at the spring administration are included in Part B.

- **Indicator 4: Certified Teachers**—This index has a 20% weight and is a composite of two parts, based on schools whose grade configurations included any of the grades K-8. Part A (weighted 15%) was based on the percent of certified teachers in low-performing schools (those with the Performance Labels, "Academically Unacceptable" or "Academically Below the State Average"). Part B (weighted 5%) is an index based on the percent of certified teachers, district-wide, at all schools. Certified teachers are defined as those teachers who meet the following criteria:
  *teach a K-8 core course (elementary studies, English Language Arts, mathematics, science, or social studies);
  *hold an A, B, or C certificate; and
  *are certificated in all the K-8 core courses that they teach or have been certified in accordance with the 12-hour rule.

  Factored together these two components counted as 30% of the total District Responsibility Index (DRI) for each district. If there were no low-performing schools in the district, then the Teacher Certification Index was based solely on the percent of certified teachers in all schools.

Method of Calculation

Both the DPS and the DRI are based on the K-8 portions of a district's schools. All data are taken from the previous (2000-2001) school year. The District Performance Score (DPS) is an aggregation of the school performance data in the district. It is an actual roll–up of the student-level School Performance Score (SPS) data from one year. Like the SPS, the DPS is comprised of four indexes (LEAP 21, The Iowa Tests, attendance, and dropout data).

The District Responsibility Index (DRI) is a score comprised of four indicators (School Improvement, LEAP 21 Passing Rate, Summer School, and Certified Teachers). While there is no ten-year goal for the DRI, a DRI of 100 is considered to be *Very Good.*

Data Sources

District Accountability data is maintained by the Department of Education systems and includes all testing files received from the various testing vendors.

The number of standard and non-standard teaching certificates is district-reported data submitted to the Louisiana Department of Education via the *Annual School Report* (ASR) database. The Annual School Report (ASR) database for school year 2000-2001 provided the data on the courses being taught by each teacher.

Those teachers teaching K-8 core courses were checked against the Teacher Certification (TCR) database to ascertain whether or not they held the appropriate A, B or C certificate for every core course taught. Data confirming the 12-hour rule compliance came from ASR.

District Indicator Summary Results

	Table 6a: District Accountability 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*
District Performance Score (DPS)		~		~		72.0		~				
District Responsibility Index (DRI)		~		~		104.9		~				
School Improvement		~		~		140.0		~				
LEAP 21 Passing Rate												
Part A		~		~		93.0		~				
Part B		~		~		155.0		~				
Summer School												
Part A		~		~		90.3		~				
Part B		~		~		101.5		~				
Certified Teachers												
Part A		~		~		46.0		~				
Part B		~		~		67.0		~				
State												
District Performance Score (DPS)		~		~		80.8		~				
District Responsibility Index (DRI)		~		~		115.6		~				
School Improvement		~		~		155.0		~				
LEAP 21 Passing Rate												
Part A		~		~		103.7		~				
Part B		~		~		147.5		~				
Summer School												
Part A		~		~		90.8		~				
Part B		~		~		104.0		~				
Certified Teachers												
Part A		~		~		74.5		~				
Part B		~		~		99.5		~				

~ = Unavailable or insufficient data

2000-2001 Louisiana District Accountability Report Card

Figure 6b

East Baton Rouge Parish
Baton Rouge
(225) 922-5618

For more information visit the Louisiana Department of Education website at www.louisianaschools.net or call toll free 1-877-453-2721.

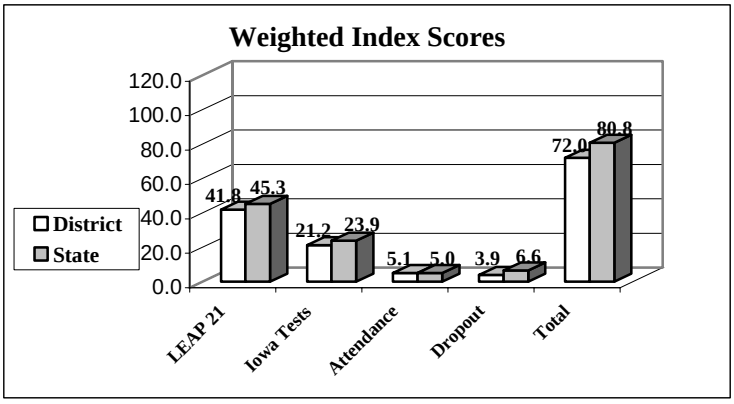
A Snapshot of Your District

October 1, 2000 Elementary/Secondary Enrollment

	District	State		District	State
Number of Students	54,246	741,553	% Black Students	69.3%	47.7%
Number of Public Schools	106	1,532	% White Students	28.0%	48.9%
Elementary	65	843	% Other Students	2.7%	3.3%
Middle/Junior High	20	251			
High	20	292	% Special Education Students	12.0%	12.0%
Combination	1	146	% Ltd. Eng. Proficient Students	1.1%	0.8%
% Students in Public Schools	72.0%	84.2%			
			% Free Lunch Students	56.6%	50.0%
% Females	49.1%	49.0%	% Reduced Lunch Students	7.7%	8.6%
% Males	50.9%	51.0%	% Paid Lunch Students	35.7%	41.4%

District Performance Score

District Performance Score (DPS)	
Your District's DPS	72.0
State Average	80.8



Your District Performance Score and District Responsibility Index both are based on only the K-8 portions of your schools.

District Responsibility Index

District Responsibility Index (DRI Indicators)	*Labels*		Index	X Weight =	Weighted Index
1. School Improvement	*Excellent*	-	140.0	25.0%	35.0
2. LEAP 21 Passing Rate	*Excellent*	Part A: Percent passing in spring	93.0	12.5%	11.6
		Part B: Improvement in % passing (spring to spring)	155.0	12.5%	19.4
3. Summer School	*Good*	Part A: Percent passing in summer	90.3	15.0%	13.5
		Part B: Change in scaled scores (spring to summer)	101.5	15.0%	15.2
4. Certified Teachers	*Unsatisfactory*	Part A: % Certified in low-performing schools*	45.5	15.0%	6.8
		Part B: % Certified in ALL schools	67.0	5.0%	3.4
Your District Responsibility Index	***Very Good***				**104.9**
State Average	***Very Good***				**115.6**

**N/A denotes a district that does not have any low-performing schools, thereby causing the Certified Teachers indicator to be based solely on Part B (% Certified in ALL schools).*

Your District's DRI Label →

Labels	DRI Ranges	Percent of Districts in the State
Excellent	120.0 or more	43.9%
Very Good	100.0 - 119.9	36.4%
Good	80.0 - 99.9	15.2%
Poor	60.0 - 79.9	3.0%
Unsatisfactory	0.0 - 59.9	1.5%

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 were taken from the Student Information System (SIS).

  These following types of data were supplied by the 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 (or parish) estimates 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.

- ***Teen Birth Rate*** is the total number of pregnant women under the age of 19 divided by the total number of pregnant women.
- ***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.

East Baton Rouge Parish Socioeconomic and Demographic Overview

Figure 7

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

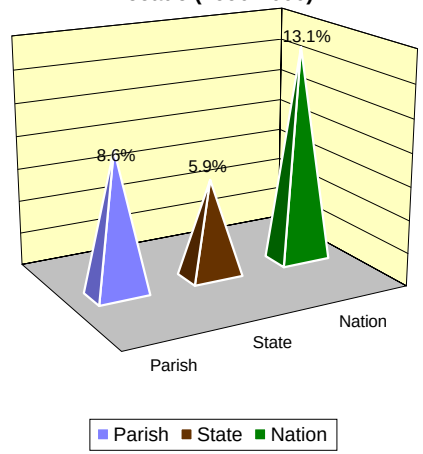
Race	Parish	
	Number	Percent
White	231,886	56.2%
Black	165,526	40.1%
Other	15,440	3.7%
Total	412,852	100.0%

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%

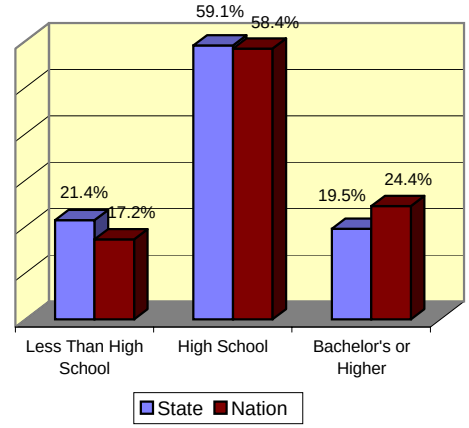
Source: U.S. Census Bureau, Census 2000.

Population Change During the Past Decade (1990-2000)



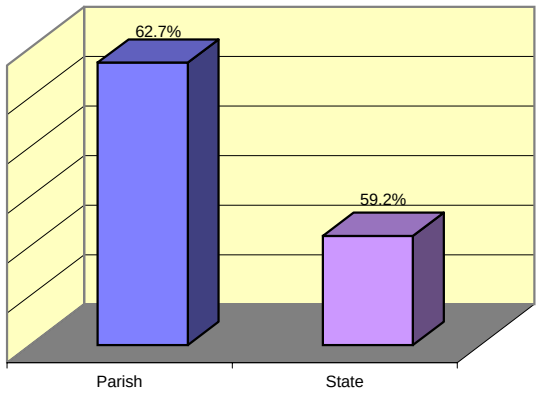
Sources: U.S. Census Bureau, Census 2000.

Educational Attainment at State and National Levels



Source: U.S. Census Current Population Report, March 1998.

Student Participation in the Federal Free or Reduced Lunch Program



Source: Student Information System (SIS), October 1, 2001 Count

Income and Poverty

	Parish	State	Nation
Median Household Income	$35,644	$30,466	$37,005
Persons Below Poverty	16.0%	18.4%	13.3%
Children Below Poverty	23.2%	26.0%	19.9%

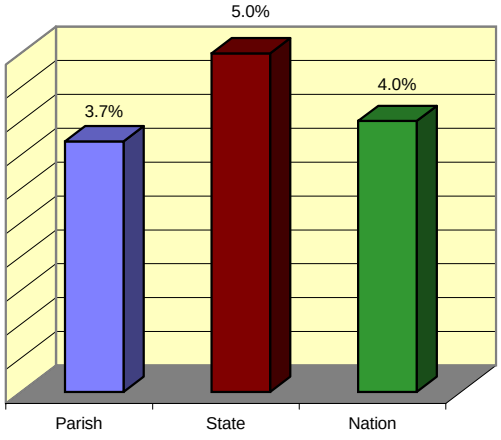
Source: U.S. Census Bureau, Census 2000.

Teenage Birth and Single Motherhood

	Parish	State	Nation
Teenage Birth Rate (1)	15.2%	17.5%	12.2%
Female Householders (2)	16.8%	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*—Financial resources received by the LEA from various sources for use in providing public education to students.

  Revenues are received from three main sources:
  1. Local: monies collected directly by a district through local taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service operations, and community service operations.
  2. State: monies appropriated by the state government to the local public school districts, such as the Minimum Foundation Program (MFP) formula, grants-in-aid, and other specific programs such as 8(g) and Education Excellence Fund.
  3. Federal: monies received from the federal government and allocated to the local public school districts through a variety of programs such as No Child Left Behind (NCLB), 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 October 1 Elementary/Secondary Membership.

- *Expenditures*—Charges incurred for providing public education, 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, enterprise operation, 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 (total expenditures less equipment, Facility Acquisition and Construction and Debt Service) divided by the October 2 Elementary and Secondary Membership.

- *Elementary and Secondary Membership*— The number of pre-Kindergarten (PK), grades K-12 , and non-graded (NG) students in membership as of October 2, 2001. This number includes regular education and pre-kindergarten students and does not include special education preschool students and infants.

- *Average Classroom Teacher's Salary*— The average of actual salaries, including Professional Improvement Program (PIP) payments, reported for all full-time and part-time classroom teachers (excluding rehired retirees and ROTC instructors), who were employed during any period of the school year by the public school districts. Data are based on teacher-level data submitted by districts to the LDE via the End-of-year Profile of Educational Personnel (PEP) report. The average classroom teacher's salary is calculated as follows:

$$\frac{\textit{Total Actual Salaries (including PIP)}}{\textit{Total Related Teachers' Full-Time Equivalents}}$$

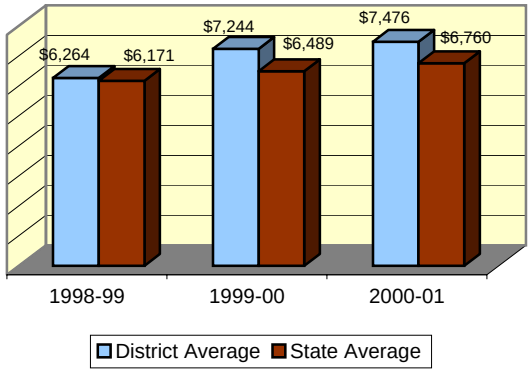
Note: District data are as of the publication date of this report. Audits of student and financial data may result in revision subsequent to the publication of this report. Some districts' financial data may be adjusted after the publication of this report because of audits.

East Baton Rouge Parish Financial Profile

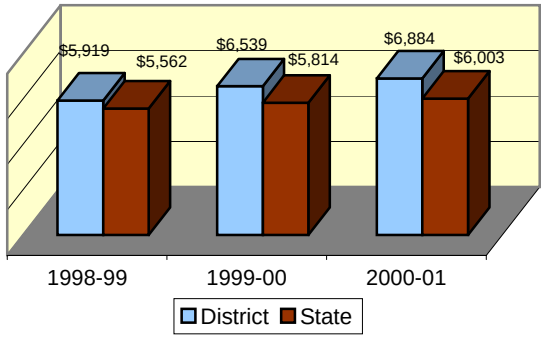
Figure 8

District Revenue by Source									
	1998-99			1999-00			2000-01		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$151,860,670	43.7%	37.4%	$202,481,990	51.3%	39.0%	$213,356,058	52.6%	39.7%
State	$157,297,198	45.3%	50.9%	$151,497,136	38.4%	49.3%	$148,223,688	36.5%	48.7%
Federal	$38,106,997	11.0%	11.6%	$40,938,628	10.4%	11.7%	$43,959,736	10.8%	11.6%
Total	**$347,264,865**	**100.0%**	**100.0%**	**$394,917,754**	**100.0%**	**100.0%**	**$405,539,483**	**100.0%**	**100.0%**

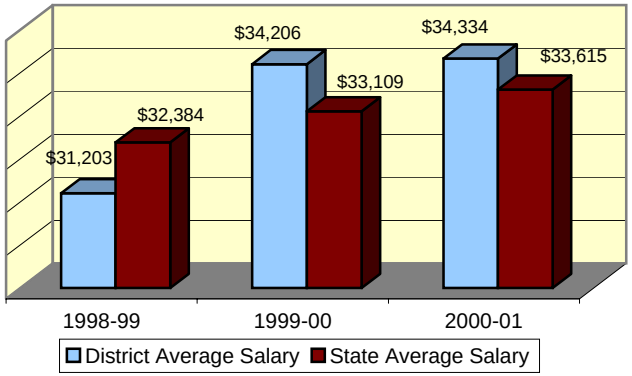
Revenues Per Pupil



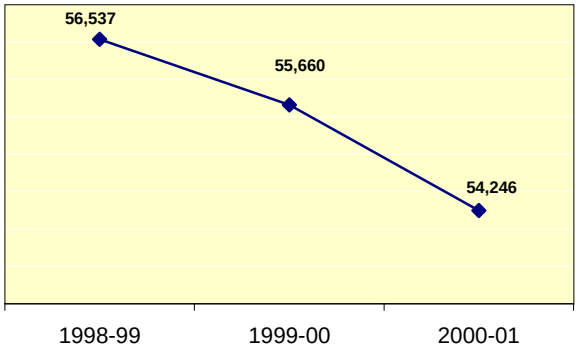
Expenditures Per Pupil



Average Classroom Teacher Salary



Elementary/Secondary Membership



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 October 2 Elementary/Secondary 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 2-107
Teacher Certification..... 2-111
Class Size Characteristics 2-115

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 School Accountability system and its components.

The second part of this section illustrates the academic preparation and licensure 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 and a count of certified teachers within the K-8 core courses.

The third part of this section presents information on 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.

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 and 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:

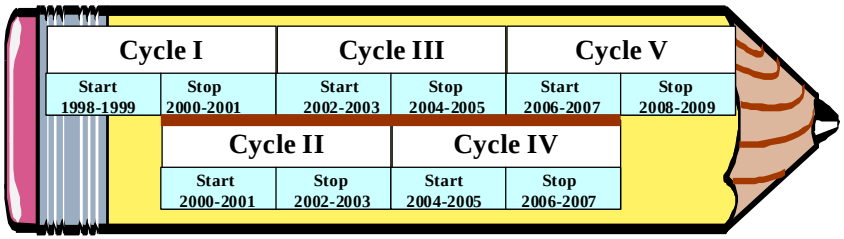
- Class Size
- Attendance
- Suspensions and Expulsions

School Accountability System

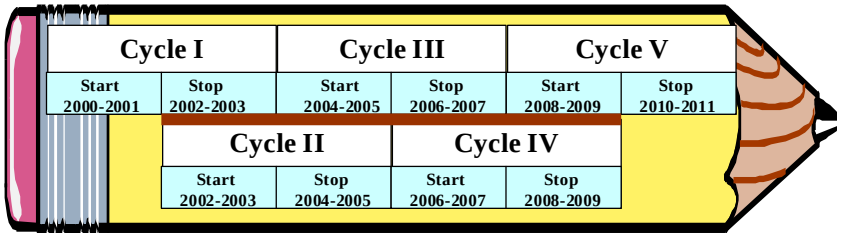
In 1999, the Louisiana School Accountability System went into effect with two implementation phases for the public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system which began in the fall of 1999. Schools with grades 9-12 (or what is better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

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



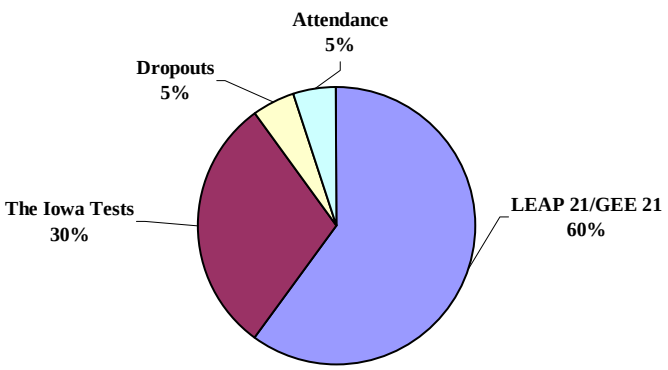
As part of the accountability system, each school annually receives an SPS, which indicates how well its students are performing. Specifically, each school's effectiveness and progress are measured, based on results from statewide testing programs (LEAP 21/GEE 21 and The Iowa Tests), school

attendance, and the dropout data. 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 new Baseline SPS, which is calculated at the end of a cycle and is compared to the previous 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 LEAP 21/ GEE 21 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 has 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 of 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* indicates whether the school is paired with another school for data purposes or sharing data with 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 and shall be used to determine Performance Label.
- *School Performance Label* is the narrative label that describes a school's level of performance based on its SPS.
- *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. The Growth SPS shall be used to determine Growth Labels and to determine reward eligibility.
- *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 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 completed accountability cycle 1 and are currently in year two of accountability cycle 2. 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 1 Growth Targets or failure to make sufficient progress influenced the Corrective Actions status for some K-8 schools. K-8 schools will be expected to meet their second two-year Growth Target by fall 2003.

K-8 schools also received new Performance Labels in the fall of 2001, which marked the closure of cycle 1 for these schools. The 2000-2001 Performance Labels and SPS ranges presented below apply to K-8 schools which completed accountability cycle 1 in fall 2001. These same SPS ranges may not apply to future accountability cycles and scores, as growth has occurred and altered the state average. Policy changes may also have an impact as well.

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

The 2001-2002 school year is considered an interim year for accountability cycle 2; therefore, new school Performance Labels were not given to those K-8 schools.

Accordingly, K-8 schools will receive new Performance Labels, Growth Labels, and a new two-year Growth Target in the fall of 2003. After the current cycle ends, there are three accountability cycles remaining between now and the year 2009 for K-8 schools.

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

Although the K-8 portion of the K-12 schools have finished cycle 1 of the accountability system, for the 9-12 schools, fall of 2001 marked the first year of their participation in the accountability system. Schools with grades in the 9-12 and 9-12 portions of K-12 schools (i.e., high school and combination schools) officially entered the Louisiana School Accountability System in the fall of 2001.

As with K-8 schools, in the first year of accountability, 9-12 and K-12 schools were given a Baseline SPS and assigned a baseline Performance Label in fall of 2001. The following 2000-2001 Performance Labels and SPS ranges presented below were given to 9-12/K-12 schools as baseline measures. These same SPS ranges may not apply to future accountability cycles and scores, as growth has occurred and altered the state average. Policy changes may also have an impact as well.

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 received a two-year Growth Target and will be expected to meet this Growth Target by 2003. Factors such as failure to meet cycle 1 Growth Targets and/or failure to make sufficient progress will also influence the movement into Corrective Actions for 9-12/K-12 schools. As mentioned, based on the 2001 Baseline SPS, each 9-12/K-12 school was assigned a Performance Label. The 2001-2002 school year is considered an interim year for accountability cycle 1, and therefore, new school Performance Labels were not given to those 9-12 and K-12 schools. All accountability 9-12/K-12 schools will receive new Performance Labels and Growth Labels in the fall of 2003, which will mark the closure of cycle 1 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 2 in 2003. After the current cycle ends, there are four accountability cycles remaining between now and the year 2011 for 9-12/K-12 schools.

Growth Labels

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. 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. Since this is an interim year for all accountability schools, Growth Labels will not be given this year.

The fall of 2001 marked the first time that K-8 and K-12 schools in the accountability system received a Growth Label. Growth was calculated by measuring the difference between the 1999 Baseline SPS and the 2001 Growth SPS. To allow for an apples-to-apples comparison, both the 1999 Baseline SPS and 2001 Growth SPS were based on two subject area tests (English Language Arts and Mathematics) of the LEAP 21 and one year of data.

Schools with a Baseline or Growth SPS of 100 or greater did not receive a negative label (a label which conveys negative connotations with regard to growth) and therefore, receive a "No Label Assigned" designation. The following Growth Labels were assigned in the fall of 2001 to K-8 and K-12 schools in the accountability system.

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. The State of Louisiana allocated ten million dollars in the executive budget to be used as rewards for those schools receiving the *Exemplary Academic Growth* or the *Recognized Academic Growth* Labels. These labels indicate that schools have demonstrated growth across the school and within high poverty subgroups. Reward amounts were calculated on a per pupil basis.

Cycle 1 accountability results yielded 512 *Exemplary Academic Growth* schools who received a total award amount of $7,109,522.67 and 294 *Recognized Academic Growth* schools who received a total award amount of $2,890,477. The range of individual school rewards was varied, with the highest reward being $51,372 and the lowest being $2,565.

Corrective Actions

A school that does not meet or make adequate progress towards its Growth Target may enter or move to the next level of Corrective Actions. The Corrective Actions component of the accountability system is intended to help improve low performing schools and/or schools with insufficient growth. A school that enters Corrective Actions will receive additional support and assistance, with the expectation that extensive efforts will be made by students, parents, teachers, principals, administrators, and the school boards to improve student achievement at the school. There are three levels of Corrective Actions, "known as" Corrective Actions I, II, and III, with gradually more intensive corrective strategies assigned to each level. 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 relative to the Growth Target, the Growth Label achieved, as well as previous Corrective Actions status. For this reason, only the basic tenants of Corrective Actions are explained in this document.

Initial Corrective Actions Placement

Schools are placed into Corrective Actions if their SPS is 30 or below, which classifies the school as an *Academically Unacceptable School*. This bar will rise from a 30 SPS to 45 SPS in 2003, and will continue to rise 15 points every two years, or what is also referred to as the beginning of each new accountability cycle. 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. Therefore, schools with an SPS greater than or equal to the bar (SPS of 30) but below the State Average must make their Growth Targets to avoid entering or remaining in Corrective Actions Level I.

Schools at or above the State Average do not enter Corrective Actions I if they show minimal growth (0.1). All schools with an SPS greater than or equal to the State Average but less than 100 must make some growth (0.1 points) or enter/remain in Corrective Actions. All schools that have a Growth SPS or new Baseline SPS greater than or equal to 100 do not enter Corrective Actions.

Exiting Corrective Actions and Movement In Corrective Actions

A school exits Corrective Actions if its SPS is greater than 30 (which is the current bar for determining *Academically Unacceptable School* status) 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. All schools that have an SPS greater than or equal to 100 at the end of a cycle will exit Corrective Actions.

Once a school is in Corrective Actions, movement between the Corrective Actions levels or out of Corrective Actions can be quite complicated, given the intricacies of the accountability policy. It is for this reason that movement among the various levels is best understood upon a detailed reading of the accountability rules and regulations. For a more detailed description of the rules and regulations that apply to Corrective Actions, read the School Accountability Policy Notice of Intent (NOI) which can be found on the Louisiana Department of Education's web site at www.louisianaschools.net.

Table 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017002	**Audubon Elementary School**						
	Grade Structure	PK,K-5	K-5	PK,K-5,NG	PK,K-5,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	437	418	399	345		
	Number of Faculty	31	32	32	27		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	82.8	N/A	86.7	N/A		
	School Performance Label [2]	4	N/A	4	N/A		
	Growth Target	5.0	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	84.4	N/A		
	Growth Label [3]	N/A	N/A	4	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	82.8	89.0	86.7	89.1		
	Point Change in SPS	N/A	6.2	1.6	2.4		
	Percent Progress Toward Growth Target	N/A	124.0%	32.0%	48.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017003 Baker Heights Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	563	559	555	481		
Number of Faculty	40	36	39	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	57.9	N/A	61.1	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.0	N/A	9.4	N/A		
Growth SPS	N/A	N/A	65.5	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	57.9	60.4	61.1	60.8		
Point Change in SPS	N/A	2.5	7.6	-0.3		
Percent Progress Toward Growth Target	N/A	31.3%	95.0%	-3.2%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017004 Baker High School						
Grade Structure	~	~	8-12,NG	8-12,NG		
School Type	~	~	High	High		
October 1 Membership	~	~	1,126	1,067		
Number of Faculty	~	~	79	79		
Accountability Cycle ID	~	~	1	1		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	41.6	N/A		
School Performance Label [2]	N/A	N/A	5	N/A		
Growth Target	N/A	N/A	8.3	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	41.6	49.4		
Point Change in SPS	N/A	N/A	N/A	7.8		
Percent Progress Toward Growth Target	N/A	N/A	N/A	94.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017005 Baker Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	702	697	726	691		
Number of Faculty	45	50	48	51		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	40.2	N/A	58.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	11.3	N/A	9.7	N/A		
Growth SPS	N/A	N/A	60.3	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	40.2	56.0	58.6	66.0		
Point Change in SPS	N/A	15.8	20.1	7.4		
Percent Progress Toward Growth Target	N/A	139.8%	177.9%	76.3%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017006 Bakerfield Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	423	417	400	440		
Number of Faculty	28	31	31	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	86.1	N/A	100.0	N/A		
School Performance Label [2]	4	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	106.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	86.1	94.3	100.0	102.4		
Point Change in SPS	N/A	8.2	20.5	2.4		
Percent Progress Toward Growth Target	N/A	164.0%	410.0%	48.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017007 Banks Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	376	366	322	363		
Number of Faculty	30	32	31	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	35.5	N/A	44.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	12.1	N/A	13.3	N/A		
Growth SPS	N/A	N/A	58.3	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	35.5	35.7	44.4	53.0		
Point Change in SPS	N/A	0.2	22.8	8.6		
Percent Progress Toward Growth Target	N/A	1.7%	188.4%	64.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017008	**Baton Rouge High School**						
	Grade Structure	~	~	9-12	9-12		
	School Type	~	~	High	High		
	October 1 Membership	~	~	1,198	1,191		
	Number of Faculty	~	~	70	74		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	153.1	N/A		
	School Performance Label [2]	N/A	N/A	1	N/A		
	Growth Target	N/A	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	153.1	157.0		
	Point Change in SPS	N/A	N/A	N/A	3.9		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	78.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017009 Beechwood Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	308	291	254	263		
Number of Faculty	26	29	27	24		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	38.2	N/A	55.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	11.5	N/A	10.7	N/A		
Growth SPS	N/A	N/A	64.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	38.2	47.1	55.6	59.0		
Point Change in SPS	N/A	8.9	26.6	3.4		
Percent Progress Toward Growth Target	N/A	77.4%	231.3%	31.8%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017010 Belaire High School						
Grade Structure	~	~	8-12,NG	8-12,NG		
School Type	~	~	High	High		
October 1 Membership	~	~	1,080	979		
Number of Faculty	~	~	73	75		
Accountability Cycle ID	~	~	1	1		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	53.0	N/A		
School Performance Label [2]	N/A	N/A	5	N/A		
Growth Target	N/A	N/A	6.5	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	53.0	56.0		
Point Change in SPS	N/A	N/A	N/A	3.0		
Percent Progress Toward Growth Target	N/A	N/A	N/A	46.2%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017011 Belfair Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	532	545	519	355		
Number of Faculty	35	37	39	27		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	53.1	N/A	60.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.7	N/A	9.0	N/A		
Growth SPS	N/A	N/A	67.0	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	53.1	54.6	60.4	69.3		
Point Change in SPS	N/A	1.5	13.9	8.9		
Percent Progress Toward Growth Target	N/A	17.2%	159.8%	98.9%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017012 Bellingrath Hills Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	569	556	575	493		
Number of Faculty	32	33	34	28		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	117.0	N/A	114.8	N/A		
School Performance Label [2]	3	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	117.5	N/A		
Growth Label [3]	N/A	N/A	1	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	117.0	116.0	114.8	111.1		
Point Change in SPS	N/A	-1.0	0.5	-3.7		
Percent Progress Toward Growth Target	N/A	-20.0%	10.0%	-74.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017013 Bernard Terrace Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	411	383	377	390		
Number of Faculty	28	30	33	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	75.7	N/A	89.5	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	94.5	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	75.7	87.3	89.5	97.2		
Point Change in SPS	N/A	11.6	18.8	7.7		
Percent Progress Toward Growth Target	N/A	232.0%	376.0%	154.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017014 Broadmoor Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	468	406	383	488		
Number of Faculty	34	32	31	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	63.6	N/A	74.2	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.1	N/A	6.2	N/A		
Growth SPS	N/A	N/A	85.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	63.6	66.8	74.2	74.3		
Point Change in SPS	N/A	3.2	22.2	0.1		
Percent Progress Toward Growth Target	N/A	45.1%	312.7%	1.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017015 Broadmoor Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	770	824	821	752		
Number of Faculty	61	68	62	59		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	57.5	N/A	71.0	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.2	N/A	6.8	N/A		
Growth SPS	N/A	N/A	69.2	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	57.5	71.8	71.0	79.7		
Point Change in SPS	N/A	14.3	11.7	8.7		
Percent Progress Toward Growth Target	N/A	174.4%	142.7%	127.9%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017016	**Broadmoor Senior High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	1,197	1,101		
	Number of Faculty	~	~	71	69		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	66.0	N/A		
	School Performance Label [2]	N/A	N/A	5	N/A		
	Growth Target	N/A	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	66.0	59.9		
	Point Change in SPS	N/A	N/A	N/A	-6.1		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	-122.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017017 Brookstown Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	614	616	585	612		
Number of Faculty	52	48	53	46		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	61.9	N/A	63.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.4	N/A	8.7	N/A		
Growth SPS	N/A	N/A	71.1	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	61.9	58.6	63.5	59.6		
Point Change in SPS	N/A	-3.3	9.2	-3.9		
Percent Progress Toward Growth Target	N/A	-44.6%	124.3%	-44.8%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017018 Brownfields Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	417	469	487	439		
Number of Faculty	29	34	37	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	98.6	N/A	102.7	N/A		
School Performance Label [2]	4	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	108.3	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	98.6	98.8	102.7	103.6		
Point Change in SPS	N/A	0.2	9.7	0.9		
Percent Progress Toward Growth Target	N/A	4.0%	194.0%	18.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017019 Buchanan Elementary School						
Grade Structure	K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	356	373	386	397		
Number of Faculty	33	34	38	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	89.4	N/A	85.9	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	87.4	N/A		
Growth Label [3]	N/A	N/A	5	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	89.4	91.1	85.9	103.2		
Point Change in SPS	N/A	1.7	-2.0	17.3		
Percent Progress Toward Growth Target	N/A	34.0%	-40.0%	346.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017020 Capitol Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	592	596	518	500		
Number of Faculty	51	48	48	50		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	21.9	N/A	38.4	N/A		
School Performance Label [2]	6	N/A	5	N/A		
Growth Target	14.5	N/A	14.2	N/A		
Growth SPS	N/A	N/A	43.7	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	1	1	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	21.9	37.1	38.4	46.5		
Point Change in SPS	N/A	15.2	21.8	8.1		
Percent Progress Toward Growth Target	N/A	104.8%	150.3%	57.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017021	**Capitol Senior High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	924	841		
	Number of Faculty	~	~	81	74		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	26.5	N/A		
	School Performance Label [2]	N/A	N/A	6	N/A		
	Growth Target	N/A	N/A	10.3	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	1	1		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	26.5	26.3		
	Point Change in SPS	N/A	N/A	N/A	-0.2		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	-1.9%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017022 Cedarcrest-Southmoor Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	566	582	613	556		
Number of Faculty	33	34	35	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	93.9	N/A	95.9	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	100.3	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	93.9	90.5	95.9	100.6		
Point Change in SPS	N/A	-3.4	6.4	4.7		
Percent Progress Toward Growth Target	N/A	-68.0%	128.0%	94.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017023	**Central High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	1,272	1,187		
	Number of Faculty	~	~	78	69		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	94.5	N/A		
	School Performance Label [2]	N/A	N/A	4	N/A		
	Growth Target	N/A	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	94.5	97.7		
	Point Change in SPS	N/A	N/A	N/A	3.2		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	64.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017024	**Central Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	974	1,002	985	797		
	Number of Faculty	59	63	64	52		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	66.9	N/A	82.9	N/A		
	School Performance Label [2]	5	N/A	4	N/A		
	Growth Target	6.4	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	79.7	N/A		
	Growth Label [3]	N/A	N/A	2	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	66.9	84.6	82.9	86.6		
	Point Change in SPS	N/A	17.7	12.8	3.7		
	Percent Progress Toward Growth Target	N/A	276.6%	200.0%	74.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017026	**Claiborne Elementary School**						
	Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	487	458	414	427		
	Number of Faculty	33	37	33	30		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	49.4	N/A	53.1	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	10.0	N/A	11.2	N/A		
	Growth SPS	N/A	N/A	61.9	N/A		
	Growth Label [3]	N/A	N/A	3	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	49.4	50.3	53.1	49.9		
	Point Change in SPS	N/A	0.9	12.5	-3.2		
	Percent Progress Toward Growth Target	N/A	9.0%	125.0%	-28.6%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017027 Crestworth Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	409	365	415	393		
Number of Faculty	32	35	35	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	52.8	N/A	58.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	9.2	N/A	9.7	N/A		
Growth SPS	N/A	N/A	61.5	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	52.8	62.5	58.5	64.1		
Point Change in SPS	N/A	9.7	8.7	5.6		
Percent Progress Toward Growth Target	N/A	105.4%	94.6%	57.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017028	**Crestworth Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	424	385	398	339		
	Number of Faculty	39	38	36	36		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	27.2	N/A	42.1	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	13.6	N/A	13.3	N/A		
	Growth SPS	N/A	N/A	46.1	N/A		
	Growth Label [3]	N/A	N/A	2	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	27.2	43.7	42.1	51.1		
	Point Change in SPS	N/A	16.5	18.9	9.0		
	Percent Progress Toward Growth Target	N/A	121.3%	139.0%	67.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017029 Dalton Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	397	346	361	406		
Number of Faculty	32	30	30	30		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	42.1	N/A	53.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	11.0	N/A	10.7	N/A		
Growth SPS	N/A	N/A	61.3	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	42.1	42.3	53.6	53.2		
Point Change in SPS	N/A	0.2	19.2	-0.4		
Percent Progress Toward Growth Target	N/A	1.8%	174.5%	-3.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017030 Delmont Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	493	472	406	376		
Number of Faculty	35	39	32	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	34.5	N/A	44.2	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	12.4	N/A	13.1	N/A		
Growth SPS	N/A	N/A	45.1	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	34.5	45.0	44.2	46.3		
Point Change in SPS	N/A	10.5	10.6	2.1		
Percent Progress Toward Growth Target	N/A	84.7%	85.5%	16.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017032 Dufrocq Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	344	341	314	329		
Number of Faculty	31	34	28	27		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	43.5	N/A	69.2	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.9	N/A	7.1	N/A		
Growth SPS	N/A	N/A	75.5	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	43.5	70.2	69.2	77.2		
Point Change in SPS	N/A	26.7	32.0	8.0		
Percent Progress Toward Growth Target	N/A	245.0%	293.6%	112.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017033 Eden Park Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	414	407	372	415		
Number of Faculty	28	34	36	39		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	49.2	N/A	57.0	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	9.8	N/A	10.0	N/A		
Growth SPS	N/A	N/A	66.3	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	49.2	56.5	57.0	52.4		
Point Change in SPS	N/A	7.3	17.1	-4.6		
Percent Progress Toward Growth Target	N/A	74.5%	174.5%	-46.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017034 Forest Heights Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	408	415	388	392		
Number of Faculty	31	36	34	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	50.6	N/A	55.0	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	9.3	N/A	10.3	N/A		
Growth SPS	N/A	N/A	68.2	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	50.6	45.5	55.0	62.5		
Point Change in SPS	N/A	-5.1	17.6	7.5		
Percent Progress Toward Growth Target	N/A	-54.8%	189.2%	72.8%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017035 Glasgow Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	569	528	523	525		
Number of Faculty	58	56	49	49		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	93.0	N/A	107.6	N/A		
School Performance Label [2]	4	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	108.4	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	93.0	111.5	107.6	110.2		
Point Change in SPS	N/A	18.5	15.4	2.6		
Percent Progress Toward Growth Target	N/A	370.0%	308.0%	52.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017036 Glen Oaks Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	713	659	591	606		
Number of Faculty	54	56	57	53		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	28.9	N/A	45.7	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	13.5	N/A	12.4	N/A		
Growth SPS	N/A	N/A	47.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	28.9	44.1	45.7	46.3		
Point Change in SPS	N/A	15.2	18.9	0.6		
Percent Progress Toward Growth Target	N/A	112.6%	140.0%	4.8%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017037 Glen Oaks Park Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	481	474	469	456		
Number of Faculty	37	38	36	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	100.4	N/A	100.3	N/A		
School Performance Label [2]	3	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	103.4	N/A		
Growth Label [3]	N/A	N/A	1	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	100.4	103.1	100.3	92.7		
Point Change in SPS	N/A	2.7	3.0	-7.6		
Percent Progress Toward Growth Target	N/A	54.0%	60.0%	-152.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017038	**Glen Oaks Senior High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	901	869		
	Number of Faculty	~	~	79	75		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	47.2	N/A		
	School Performance Label [2]	N/A	N/A	5	N/A		
	Growth Target	N/A	N/A	7.6	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	47.2	46.0		
	Point Change in SPS	N/A	N/A	N/A	-1.2		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	-15.8%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017040 Greenbrier Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	309	285	342	337		
Number of Faculty	25	25	27	25		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	84.5	N/A	82.9	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	83.3	N/A		
Growth Label [3]	N/A	N/A	5	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	84.5	81.5	82.9	91.4		
Point Change in SPS	N/A	-3.0	-1.2	8.5		
Percent Progress Toward Growth Target	N/A	-60.0%	-24.0%	170.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017041 Greenville Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	566	504	515	514		
Number of Faculty	46	47	45	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	85.0	N/A	74.7	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.0	N/A	6.0	N/A		
Growth SPS	N/A	N/A	72.4	N/A		
Growth Label [3]	N/A	N/A	6	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	85.0	80.4	74.7	68.1		
Point Change in SPS	N/A	-4.6	-12.6	-6.6		
Percent Progress Toward Growth Target	N/A	-92.0%	-252.0%	-110.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017042 Harding Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	379	363	371	387		
Number of Faculty	26	32	28	28		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	36.7	N/A	46.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	12.3	N/A	12.7	N/A		
Growth SPS	N/A	N/A	52.6	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	36.7	43.8	46.5	57.5		
Point Change in SPS	N/A	7.1	15.9	11.0		
Percent Progress Toward Growth Target	N/A	57.7%	129.3%	86.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017043 Highland Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	297	301	285	286		
Number of Faculty	24	28	26	28		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	41.3	N/A	54.0	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	11.3	N/A	10.8	N/A		
Growth SPS	N/A	N/A	64.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	41.3	44.3	54.0	56.2		
Point Change in SPS	N/A	3.0	23.3	2.2		
Percent Progress Toward Growth Target	N/A	26.5%	206.2%	20.4%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017044 Howell Park Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	456	461	465	497		
Number of Faculty	30	32	31	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	39.8	N/A	60.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	11.2	N/A	9.4	N/A		
Growth SPS	N/A	N/A	63.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	39.8	65.4	60.4	56.3		
Point Change in SPS	N/A	25.6	23.8	-4.1		
Percent Progress Toward Growth Target	N/A	228.6%	212.5%	-43.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017045	**Istrouma Senior High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	969	880		
	Number of Faculty	~	~	86	79		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	32.9	N/A		
	School Performance Label [2]	N/A	N/A	5	N/A		
	Growth Target	N/A	N/A	9.7	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	32.9	39.7		
	Point Change in SPS	N/A	N/A	N/A	6.8		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	70.1%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017046	**Istrouma Middle Magnet School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	791	662	671	689		
	Number of Faculty	54	48	49	50		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	69.1	N/A	77.6	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	6.0	N/A	5.4	N/A		
	Growth SPS	N/A	N/A	74.0	N/A		
	Growth Label [3]	N/A	N/A	4	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	69.1	80.2	77.6	80.4		
	Point Change in SPS	N/A	11.1	4.9	2.8		
	Percent Progress Toward Growth Target	N/A	185.0%	81.7%	51.9%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017047 Jefferson Terrace Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	588	581	582	537		
Number of Faculty	32	35	35	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	91.0	N/A	89.5	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	92.2	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	91.0	90.1	89.5	89.7		
Point Change in SPS	N/A	-0.9	1.2	0.2		
Percent Progress Toward Growth Target	N/A	-18.0%	24.0%	4.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017048	**Kenilworth Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	662	686	635	623		
	Number of Faculty	58	53	57	57		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	50.5	N/A	57.0	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	9.5	N/A	10.0	N/A		
	Growth SPS	N/A	N/A	53.0	N/A		
	Growth Label [3]	N/A	N/A	4	N/A		
	Corrective Action Status [4]	N/A	N/A	1	1		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	50.5	57.8	57.0	59.7		
	Point Change in SPS	N/A	7.3	2.5	2.7		
	Percent Progress Toward Growth Target	N/A	76.8%	26.3%	27.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017049 Lanier Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	443	404	405	412		
Number of Faculty	32	34	33	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	47.6	N/A	47.3	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.2	N/A	12.4	N/A		
Growth SPS	N/A	N/A	48.4	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	47.6	45.6	47.3	59.9		
Point Change in SPS	N/A	-2.0	0.8	12.6		
Percent Progress Toward Growth Target	N/A	-19.6%	7.8%	101.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017050 LaBelle Aire Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	763	741	774	675		
Number of Faculty	50	52	54	51		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	60.1	N/A	63.8	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.7	N/A	8.3	N/A		
Growth SPS	N/A	N/A	70.5	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	60.1	56.6	63.8	58.2		
Point Change in SPS	N/A	-3.5	10.4	-5.6		
Percent Progress Toward Growth Target	N/A	-45.5%	135.1%	-67.5%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017051 LaSalle Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	324	356	313	349		
Number of Faculty	32	37	33	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	44.1	N/A	65.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.9	N/A	7.7	N/A		
Growth SPS	N/A	N/A	64.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	44.1	65.1	65.5	65.9		
Point Change in SPS	N/A	21.0	20.5	0.4		
Percent Progress Toward Growth Target	N/A	192.7%	188.1%	5.2%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017052	**Robert E. Lee High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	964	875		
	Number of Faculty	~	~	77	66		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	55.9	N/A		
	School Performance Label [2]	N/A	N/A	5	N/A		
	Growth Target	N/A	N/A	5.9	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	55.9	60.8		
	Point Change in SPS	N/A	N/A	N/A	4.9		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	83.1%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017053 Magnolia Woods Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	383	390	363	345		
Number of Faculty	30	34	32	29		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	55.6	N/A	59.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.3	N/A	9.4	N/A		
Growth SPS	N/A	N/A	64.9	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	55.6	54.2	59.4	66.5		
Point Change in SPS	N/A	-1.4	9.3	7.1		
Percent Progress Toward Growth Target	N/A	-16.9%	112.0%	75.5%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017054 Mayfair Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	263	259	267	260		
Number of Faculty	22	21	21	22		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	78.0	N/A	76.4	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.0	N/A	5.7	N/A		
Growth SPS	N/A	N/A	83.4	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	78.0	72.9	76.4	76.2		
Point Change in SPS	N/A	-5.1	5.4	-0.2		
Percent Progress Toward Growth Target	N/A	-102.0%	108.0%	-3.5%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017055 McKinley Middle Magnet School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	740	596	586	645		
Number of Faculty	55	59	53	55		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	70.9	N/A	66.0	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.6	N/A	7.9	N/A		
Growth SPS	N/A	N/A	60.0	N/A		
Growth Label [3]	N/A	N/A	6	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	70.9	70.5	66.0	63.0		
Point Change in SPS	N/A	-0.4	-10.9	-3.0		
Percent Progress Toward Growth Target	N/A	-7.1%	-194.6%	-38.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017056 McKinley Senior High School						
Grade Structure	~	~	8-12,NG	8-12,NG		
School Type	~	~	High	High		
October 1 Membership	~	~	893	892		
Number of Faculty	~	~	72	71		
Accountability Cycle ID	~	~	1	1		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	82.4	N/A		
School Performance Label [2]	N/A	N/A	4	N/A		
Growth Target	N/A	N/A	5.0	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	82.4	74.5		
Point Change in SPS	N/A	N/A	N/A	-7.9		
Percent Progress Toward Growth Target	N/A	N/A	N/A	-158.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017057 Melrose Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	337	363	349	327		
Number of Faculty	28	30	30	27		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	61.5	N/A	70.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.2	N/A	6.9	N/A		
Growth SPS	N/A	N/A	79.4	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	61.5	68.3	70.4	80.5		
Point Change in SPS	N/A	6.8	17.9	10.1		
Percent Progress Toward Growth Target	N/A	94.4%	248.6%	146.4%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017058 Merrydale Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	457	453	429	480		
Number of Faculty	32	35	36	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	45.6	N/A	56.1	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.4	N/A	10.5	N/A		
Growth SPS	N/A	N/A	66.2	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	45.6	53.1	56.1	52.7		
Point Change in SPS	N/A	7.5	20.6	-3.4		
Percent Progress Toward Growth Target	N/A	72.1%	198.1%	-32.4%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017059 Mohican Center						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-12,NG		
School Type	Elementary	Elementary	Elementary	Combination		
October 1 Membership	148	173	192	258		
Number of Faculty	31	43	35	36		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	YES	NO	NO		
Baseline School Performance Score (SPS)	53.3	N/A	41.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.7	N/A	13.2	N/A		
Growth SPS	N/A	N/A	50.0	N/A		
Growth Label [3]	N/A	N/A	5	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	53.3	41.7	41.4	40.9		
Point Change in SPS	N/A	-11.6	-3.3	-0.5		
Percent Progress Toward Growth Target	N/A	-133.3%	-37.9%	-3.8%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017061 Nicholson Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	271	240	229	221		
Number of Faculty	19	22	20	22		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	66.3	N/A	71.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	6.5	N/A	6.9	N/A		
Growth SPS	N/A	N/A	74.6	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	66.3	74.5	71.5	70.7		
Point Change in SPS	N/A	8.2	8.3	-0.8		
Percent Progress Toward Growth Target	N/A	126.2%	127.7%	-11.6%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017062 North Highlands Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	377	375	321	333		
Number of Faculty	27	27	25	27		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	61.7	N/A	57.9	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.3	N/A	10.1	N/A		
Growth SPS	N/A	N/A	65.7	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	61.7	56.2	57.9	65.6		
Point Change in SPS	N/A	-5.5	4.0	7.7		
Percent Progress Toward Growth Target	N/A	-75.3%	54.8%	76.2%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017064	**Northeast Elementary School**						
	Grade Structure	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	804	732	655	664		
	Number of Faculty	51	50	48	45		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	70.9	N/A	79.7	N/A		
	School Performance Label [2]	4	N/A	5	N/A		
	Growth Target	5.6	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	87.1	N/A		
	Growth Label [3]	N/A	N/A	2	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	70.9	73.7	79.7	87.1		
	Point Change in SPS	N/A	2.8	16.2	7.4		
	Percent Progress Toward Growth Target	N/A	50.0%	289.3%	148.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017065 Northeast High School						
Grade Structure	7-12,NG	7-12,NG	7-12,NG	7-12,NG		
School Type	High	High	High	High		
October 1 Membership	580	505	465	453		
Number of Faculty	49	53	48	49		
Accountability Cycle ID	1	1	1	1		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	42.0	N/A	56.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.7	N/A	8.3	N/A		
Growth SPS	N/A	N/A	63.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	42.0	54.9	56.4	70.5		
Point Change in SPS	N/A	12.9	21.8	14.1		
Percent Progress Toward Growth Target	N/A	120.6%	203.7%	169.9%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017066 Northwestern Elementary School						
Grade Structure	K-5	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	561	541	527	552		
Number of Faculty	31	32	32	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	92.0	N/A	98.7	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	98.4	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	92.0	98.7	98.7	101.6		
Point Change in SPS	N/A	6.7	6.4	2.9		
Percent Progress Toward Growth Target	N/A	134.0%	128.0%	58.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017067	**Northwestern Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	847	872	804	750		
	Number of Faculty	53	57	56	50		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	77.5	N/A	84.6	N/A		
	School Performance Label [2]	4	N/A	4	N/A		
	Growth Target	5.0	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	85.8	N/A		
	Growth Label [3]	N/A	N/A	3	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	77.5	83.5	84.6	92.5		
	Point Change in SPS	N/A	6.0	8.3	7.9		
	Percent Progress Toward Growth Target	N/A	120.0%	166.0%	158.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017068 Park Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	537	512	507	511		
Number of Faculty	36	36	38	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	62.0	N/A	61.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	7.2	N/A	9.1	N/A		
Growth SPS	N/A	N/A	72.1	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	62.0	51.9	61.5	63.1		
Point Change in SPS	N/A	-10.1	10.1	1.6		
Percent Progress Toward Growth Target	N/A	-140.3%	140.3%	17.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017069 Park Forest Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	563	604	631	472		
Number of Faculty	38	43	42	34		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	57.9	N/A	59.9	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.3	N/A	9.5	N/A		
Growth SPS	N/A	N/A	61.4	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	57.9	58.6	59.9	66.3		
Point Change in SPS	N/A	0.7	3.5	6.4		
Percent Progress Toward Growth Target	N/A	8.4%	42.2%	67.4%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017070 Park Forest Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	937	974	952	768		
Number of Faculty	62	63	66	61		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	44.7	N/A	55.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	10.5	N/A	10.2	N/A		
Growth SPS	N/A	N/A	60.4	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	44.7	52.1	55.5	62.0		
Point Change in SPS	N/A	7.4	15.7	6.5		
Percent Progress Toward Growth Target	N/A	70.5%	149.5%	63.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017071 Park Ridge Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	496	510	505	499		
Number of Faculty	32	32	34	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	76.2	N/A	79.7	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	89.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	76.2	72.9	79.7	83.6		
Point Change in SPS	N/A	-3.3	13.6	3.9		
Percent Progress Toward Growth Target	N/A	-66.0%	272.0%	78.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017072 Parkview Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	563	555	511	521		
Number of Faculty	34	32	29	28		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	87.0	N/A	101.2	N/A		
School Performance Label [2]	4	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	104.5	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	87.0	99.0	101.2	101.7		
Point Change in SPS	N/A	12.0	17.5	0.5		
Percent Progress Toward Growth Target	N/A	240.0%	350.0%	10.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017073 Polk Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	311	316	310	319		
Number of Faculty	29	35	35	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	36.5	N/A	52.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	12.0	N/A	11.2	N/A		
Growth SPS	N/A	N/A	69.0	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	36.5	45.5	52.6	63.8		
Point Change in SPS	N/A	9.0	32.5	11.2		
Percent Progress Toward Growth Target	N/A	75.0%	270.8%	100.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017074 Prescott Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	915	876	821	693		
Number of Faculty	73	72	78	73		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	25.2	N/A	29.5	N/A		
School Performance Label [2]	6	N/A	6	N/A		
Growth Target	13.9	N/A	16.0	N/A		
Growth SPS	N/A	N/A	34.2	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	1	1	2	2		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	25.2	24.7	29.5	45.4		
Point Change in SPS	N/A	-0.5	9.0	15.9		
Percent Progress Toward Growth Target	N/A	-3.6%	64.7%	99.4%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017075	**Progress Elementary School**						
	Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	371	344	315	344		
	Number of Faculty	25	30	28	26		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	68.7	N/A	72.9	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	6.1	N/A	6.3	N/A		
	Growth SPS	N/A	N/A	84.5	N/A		
	Growth Label [3]	N/A	N/A	2	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	68.7	63.0	72.9	67.1		
	Point Change in SPS	N/A	-5.7	15.8	-5.8		
	Percent Progress Toward Growth Target	N/A	-93.4%	259.0%	-92.1%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017077 Riveroaks Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	442	457	436	410		
Number of Faculty	30	34	31	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	82.6	N/A	86.7	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	95.7	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	82.6	77.9	86.7	97.9		
Point Change in SPS	N/A	-4.7	13.1	11.2		
Percent Progress Toward Growth Target	N/A	-94.0%	262.0%	224.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017078 Ryan Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	344	360	354	363		
Number of Faculty	28	31	29	30		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	48.7	N/A	64.5	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	9.9	N/A	8.7	N/A		
Growth SPS	N/A	N/A	78.8	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	48.7	59.8	64.5	69.0		
Point Change in SPS	N/A	11.1	30.1	4.5		
Percent Progress Toward Growth Target	N/A	112.1%	304.0%	51.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017079	**Scotlandville Magnet High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	646	640		
	Number of Faculty	~	~	57	52		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	54.2	N/A		
	School Performance Label [2]	N/A	N/A	5	N/A		
	Growth Target	N/A	N/A	6.5	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	54.2	56.8		
	Point Change in SPS	N/A	N/A	N/A	2.6		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	40.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017080	**Scotlandville Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	588	508	492	481		
	Number of Faculty	47	48	43	43		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	27.9	N/A	35.7	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	13.5	N/A	15.1	N/A		
	Growth SPS	N/A	N/A	39.4	N/A		
	Growth Label [3]	N/A	N/A	4	N/A		
	Corrective Action Status [4]	N/A	N/A	1	1		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	27.9	33.8	35.7	41.6		
	Point Change in SPS	N/A	5.9	11.5	5.9		
	Percent Progress Toward Growth Target	N/A	43.7%	85.2%	39.1%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017081 Sharon Hills Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	291	287	283	291		
Number of Faculty	23	25	25	26		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	71.2	N/A	72.3	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.5	N/A	6.6	N/A		
Growth SPS	N/A	N/A	84.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	71.2	68.1	72.3	72.1		
Point Change in SPS	N/A	-3.1	13.4	-0.2		
Percent Progress Toward Growth Target	N/A	-56.4%	243.6%	-3.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017082	**Shenandoah Elementary School**						
	Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	457	463	438	454		
	Number of Faculty	28	31	29	28		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	127.2	N/A	119.5	N/A		
	School Performance Label [2]	2	N/A	3	N/A		
	Growth Target	5.0	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	121.2	N/A		
	Growth Label [3]	N/A	N/A	1	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	127.2	117.6	119.5	127.2		
	Point Change in SPS	N/A	-9.6	-6.0	7.7		
	Percent Progress Toward Growth Target	N/A	-192.0%	-120.0%	154.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017083	**Sherwood Middle School**						
	Grade Structure	6-8,NG	6-8	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	866	818	774	845		
	Number of Faculty	59	58	57	56		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	55.4	N/A	68.5	N/A		
	School Performance Label [2]	5	N/A	5	N/A		
	Growth Target	8.6	N/A	7.4	N/A		
	Growth SPS	N/A	N/A	67.5	N/A		
	Growth Label [3]	N/A	N/A	3	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	55.4	68.0	68.5	67.6		
	Point Change in SPS	N/A	12.6	12.1	-0.9		
	Percent Progress Toward Growth Target	N/A	146.5%	140.7%	-12.2%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017084 South Boulevard Extended Day School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	262	259	243	243		
Number of Faculty	24	23	21	20		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	89.9	N/A	84.3	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	91.8	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	89.9	79.1	84.3	91.1		
Point Change in SPS	N/A	-10.8	1.9	6.8		
Percent Progress Toward Growth Target	N/A	-216.0%	38.0%	136.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017085	**Southeast Middle School**						
	Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
	October 1 Membership	910	966	934	779		
	Number of Faculty	60	63	62	58		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	81.5	N/A	97.5	N/A		
	School Performance Label [2]	4	N/A	4	N/A		
	Growth Target	5.0	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	96.1	N/A		
	Growth Label [3]	N/A	N/A	2	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	81.5	97.9	97.5	99.3		
	Point Change in SPS	N/A	16.4	14.6	1.8		
	Percent Progress Toward Growth Target	N/A	328.0%	292.0%	36.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017087 Tanglewood Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	627	614	575	568		
Number of Faculty	36	35	34	33		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	84.1	N/A	89.1	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	91.2	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	84.1	90.6	89.1	88.0		
Point Change in SPS	N/A	6.5	7.1	-1.1		
Percent Progress Toward Growth Target	N/A	130.0%	142.0%	-22.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017088 Tara High School						
Grade Structure	~	~	8-12,NG	8-12,NG		
School Type	~	~	High	High		
October 1 Membership	~	~	1,257	1,182		
Number of Faculty	~	~	88	82		
Accountability Cycle ID	~	~	1	1		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	64.1	N/A		
School Performance Label [2]	N/A	N/A	5	N/A		
Growth Target	N/A	N/A	5.2	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	64.1	84.1		
Point Change in SPS	N/A	N/A	N/A	20.0		
Percent Progress Toward Growth Target	N/A	N/A	N/A	384.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017089	**Twin Oaks Elementary School**						
	Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
	School Type	Elementary	Elementary	Elementary	Elementary		
	October 1 Membership	454	477	459	473		
	Number of Faculty	31	31	32	31		
	Accountability Cycle ID	1	1	2	2		
	Position in Accountability Cycle [1]	0	1	0	1		
	Paired/Shared or Stand Alone	NO	NO	NO	NO		
	Baseline School Performance Score (SPS)	83.4	N/A	86.0	N/A		
	School Performance Label [2]	4	N/A	4	N/A		
	Growth Target	5.0	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	89.8	N/A		
	Growth Label [3]	N/A	N/A	3	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	Y	N/A		
	SPS for Current Year	83.4	81.9	86.0	86.1		
	Point Change in SPS	N/A	-1.5	6.4	0.1		
	Percent Progress Toward Growth Target	N/A	-30.0%	128.0%	2.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017091 University Terrace Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	493	461	455	432		
Number of Faculty	38	40	38	38		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	73.7	N/A	70.8	N/A		
School Performance Label [2]	4	N/A	5	N/A		
Growth Target	5.0	N/A	6.3	N/A		
Growth SPS	N/A	N/A	81.7	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	73.7	71.1	70.8	75.5		
Point Change in SPS	N/A	-2.6	8.0	4.7		
Percent Progress Toward Growth Target	N/A	-52.0%	160.0%	74.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017093 Villa del Rey Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	413	401	405	437		
Number of Faculty	31	31	35	32		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	62.8	N/A	69.4	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	6.9	N/A	7.0	N/A		
Growth SPS	N/A	N/A	77.0	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	62.8	69.5	69.4	67.0		
Point Change in SPS	N/A	6.7	14.2	-2.4		
Percent Progress Toward Growth Target	N/A	97.1%	205.8%	-34.3%		

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[1] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017094 Baton Rouge Visual and Performing Arts Center						
Grade Structure	PK,K-5,NG	PK,K-5	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	414	419	429	405		
Number of Faculty	27	29	31	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	112.2	N/A	116.7	N/A		
School Performance Label [2]	3	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	125.6	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	112.2	114.0	116.7	125.3		
Point Change in SPS	N/A	1.8	13.4	8.6		
Percent Progress Toward Growth Target	N/A	36.0%	268.0%	172.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017095 Wedgewood Elementary School						
Grade Structure	PK,K-5	PK,K-5	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	719	708	669	559		
Number of Faculty	42	46	46	38		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	102.8	N/A	104.3	N/A		
School Performance Label [2]	3	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	104.6	N/A		
Growth Label [3]	N/A	N/A	1	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	102.8	103.8	104.3	103.6		
Point Change in SPS	N/A	1.0	1.8	-0.7		
Percent Progress Toward Growth Target	N/A	20.0%	36.0%	-14.0%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017096 Westdale Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	237	231	273	278		
Number of Faculty	29	31	30	29		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	55.8	N/A	69.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	8.1	N/A	7.0	N/A		
Growth SPS	N/A	N/A	69.2	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	55.8	70.7	69.6	75.1		
Point Change in SPS	N/A	14.9	13.4	5.5		
Percent Progress Toward Growth Target	N/A	184.0%	165.4%	78.6%		

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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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017097 Westdale Middle School						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	655	687	714	708		
Number of Faculty	62	61	62	66		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	71.9	N/A	83.7	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.3	N/A	5.0	N/A		
Growth SPS	N/A	N/A	85.1	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	71.9	83.3	83.7	96.5		
Point Change in SPS	N/A	11.4	13.2	12.8		
Percent Progress Toward Growth Target	N/A	215.1%	249.1%	256.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017098 Westminster Elementary School						
Grade Structure	K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	310	316	336	365		
Number of Faculty	25	29	32	31		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	89.4	N/A	89.5	N/A		
School Performance Label [2]	4	N/A	4	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	86.7	N/A		
Growth Label [3]	N/A	N/A	5	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	89.4	95.6	89.5	83.3		
Point Change in SPS	N/A	6.2	-2.7	-6.2		
Percent Progress Toward Growth Target	N/A	124.0%	-54.0%	-124.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017100 Wildwood Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	364	344	360	351		
Number of Faculty	27	27	26	27		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	69.2	N/A	69.6	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	5.9	N/A	7.1	N/A		
Growth SPS	N/A	N/A	75.0	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	69.2	66.1	69.6	75.1		
Point Change in SPS	N/A	-3.1	5.8	5.5		
Percent Progress Toward Growth Target	N/A	-52.5%	98.3%	77.5%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017101 Winbourne Elementary School						
Grade Structure	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	374	352	355	359		
Number of Faculty	30	32	31	30		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	50.4	N/A	49.2	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	9.6	N/A	12.1	N/A		
Growth SPS	N/A	N/A	49.3	N/A		
Growth Label [3]	N/A	N/A	5	N/A		
Corrective Action Status [4]	N/A	N/A	1	1		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	50.4	50.1	49.2	55.4		
Point Change in SPS	N/A	-0.3	-1.1	6.2		
Percent Progress Toward Growth Target	N/A	-3.1%	-11.5%	51.2%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017102	**Woodlawn High School**						
	Grade Structure	~	~	8-12,NG	8-12,NG		
	School Type	~	~	High	High		
	October 1 Membership	~	~	1,085	1,113		
	Number of Faculty	~	~	67	68		
	Accountability Cycle ID	~	~	1	1		
	Position in Accountability Cycle [1]	~	~	0	1		
	Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
	Baseline School Performance Score (SPS)	N/A	N/A	81.1	N/A		
	School Performance Label [2]	N/A	N/A	4	N/A		
	Growth Target	N/A	N/A	5.0	N/A		
	Growth SPS	N/A	N/A	N/A	N/A		
	Growth Label [3]	N/A	N/A	N/A	N/A		
	Corrective Action Status [4]	N/A	N/A	0	0		
	Reward Eligibility	N/A	N/A	N	N/A		
	SPS for Current Year	N/A	N/A	81.1	73.6		
	Point Change in SPS	N/A	N/A	N/A	-7.5		
	Percent Progress Toward Growth Target	N/A	N/A	N/A	-150.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017103 Zachary Elementary School						
Grade Structure	K-5,NG	K-5,NG	PK,K-5,NG	PK,K-5,NG		
School Type	Elementary	Elementary	Elementary	Elementary		
October 1 Membership	723	719	680	664		
Number of Faculty	42	41	40	41		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	90.6	N/A	100.1	N/A		
School Performance Label [2]	4	N/A	3	N/A		
Growth Target	5.0	N/A	5.0	N/A		
Growth SPS	N/A	N/A	101.7	N/A		
Growth Label [3]	N/A	N/A	2	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	90.6	93.0	100.1	107.5		
Point Change in SPS	N/A	2.4	11.1	7.4		
Percent Progress Toward Growth Target	N/A	48.0%	222.0%	148.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017104 Zachary High School						
Grade Structure	~	~	8-12,NG	8-12,NG		
School Type	~	~	High	High		
October 1 Membership	~	~	1,088	1,034		
Number of Faculty	~	~	75	75		
Accountability Cycle ID	~	~	1	1		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	88.2	N/A		
School Performance Label [2]	N/A	N/A	4	N/A		
Growth Target	N/A	N/A	5.0	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	88.2	95.4		
Point Change in SPS	N/A	N/A	N/A	7.2		
Percent Progress Toward Growth Target	N/A	N/A	N/A	144.0%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017110 Children's Charter School						
Grade Structure	~	~	PK,K-5,NG	PK,K-5,NG		
School Type	~	~	Elementary	Elementary		
October 1 Membership	~	~	120	120		
Number of Faculty	~	~	3	4		
Accountability Cycle ID	~	~	2	2		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	70.3	N/A		
School Performance Label [2]	N/A	N/A	5	N/A		
Growth Target	N/A	N/A	6.8	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	70.3	90.0		
Point Change in SPS	N/A	N/A	N/A	19.7		
Percent Progress Toward Growth Target	N/A	N/A	N/A	289.7%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017111 Community School For Apprenticeship Learning						
Grade Structure	6-8,NG	6-8,NG	6-8,NG	6-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	135	121	130	130		
Number of Faculty	6	~	10	4		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	29.9	N/A	45.0	N/A		
School Performance Label [2]	5	N/A	5	N/A		
Growth Target	12.0	N/A	11.3	N/A		
Growth SPS	N/A	N/A	43.4	N/A		
Growth Label [3]	N/A	N/A	3	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	Y	N/A		
SPS for Current Year	29.9	45.6	45.0	34.2		
Point Change in SPS	N/A	15.7	13.5	-10.8		
Percent Progress Toward Growth Target	N/A	130.8%	112.5%	-95.6%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017112 J. K. Haynes Foundation						
Grade Structure	~	~	PK,K-5	PK,K-5		
School Type	~	~	Elementary	Elementary		
October 1 Membership	~	~	139	137		
Number of Faculty	~	~	4	2		
Accountability Cycle ID	~	~	2	2		
Position in Accountability Cycle [1]	~	~	0	1		
Paired/Shared or Stand Alone	N/A	N/A	NO	NO		
Baseline School Performance Score (SPS)	N/A	N/A	77.8	N/A		
School Performance Label [2]	N/A	N/A	5	N/A		
Growth Target	N/A	N/A	5.6	N/A		
Growth SPS	N/A	N/A	N/A	N/A		
Growth Label [3]	N/A	N/A	N/A	N/A		
Corrective Action Status [4]	N/A	N/A	0	0		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	N/A	N/A	77.8	85.2		
Point Change in SPS	N/A	N/A	N/A	7.4		
Percent Progress Toward Growth Target	N/A	N/A	N/A	132.1%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017113 White Hills Preparatory Academy						
Grade Structure	6-8	5-8	5-8,NG	5-8,NG		
School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High		
October 1 Membership	135	186	172	128		
Number of Faculty	13	17	19	21		
Accountability Cycle ID	1	1	2	2		
Position in Accountability Cycle [1]	0	1	0	1		
Paired/Shared or Stand Alone	NO	NO	NO	NO		
Baseline School Performance Score (SPS)	16.6	N/A	25.4	N/A		
School Performance Label [2]	6	N/A	6	N/A		
Growth Target	15.1	N/A	17.1	N/A		
Growth SPS	N/A	N/A	25.9	N/A		
Growth Label [3]	N/A	N/A	4	N/A		
Corrective Action Status [4]	1	1	2	2		
Reward Eligibility	N/A	N/A	N	N/A		
SPS for Current Year	16.6	17.8	25.4	19.9		
Point Change in SPS	N/A	1.2	9.3	-5.5		
Percent Progress Toward Growth Target	N/A	7.9%	61.6%	-32.2%		

~ = Unavailable or insufficient 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] **Position in Accountability Cycle:** 0 = Denotes the beginning or end of a Cycle
1 = Denotes the interim year within a Cycle

[2] **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

[3] **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

[4] **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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District												
Total Number of Schools		105		105		106		106				
October 1 Membership		56,537		55,660		54,246		52,350				
Number of Faculty		4,103		4,303		4,283		4,097				
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	1.0	1	N/A	N/A				
School of Academic Distinction	1.2	1	N/A	N/A	0.0	0	N/A	N/A				
School of Academic Achievement	4.9	4	N/A	N/A	10.0	10	N/A	N/A				
Academically Above the State Average	33.3	27	N/A	N/A	20.0	20	N/A	N/A				
Academically Below the State Average	56.8	46	N/A	N/A	64.0	64	N/A	N/A				
Academically Unacceptable School	3.7	3	N/A	N/A	5.0	5	N/A	N/A				
Number of Schools [1]	100.0	81	N/A	N/A	100.0	100	N/A	N/A				
Schools By Growth Label												
No Label Assigned [2]	N/A	N/A	N/A	N/A	4.9	4	N/A	N/A				
Exemplary Academic Growth	N/A	N/A	N/A	N/A	45.7	37	N/A	N/A				
Recognized Academic Growth	N/A	N/A	N/A	N/A	22.2	18	N/A	N/A				
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.5	15	N/A	N/A				
No Growth	N/A	N/A	N/A	N/A	6.2	5	N/A	N/A				
School In Decline	N/A	N/A	N/A	N/A	2.0	2	N/A	N/A				
Number of Schools	N/A	N/A	N/A	N/A	100.0	81	N/A	N/A				
Schools By Levels of Corrective Actions												
Not in Corrective Actions	96.3	78	96.3	78	80.0	80	81.4	79				
Corrective Actions I (CA I)	3.7	3	3.7	3	18.0	18	16.5	16				
Corrective Actions II (CA II)	0.0	0	0.0	0	2.0	2	2.1	2				
Corrective Actions III (CA III)	0.0	0	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	67.9	55	N/A	N/A				

~ = Unavailable or insufficient 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 9

School Characteristics and Accountability Information of East Baton Rouge Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
State												
Total Number of Schools		1,507		1,533		1,532		1,538				
October 1 Membership		766,169		753,905		741,553		730,252				
Number of Faculty		54,244		55,402		55,526		55,528				
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	N/A	N/A				
School of Academic Distinction	1.3	15	N/A	N/A	1.1	15	N/A	N/A				
School of Academic Achievement	7.9	94	N/A	N/A	14.7	204	N/A	N/A				
Academically Above the State Average	44.1	525	N/A	N/A	32.7	455	N/A	N/A				
Academically Below the State Average	41.9	499	N/A	N/A	48.2	670	N/A	N/A				
Academically Unacceptable School	4.8	57	N/A	N/A	3.0	42	N/A	N/A				
Number of Schools [1]	100.0	1,191	N/A	N/A	100.0	1,390	N/A	N/A				
Schools By Growth Label												
No Label Assigned [2]	N/A	N/A	N/A	N/A	5.8	68	N/A	N/A				
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.6	514	N/A	N/A				
Recognized Academic Growth	N/A	N/A	N/A	N/A	25.5	301	N/A	N/A				
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.0	212	N/A	N/A				
No Growth	N/A	N/A	N/A	N/A	4.7	55	N/A	N/A				
School In Decline	N/A	N/A	N/A	N/A	2.5	29	N/A	N/A				
Number of Schools	N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A				
Schools By Levels of Corrective Actions												
Not in Corrective Actions	95.2	1,134	95.6	1,121	85.3	1,185	86.0	1,184				
Corrective Actions I (CA I)	4.8	57	4.4	52	13.0	181	12.7	175				
Corrective Actions II (CA II)	0.0	0	0.0	0	1.7	24	1.7	23				
Corrective Actions III (CA III)	0.0	0	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	68.2	804	N/A	N/A				

~ = Unavailable or insufficient 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 10, 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

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 10

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*
017001	Arlington Prepatory Academy	60.0	12	60.0	15	60.0	15	56.0	14				
017002	Audubon Elementary School	51.6	16	50.0	16	56.3	18	51.9	14				
017003	Baker Heights Elementary School	47.5	19	52.8	19	43.6	17	50.0	16				
017004	Baker High School	50.6	41	51.9	42	54.4	43	48.1	38				
017005	Baker Middle School	46.7	21	52.0	26	52.1	25	49.0	25				
017006	Bakerfield Elementary School	46.4	13	38.7	12	35.5	11	38.7	12				
017007	Banks Elementary School	43.3	13	34.4	11	29.0	9	31.3	10				
017008	Baton Rouge High School	58.2	39	64.7	44	61.4	43	62.2	46				
017009	Beechwood Elementary School	57.7	15	62.1	18	63.0	17	50.0	12				
017010	Belaire High School	54.3	44	53.9	41	53.4	39	52.0	39				
017011	Belfair Elementary School	37.1	13	35.1	13	28.2	11	44.4	12				
017012	Bellingrath Hills Elementary School	46.9	15	42.4	14	41.2	14	46.4	13				
017013	Bernard Terrace Elementary School	53.6	15	50.0	15	48.5	16	48.5	16				
017014	Broadmoor Elementary School	47.1	16	43.8	14	22.6	7	26.5	9				
017015	Broadmoor Middle School	52.5	32	47.1	32	51.6	32	57.6	34				
017016	Broadmoor Senior High School	45.5	35	50.0	37	45.1	32	46.4	32				
017017	Brookstown Elementary School	63.5	33	54.2	26	52.8	28	54.3	25				
017018	Brownfields Elementary School	58.6	17	52.9	18	45.9	17	44.1	15				
017019	Buchanan Elementary School	69.7	23	58.8	20	50.0	19	52.9	18				
017020	Capitol Middle School	45.1	23	45.8	22	60.4	29	56.0	28				
017021	Capitol Senior High School	53.7	44	51.7	46	51.9	42	56.8	42				
017022	Cedarcrest-Southmoor Elementary School	42.4	14	44.1	15	40.0	14	45.2	14				
017023	Central High School	53.9	41	53.8	42	46.2	36	44.9	31				
017024	Central Middle School	40.7	24	38.1	24	34.4	22	42.3	22				
017025	Baton Rouge Preparatory Academy	56.5	13	59.1	13	47.8	11	47.6	10				
017026	Claiborne Elementary School	39.4	13	37.8	14	39.4	13	30.0	9				
017027	Crestworth Elementary School	53.1	17	51.4	18	51.4	18	46.9	15				
017028	Crestworth Middle School	38.5	15	50.0	19	50.0	18	55.6	20				
017029	Dalton Elementary School	46.9	15	40.0	12	30.0	9	26.7	8				
017030	Delmont Elementary School	34.3	12	33.3	13	18.8	6	33.3	11				
017031	Southdowns School	65.2	15	69.6	16	62.5	15	65.2	15				
017032	Dufrocq Elementary School	58.1	18	44.1	15	50.0	14	51.9	14				
017033	Eden Park Elementary School	39.3	11	47.1	16	50.0	18	48.7	19				
017034	Forest Heights Elementary School	51.6	16	55.6	20	47.1	16	39.4	13				
017035	Glasgow Middle School	56.9	33	55.4	31	51.0	25	59.2	29				
017036	Glen Oaks Middle School	46.3	25	42.9	24	42.1	24	56.6	30				

~ = Unavailable or insufficient data

Table 10

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*
017037	Glen Oaks Park Elementary School	51.4	19	47.4	18	44.4	16	51.5	17				
017038	Glen Oaks Senior High School	59.0	46	49.4	42	44.3	35	49.3	37				
017040	Greenbrier Elementary School	48.0	12	52.0	13	44.4	12	48.0	12				
017041	Greenville Elementary School	54.3	25	51.1	24	37.8	17	50.0	17				
017042	Harding Elementary School	38.5	10	28.1	9	35.7	10	53.6	15				
017043	Highland Elementary School	62.5	15	32.1	9	46.2	12	42.9	12				
017044	Howell Park Elementary School	40.0	12	34.4	11	38.7	12	33.3	11				
017045	Istrouma Senior High School	44.3	35	47.6	40	41.9	36	43.0	34				
017046	Istrouma Middle Magnet School	33.3	18	31.3	15	34.7	17	32.0	16				
017047	Jefferson Terrace Elementary School	50.0	16	45.7	16	40.0	14	48.5	16				
017048	Kenilworth Middle School	41.4	24	35.8	19	29.8	17	31.6	18				
017049	Lanier Elementary School	43.8	14	44.1	15	39.4	13	34.4	11				
017050	LaBelle Aire Elementary School	44.0	22	36.5	19	33.3	18	37.3	19				
017051	LaSalle Elementary School	46.9	15	51.4	19	60.6	20	58.8	20				
017052	Robert E. Lee High School	50.0	34	46.5	33	41.6	32	45.5	30				
017053	Magnolia Woods Elementary School	40.0	12	41.2	14	40.6	13	37.9	11				
017054	Mayfair Elementary School	45.5	10	47.6	10	47.6	10	40.9	9				
017055	McKinley Middle Magnet School	63.6	35	59.3	35	49.1	26	47.3	26				
017056	McKinley Senior High School	66.7	44	58.9	43	63.9	46	63.4	45				
017057	Melrose Elementary School	42.9	12	43.3	13	50.0	15	59.3	16				
017058	Merrydale Elementary School	53.1	17	45.7	16	44.4	16	35.3	12				
017059	Mohican Center	58.1	18	65.1	28	62.9	22	61.1	22				
017060	Wilma C. Montgomery Education Center	46.2	6	~	~	60.0	6	63.6	7				
017061	Nicholson Elementary School	52.6	10	50.0	11	60.0	12	50.0	11				
017062	North Highlands Elementary School	51.9	14	55.6	15	52.0	13	48.1	13				
017063	Northdale Alternative Magnet Academy	37.5	6	38.9	7	47.1	8	58.8	10				
017064	Northeast Elementary School	39.2	20	38.0	19	33.3	16	33.3	15				
017065	Northeast High School	40.8	20	34.0	18	35.4	17	40.8	20				
017066	Northwestern Elementary School	45.2	14	31.3	10	34.4	11	38.7	12				
017067	Northwestern Middle School	41.5	22	36.8	21	41.1	23	44.0	22				
017068	Park Elementary School	30.6	11	33.3	12	28.9	11	41.2	14				
017069	Park Forest Elementary School	52.6	20	53.5	23	47.6	20	64.7	22				
017070	Park Forest Middle School	43.5	27	42.9	27	43.9	29	44.3	27				
017071	Park Ridge Elementary School	56.3	18	50.0	16	44.1	15	38.7	12				
017072	Parkview Elementary School	41.2	14	37.5	12	41.4	12	53.6	15				
017073	Polk Elementary School	51.7	15	48.6	17	51.4	18	51.5	17				

~ = Unavailable or insufficient data

Table 10

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*
017074	Prescott Middle School	49.3	36	47.2	34	48.7	38	49.3	36				
017075	Progress Elementary School	44.0	11	46.7	14	50.0	14	42.3	11				
017077	Riveroaks Elementary School	63.3	19	52.9	18	48.4	15	46.9	15				
017078	Ryan Elementary School	32.1	9	22.6	7	31.0	9	46.7	14				
017079	Scotlandville Magnet High School	55.2	37	54.5	36	45.6	26	36.5	19				
017080	Scotlandville Middle School	40.4	19	35.4	17	41.9	18	39.5	17				
017081	Sharon Hills Elementary School	43.5	10	40.0	10	32.0	8	38.5	10				
017082	Shenandoah Elementary School	35.7	10	32.3	10	34.5	10	35.7	10				
017083	Sherwood Middle School	40.7	24	36.2	21	36.8	21	41.1	23				
017084	South Boulevard Extended Day School	37.5	9	21.7	5	19.0	4	25.0	5				
017085	Southeast Middle School	40.0	24	39.7	25	37.1	23	37.9	22				
017087	Tanglewood Elementary School	44.4	16	45.7	16	50.0	17	51.5	17				
017088	Tara High School	45.2	38	45.1	41	45.5	40	48.8	40				
017089	Twin Oaks Elementary School	51.6	16	51.6	16	50.0	16	48.4	15				
017091	University Terrace Elementary School	31.6	12	25.0	10	23.7	9	26.3	10				
017092	Valley Park School	~	~	56.8	25	65.3	32	60.9	28				
017093	Villa del Rey Elementary School	32.3	10	35.5	11	34.3	12	37.5	12				
017094	Baton Rouge Visual and Performing Arts Center	55.6	15	62.1	18	58.1	18	67.7	21				
017095	Wedgewood Elementary School	42.9	18	45.7	21	45.7	21	42.1	16				
017096	Westdale Elementary School	65.5	19	58.1	18	50.0	15	44.8	13				
017097	Westdale Middle School	62.9	39	55.7	34	54.8	34	56.1	37				
017098	Westminster Elementary School	56.0	14	41.4	12	40.6	13	54.8	17				
017100	Wildwood Elementary School	59.3	16	51.9	14	50.0	13	37.0	10				
017101	Winbourne Elementary School	36.7	11	40.6	13	35.5	11	30.0	9				
017102	Woodlawn High School	58.1	36	53.7	36	50.7	34	50.0	34				
017103	Zachary Elementary School	47.6	20	48.8	20	37.5	15	39.0	16				
017104	Zachary High School	38.4	28	38.9	28	33.3	25	34.7	26				
017110	Children's Charter School	50.0	2	~	~	0.0	0	0.0	0				
017111	Community School For Apprenticeship Learning	33.3	2	~	~	20.0	2	50.0	2				
017112	J. K. Haynes Foundation	50.0	1	~	~	0.0	0	0.0	0				
017113	White Hills Preparatory Academy	46.2	6	52.9	9	52.6	10	38.1	8				
017114	Staring Education Center	~	~	~	~	50.0	10	47.8	11				
District		48.5	1,990	46.5	2,001	44.7	1,916	46.3	1,897				
State		38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663				

~ = Unavailable or insufficient data

Teacher Certification

It is imperative that our students receive academic instruction from quality professionals. One mechanism for ensuring teacher quality is the licensure or certification of classroom teachers. Research suggests that teacher certification in the field of instruction is essential. Rigorous certification and licensure requirements, as well as strengthening teacher preparation programs, are thought to be keys to ensuring quality public education.

Data Presentation

Table 11 displays the data used to calculate the Certified Teachers Index for the 2000-2001 District Accountability Report Cards. This table presents the number and percent of certified teachers district-wide, at all schools. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Definitions

- *Certified Teachers*- Certified teachers are defined as those teachers who meet the following criteria:
  - teach a K-8 core course (elementary studies, English Language Arts, mathematics, science, or social studies);
  - hold an A, B, or C certificate; and
  - are certificated in all the K-8 core courses that they teach or have been certified in accordance with the 12-hour rule.

Method of Calculation

These numbers of certified teachers are based on 2000-2001 data taken from schools whose grade configurations include any of the grades K-8. District Accountability first checked all teachers within the district who taught any K-8 core course. If the teacher did not meet the District Accountability criteria for certification for every core course that he or she taught during the 2000-2001 school year, he or she was not considered.

Data Sources

The number of standard and non-standard teaching certificates is district-reported data submitted to the Louisiana Department of Education via the *Annual School Report* (ASR) database. The Annual School Report (ASR) database for school year 2000-2001 provided the data on the courses being taught by each teacher. Those teachers teaching K-8 core courses were checked against the Teacher Certification (TCR) database to ascertain whether or not they held the appropriate A, B or C certificate for every core course taught. Data confirming the 12-hour rule compliance came from ASR.

Formula Used to Calculate Percent of Certified Teachers

$$\textit{Percent of Certified Teachers} = \frac{\textit{Number of Certified Teachers in grades K-8}}{\textit{Total Number of Teachers in grades K-8}} \times 100$$

Table 11: Certified Teachers

Percent and Number of Certified Teachers *

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017002	Audubon Elementary School	~	~	~	~	95.2	20	~	~				
017003	Baker Heights Elementary School	~	~	~	~	73.1	19	~	~				
017004	Baker High School	~	~	~	~	66.7	2	~	~				
017005	Baker Middle School	~	~	~	~	76.0	19	~	~				
017006	Bakerfield Elementary School	~	~	~	~	100.0	18	~	~				
017007	Banks Elementary School	~	~	~	~	89.5	17	~	~				
017009	Beechwood Elementary School	~	~	~	~	85.7	12	~	~				
017011	Belfair Elementary School	~	~	~	~	73.3	11	~	~				
017012	Bellingrath Hills Elementary School	~	~	~	~	100.0	24	~	~				
017013	Bernard Terrace Elementary School	~	~	~	~	82.4	14	~	~				
017014	Broadmoor Elementary School	~	~	~	~	95.0	19	~	~				
017015	Broadmoor Middle School	~	~	~	~	88.0	22	~	~				
017017	Brookstown Elementary School	~	~	~	~	75.0	18	~	~				
017018	Brownfields Elementary School	~	~	~	~	62.5	10	~	~				
017019	Buchanan Elementary School	~	~	~	~	100.0	14	~	~				
017020	Capitol Middle School	~	~	~	~	77.8	14	~	~				
017021	Capitol Senior High School	~	~	~	~	0.0	0	~	~				
017022	Cedarcrest-Southmoor Elementary School	~	~	~	~	100.0	25	~	~				
017023	Central High School	~	~	~	~	0.0	0	~	~				
017024	Central Middle School	~	~	~	~	83.8	31	~	~				
017026	Claiborne Elementary School	~	~	~	~	82.4	14	~	~				
017027	Crestworth Elementary School	~	~	~	~	85.7	18	~	~				
017028	Crestworth Middle School	~	~	~	~	62.5	10	~	~				
017029	Dalton Elementary School	~	~	~	~	50.0	9	~	~				
017030	Delmont Elementary School	~	~	~	~	68.4	13	~	~				
017032	Dufrocq Elementary School	~	~	~	~	83.3	10	~	~				
017033	Eden Park Elementary School	~	~	~	~	70.6	12	~	~				
017034	Forest Heights Elementary School	~	~	~	~	83.3	15	~	~				
017035	Glasgow Middle School	~	~	~	~	95.5	21	~	~				
017036	Glen Oaks Middle School	~	~	~	~	72.7	16	~	~				
017037	Glen Oaks Park Elementary School	~	~	~	~	88.9	16	~	~				
017038	Glen Oaks Senior High School	~	~	~	~	100.0	1	~	~				
017040	Greenbrier Elementary School	~	~	~	~	100.0	13	~	~				
017041	Greenville Elementary School	~	~	~	~	100.0	16	~	~				
017042	Harding Elementary School	~	~	~	~	75.0	12	~	~				

~ = Unavailable or insufficient data

* = Number and percents are for schools with grades K-8 only

Table 11: Certified Teachers

Percent and Number of Certified Teachers *

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017043	Highland Elementary School	~	~	~	~	92.3	12	~	~				
017044	Howell Park Elementary School	~	~	~	~	73.9	17	~	~				
017046	Istrouma Middle Magnet School	~	~	~	~	52.0	13	~	~				
017047	Jefferson Terrace Elementary School	~	~	~	~	100.0	24	~	~				
017048	Kenilworth Middle School	~	~	~	~	87.5	21	~	~				
017049	Lanier Elementary School	~	~	~	~	85.0	17	~	~				
017050	LaBelle Aire Elementary School	~	~	~	~	81.1	30	~	~				
017051	LaSalle Elementary School	~	~	~	~	85.7	12	~	~				
017052	Robert E. Lee High School	~	~	~	~	100.0	1	~	~				
017053	Magnolia Woods Elementary School	~	~	~	~	100.0	16	~	~				
017054	Mayfair Elementary School	~	~	~	~	100.0	11	~	~				
017055	McKinley Middle Magnet School	~	~	~	~	81.0	17	~	~				
017056	McKinley Senior High School	~	~	~	~	100.0	1	~	~				
017057	Melrose Elementary School	~	~	~	~	82.4	14	~	~				
017058	Merrydale Elementary School	~	~	~	~	66.7	14	~	~				
017059	Mohican Center	~	~	~	~	85.7	6	~	~				
017061	Nicholson Elementary School	~	~	~	~	100.0	10	~	~				
017062	North Highlands Elementary School	~	~	~	~	78.6	11	~	~				
017064	Northeast Elementary School	~	~	~	~	93.1	27	~	~				
017065	Northeast High School	~	~	~	~	90.9	10	~	~				
017066	Northwestern Elementary School	~	~	~	~	90.9	20	~	~				
017067	Northwestern Middle School	~	~	~	~	93.3	28	~	~				
017068	Park Elementary School	~	~	~	~	66.7	14	~	~				
017069	Park Forest Elementary School	~	~	~	~	78.6	22	~	~				
017070	Park Forest Middle School	~	~	~	~	81.3	26	~	~				
017071	Park Ridge Elementary School	~	~	~	~	100.0	21	~	~				
017072	Parkview Elementary School	~	~	~	~	100.0	22	~	~				
017073	Polk Elementary School	~	~	~	~	61.9	13	~	~				
017074	Prescott Middle School	~	~	~	~	83.3	25	~	~				
017075	Progress Elementary School	~	~	~	~	57.1	8	~	~				
017077	Riveroaks Elementary School	~	~	~	~	88.2	15	~	~				
017078	Ryan Elementary School	~	~	~	~	83.3	15	~	~				
017080	Scotlandville Middle School	~	~	~	~	73.7	14	~	~				
017081	Sharon Hills Elementary School	~	~	~	~	83.3	10	~	~				
017082	Shenandoah Elementary School	~	~	~	~	94.4	17	~	~				

~ = Unavailable or insufficient data

* = Number and percents are for schools with grades K-8 only

Table 11: Certified Teachers

Percent and Number of Certified Teachers *

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017083	Sherwood Middle School	~	~	~	~	87.5	28	~	~				
017084	South Boulevard Extended Day School	~	~	~	~	75.0	9	~	~				
017085	Southeast Middle School	~	~	~	~	84.4	27	~	~				
017087	Tanglewood Elementary School	~	~	~	~	100.0	24	~	~				
017088	Tara High School	~	~	~	~	50.0	1	~	~				
017089	Twin Oaks Elementary School	~	~	~	~	94.4	17	~	~				
017091	University Terrace Elementary School	~	~	~	~	81.0	17	~	~				
017092	Valley Park School	~	~	~	~	57.1	4	~	~				
017093	Villa del Rey Elementary School	~	~	~	~	94.1	16	~	~				
017094	Baton Rouge Visual and Performing Arts	~	~	~	~	88.9	16	~	~				
017095	Wedgewood Elementary School	~	~	~	~	96.4	27	~	~				
017096	Westdale Elementary School	~	~	~	~	85.7	12	~	~				
017097	Westdale Middle School	~	~	~	~	85.0	17	~	~				
017098	Westminster Elementary School	~	~	~	~	85.7	12	~	~				
017100	Wildwood Elementary School	~	~	~	~	87.5	14	~	~				
017101	Winbourne Elementary School	~	~	~	~	66.7	12	~	~				
017102	Woodlawn High School	~	~	~	~	100.0	1	~	~				
017103	Zachary Elementary School	~	~	~	~	100.0	30	~	~				
017110	Children's Charter School	~	~	~	~	83.3	5	~	~				
017111	Community School For Apprenticeship L	~	~	~	~	33.3	3	~	~				
017112	J. K. Haynes Foundation	~	~	~	~	50.0	3	~	~				
017113	White Hills Preparatory Academy	~	~	~	~	50.0	5	~	~				
017114	Staring Education Center	~	~	~	~	76.9	10	~	~				
District		~	~	~	~	83.4	1,369	~	~				
State		~	~	~	~	89.9	21,544	~	~				

~ = Unavailable or insufficient data

* = Number and percents are for schools with grades K-8 only

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 12a, 12b, 12c, and 12d (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, 27-33 and 34+. 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.

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 12a: 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*
017002	**Audubon Elementary School**												
	Class Size Range 1 - 20	11.9	5	28.6	12	30.4	45	46.2	18				
	Class Size Range 21 - 26	88.1	37	66.7	28	57.4	85	43.6	17				
	Class Size Range 27 - 33	0.0	0	4.8	2	12.2	18	10.3	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017003	**Baker Heights Elementary School**												
	Class Size Range 1 - 20	36.6	15	48.6	17	29.4	15	50.0	20				
	Class Size Range 21 - 26	63.4	26	40.0	14	66.7	34	42.5	17				
	Class Size Range 27 - 33	0.0	0	11.4	4	3.9	2	7.5	3				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017006	**Bakerfield Elementary School**												
	Class Size Range 1 - 20	20.0	5	25.0	6	60.0	15	35.0	7				
	Class Size Range 21 - 26	80.0	20	75.0	18	24.0	6	65.0	13				
	Class Size Range 27 - 33	0.0	0	0.0	0	16.0	4	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017007	**Banks Elementary School**												
	Class Size Range 1 - 20	75.0	24	85.0	34	66.0	31	89.7	26				
	Class Size Range 21 - 26	25.0	8	15.0	6	31.9	15	10.3	3				
	Class Size Range 27 - 33	0.0	0	0.0	0	2.1	1	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017009	**Beechwood Elementary School**												
	Class Size Range 1 - 20	77.8	21	47.8	11	27.0	10	27.8	5				
	Class Size Range 21 - 26	22.2	6	47.8	11	62.2	23	72.2	13				
	Class Size Range 27 - 33	0.0	0	4.4	1	10.8	4	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017011	**Belfair Elementary School**												
	Class Size Range 1 - 20	34.8	16	30.4	14	64.1	25	47.1	8				
	Class Size Range 21 - 26	60.9	28	67.4	31	35.9	14	41.2	7				
	Class Size Range 27 - 33	4.4	2	2.2	1	0.0	0	11.8	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017012	**Bellingrath Hills Elementary School**												
	Class Size Range 1 - 20	0.0	0	27.8	10	0.0	0	0.0	0				
	Class Size Range 21 - 26	65.5	19	52.8	19	71.8	28	92.9	26				
	Class Size Range 27 - 33	34.5	10	19.4	7	28.2	11	7.1	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017013	**Bernard Terrace Elementary School**												
	Class Size Range 1 - 20	10.0	3	54.2	13	65.5	19	35.0	7				
	Class Size Range 21 - 26	76.7	23	37.5	9	34.5	10	60.0	12				
	Class Size Range 27 - 33	13.3	4	8.3	2	0.0	0	5.0	1				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017014	**Broadmoor Elementary School**												
	Class Size Range 1 - 20	21.4	6	76.5	26	58.8	20	24.1	7				
	Class Size Range 21 - 26	78.6	22	23.5	8	41.2	14	65.5	19				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	10.3	3				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017017	**Brookstown Elementary School**												
	Class Size Range 1 - 20	43.8	21	46.0	23	52.5	21	44.4	16				
	Class Size Range 21 - 26	54.2	26	52.0	26	40.0	16	33.3	12				
	Class Size Range 27 - 33	2.1	1	2.0	1	7.5	3	22.2	8				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017018	**Brownfields Elementary School**												
	Class Size Range 1 - 20	23.8	5	54.6	18	12.1	4	56.5	13				
	Class Size Range 21 - 26	76.2	16	27.3	9	72.7	24	43.5	10				
	Class Size Range 27 - 33	0.0	0	18.2	6	15.2	5	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017019	**Buchanan Elementary School**												
	Class Size Range 1 - 20	64.3	9	65.5	19	60.0	21	68.8	22				
	Class Size Range 21 - 26	35.7	5	31.0	9	28.6	10	31.3	10				
	Class Size Range 27 - 33	0.0	0	3.5	1	11.4	4	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017022	**Cedarcrest-Southmoor Elementary School**												
	Class Size Range 1 - 20	0.0	0	5.4	2	0.0	0	0.0	0				
	Class Size Range 21 - 26	100.0	37	78.4	29	100.0	37	85.7	24				
	Class Size Range 27 - 33	0.0	0	16.2	6	0.0	0	14.3	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017026	**Claiborne Elementary School**												
	Class Size Range 1 - 20	32.6	14	52.1	25	14.6	7	23.5	8				
	Class Size Range 21 - 26	67.4	29	41.7	20	85.4	41	50.0	17				
	Class Size Range 27 - 33	0.0	0	6.3	3	0.0	0	26.5	9				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017027	**Crestworth Elementary School**												
	Class Size Range 1 - 20	34.3	12	54.6	24	63.5	33	76.5	26				
	Class Size Range 21 - 26	51.4	18	45.5	20	30.8	16	23.5	8				
	Class Size Range 27 - 33	14.3	5	0.0	0	5.8	3	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017029	**Dalton Elementary School**												
	Class Size Range 1 - 20	66.7	18	69.6	16	48.7	19	58.7	27				
	Class Size Range 21 - 26	33.3	9	30.4	7	51.3	20	41.3	19				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017030	**Delmont Elementary School**												
	Class Size Range 1 - 20	29.6	13	68.9	31	72.2	26	69.6	16				
	Class Size Range 21 - 26	63.6	28	31.1	14	27.8	10	30.4	7				
	Class Size Range 27 - 33	6.8	3	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017031	**Southdowns School**												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	100.0	2	~	~				
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	0.0	0	~	~				
	Class Size Range 27 - 33	Combo	Combo	Combo	Combo	0.0	0	~	~				
	Class Size Range 34 +	Combo	Combo	Combo	Combo	0.0	0	~	~				

~ = Unavailable or insufficient data

Table 12a: 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*
017032	**Dufrocq Elementary School**												
	Class Size Range 1 - 20	64.0	16	45.7	16	87.5	21	87.0	20				
	Class Size Range 21 - 26	36.0	9	54.3	19	12.5	3	13.0	3				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017033	**Eden Park Elementary School**												
	Class Size Range 1 - 20	46.7	14	27.8	10	25.0	5	0.0	0				
	Class Size Range 21 - 26	53.3	16	66.7	24	75.0	15	100.0	19				
	Class Size Range 27 - 33	0.0	0	5.6	2	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017034	**Forest Heights Elementary School**												
	Class Size Range 1 - 20	53.1	17	73.5	36	52.3	23	79.0	30				
	Class Size Range 21 - 26	37.5	12	26.5	13	40.9	18	21.1	8				
	Class Size Range 27 - 33	9.4	3	0.0	0	6.8	3	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017037	**Glen Oaks Park Elementary School**												
	Class Size Range 1 - 20	58.5	24	53.9	21	39.0	16	19.2	5				
	Class Size Range 21 - 26	41.5	17	46.2	18	58.5	24	80.8	21				
	Class Size Range 27 - 33	0.0	0	0.0	0	2.4	1	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017040	**Greenbrier Elementary School**												
	Class Size Range 1 - 20	21.4	3	33.3	4	16.7	3	50.0	7				
	Class Size Range 21 - 26	64.3	9	66.7	8	72.2	13	35.7	5				
	Class Size Range 27 - 33	14.3	2	0.0	0	11.1	2	14.3	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017041	**Greenville Elementary School**												
	Class Size Range 1 - 20	21.6	8	24.1	7	32.1	9	33.3	9				
	Class Size Range 21 - 26	78.4	29	75.9	22	60.7	17	59.3	16				
	Class Size Range 27 - 33	0.0	0	0.0	0	7.1	2	7.4	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017042	**Harding Elementary School**												
	Class Size Range 1 - 20	41.2	7	33.3	8	30.4	7	23.5	4				
	Class Size Range 21 - 26	52.9	9	66.7	16	65.2	15	76.5	13				
	Class Size Range 27 - 33	5.9	1	0.0	0	4.4	1	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017043	**Highland Elementary School**												
	Class Size Range 1 - 20	76.9	10	75.0	15	61.9	13	75.0	15				
	Class Size Range 21 - 26	23.1	3	25.0	5	38.1	8	25.0	5				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017044	**Howell Park Elementary School**												
	Class Size Range 1 - 20	44.1	15	76.7	23	27.9	12	10.2	5				
	Class Size Range 21 - 26	47.1	16	23.3	7	72.1	31	89.8	44				
	Class Size Range 27 - 33	8.8	3	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017047	**Jefferson Terrace Elementary School**												
	Class Size Range 1 - 20	12.5	3	3.1	1	0.0	0	3.3	1				
	Class Size Range 21 - 26	75.0	18	78.1	25	100.0	31	83.3	25				
	Class Size Range 27 - 33	12.5	3	18.8	6	0.0	0	13.3	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017049	**Lanier Elementary School**												
	Class Size Range 1 - 20	39.5	17	54.6	24	44.9	22	76.5	26				
	Class Size Range 21 - 26	60.5	26	36.4	16	44.9	22	14.7	5				
	Class Size Range 27 - 33	0.0	0	9.1	4	10.2	5	8.8	3				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017050	**LaBelle Aire Elementary School**												
	Class Size Range 1 - 20	40.0	24	50.0	33	63.2	55	64.2	61				
	Class Size Range 21 - 26	60.0	36	40.9	27	35.6	31	29.5	28				
	Class Size Range 27 - 33	0.0	0	9.1	6	1.2	1	6.3	6				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017051	**LaSalle Elementary School**												
	Class Size Range 1 - 20	60.0	24	81.8	27	24.2	8	63.0	17				
	Class Size Range 21 - 26	35.0	14	18.2	6	75.8	25	37.0	10				
	Class Size Range 27 - 33	5.0	2	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017053	**Magnolia Woods Elementary School**												
	Class Size Range 1 - 20	36.4	8	68.2	15	68.2	15	78.3	18				
	Class Size Range 21 - 26	63.6	14	31.8	7	31.8	7	21.7	5				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017054	**Mayfair Elementary School**												
	Class Size Range 1 - 20	46.2	12	37.0	10	36.4	8	65.0	13				
	Class Size Range 21 - 26	50.0	13	63.0	17	63.6	14	35.0	7				
	Class Size Range 27 - 33	3.9	1	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017057	**Melrose Elementary School**												
	Class Size Range 1 - 20	62.5	20	88.0	22	60.0	21	56.7	17				
	Class Size Range 21 - 26	37.5	12	12.0	3	34.3	12	43.3	13				
	Class Size Range 27 - 33	0.0	0	0.0	0	5.7	2	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017058	**Merrydale Elementary School**												
	Class Size Range 1 - 20	19.4	6	26.1	6	44.4	20	7.4	5				
	Class Size Range 21 - 26	80.7	25	73.9	17	51.1	23	41.2	28				
	Class Size Range 27 - 33	0.0	0	0.0	0	4.4	2	51.5	35				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017059	**Mohican Center**												
	Class Size Range 1 - 20	100.0	12	91.7	11	91.7	11	Combo	Combo				
	Class Size Range 21 - 26	0.0	0	8.3	1	8.3	1	Combo	Combo				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	Combo	Combo				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	Combo	Combo				

~ = Unavailable or insufficient data

Table 12a: 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*
017061	**Nicholson Elementary School**												
	Class Size Range 1 - 20	17.9	5	79.3	23	53.3	16	80.0	36				
	Class Size Range 21 - 26	71.4	20	13.8	4	33.3	10	20.0	9				
	Class Size Range 27 - 33	10.7	3	6.9	2	13.3	4	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017062	**North Highlands Elementary School**												
	Class Size Range 1 - 20	66.7	12	43.8	7	72.7	16	18.9	7				
	Class Size Range 21 - 26	33.3	6	43.8	7	27.3	6	81.1	30				
	Class Size Range 27 - 33	0.0	0	12.5	2	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017064	**Northeast Elementary School**												
	Class Size Range 1 - 20	5.1	2	30.8	12	63.6	42	28.1	16				
	Class Size Range 21 - 26	82.1	32	69.2	27	36.4	24	71.9	41				
	Class Size Range 27 - 33	12.8	5	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017066	**Northwestern Elementary School**												
	Class Size Range 1 - 20	6.9	2	13.8	4	14.3	4	17.9	5				
	Class Size Range 21 - 26	75.9	22	86.2	25	71.4	20	67.9	19				
	Class Size Range 27 - 33	17.2	5	0.0	0	14.3	4	14.3	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017068	**Park Elementary School**												
	Class Size Range 1 - 20	43.2	16	25.6	11	25.0	9	35.1	13				
	Class Size Range 21 - 26	54.1	20	69.8	30	75.0	27	62.2	23				
	Class Size Range 27 - 33	2.7	1	4.7	2	0.0	0	2.7	1				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017069	**Park Forest Elementary School**												
	Class Size Range 1 - 20	35.3	18	43.6	24	39.3	22	66.7	24				
	Class Size Range 21 - 26	58.8	30	30.9	17	55.4	31	33.3	12				
	Class Size Range 27 - 33	5.9	3	25.5	14	5.4	3	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017071	**Park Ridge Elementary School**												
	Class Size Range 1 - 20	10.0	3	15.2	5	24.3	9	4.6	1				
	Class Size Range 21 - 26	90.0	27	75.8	25	64.9	24	90.9	20				
	Class Size Range 27 - 33	0.0	0	9.1	3	10.8	4	4.6	1				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017072	**Parkview Elementary School**												
	Class Size Range 1 - 20	0.0	0	12.5	4	21.4	6	4.8	1				
	Class Size Range 21 - 26	94.3	33	87.5	28	78.6	22	85.7	18				
	Class Size Range 27 - 33	5.7	2	0.0	0	0.0	0	9.5	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017073	**Polk Elementary School**												
	Class Size Range 1 - 20	66.7	20	81.0	34	66.7	40	83.7	41				
	Class Size Range 21 - 26	30.0	9	19.1	8	31.7	19	16.3	8				
	Class Size Range 27 - 33	3.3	1	0.0	0	1.7	1	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017075	**Progress Elementary School**												
	Class Size Range 1 - 20	40.0	16	67.9	19	21.1	4	47.1	8				
	Class Size Range 21 - 26	37.5	15	32.1	9	79.0	15	41.2	7				
	Class Size Range 27 - 33	22.5	9	0.0	0	0.0	0	11.8	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017077	**Riveroaks Elementary School**												
	Class Size Range 1 - 20	8.7	2	24.0	6	17.7	3	22.2	4				
	Class Size Range 21 - 26	65.2	15	64.0	16	70.6	12	77.8	14				
	Class Size Range 27 - 33	26.1	6	12.0	3	11.8	2	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017078	**Ryan Elementary School**												
	Class Size Range 1 - 20	68.6	24	40.0	14	86.0	43	78.4	29				
	Class Size Range 21 - 26	31.4	11	60.0	21	14.0	7	18.9	7				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	2.7	1				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

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Table 12a: 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*
017081	**Sharon Hills Elementary School**												
	Class Size Range 1 - 20	16.7	2	76.9	10	41.7	5	50.0	7				
	Class Size Range 21 - 26	75.0	9	23.1	3	58.3	7	35.7	5				
	Class Size Range 27 - 33	8.3	1	0.0	0	0.0	0	14.3	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017082	**Shenandoah Elementary School**												
	Class Size Range 1 - 20	12.9	4	21.9	7	25.8	8	0.0	0				
	Class Size Range 21 - 26	87.1	27	78.1	25	74.2	23	100.0	32				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017084	**South Boulevard Extended Day School**												
	Class Size Range 1 - 20	66.7	18	76.9	20	66.7	18	68.0	17				
	Class Size Range 21 - 26	33.3	9	23.1	6	33.3	9	32.0	8				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017087	**Tanglewood Elementary School**												
	Class Size Range 1 - 20	0.0	0	27.7	13	15.9	7	17.4	4				
	Class Size Range 21 - 26	82.1	32	34.0	16	63.6	28	65.2	15				
	Class Size Range 27 - 33	18.0	7	38.3	18	20.5	9	17.4	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017089	**Twin Oaks Elementary School**												
	Class Size Range 1 - 20	37.5	9	4.2	1	24.0	6	5.6	8				
	Class Size Range 21 - 26	58.3	14	87.5	21	68.0	17	88.8	127				
	Class Size Range 27 - 33	4.2	1	8.3	2	8.0	2	5.6	8				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017091	**University Terrace Elementary School**												
	Class Size Range 1 - 20	32.5	13	71.9	41	55.4	31	75.5	37				
	Class Size Range 21 - 26	67.5	27	28.1	16	39.3	22	20.4	10				
	Class Size Range 27 - 33	0.0	0	0.0	0	5.4	3	4.1	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017093	**Villa del Rey Elementary School**												
	Class Size Range 1 - 20	26.7	4	35.3	6	11.8	2	32.0	8				
	Class Size Range 21 - 26	60.0	9	52.9	9	88.2	15	56.0	14				
	Class Size Range 27 - 33	13.3	2	11.8	2	0.0	0	12.0	3				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Class Size Range 1 - 20	12.1	4	32.4	12	2.7	1	10.9	5				
	Class Size Range 21 - 26	84.9	28	62.2	23	97.3	36	89.1	41				
	Class Size Range 27 - 33	3.0	1	5.4	2	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017095	**Wedgewood Elementary School**												
	Class Size Range 1 - 20	10.3	6	40.3	25	11.3	6	7.3	3				
	Class Size Range 21 - 26	72.4	42	54.8	34	64.2	34	70.7	29				
	Class Size Range 27 - 33	17.2	10	4.8	3	24.5	13	22.0	9				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017096	**Westdale Elementary School**												
	Class Size Range 1 - 20	86.1	31	100.0	31	77.4	24	60.6	20				
	Class Size Range 21 - 26	13.9	5	0.0	0	22.6	7	39.4	13				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017098	**Westminster Elementary School**												
	Class Size Range 1 - 20	36.0	9	47.6	10	30.0	6	39.1	9				
	Class Size Range 21 - 26	52.0	13	52.4	11	70.0	14	60.9	14				
	Class Size Range 27 - 33	12.0	3	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017100	**Wildwood Elementary School**												
	Class Size Range 1 - 20	29.6	8	40.0	10	40.7	11	60.0	9				
	Class Size Range 21 - 26	70.4	19	40.0	10	59.3	16	40.0	6				
	Class Size Range 27 - 33	0.0	0	20.0	5	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
017101	**Winbourne Elementary School**												
	Class Size Range 1 - 20	68.2	30	60.8	45	67.2	45	88.9	40				
	Class Size Range 21 - 26	31.8	14	39.2	29	28.4	19	11.1	5				
	Class Size Range 27 - 33	0.0	0	0.0	0	4.5	3	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017103	**Zachary Elementary School**												
	Class Size Range 1 - 20	0.0	0	0.0	0	11.4	5	20.9	9				
	Class Size Range 21 - 26	83.7	36	62.2	28	88.6	39	74.4	32				
	Class Size Range 27 - 33	16.3	7	37.8	17	0.0	0	4.7	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017110	**Children's Charter School**												
	Class Size Range 1 - 20	100.0	4	40.0	2	100.0	6	83.3	5				
	Class Size Range 21 - 26	0.0	0	60.0	3	0.0	0	16.7	1				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017112	**J. K. Haynes Foundation**												
	Class Size Range 1 - 20	60.0	3	83.3	5	37.5	3	85.7	6				
	Class Size Range 21 - 26	40.0	2	16.7	1	62.5	5	14.3	1				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12a: 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*
District (Elementary Schools)												
Class Size Range 1 - 20	35.3	692	47.2	991	42.2	980	41.9	851				
Class Size Range 21 - 26	59.2	1,161	46.7	981	52.6	1,221	51.7	1,050				
Class Size Range 27 - 33	5.5	107	6.1	127	5.3	122	6.4	129				
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
District (All Schools)												
Class Size Range 1 - 20	36.7	3,403	38.1	3,571	39.3	3,667	40.1	3,546				
Class Size Range 21 - 26	39.1	3,632	35.2	3,292	36.8	3,435	36.4	3,221				
Class Size Range 27 - 33	24.2	2,244	26.7	2,503	23.8	2,221	23.5	2,074				
Class Size Range 34 +	0.0	2	0.0	0	0.0	0	0.0	0				
State (Elementary Schools)												
Class Size Range 1 - 20	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310				
Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403				
Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275				
Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3				
State (All Schools)												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394				
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581				
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809				
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15				

~ = Unavailable or insufficient data

Table 12b: 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*
017005	**Baker Middle School**												
	Class Size Range 1 - 20	19.1	29	17.8	28	27.6	45	40.5	70				
	Class Size Range 21 - 26	41.5	63	51.0	80	49.1	80	55.5	96				
	Class Size Range 27 - 33	39.5	60	31.2	49	23.3	38	4.1	7				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017015	**Broadmoor Middle School**												
	Class Size Range 1 - 20	57.8	123	31.1	70	30.2	60	23.7	41				
	Class Size Range 21 - 26	30.1	64	38.2	86	36.7	73	46.8	81				
	Class Size Range 27 - 33	12.2	26	30.7	69	33.2	66	29.5	51				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017020	**Capitol Middle School**												
	Class Size Range 1 - 20	39.2	62	23.2	32	35.4	52	50.3	83				
	Class Size Range 21 - 26	34.2	54	32.6	45	34.7	51	38.2	63				
	Class Size Range 27 - 33	26.6	42	44.2	61	29.9	44	11.5	19				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017024	**Central Middle School**												
	Class Size Range 1 - 20	19.2	42	26.8	67	31.3	77	24.6	47				
	Class Size Range 21 - 26	39.3	86	35.6	89	50.4	124	42.4	81				
	Class Size Range 27 - 33	41.6	91	37.6	94	18.3	45	33.0	63				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017028	**Crestworth Middle School**												
	Class Size Range 1 - 20	59.6	84	54.1	66	57.3	71	80.8	105				
	Class Size Range 21 - 26	32.6	46	39.3	48	35.5	44	17.7	23				
	Class Size Range 27 - 33	7.8	11	6.6	8	7.3	9	1.5	2				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017035	**Glasgow Middle School**												
	Class Size Range 1 - 20	70.2	87	68.3	138	68.6	105	78.5	124				
	Class Size Range 21 - 26	26.6	33	28.7	58	27.5	42	18.4	29				
	Class Size Range 27 - 33	3.2	4	3.0	6	3.9	6	3.2	5				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12b: 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*
017036	**Glen Oaks Middle School**												
	Class Size Range 1 - 20	40.5	70	44.9	71	70.7	106	47.5	84				
	Class Size Range 21 - 26	41.6	72	34.2	54	28.0	42	50.3	89				
	Class Size Range 27 - 33	17.9	31	20.9	33	1.3	2	2.3	4				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017046	**Istrouma Middle Magnet School**												
	Class Size Range 1 - 20	45.1	87	37.6	62	18.7	31	21.5	41				
	Class Size Range 21 - 26	44.0	85	29.7	49	39.2	65	55.5	106				
	Class Size Range 27 - 33	10.9	21	32.7	54	42.2	70	23.0	44				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017048	**Kenilworth Middle School**												
	Class Size Range 1 - 20	46.1	88	31.3	56	49.2	87	47.6	88				
	Class Size Range 21 - 26	35.6	68	38.0	68	36.7	65	36.2	67				
	Class Size Range 27 - 33	18.3	35	30.7	55	14.1	25	16.2	30				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017055	**McKinley Middle Magnet School**												
	Class Size Range 1 - 20	44.4	83	58.8	94	43.7	59	32.9	55				
	Class Size Range 21 - 26	37.4	70	28.8	46	31.9	43	39.5	66				
	Class Size Range 27 - 33	18.2	34	12.5	20	24.4	33	27.5	46				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017067	**Northwestern Middle School**												
	Class Size Range 1 - 20	17.9	36	29.6	63	42.9	88	38.4	73				
	Class Size Range 21 - 26	56.2	113	48.8	104	45.4	93	47.4	90				
	Class Size Range 27 - 33	25.9	52	21.6	46	11.7	24	14.2	27				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017070	**Park Forest Middle School**												
	Class Size Range 1 - 20	36.9	83	26.5	62	30.1	78	30.0	65				
	Class Size Range 21 - 26	36.0	81	36.3	85	44.8	116	45.2	98				
	Class Size Range 27 - 33	26.7	60	37.2	87	25.1	65	24.9	54				
	Class Size Range 34 +	0.4	1	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12b: 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*
017074	**Prescott Middle School**												
	Class Size Range 1 - 20	46.9	97	51.5	103	65.7	140	63.7	130				
	Class Size Range 21 - 26	44.4	92	45.0	90	27.7	59	28.4	58				
	Class Size Range 27 - 33	8.7	18	3.5	7	6.6	14	7.8	16				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017080	**Scotlandville Middle School**												
	Class Size Range 1 - 20	35.0	49	28.8	42	37.0	50	26.5	35				
	Class Size Range 21 - 26	49.3	69	50.0	73	44.4	60	63.6	84				
	Class Size Range 27 - 33	15.7	22	21.2	31	18.5	25	9.9	13				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017083	**Sherwood Middle School**												
	Class Size Range 1 - 20	26.9	61	23.3	49	26.9	56	18.1	38				
	Class Size Range 21 - 26	48.9	111	44.8	94	43.3	90	39.1	82				
	Class Size Range 27 - 33	24.2	55	31.9	67	29.8	62	42.9	90				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017085	**Southeast Middle School**												
	Class Size Range 1 - 20	20.9	46	12.5	29	17.1	41	16.8	32				
	Class Size Range 21 - 26	37.7	83	30.6	71	37.1	89	34.7	66				
	Class Size Range 27 - 33	41.4	91	56.9	132	45.8	110	48.4	92				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017097	**Westdale Middle School**												
	Class Size Range 1 - 20	63.1	118	47.0	79	24.6	33	49.7	86				
	Class Size Range 21 - 26	31.6	59	47.6	80	70.9	95	41.6	72				
	Class Size Range 27 - 33	5.4	10	5.4	9	4.5	6	8.7	15				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017111	**Community School For Apprenticeship Learning**												
	Class Size Range 1 - 20	100.0	38	~	~	72.3	34	~	~				
	Class Size Range 21 - 26	0.0	0	~	~	27.7	13	~	~				
	Class Size Range 27 - 33	0.0	0	~	~	0.0	0	~	~				
	Class Size Range 34 +	0.0	0	~	~	0.0	0	~	~				

~ = Unavailable or insufficient data

Table 12b: 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*
017113 White Hills Preparatory Academy												
Class Size Range 1 - 20	100.0	46	94.4	67	100.0	63	100.0	65				
Class Size Range 21 - 26	0.0	0	5.6	4	0.0	0	0.0	0				
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017114 Staring Education Center												
Class Size Range 1 - 20	~	~	~	~	78.0	71	95.5	84				
Class Size Range 21 - 26	~	~	~	~	22.0	20	4.6	4				
Class Size Range 27 - 33	~	~	~	~	0.0	0	0.0	0				
Class Size Range 34 +	~	~	~	~	0.0	0	0.0	0				
District (Middle/Jr. High Schools)												
Class Size Range 1 - 20	41.0	1,329	36.5	1,178	41.4	1,347	42.3	1,346				
Class Size Range 21 - 26	38.5	1,249	37.9	1,224	38.8	1,264	39.5	1,255				
Class Size Range 27 - 33	20.5	663	25.6	828	19.8	644	18.2	578				
Class Size Range 34 +	0.0	1	0.0	0	0.0	0	0.0	0				
District (All Schools)												
Class Size Range 1 - 20	36.7	3,403	38.1	3,571	39.3	3,667	40.1	3,546				
Class Size Range 21 - 26	39.1	3,632	35.2	3,292	36.8	3,435	36.4	3,221				
Class Size Range 27 - 33	24.2	2,244	26.7	2,503	23.8	2,221	23.5	2,074				
Class Size Range 34 +	0.0	2	0.0	0	0.0	0	0.0	0				
State (Middle/Jr. High Schools)												
Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262				
Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612				
Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682				
Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4				
State (All Schools)												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394				
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581				
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809				
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15				

~ = Unavailable or insufficient data

Table 12c: 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*
017001	**Arlington Prepatory Academy**												
	Class Size Range 1 - 20	100.0	28	100.0	27	100.0	34	100.0	37				
	Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017004	**Baker High School**												
	Class Size Range 1 - 20	22.6	59	20.9	56	23.7	58	22.8	54				
	Class Size Range 21 - 26	36.0	94	41.0	110	25.3	62	26.6	63				
	Class Size Range 27 - 33	41.4	108	38.1	102	51.0	125	50.6	120				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017008	**Baton Rouge High School**												
	Class Size Range 1 - 20	19.4	51	25.8	71	24.0	63	26.6	73				
	Class Size Range 21 - 26	27.4	72	25.8	71	20.2	53	25.1	69				
	Class Size Range 27 - 33	52.9	139	48.4	133	55.9	147	48.4	133				
	Class Size Range 34 +	0.4	1	0.0	0	0.0	0	0.0	0				
017010	**Belaire High School**												
	Class Size Range 1 - 20	33.7	99	26.9	68	19.3	47	30.0	69				
	Class Size Range 21 - 26	41.2	121	43.1	109	33.3	81	42.6	98				
	Class Size Range 27 - 33	25.2	74	30.0	76	47.3	115	27.4	63				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017016	**Broadmoor Senior High School**												
	Class Size Range 1 - 20	16.1	45	12.7	35	18.3	47	18.4	45				
	Class Size Range 21 - 26	33.7	94	32.6	90	25.7	66	37.1	91				
	Class Size Range 27 - 33	50.2	140	54.7	151	56.0	144	44.5	109				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017021	**Capitol Senior High School**												
	Class Size Range 1 - 20	48.5	131	50.0	141	48.6	118	38.2	89				
	Class Size Range 21 - 26	37.4	101	35.8	101	33.7	82	32.2	75				
	Class Size Range 27 - 33	14.1	38	14.2	40	17.7	43	29.6	69				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12c: 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*
017023	**Central High School**												
	Class Size Range 1 - 20	12.1	35	19.2	55	19.0	51	19.8	49				
	Class Size Range 21 - 26	35.3	102	29.3	84	27.1	73	25.1	62				
	Class Size Range 27 - 33	52.6	152	51.6	148	53.9	145	55.1	136				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017025	**Baton Rouge Preparatory Academy**												
	Class Size Range 1 - 20	100.0	41	100.0	42	100.0	51	94.3	50				
	Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	3.8	2				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	1.9	1				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017038	**Glen Oaks Senior High School**												
	Class Size Range 1 - 20	31.2	76	42.0	113	39.1	93	45.2	108				
	Class Size Range 21 - 26	25.8	63	17.8	48	20.2	48	20.5	49				
	Class Size Range 27 - 33	43.0	105	40.2	108	40.8	97	34.3	82				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017045	**Istrouma Senior High School**												
	Class Size Range 1 - 20	27.4	72	31.5	80	46.5	133	42.9	103				
	Class Size Range 21 - 26	29.7	78	31.5	80	31.8	91	26.3	63				
	Class Size Range 27 - 33	43.0	113	37.0	94	21.7	62	30.8	74				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017052	**Robert E. Lee High School**												
	Class Size Range 1 - 20	27.3	65	27.2	66	31.1	74	36.3	70				
	Class Size Range 21 - 26	29.0	69	24.3	59	28.2	67	21.2	41				
	Class Size Range 27 - 33	43.7	104	48.6	118	40.8	97	42.5	82				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017056	**McKinley Senior High School**												
	Class Size Range 1 - 20	59.8	146	45.0	112	48.8	78	51.7	89				
	Class Size Range 21 - 26	27.5	67	23.7	59	24.4	39	22.7	39				
	Class Size Range 27 - 33	12.7	31	31.3	78	26.9	43	25.6	44				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12c: 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*
017063	**Northdale Alternative Magnet Academy**												
	Class Size Range 1 - 20	95.5	64	100.0	73	97.1	67	94.4	67				
	Class Size Range 21 - 26	4.5	3	0.0	0	2.9	2	5.6	4				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017065	**Northeast High School**												
	Class Size Range 1 - 20	55.4	93	71.3	114	61.5	83	64.4	85				
	Class Size Range 21 - 26	30.4	51	20.6	33	28.2	38	22.7	30				
	Class Size Range 27 - 33	14.3	24	8.1	13	10.4	14	12.9	17				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017079	**Scotlandville Magnet High School**												
	Class Size Range 1 - 20	31.8	77	35.1	73	54.0	102	37.1	62				
	Class Size Range 21 - 26	38.8	94	28.4	59	21.2	40	26.4	44				
	Class Size Range 27 - 33	29.3	71	36.5	76	24.9	47	36.5	61				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017088	**Tara High School**												
	Class Size Range 1 - 20	27.4	82	27.2	83	26.7	78	26.8	68				
	Class Size Range 21 - 26	23.8	71	26.2	80	32.5	95	26.0	66				
	Class Size Range 27 - 33	48.8	146	46.6	142	40.8	119	47.2	120				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017092	**Valley Park School**												
	Class Size Range 1 - 20	100.0	101	100.0	98	100.0	80	100.0	120				
	Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017102	**Woodlawn High School**												
	Class Size Range 1 - 20	19.5	44	17.6	38	8.5	18	8.3	19				
	Class Size Range 21 - 26	29.7	67	15.7	34	27.8	59	29.7	68				
	Class Size Range 27 - 33	50.9	115	66.7	144	63.7	135	62.0	142				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 12c: 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*
017104	**Zachary High School**												
	Class Size Range 1 - 20	27.9	73	22.6	57	27.0	65	28.1	64				
	Class Size Range 21 - 26	28.6	75	27.8	70	22.4	54	21.9	50				
	Class Size Range 27 - 33	43.5	114	49.6	125	50.6	122	50.0	114				
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
017109	**Baton Rouge Marine Institute, Inc.**												
	Class Size Range 1 - 20	Combo	Combo	~	~	~	~	100.0	20				
	Class Size Range 21 - 26	Combo	Combo	~	~	~	~	0.0	0				
	Class Size Range 27 - 33	Combo	Combo	~	~	~	~	0.0	0				
	Class Size Range 34 +	Combo	Combo	~	~	~	~	0.0	0				
District (High Schools)													
	Class Size Range 1 - 20	33.9	1,382	34.7	1,402	35.8	1,340	37.0	1,341				
	Class Size Range 21 - 26	30.0	1,222	26.9	1,087	25.4	950	25.2	914				
	Class Size Range 27 - 33	36.1	1,474	38.4	1,548	38.9	1,455	37.7	1,367				
	Class Size Range 34 +	0.0	1	0.0	0	0.0	0	0.0	0				
District (All Schools)													
	Class Size Range 1 - 20	36.7	3,403	38.1	3,571	39.3	3,667	40.1	3,546				
	Class Size Range 21 - 26	39.1	3,632	35.2	3,292	36.8	3,435	36.4	3,221				
	Class Size Range 27 - 33	24.2	2,244	26.7	2,503	23.8	2,221	23.5	2,074				
	Class Size Range 34 +	0.0	2	0.0	0	0.0	0	0.0	0				
State (High Schools)													
	Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731				
	Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476				
	Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025				
	Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8				
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394				
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581				
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809				
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15				

~ = Unavailable or insufficient data

Table 12d: Class Size Characteristics

Combination 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*
017059 Mohican Center												
Class Size Range 1 - 20	Elem	Elem	Elem	Elem	Elem	Elem	80.0	8				
Class Size Range 21 - 26	Elem	Elem	Elem	Elem	Elem	Elem	20.0	2				
Class Size Range 27 - 33	Elem	Elem	Elem	Elem	Elem	Elem	0.0	0				
Class Size Range 34 +	Elem	Elem	Elem	Elem	Elem	Elem	0.0	0				
District (Combination Schools)												
Class Size Range 1 - 20	0.0	0	0.0	0	0.0	0	80.0	8				
Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	20.0	2				
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0				
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0				
District (All Schools)												
Class Size Range 1 - 20	36.7	3,403	38.1	3,571	39.3	3,667	40.1	3,546				
Class Size Range 21 - 26	39.1	3,632	35.2	3,292	36.8	3,435	36.4	3,221				
Class Size Range 27 - 33	24.2	2,244	26.7	2,503	23.8	2,221	23.5	2,074				
Class Size Range 34 +	0.0	2	0.0	0	0.0	0	0.0	0				
State (Combination Schools)												
Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091				
Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090				
Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827				
Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0				
State (All Schools)												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394				
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581				
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809				
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15				

~ = Unavailable or insufficient data

Section 3. Student Participation

Student Participation Overview 3-1
Student Attendance 3-2
Students Suspended and Expelled 3-9
Student Retention 3-29
Student Dropouts 3-41

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 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, Student Retention and Student Dropout. 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 (2000-2001).

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 13a, 13b, 13c, and 13d 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

Attendance is calculated for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. 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 13a: Percent of Student Attendance

Elementary Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017002	Audubon Elementary School	95.1	95.8	95.9	95.5		
017003	Baker Heights Elementary School	96.0	95.4	95.6	95.5		
017006	Bakerfield Elementary School	95.0	95.2	95.2	94.0		
017007	Banks Elementary School	96.2	95.7	95.2	95.6		
017009	Beechwood Elementary School	96.3	98.4	96.8	98.4		
017011	Belfair Elementary School	96.8	97.3	95.8	91.2		
017012	Bellingrath Hills Elementary School	96.3	96.5	96.7	96.4		
017013	Bernard Terrace Elementary School	95.1	95.7	96.1	95.8		
017014	Broadmoor Elementary School	94.0	99.1	94.4	94.6		
017017	Brookstown Elementary School	93.5	95.4	94.7	95.1		
017018	Brownfields Elementary School	96.5	97.0	96.9	97.1		
017019	Buchanan Elementary School	97.7	94.9	95.7	96.3		
017022	Cedarcrest-Southmoor Elementary School	96.1	95.7	95.3	96.2		
017026	Claiborne Elementary School	94.6	95.5	95.4	95.2		
017027	Crestworth Elementary School	94.9	97.0	97.3	95.8		
017029	Dalton Elementary School	94.8	98.1	96.0	95.9		
017030	Delmont Elementary School	96.1	95.0	94.1	94.8		
017031	Southdowns School	Combo	Combo	86.7	91.7		
017032	Dufrocq Elementary School	96.2	95.1	95.1	95.1		
017033	Eden Park Elementary School	97.0	100.0	96.4	96.7		
017034	Forest Heights Elementary School	96.0	96.0	96.1	96.0		
017037	Glen Oaks Park Elementary School	98.2	98.3	98.4	98.8		
017040	Greenbrier Elementary School	97.6	99.4	99.0	98.2		
017041	Greenville Elementary School	95.1	97.9	96.7	98.0		
017042	Harding Elementary School	95.4	94.2	95.0	94.2		
017043	Highland Elementary School	92.8	94.3	95.5	93.8		
017044	Howell Park Elementary School	94.6	94.8	94.7	94.4		
017047	Jefferson Terrace Elementary School	95.4	95.9	95.7	95.3		
017049	Lanier Elementary School	97.1	98.1	96.5	95.9		
017050	LaBelle Aire Elementary School	94.8	97.5	96.7	95.4		
017051	LaSalle Elementary School	95.3	94.3	93.5	94.0		
017053	Magnolia Woods Elementary School	94.9	94.7	94.9	94.7		
017054	Mayfair Elementary School	95.3	98.0	97.3	95.1		
017057	Melrose Elementary School	94.1	94.7	94.9	94.2		
017058	Merrydale Elementary School	95.7	95.9	95.9	95.7		

~ = Unavailable or insufficient data

Table 13a: Percent of Student Attendance

Elementary Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017059	Mohican Center	91.1	91.3	91.1	Combo		
017061	Nicholson Elementary School	95.8	96.3	94.6	96.2		
017062	North Highlands Elementary School	96.1	96.1	96.8	95.1		
017064	Northeast Elementary School	95.4	95.2	95.1	95.4		
017066	Northwestern Elementary School	95.7	95.7	96.2	96.9		
017068	Park Elementary School	95.3	97.3	95.9	95.5		
017069	Park Forest Elementary School	95.0	95.9	96.0	96.2		
017071	Park Ridge Elementary School	95.9	95.7	96.5	96.4		
017072	Parkview Elementary School	96.2	98.4	97.6	96.6		
017073	Polk Elementary School	96.8	96.2	96.7	96.3		
017075	Progress Elementary School	95.5	98.5	96.5	95.6		
017077	Riveroaks Elementary School	95.7	95.4	95.7	96.1		
017078	Ryan Elementary School	94.7	97.5	95.0	95.5		
017081	Sharon Hills Elementary School	95.2	95.3	95.9	96.0		
017082	Shenandoah Elementary School	96.8	96.4	97.3	97.0		
017084	South Boulevard Extended Day School	96.4	99.0	96.9	96.6		
017087	Tanglewood Elementary School	94.7	95.1	95.3	95.8		
017089	Twin Oaks Elementary School	94.6	94.8	94.7	94.5		
017091	University Terrace Elementary School	94.5	94.6	94.0	94.5		
017093	Villa del Rey Elementary School	94.5	94.6	94.8	94.9		
017094	Baton Rouge Visual and Performing Arts Center	95.8	95.8	96.4	95.8		
017095	Wedgewood Elementary School	95.9	96.3	96.2	96.4		
017096	Westdale Elementary School	95.5	96.0	95.7	95.5		
017098	Westminster Elementary School	95.7	96.1	95.7	95.8		
017100	Wildwood Elementary School	94.8	95.2	94.2	93.9		
017101	Winbourne Elementary School	96.2	95.7	95.5	95.1		
017103	Zachary Elementary School	96.6	96.4	96.5	96.3		
017110	Children's Charter School	97.2	97.7	97.6	96.3		
017112	J. K. Haynes Foundation	97.2	100.0	99.5	100.0		
017117	Wyandotte Early Childhood Center	~	~	~	100.0		
District (Elementary Schools)		95.6	96.2	95.9	95.7		
District (All Schools)		93.7	93.8	94.0	93.9		
State (Elementary Schools)		95.2	95.5	95.1	95.3		
State (All Schools)		93.5	94.0	93.7	93.8		

~ = Unavailable or insufficient data

Table 13b: Percent of Student Attendance

Middle/Jr. High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017001	Arlington Prepatory Academy	87.8	89.4	88.5	87.3		
017005	Baker Middle School	93.4	93.2	93.1	93.8		
017015	Broadmoor Middle School	93.7	90.8	92.6	93.4		
017020	Capitol Middle School	89.3	93.2	93.4	92.8		
017024	Central Middle School	93.8	93.6	93.8	93.8		
017028	Crestworth Middle School	89.9	91.2	92.7	91.5		
017035	Glasgow Middle School	96.3	95.6	95.9	96.2		
017036	Glen Oaks Middle School	91.6	91.4	92.1	90.8		
017046	Istrouma Middle Magnet School	95.1	93.8	95.6	95.3		
017048	Kenilworth Middle School	91.6	90.6	91.5	92.2		
017055	McKinley Middle Magnet School	93.3	90.4	93.2	93.3		
017067	Northwestern Middle School	94.5	93.9	94.5	94.4		
017070	Park Forest Middle School	92.7	93.8	94.3	94.7		
017074	Prescott Middle School	89.0	91.0	94.0	88.5		
017080	Scotlandville Middle School	88.5	90.6	90.3	88.6		
017083	Sherwood Middle School	91.7	93.1	93.7	93.0		
017085	Southeast Middle School	94.4	95.0	94.9	95.6		
017097	Westdale Middle School	92.3	91.4	92.8	93.0		
017111	Community School For Apprenticeship Learning	94.9	100.0	96.0	98.8		
017113	White Hills Preparatory Academy	83.4	82.0	76.8	82.8		
017114	Staring Education Center	~	79.5	83.7	86.3		
District (Middle/Jr. High Schools)		92.5	92.5	93.2	93.0		
District (All Schools)		93.7	93.8	94.0	93.9		
State (Middle/Jr. High Schools)		92.9	93.4	93.1	93.2		
State (All Schools)		93.5	94.0	93.7	93.8		

~ = Unavailable or insufficient data

Table 13c: Percent of Student Attendance

High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017001	Arlington Prepatory Academy	87.8	89.4	88.5	87.3		
017004	Baker High School	91.6	89.9	90.3	90.8		
017008	Baton Rouge High School	96.6	96.1	95.7	96.0		
017010	Belaire High School	89.6	90.6	91.7	92.2		
017016	Broadmoor Senior High School	91.6	90.3	91.8	92.2		
017021	Capitol Senior High School	88.5	88.3	87.9	88.7		
017023	Central High School	93.3	92.2	92.8	92.7		
017025	Baton Rouge Preparatory Academy	85.2	77.5	91.0	91.7		
017038	Glen Oaks Senior High School	91.0	91.6	91.4	93.0		
017045	Istrouma Senior High School	90.5	92.1	89.4	88.7		
017052	Robert E. Lee High School	92.7	91.2	90.9	91.9		
017056	McKinley Senior High School	92.0	88.6	89.1	90.1		
017063	Northdale Alternative Magnet Academy	74.8	66.4	76.2	84.2		
017065	Northeast High School	94.7	91.9	92.6	92.6		
017079	Scotlandville Magnet High School	92.4	90.8	90.3	88.7		
017088	Tara High School	88.6	89.0	90.7	91.5		
017092	Valley Park School	90.1	85.4	98.6	83.7		
017102	Woodlawn High School	92.2	89.5	90.1	91.3		
017104	Zachary High School	95.7	93.9	94.0	93.7		
017109	Baton Rouge Marine Institute, Inc.	Combo	100.0	100.0	100.0		
District (High Schools)		91.8	90.9	91.4	91.6		
District (All Schools)		93.7	93.8	94.0	93.9		
State (High Schools)		90.9	91.5	91.3	91.3		
State (All Schools)		93.5	94.0	93.7	93.8		

~ = Unavailable or insufficient data

Table 13d: Percent of Student Attendance

Combination Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017031	Southdowns School	92.9	87.9	Elem	Elem		
017059	Mohican Center	Elem	Elem	Elem	92.3		
017060	Wilma C. Montgomery Education Center	84.1	79.4	77.5	84.4		
017109	Baton Rouge Marine Institute, Inc.	~	High	High	High		
District (Combination Schools)		85.8	85.3	77.5	91.3		
District (All Schools)		93.7	93.8	94.0	93.9		
State (Combination Schools)		94.1	94.0	93.3	93.5		
State (All Schools)		93.5	94.0	93.7	93.8		

~ = Unavailable or insufficient 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 14a, 14b, 14c, and 14d 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 presented by school 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

Suspension and expulsion rates 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. The number is the count of students receiving one or more of the specified discipline type (in-school expulsion, in-school suspension, out-of-school expulsion, out-of-school suspension). For example, "the unduplicated count of students receiving one or more in-school suspension."

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 (1998), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.

References

Franklin, B. J. & Glascock, C. H. (1998). The relationship between grade configuration and student performance in rural schools. *Journal of Research in Rural Education*, 14(2).

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

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

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

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 14a: 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*
017002	**Audubon Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.4	2	0.0	0				
	Suspended (Out of School)	1.1	6	0.4	2	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017003	**Baker Heights Elementary School**												
	Suspended (In School)	0.0	0	0.1	1	0.0	0	0.0	0				
	Suspended (Out of School)	2.8	18	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017006	**Bakerfield Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	1.3	6	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017007	**Banks Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	6.5	29	0.4	2				
	Suspended (Out of School)	4.5	20	0.4	2	0.0	0	10.7	53				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.8	4				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017009	**Beechwood Elementary School**												
	Suspended (In School)	0.3	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.9	3	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017011	**Belfair Elementary School**												
	Suspended (In School)	~	~	0.0	0	9.2	60	0.2	1				
	Suspended (Out of School)	~	~	0.0	0	0.0	0	13.0	58				
	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				
017012	**Bellingrath Hills Elementary School**												
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.2	1				

~ = Unavailable or insufficient data

Table 14a: 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*
017013	**Bernard Terrace Elementary School**												
	Suspended (In School)	0.4	2	0.0	0	4.9	22	0.6	3				
	Suspended (Out of School)	3.7	17	0.4	2	0.0	0	4.8	23				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017014	**Broadmoor Elementary School**												
	Suspended (In School)	0.3	2	0.0	0	0.0	0	0.3	2				
	Suspended (Out of School)	1.2	7	0.0	0	0.0	0	4.0	27				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.1	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017017	**Brookstown Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.7	5	2.1	17				
	Suspended (Out of School)	6.0	42	0.0	0	0.0	0	0.1	1				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017018	**Brownfields Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.2	1	0.0	0				
	Suspended (Out of School)	1.3	6	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017019	**Buchanan Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	19.5	88	19.2	92				
	Suspended (Out of School)	0.5	2	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017022	**Cedarcrest-Southmoor Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.1	1	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017026	**Claiborne Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.2	12	0.2	1	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
017029	**Dalton Elementary School**												
	Suspended (In School)	0.5	2	0.0	0	11.3	50	0.2	1				
	Suspended (Out of School)	5.1	22	0.5	2	0.0	0	22.8	108				
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.2	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017030	**Delmont Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.2	1				
	Suspended (Out of School)	1.3	7	0.0	0	0.0	0	8.7	42				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.4	2				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017032	**Dufrocq Elementary School**												
	Suspended (In School)	0.8	3	0.0	0	0.8	3	0.0	0				
	Suspended (Out of School)	1.0	4	0.2	1	0.0	0	3.1	13				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017033	**Eden Park Elementary School**												
	Suspended (In School)	0.4	2	0.0	0	0.2	1	0.0	0				
	Suspended (Out of School)	0.0	0	0.0	0	0.0	0	0.4	2				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017034	**Forest Heights Elementary School**												
	Suspended (In School)	0.7	3	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.7	12	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017037	**Glen Oaks Park Elementary School**												
	Suspended (In School)	0.4	2	0.0	0	0.0	0	0.8	4				
	Suspended (Out of School)	0.4	2	0.0	0	0.0	0	6.5	34				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017040	**Greenbrier Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.2	1				
	Suspended (Out of School)	0.6	2	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
017041	**Greenville Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	1.1	7	0.0	0				
	Suspended (Out of School)	2.5	15	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017042	**Harding Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.9	4	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017043	**Highland Elementary School**												
	Suspended (In School)	0.5	2	0.0	0	5.9	23	6.6	29				
	Suspended (Out of School)	0.5	2	0.0	0	0.0	0	12.0	53				
	Expelled (In School)	0.0	0	0.0	0	0.5	2	0.9	4				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017044	**Howell Park Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	4.3	24	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017047	**Jefferson Terrace Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	2.0	14	0.1	1				
	Suspended (Out of School)	2.2	15	0.3	2	0.0	0	3.9	27				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017049	**Lanier Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	1.6	8	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017050	**LaBelle Aire Elementary School**												
	Suspended (In School)	0.1	1	1.8	17	12.3	117	0.0	0				
	Suspended (Out of School)	7.4	67	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
017051	**LaSalle Elementary School**												
	Suspended (In School)	0.5	2	0.2	1	0.8	3	0.0	0				
	Suspended (Out of School)	1.9	8	0.5	2	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017053	**Magnolia Woods Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.9	4	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017054	**Mayfair Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.4	7	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	1.3	4	0.3	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017057	**Melrose Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.0	8	0.0	0	0.0	0	0.5	2				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017058	**Merrydale Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.6	3	0.2	1	0.0	0	0.0	0				
	Expelled (In School)	0.2	1	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017059	**Mohican Center**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	Combo	Combo				
	Suspended (Out of School)	1.0	2	0.0	0	0.0	0	Combo	Combo				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	Combo	Combo				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	Combo	Combo				
017061	**Nicholson Elementary School**												
	Suspended (In School)	0.3	1	0.4	1	0.4	1	0.3	1				
	Suspended (Out of School)	6.1	18	0.4	1	0.0	0	1.7	5				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
017062	**North Highlands Elementary School**												
	Suspended (In School)	0.2	1	1.1	5	0.0	0	0.0	0				
	Suspended (Out of School)	4.8	21	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017064	**Northeast Elementary School**												
	Suspended (In School)	0.5	4	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.4	3	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017066	**Northwestern Elementary School**												
	Suspended (In School)	~	~	0.0	0	0.2	1	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)	~	~	0.0	0	0.0	0	0.0	0				
017068	**Park Elementary School**												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.2	1				
	Suspended (Out of School)	1.8	11	0.0	0	0.0	0	0.8	5				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017069	**Park Forest Elementary School**												
	Suspended (In School)	~	~	0.0	0	0.4	3	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)	~	~	0.0	0	0.0	0	0.0	0				
017071	**Park Ridge Elementary School**												
	Suspended (In School)	0.2	1	0.3	2	0.3	2	0.0	0				
	Suspended (Out of School)	0.4	2	0.0	0	0.0	0	0.5	3				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017072	**Parkview Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.7	4	0.0	0				
	Suspended (Out of School)	0.3	2	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
017073	**Polk Elementary School**												
	Suspended (In School)	0.5	2	0.0	0	0.5	2	0.3	1				
	Suspended (Out of School)	0.3	1	0.0	0	0.0	0	2.4	9				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.3	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017075	**Progress Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.5	2	0.2	1	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017077	**Riveroaks Elementary School**												
	Suspended (In School)	~	~	0.0	0	0.6	3	0.0	0				
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.2	1				
	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				
017078	**Ryan Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.2	1	0.0	0				
	Suspended (Out of School)	0.3	1	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017087	**Tanglewood Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.9	6	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017093	**Villa del Rey Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.8	4	0.0	0	0.0	0	0.6	3				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017095	**Wedgewood Elementary School**												
	Suspended (In School)	~	~	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.3	2				
	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				

~ = Unavailable or insufficient data

Table 14a: 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*
017096	**Westdale Elementary School**												
	Suspended (In School)	0.4	1	0.4	1	2.9	10	0.5	2				
	Suspended (Out of School)	1.2	3	0.7	2	0.0	0	2.6	10				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017098	**Westminster Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	1.3	5	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017100	**Wildwood Elementary School**												
	Suspended (In School)	0.7	3	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.1	9	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017101	**Winbourne Elementary School**												
	Suspended (In School)	0.7	3	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	2.7	11	0.2	1	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017103	**Zachary Elementary School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Suspended (Out of School)	0.5	4	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14a: 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*
District (Elementary Schools)												
Suspended (In School)	0.2	47	0.1	28	1.6	452	0.6	159				
Suspended (Out of School)	1.6	456	0.1	20	0.0	0	1.7	476				
Expelled (In School)	0.0	1	0.0	0	0.0	8	0.1	17				
Expelled (Out of School)	0.0	0	0.0	0	0.0	1	0.0	0				
District (All Schools)												
Suspended (In School)	6.6	3,881	0.4	216	14.9	8,679	12.6	7,112				
Suspended (Out of School)	10.6	6,271	3.6	2,164	0.0	0	2.7	1,515				
Expelled (In School)	0.6	341	0.0	11	1.2	702	1.4	777				
Expelled (Out of School)	0.8	442	0.0	0	0.0	3	0.6	350				
State (Elementary Schools)												
Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174				
Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337				
Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595				
Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301				
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491				
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456				
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609				
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227				

~ = Unavailable or insufficient data

Table 14b: 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*
017001	**Arlington Prepatory Academy**												
	Suspended (In School)	0.9	1	0.9	1	10.5	9	4.5	4				
	Suspended (Out of School)	1.8	2	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	1.2	1	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	1.2	1	0.0	0				
017005	**Baker Middle School**												
	Suspended (In School)	20.9	170	0.0	0	42.4	349	42.7	366				
	Suspended (Out of School)	19.1	155	1.4	12	0.0	0	0.6	5				
	Expelled (In School)	0.4	3	0.0	0	2.8	23	2.9	25				
	Expelled (Out of School)	0.3	2	0.0	0	0.0	0	0.0	0				
017015	**Broadmoor Middle School**												
	Suspended (In School)	7.9	72	0.0	0	27.6	271	6.2	54				
	Suspended (Out of School)	26.2	239	0.3	3	0.0	0	19.5	171				
	Expelled (In School)	1.8	16	0.0	0	3.3	32	2.2	19				
	Expelled (Out of School)	0.0	0	0.0	0	0.1	1	0.0	0				
017020	**Capitol Middle School**												
	Suspended (In School)	22.8	154	0.0	0	45.0	290	45.8	275				
	Suspended (Out of School)	30.8	208	9.3	63	0.0	0	2.7	16				
	Expelled (In School)	2.5	17	0.1	1	0.0	0	0.8	5				
	Expelled (Out of School)	1.6	11	0.0	0	0.0	0	0.0	0				
017024	**Central Middle School**												
	Suspended (In School)	5.8	61	0.0	0	23.9	262	25.4	238				
	Suspended (Out of School)	14.2	148	3.9	44	0.0	0	0.0	0				
	Expelled (In School)	1.1	11	0.0	0	3.1	34	3.5	33				
	Expelled (Out of School)	1.0	10	0.0	0	0.0	0	0.0	0				
017028	**Crestworth Middle School**												
	Suspended (In School)	15.0	74	0.0	0	35.1	162	31.2	136				
	Suspended (Out of School)	35.0	172	8.8	44	0.0	0	0.0	0				
	Expelled (In School)	1.2	6	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	1.6	8	0.0	0	0.0	0	0.0	0				
017035	**Glasgow Middle School**												
	Suspended (In School)	11.7	73	0.0	0	13.3	80	14.0	85				
	Suspended (Out of School)	14.4	90	3.2	19	0.0	0	0.0	0				
	Expelled (In School)	1.1	7	0.0	0	1.2	7	1.8	11				
	Expelled (Out of School)	1.1	7	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14b: 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*
017036	**Glen Oaks Middle School**												
	Suspended (In School)	9.5	80	0.1	1	31.4	228	30.5	230				
	Suspended (Out of School)	28.0	235	5.0	39	0.0	0	0.3	2				
	Expelled (In School)	0.7	6	0.0	0	0.0	0	0.4	3				
	Expelled (Out of School)	4.1	34	0.0	0	0.0	0	0.0	0				
017046	**Istrouma Middle Magnet School**												
	Suspended (In School)	13.0	109	1.1	8	13.9	103	0.0	0				
	Suspended (Out of School)	16.9	142	10.4	75	0.0	0	19.6	145				
	Expelled (In School)	0.8	7	0.0	0	0.8	6	0.5	4				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017048	**Kenilworth Middle School**												
	Suspended (In School)	15.6	126	8.7	80	32.9	260	25.9	222				
	Suspended (Out of School)	32.1	259	1.5	14	0.0	0	0.0	0				
	Expelled (In School)	0.5	4	0.0	0	8.3	66	6.5	56				
	Expelled (Out of School)	4.8	39	0.0	0	0.0	0	0.0	0				
017055	**McKinley Middle Magnet School**												
	Suspended (In School)	18.1	150	0.1	1	42.2	274	2.5	19				
	Suspended (Out of School)	35.7	296	10.9	74	0.0	0	0.0	0				
	Expelled (In School)	1.7	14	0.0	0	1.2	8	0.0	0				
	Expelled (Out of School)	4.3	36	0.0	0	0.0	0	0.0	0				
017067	**Northwestern Middle School**												
	Suspended (In School)	11.4	105	0.0	0	13.2	119	17.3	146				
	Suspended (Out of School)	8.2	76	3.5	33	0.0	0	0.2	2				
	Expelled (In School)	0.7	6	0.0	0	1.8	16	2.1	18				
	Expelled (Out of School)	0.2	2	0.0	0	0.0	0	0.0	0				
017070	**Park Forest Middle School**												
	Suspended (In School)	9.6	108	0.0	0	22.0	244	22.3	202				
	Suspended (Out of School)	15.0	169	4.4	50	0.0	0	1.1	10				
	Expelled (In School)	1.4	16	0.1	1	6.5	72	7.0	63				
	Expelled (Out of School)	0.4	5	0.0	0	0.0	0	0.0	0				
017074	**Prescott Middle School**												
	Suspended (In School)	13.3	140	3.0	29	40.1	410	46.2	417				
	Suspended (Out of School)	35.4	373	11.7	112	0.0	0	4.5	41				
	Expelled (In School)	2.7	28	0.0	0	7.6	78	7.3	66				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14b: 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*
017080	**Scotlandville Middle School**												
	Suspended (In School)	8.5	57	0.0	0	50.0	303	44.3	266				
	Suspended (Out of School)	40.8	273	17.2	104	0.0	0	1.2	7				
	Expelled (In School)	1.8	12	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	3.6	24	0.0	0	0.0	0	0.0	0				
017083	**Sherwood Middle School**												
	Suspended (In School)	12.8	128	0.0	0	33.8	308	35.1	374				
	Suspended (Out of School)	19.3	193	5.8	56	0.0	0	0.1	1				
	Expelled (In School)	1.0	10	0.0	0	1.3	12	1.8	19				
	Expelled (Out of School)	1.1	11	0.0	0	0.0	0	0.0	0				
017085	**Southeast Middle School**												
	Suspended (In School)	6.2	61	0.0	0	22.6	241	20.4	172				
	Suspended (Out of School)	7.1	70	2.5	28	0.0	0	0.0	0				
	Expelled (In School)	0.7	7	0.0	0	0.3	3	0.4	3				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017097	**Westdale Middle School**												
	Suspended (In School)	15.1	115	0.0	0	23.7	210	16.3	142				
	Suspended (Out of School)	19.9	152	5.2	44	0.0	0	13.0	113				
	Expelled (In School)	0.7	5	0.0	0	1.8	16	1.1	10				
	Expelled (Out of School)	2.8	21	0.0	0	0.0	0	0.0	0				
017113	**White Hills Preparatory Academy**												
	Suspended (In School)	13.6	23	0.8	2	60.2	124	3.9	7				
	Suspended (Out of School)	30.2	51	19.5	47	0.0	0	44.7	80				
	Expelled (In School)	0.6	1	0.0	0	1.5	3	5.6	10				
	Expelled (Out of School)	0.6	1	0.0	0	0.0	0	0.0	0				
017114	**Staring Education Center**												
	Suspended (In School)	~	~	0.0	0	51.5	135	52.2	120				
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	~	~	0.0	0	0.0	0	0.4	1				
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14b: 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*
District (Middle/Jr. High Schools)												
Suspended (In School)	13.0	1,793	0.9	121	31.5	4,241	26.4	3,393				
Suspended (Out of School)	23.4	3,217	6.4	861	0.0	0	4.6	593				
Expelled (In School)	1.3	176	0.0	2	2.8	374	2.7	344				
Expelled (Out of School)	1.5	211	0.0	0	0.0	1	0.0	0				
District (All Schools)												
Suspended (In School)	6.6	3,881	0.4	216	14.9	8,679	12.6	7,112				
Suspended (Out of School)	10.6	6,271	3.6	2,164	0.0	0	2.7	1,515				
Expelled (In School)	0.6	341	0.0	11	1.2	702	1.4	777				
Expelled (Out of School)	0.8	442	0.0	0	0.0	3	0.6	350				
State (Middle/Jr. High Schools)												
Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243				
Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001				
Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531				
Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146				
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491				
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456				
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609				
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227				

~ = Unavailable or insufficient data

Table 14c: 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*
017001	**Arlington Prepatory Academy**												
	Suspended (In School)	0.9	1	0.9	1	10.5	9	4.5	4				
	Suspended (Out of School)	1.8	2	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	1.2	1	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	1.2	1	0.0	0				
017004	**Baker High School**												
	Suspended (In School)	15.0	199	0.2	3	33.3	438	33.5	411				
	Suspended (Out of School)	14.6	194	7.5	97	0.0	0	0.0	0				
	Expelled (In School)	1.0	13	0.2	2	5.2	68	4.9	60				
	Expelled (Out of School)	3.5	46	0.0	0	0.0	0	0.0	0				
017008	**Baton Rouge High School**												
	Suspended (In School)	3.2	38	0.0	0	1.9	23	0.8	10				
	Suspended (Out of School)	0.6	7	0.0	0	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.0	0	0.4	5	0.1	1				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017010	**Belaire High School**												
	Suspended (In School)	16.7	216	0.0	0	31.6	382	30.6	376				
	Suspended (Out of School)	0.3	4	11.4	147	0.0	0	0.0	0				
	Expelled (In School)	0.5	6	0.0	0	3.7	45	3.3	41				
	Expelled (Out of School)	2.2	29	0.0	0	0.0	0	0.0	0				
017016	**Broadmoor Senior High School**												
	Suspended (In School)	13.9	197	0.0	0	15.5	215	23.5	296				
	Suspended (Out of School)	15.9	225	6.4	98	0.0	0	0.2	3				
	Expelled (In School)	0.8	11	0.0	0	1.0	14	2.8	35				
	Expelled (Out of School)	1.8	26	0.0	0	0.0	0	0.0	0				
017021	**Capitol Senior High School**												
	Suspended (In School)	14.4	167	0.1	1	31.2	320	35.0	360				
	Suspended (Out of School)	30.5	353	15.8	177	0.0	0	0.0	0				
	Expelled (In School)	2.3	26	0.0	0	0.0	0	5.0	51				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017023	**Central High School**												
	Suspended (In School)	8.5	119	4.1	58	17.5	242	17.1	217				
	Suspended (Out of School)	7.5	105	0.7	10	0.0	0	0.3	4				
	Expelled (In School)	0.3	4	0.0	0	0.1	2	1.9	24				
	Expelled (Out of School)	1.3	18	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14c: 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*
017025	**Baton Rouge Preparatory Academy**												
	Suspended (In School)	15.5	19	0.0	0	2.0	3	0.0	0				
	Suspended (Out of School)	37.4	46	2.9	4	0.0	0	0.0	0				
	Expelled (In School)	2.4	3	0.7	1	0.0	0	0.0	0				
	Expelled (Out of School)	1.6	2	0.0	0	0.0	0	0.0	0				
017038	**Glen Oaks Senior High School**												
	Suspended (In School)	13.7	156	0.0	0	29.0	286	34.9	343				
	Suspended (Out of School)	16.6	188	0.1	1	0.0	0	0.1	1				
	Expelled (In School)	2.1	24	0.0	0	0.2	2	1.9	19				
	Expelled (Out of School)	0.1	1	0.0	0	0.0	0	0.0	0				
017045	**Istrouma Senior High School**												
	Suspended (In School)	8.6	101	0.0	0	18.7	208	21.9	223				
	Suspended (Out of School)	16.1	190	8.9	106	0.0	0	0.0	0				
	Expelled (In School)	0.9	11	0.0	0	2.3	25	2.6	26				
	Expelled (Out of School)	1.0	12	0.0	0	0.0	0	0.0	0				
017052	**Robert E. Lee High School**												
	Suspended (In School)	12.1	144	0.0	0	33.7	383	24.6	253				
	Suspended (Out of School)	20.0	237	7.6	95	0.0	0	0.2	2				
	Expelled (In School)	0.8	9	0.1	1	7.0	79	1.8	19				
	Expelled (Out of School)	2.7	32	0.0	0	0.0	0	0.0	0				
017056	**McKinley Senior High School**												
	Suspended (In School)	8.0	74	0.0	0	34.5	335	0.0	0				
	Suspended (Out of School)	24.0	223	12.3	117	0.0	0	29.3	296				
	Expelled (In School)	0.4	4	0.0	0	0.0	0	3.7	37				
	Expelled (Out of School)	0.5	5	0.0	0	0.0	0	0.0	0				
017063	**Northdale Alternative Magnet Academy**												
	Suspended (In School)	1.6	3	0.0	0	13.1	23	9.2	18				
	Suspended (Out of School)	1.0	2	1.9	2	0.0	0	7.2	14				
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0				
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0				
017065	**Northeast High School**												
	Suspended (In School)	17.1	104	0.0	0	28.9	154	24.5	130				
	Suspended (Out of School)	17.8	108	7.1	43	0.0	0	0.2	1				
	Expelled (In School)	1.2	7	0.0	0	0.4	2	2.6	14				
	Expelled (Out of School)	0.2	1	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14c: 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*
017079	**Scotlandville Magnet High School**												
	Suspended (In School)	7.4	75	0.0	0	26.2	192	25.0	178				
	Suspended (Out of School)	12.5	127	8.2	73	0.0	0	0.0	0				
	Expelled (In School)	0.9	9	0.4	4	3.6	26	1.7	12				
	Expelled (Out of School)	1.9	19	0.0	0	0.0	0	0.0	0				
017088	**Tara High School**												
	Suspended (In School)	12.4	183	0.1	2	28.6	433	25.6	353				
	Suspended (Out of School)	22.5	332	11.7	173	0.0	0	8.9	123				
	Expelled (In School)	0.8	12	0.0	0	0.0	0	1.2	16				
	Expelled (Out of School)	1.4	20	0.0	0	0.0	0	0.0	0				
017092	**Valley Park School**												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.3	3				
	Suspended (Out of School)	0.0	0	0.2	2	0.0	0	0.0	0				
	Expelled (In School)	0.0	0	0.1	1	0.0	0	0.1	1				
	Expelled (Out of School)	0.4	3	0.0	0	0.0	0	36.8	350				
017102	**Woodlawn High School**												
	Suspended (In School)	13.2	151	0.0	0	20.9	259	23.2	294				
	Suspended (Out of School)	20.0	229	7.1	82	0.0	0	0.0	0				
	Expelled (In School)	1.7	19	0.0	0	3.6	45	4.2	53				
	Expelled (Out of School)	1.3	15	0.0	0	0.0	0	0.0	0				
017104	**Zachary High School**												
	Suspended (In School)	9.2	104	0.2	2	12.3	147	12.6	147				
	Suspended (Out of School)	5.0	56	4.9	56	0.0	0	0.2	2				
	Expelled (In School)	0.5	6	0.0	0	0.5	6	0.7	8				
	Expelled (Out of School)	0.2	2	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 14c: 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)	11.5	2,041	0.4	67	23.2	3,990	21.4	3,564				
Suspended (Out of School)	14.6	2,602	7.3	1,283	0.0	0	2.7	445				
Expelled (In School)	0.9	164	0.1	9	1.9	320	2.5	416				
Expelled (Out of School)	1.3	231	0.0	0	0.0	1	2.1	350				
District (All Schools)												
Suspended (In School)	6.6	3,881	0.4	216	14.9	8,679	12.6	7,112				
Suspended (Out of School)	10.6	6,271	3.6	2,164	0.0	0	2.7	1,515				
Expelled (In School)	0.6	341	0.0	11	1.2	702	1.4	777				
Expelled (Out of School)	0.8	442	0.0	0	0.0	3	0.6	350				
State (High Schools)												
Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717				
Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269				
Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425				
Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468				
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491				
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456				
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609				
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227				

~ = Unavailable or insufficient data

Table 14d: Students Suspended and Expelled

Combination 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*
017059 Mohican Center												
Suspended (In School)	Elem	Elem	Elem	Elem	Elem	Elem	0.0	0				
Suspended (Out of School)	Elem	Elem	Elem	Elem	Elem	Elem	0.3	1				
Expelled (In School)	Elem	Elem	Elem	Elem	Elem	Elem	0.0	0				
Expelled (Out of School)	Elem	Elem	Elem	Elem	Elem	Elem	0.0	0				
District (Combination Schools)												
Suspended (Out of School)	~	~	0.0	0	0.0	0	0.3	1				
District (All Schools)												
Suspended (In School)	6.6	3,881	0.4	216	14.9	8,679	12.6	7,112				
Suspended (Out of School)	10.6	6,271	3.6	2,164	0.0	0	2.7	1,515				
Expelled (In School)	0.6	341	0.0	11	1.2	702	1.4	777				
Expelled (Out of School)	0.8	442	0.0	0	0.0	3	0.6	350				
State (Combination Schools)												
Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660				
Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092				
Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61				
Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317				
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491				
Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456				
Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609				
Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227				

~ = Unavailable or insufficient 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 has only recently been included in the DCR for the first time.

Data Presentation

Table 15 presents four years of grade retention data for students enrolled in school from 1998-99 to 2001-02. The following explains the methodology used to derive the reported retention rates. Retention data for grades 4, 8, 9 and the total for the school (K-12) are presented. Schools are presented in site code order. District and State totals are presented for comparison purposes.

Method of Calculation

Data used for the study

This study used data drawn from the Student Information System (SIS). 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. As such, a given year's retention rate reflects student achievement from the previous year. For example; 9.1% of students failed to progress at the end of the 1996-1997 school year. The 1997-1998 retention rate is 9.1%.

Students 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.

Students excluded from the study

Students enrolled in grades other than K-12, such as preschoolers, infants, prekindergarten, and non-graded 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.

Grade Retention definition

In this study, *grade-level retention* was defined as students who failed to progress to the next grade. 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 7th 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 calculated by dividing the total number of students retained (per grade) by the total number of students included in the retention study, and then multiplying by 100. Two consecutive years of SIS data were used to obtain each retention rate.

References

USA Today (1999). *Social Promotion:To hold back students or not? Texas study may hold answers.* Septermber, 20, 1999.

Formula Used to Calculate Student Retention Rate

$$\textit{Student Retention Rate} = \frac{\textit{Total Number of Students Retained (per grade)}}{\textit{Total Students per grade}} \times 100$$

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017001	**Arlington Prepatory Academy**												
	Grade 9	0.0	0	0.0	0	0.0	0	7.1	1				
	All Grades (K-12)	0.0	0	0.0	0	9.1	2	15.4	12				
017002	**Audubon Elementary School**												
	Grade 4	3.4	2	4.8	3	9.5	6	14.3	11				
	All Grades (K-12)	5.3	20	5.6	22	7.1	25	9.3	34				
017003	**Baker Heights Elementary School**												
	Grade 4	0.0	0	1.3	1	17.9	15	17.6	15				
	All Grades (K-12)	2.5	13	5.7	29	8.0	42	8.5	42				
017004	**Baker High School**												
	Grade 8	~	~	~	~	~	~	61.8	34				
	Grade 9	5.3	19	20.6	68	3.2	11	18.1	42				
	All Grades (K-12)	4.4	42	13.5	129	3.2	32	14.1	128				
017005	**Baker Middle School**												
	Grade 8	10.3	21	4.7	10	18.7	37	34.0	67				
	All Grades (K-12)	11.3	71	7.7	49	13.0	88	17.6	115				
017006	**Bakerfield Elementary School**												
	Grade 4	6.0	4	0.0	0	1.5	1	1.6	1				
	All Grades (K-12)	4.8	19	3.1	12	5.0	19	5.8	21				
017007	**Banks Elementary School**												
	Grade 4	0.0	0	5.5	3	46.6	27	15.7	11				
	All Grades (K-12)	4.5	16	8.1	28	17.0	62	10.6	34				
017008	**Baton Rouge High School**												
	Grade 9	1.0	3	1.6	5	0.7	2	0.3	1				
	All Grades (K-12)	0.5	6	0.4	5	0.3	3	1.0	12				
017009	**Beechwood Elementary School**												
	Grade 4	2.6	1	0.0	0	37.2	16	19.6	9				
	All Grades (K-12)	4.6	12	5.5	15	10.0	26	12.9	29				
017010	**Belaire High School**												
	Grade 8	~	~	~	~	~	~	35.8	24				
	Grade 9	5.5	15	16.1	45	14.4	44	12.0	27				
	All Grades (K-12)	5.8	60	8.5	79	11.4	108	10.1	90				
017011	**Belfair Elementary School**												
	Grade 4	0.0	0	0.0	0	8.8	6	31.1	19				
	All Grades (K-12)	1.6	7	5.4	25	9.7	49	11.2	50				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017012	**Bellingrath Hills Elementary School**												
	Grade 4	2.2	2	0.0	0	3.5	3	6.2	5				
	All Grades (K-12)	2.6	14	2.8	14	3.4	18	5.5	28				
017013	**Bernard Terrace Elementary School**												
	Grade 4	10.1	7	8.7	6	14.3	8	13.4	9				
	All Grades (K-12)	8.1	31	9.5	35	7.6	27	7.9	28				
017014	**Broadmoor Elementary School**												
	Grade 4	7.6	6	3.8	2	5.9	2	6.8	4				
	All Grades (K-12)	10.4	45	9.0	34	4.0	12	10.9	36				
017015	**Broadmoor Middle School**												
	Grade 8	18.1	41	9.0	17	24.1	55	21.9	44				
	All Grades (K-12)	9.2	64	12.0	78	19.5	141	15.2	113				
017016	**Broadmoor Senior High School**												
	Grade 8	~	~	~	~	~	~	26.7	16				
	Grade 9	3.9	15	11.0	37	15.1	43	8.7	23				
	All Grades (K-12)	3.1	32	7.7	86	10.2	115	6.8	72				
017017	**Brookstown Elementary School**												
	Grade 4	2.6	2	5.7	5	40.4	46	22.7	30				
	All Grades (K-12)	5.1	28	6.7	36	16.4	98	10.0	53				
017018	**Brownfields Elementary School**												
	Grade 4	1.3	1	0.0	0	5.5	4	4.0	3				
	All Grades (K-12)	3.6	15	3.3	13	4.2	18	4.1	18				
017019	**Buchanan Elementary School**												
	Grade 4	0.0	0	4.9	3	17.2	10	31.3	21				
	All Grades (K-12)	10.4	41	9.3	34	10.8	39	14.6	53				
017020	**Capitol Middle School**												
	Grade 8	13.1	24	9.5	15	58.7	111	30.1	43				
	All Grades (K-12)	12.9	67	13.3	69	29.7	162	18.8	92				
017021	**Capitol Senior High School**												
	Grade 8	~	~	~	~	~	~	29.8	17				
	Grade 9	26.5	77	13.1	38	21.1	53	23.1	33				
	All Grades (K-12)	21.8	176	11.7	89	18.2	143	16.6	121				
017022	**Cedarcrest-Southmoor Elementary School**												
	Grade 4	1.2	1	6.2	5	6.9	7	2.9	3				
	All Grades (K-12)	4.8	22	5.5	28	8.2	45	6.9	43				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017023	**Central High School**												
	Grade 8	~	~	~	~	~	~	6.1	3				
	Grade 9	15.1	55	15.1	52	13.9	51	12.7	38				
	All Grades (K-12)	7.6	90	7.7	91	7.1	87	5.5	64				
017024	**Central Middle School**												
	Grade 8	2.0	6	3.8	11	16.5	53	23.1	67				
	All Grades (K-12)	1.6	14	4.7	43	10.6	101	12.0	106				
017025	**Baton Rouge Preparatory Academy**												
	Grade 8	~	~	~	~	~	~	0.0	0				
	Grade 9	9.1	1	47.6	10	3.4	1	5.3	1				
	All Grades (K-12)	5.3	1	31.3	10	8.0	4	15.6	17				
017026	**Claiborne Elementary School**												
	Grade 4	1.6	1	0.0	0	25.4	17	17.1	12				
	All Grades (K-12)	4.9	21	6.1	26	10.3	41	10.8	44				
017027	**Crestworth Elementary School**												
	Grade 4	0.0	0	0.0	0	30.2	13	16.1	10				
	All Grades (K-12)	7.6	27	6.8	23	6.6	24	10.1	37				
017028	**Crestworth Middle School**												
	Grade 8	5.6	7	13.0	15	27.6	32	43.7	45				
	All Grades (K-12)	3.4	14	12.8	48	20.1	74	21.6	72				
017029	**Dalton Elementary School**												
	Grade 4	11.9	7	0.0	0	46.3	19	13.4	11				
	All Grades (K-12)	6.6	24	7.1	25	11.7	39	10.8	38				
017030	**Delmont Elementary School**												
	Grade 4	1.4	1	3.2	2	38.2	21	32.4	24				
	All Grades (K-12)	10.9	50	11.8	51	12.6	53	13.2	47				
017032	**Dufrocq Elementary School**												
	Grade 4	3.2	1	0.0	0	13.8	4	10.8	4				
	All Grades (K-12)	8.7	26	5.4	14	9.2	25	7.0	18				
017033	**Eden Park Elementary School**												
	Grade 4	7.8	5	0.0	0	28.1	18	9.6	7				
	All Grades (K-12)	8.6	34	1.0	4	14.7	59	9.9	34				
017034	**Forest Heights Elementary School**												
	Grade 4	0.0	0	0.0	0	41.8	23	7.9	5				
	All Grades (K-12)	7.6	26	4.6	16	15.9	58	7.6	26				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017035	**Glasgow Middle School**												
	Grade 8	4.5	7	2.0	3	18.8	30	15.0	21				
	All Grades (K-12)	4.9	25	3.8	18	12.1	56	9.6	45				
017036	**Glen Oaks Middle School**												
	Grade 8	12.2	23	8.3	17	42.9	72	35.8	62				
	All Grades (K-12)	21.6	138	17.0	108	24.9	146	21.2	116				
017037	**Glen Oaks Park Elementary School**												
	Grade 4	4.3	4	3.3	3	10.2	9	10.8	7				
	All Grades (K-12)	3.0	14	4.7	21	9.8	44	8.0	35				
017038	**Glen Oaks Senior High School**												
	Grade 8	~	~	~	~	~	~	22.7	10				
	Grade 9	19.7	58	3.5	8	18.7	45	10.8	17				
	All Grades (K-12)	15.0	146	4.8	41	14.6	130	10.5	83				
017040	**Greenbrier Elementary School**												
	Grade 4	8.2	5	2.7	1	15.4	8	23.6	13				
	All Grades (K-12)	6.1	18	3.2	8	7.4	20	12.1	37				
017041	**Greenville Elementary School**												
	Grade 4	3.6	3	3.0	2	22.7	17	25.7	28				
	All Grades (K-12)	7.9	41	9.3	43	9.2	42	11.4	57				
017042	**Harding Elementary School**												
	Grade 4	6.8	4	0.0	0	31.4	16	28.6	18				
	All Grades (K-12)	6.0	21	11.4	38	12.0	39	15.3	52				
017043	**Highland Elementary School**												
	Grade 4	0.0	0	7.3	3	44.4	12	6.3	2				
	All Grades (K-12)	7.9	19	9.7	23	15.2	39	14.3	34				
017044	**Howell Park Elementary School**												
	Grade 4	6.1	4	0.0	0	14.7	10	11.8	10				
	All Grades (K-12)	8.0	36	9.6	43	12.9	57	12.2	58				
017045	**Istrouma Senior High School**												
	Grade 8	~	~	~	~	~	~	35.3	24				
	Grade 9	29.4	91	23.7	70	17.2	47	22.0	41				
	All Grades (K-12)	18.7	169	12.0	104	12.1	104	22.0	175				
017046	**Istrouma Middle Magnet School**												
	Grade 8	3.1	7	4.6	12	22.5	51	16.8	33				
	All Grades (K-12)	3.4	27	6.6	48	10.3	64	8.6	55				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017047	**Jefferson Terrace Elementary School**												
	Grade 4	5.8	5	5.1	4	12.3	10	11.2	11				
	All Grades (K-12)	7.7	39	6.6	35	9.4	51	9.9	54				
017048	**Kenilworth Middle School**												
	Grade 8	9.3	20	10.3	17	26.4	53	31.5	58				
	All Grades (K-12)	7.4	45	14.0	81	23.0	140	28.4	159				
017049	**Lanier Elementary School**												
	Grade 4	0.0	0	1.9	1	30.0	21	46.5	33				
	All Grades (K-12)	6.4	26	2.3	9	12.8	49	12.1	44				
017050	**LaBelle Aire Elementary School**												
	Grade 4	0.9	1	1.0	1	20.2	19	17.5	21				
	All Grades (K-12)	5.3	34	7.0	46	9.3	63	10.1	73				
017051	**LaSalle Elementary School**												
	Grade 4	0.0	0	6.4	3	20.0	8	9.4	5				
	All Grades (K-12)	2.6	8	9.6	27	15.2	41	19.5	53				
017052	**Robert E. Lee High School**												
	Grade 8	~	~	~	~	~	~	18.4	7				
	Grade 9	5.2	14	4.2	11	19.3	46	9.3	20				
	All Grades (K-12)	4.7	40	6.0	51	11.2	103	7.5	63				
017053	**Magnolia Woods Elementary School**												
	Grade 4	1.6	1	0.0	0	19.0	8	15.9	10				
	All Grades (K-12)	6.2	20	3.2	10	9.1	29	12.8	42				
017054	**Mayfair Elementary School**												
	Grade 4	0.0	0	2.9	1	23.1	9	10.5	4				
	All Grades (K-12)	5.6	13	1.7	4	4.7	11	5.4	12				
017055	**McKinley Middle Magnet School**												
	Grade 8	1.7	4	3.3	8	23.6	38	13.6	24				
	All Grades (K-12)	3.2	24	5.9	38	13.8	71	14.1	74				
017056	**McKinley Senior High School**												
	Grade 8	~	~	~	~	~	~	41.7	15				
	Grade 9	5.2	12	14.8	42	14.2	38	10.8	21				
	All Grades (K-12)	5.7	45	10.3	72	12.3	95	10.8	80				
017057	**Melrose Elementary School**												
	Grade 4	6.0	3	2.5	1	3.3	1	2.0	1				
	All Grades (K-12)	13.3	41	10.4	31	12.4	39	7.1	23				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017058	**Merrydale Elementary School**												
	Grade 4	0.0	0	5.3	4	31.1	23	14.0	14				
	All Grades (K-12)	2.4	9	5.1	21	9.2	39	12.1	51				
017059	**Mohican Center**												
	Grade 4	8.3	1	0.0	0	20.0	3	44.8	13				
	All Grades (K-12)	8.2	8	5.7	6	13.7	13	18.2	27				
017061	**Nicholson Elementary School**												
	Grade 4	0.0	0	0.0	0	12.8	5	14.3	6				
	All Grades (K-12)	5.8	12	3.7	8	12.4	24	10.6	21				
017062	**North Highlands Elementary School**												
	Grade 4	0.0	0	1.8	1	37.5	15	16.1	9				
	All Grades (K-12)	10.1	37	11.0	40	13.5	47	11.7	35				
017063	**Northdale Alternative Magnet Academy**												
	Grade 9	0.0	0	46.7	7	0.0	0	0.0	0				
	All Grades (K-12)	14.9	17	23.9	27	9.1	4	5.1	6				
017064	**Northeast Elementary School**												
	Grade 4	3.5	4	2.2	2	24.3	25	6.7	7				
	All Grades (K-12)	4.9	37	4.4	29	12.5	82	7.3	45				
017065	**Northeast High School**												
	Grade 8	2.1	2	11.8	9	45.7	37	29.2	28				
	Grade 9	5.4	5	3.6	3	2.9	2	4.2	2				
	All Grades (K-12)	3.5	18	7.4	34	13.3	57	10.6	45				
017066	**Northwestern Elementary School**												
	Grade 4	6.7	7	5.5	4	7.8	7	7.1	6				
	All Grades (K-12)	4.8	26	5.0	27	7.1	37	8.6	45				
017067	**Northwestern Middle School**												
	Grade 8	4.5	11	4.3	11	14.0	37	13.1	35				
	All Grades (K-12)	6.1	47	7.4	58	10.8	88	11.4	87				
017068	**Park Elementary School**												
	Grade 4	3.6	3	0.0	0	45.6	31	11.8	11				
	All Grades (K-12)	8.9	42	8.9	42	15.8	75	10.9	52				
017069	**Park Forest Elementary School**												
	Grade 4	1.2	1	0.0	0	26.0	19	25.8	31				
	All Grades (K-12)	3.9	22	3.0	16	8.3	49	10.6	58				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017070	**Park Forest Middle School**												
	Grade 8	7.9	19	5.2	14	36.5	99	23.5	63				
	All Grades (K-12)	10.6	82	5.3	44	17.9	164	14.7	131				
017071	**Park Ridge Elementary School**												
	Grade 4	0.0	0	0.0	0	13.9	10	4.3	4				
	All Grades (K-12)	4.8	21	3.9	17	11.0	53	10.1	48				
017072	**Parkview Elementary School**												
	Grade 4	2.9	2	0.0	0	7.8	6	5.2	3				
	All Grades (K-12)	3.1	16	2.2	11	9.0	44	4.6	21				
017073	**Polk Elementary School**												
	Grade 4	10.3	4	0.0	0	20.0	8	10.0	4				
	All Grades (K-12)	8.9	26	13.7	36	21.7	66	12.5	36				
017074	**Prescott Middle School**												
	Grade 8	6.1	13	7.8	20	56.3	134	47.2	93				
	All Grades (K-12)	9.2	67	10.5	80	28.3	192	30.0	221				
017075	**Progress Elementary School**												
	Grade 4	3.4	2	2.0	1	10.6	5	11.4	5				
	All Grades (K-12)	7.4	24	7.0	23	5.9	17	6.8	20				
017077	**Riveroaks Elementary School**												
	Grade 4	4.2	3	1.4	1	12.1	8	0.0	0				
	All Grades (K-12)	4.8	18	4.4	17	7.3	29	6.4	24				
017078	**Ryan Elementary School**												
	Grade 4	6.7	3	0.0	0	24.0	12	26.1	12				
	All Grades (K-12)	7.0	22	7.4	22	11.4	35	9.8	31				
017079	**Scotlandville Magnet High School**												
	Grade 8	~	~	~	~	~	~	24.1	7				
	Grade 9	17.4	47	16.8	35	20.6	46	14.3	16				
	All Grades (K-12)	7.1	66	6.3	52	9.8	72	7.7	47				
017080	**Scotlandville Middle School**												
	Grade 8	14.5	18	3.3	5	55.4	82	33.3	50				
	All Grades (K-12)	12.1	59	11.0	54	32.9	155	24.7	117				
017081	**Sharon Hills Elementary School**												
	Grade 4	7.5	4	0.0	0	15.8	6	7.0	3				
	All Grades (K-12)	6.1	17	4.6	12	9.1	23	6.9	16				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017082	**Shenandoah Elementary School**												
	Grade 4	0.0	0	1.6	1	5.8	3	8.2	6				
	All Grades (K-12)	2.4	9	2.7	10	7.7	29	7.9	30				
017083	**Sherwood Middle School**												
	Grade 8	4.7	13	8.1	17	23.4	61	18.6	44				
	All Grades (K-12)	11.5	94	10.1	78	11.5	86	8.4	59				
017084	**South Boulevard Extended Day School**												
	Grade 4	0.0	0	0.0	0	13.5	5	5.3	2				
	All Grades (K-12)	2.9	7	1.3	3	4.6	10	2.3	5				
017085	**Southeast Middle School**												
	Grade 8	6.2	15	3.9	9	16.2	49	8.7	21				
	All Grades (K-12)	10.4	82	6.1	47	11.7	103	13.2	110				
017087	**Tanglewood Elementary School**												
	Grade 4	1.7	2	1.9	2	3.5	3	5.3	5				
	All Grades (K-12)	5.2	30	6.1	37	4.8	28	7.0	37				
017088	**Tara High School**												
	Grade 8	~	~	~	~	~	~	25.9	15				
	Grade 9	21.6	79	19.4	69	16.7	60	13.8	36				
	All Grades (K-12)	17.0	165	10.2	108	11.4	134	9.8	109				
017089	**Twin Oaks Elementary School**												
	Grade 4	4.9	3	4.5	3	21.3	16	9.7	6				
	All Grades (K-12)	4.2	15	8.4	32	11.4	49	12.1	50				
017091	**University Terrace Elementary School**												
	Grade 4	4.2	3	3.3	2	11.1	7	2.0	1				
	All Grades (K-12)	4.0	17	5.8	24	9.3	37	7.4	27				
017092	**Valley Park School**												
	Grade 8	36.9	24	35.1	27	62.0	80	59.5	91				
	Grade 9	35.7	30	53.4	55	40.5	60	34.7	34				
	All Grades (K-12)	36.1	107	49.3	209	46.8	304	49.4	318				
017093	**Villa del Rey Elementary School**												
	Grade 4	0.0	0	3.4	2	10.4	5	7.6	5				
	All Grades (K-12)	3.0	10	7.7	27	9.7	35	4.8	18				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Grade 4	0.0	0	1.5	1	1.3	1	1.6	1				
	All Grades (K-12)	1.9	7	1.1	4	2.4	9	3.4	13				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017095	**Wedgewood Elementary School**												
	Grade 4	1.7	2	2.4	2	9.3	10	13.7	14				
	All Grades (K-12)	5.5	31	9.0	55	9.2	58	8.1	48				
017096	**Westdale Elementary School**												
	Grade 4	11.8	4	0.0	0	2.9	1	30.6	11				
	All Grades (K-12)	7.4	15	10.3	19	10.1	21	14.0	31				
017097	**Westdale Middle School**												
	Grade 8	4.2	8	7.4	13	27.2	52	15.0	28				
	All Grades (K-12)	9.9	60	12.9	75	20.2	127	15.3	100				
017098	**Westminster Elementary School**												
	Grade 4	4.0	2	4.5	2	3.2	1	6.5	3				
	All Grades (K-12)	2.9	8	3.2	8	3.8	9	6.3	19				
017100	**Wildwood Elementary School**												
	Grade 4	0.0	0	0.0	0	30.4	17	14.7	10				
	All Grades (K-12)	3.5	11	6.6	19	15.3	44	14.1	44				
017101	**Winbourne Elementary School**												
	Grade 4	1.9	1	0.0	0	29.3	12	50.0	35				
	All Grades (K-12)	3.3	11	2.9	9	8.5	27	14.4	48				
017102	**Woodlawn High School**												
	Grade 8	~	~	~	~	~	~	11.4	4				
	Grade 9	8.1	23	13.7	36	13.2	36	12.1	32				
	All Grades (K-12)	6.5	64	9.1	82	10.0	95	6.7	65				
017103	**Zachary Elementary School**												
	Grade 4	4.0	5	0.0	0	7.9	8	10.6	12				
	All Grades (K-12)	2.9	21	4.0	26	6.2	43	7.0	46				
017104	**Zachary High School**												
	Grade 8	~	~	~	~	~	~	5.9	1				
	Grade 9	3.2	10	1.4	4	4.5	12	6.7	17				
	All Grades (K-12)	2.2	22	1.4	13	7.7	76	3.7	37				
017109	**Baton Rouge Marine Institute, Inc.**												
	Grade 8	50.0	2	50.0	2	42.9	3	63.6	7				
	Grade 9	100.0	3	100.0	1	60.0	3	100.0	6				
	All Grades (K-12)	25.0	5	31.6	6	42.1	8	63.0	17				

~ = Unavailable or insufficient data

Table 15: Student Retention

Percent and Number of Students Retained by Selected Grades

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017110	**Children's Charter School**												
	Grade 4	~	~	~	~	15.8	3	11.1	2				
	All Grades (K-12)	23.1	12	1.3	1	5.2	5	2.8	3				
017111	**Community School For Apprenticeship Learning**												
	Grade 8	10.0	1	14.8	4	34.3	12	45.7	16				
	All Grades (K-12)	10.4	7	11.0	10	25.0	29	20.3	25				
017112	**J. K. Haynes Foundation**												
	Grade 4	~	~	~	~	35.7	5	0.0	0				
	All Grades (K-12)	18.4	9	17.8	13	7.4	7	1.9	2				
017113	**White Hills Preparatory Academy**												
	Grade 8	6.8	3	5.9	3	42.1	16	45.1	23				
	All Grades (K-12)	8.7	10	18.0	20	18.0	25	35.7	41				
017114	**Staring Education Center**												
	Grade 8	~	~	~	~	~	~	50.0	29				
	All Grades (K-12)	~	~	~	~	35.1	39	30.8	40				
District													
	Grade 4	3.2	127	2.0	78	18.5	694	14.4	618				
	Grade 8	7.6	289	6.9	259	30.3	1,194	26.7	1,169				
	Grade 9	12.3	557	13.8	596	14.1	600	12.4	408				
	All Grades (K-12)	7.2	3,639	7.6	3,770	12.0	6,074	11.5	5,677				
State													
	Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498				
	Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307				
	Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459				
	All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646				

~ = Unavailable or insufficient data

Student Dropouts

Students who drop out of school deprive our country of potentially priceless human resources. 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 16, 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 unduplicated count of all students enrolled in a school or district for at least one school day during the course of the school year.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported and 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
- death

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).

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 16: 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*
017001	**Arlington Prepatory Academy**												
	Grade 9	20.0	2	33.3	2	0.0	0	~	~				
	Grade 10	8.3	1	30.0	3	30.0	3	~	~				
	Grade 11	42.9	3	20.0	2	16.7	1	~	~				
	Grade 12	N/A	N/A	16.7	1	0.0	0	~	~				
	Grades 9 - 12	20.0	6	25.0	8	13.3	4	~	~				
017004	**Baker High School**												
	Grade 8	N/A	N/A	N/A	N/A	10.0	5	~	~				
	Grade 9	14.6	62	11.7	49	5.8	20	~	~				
	Grade 10	12.8	57	12.5	48	8.9	35	~	~				
	Grade 11	11.0	33	14.0	44	10.6	34	~	~				
	Grade 12	20.7	51	11.2	26	8.1	21	~	~				
	Grades 9 - 12	14.3	203	12.4	167	8.4	110	~	~				
017005	**Baker Middle School**												
	Grade 7	3.7	9	1.7	5	0.4	1	~	~				
	Grade 8	6.4	18	2.5	6	0.4	1	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017008	**Baton Rouge High School**												
	Grade 9	3.7	13	2.7	9	0.6	2	~	~				
	Grade 10	3.2	10	1.6	5	0.6	2	~	~				
	Grade 11	2.5	7	4.1	12	0.0	0	~	~				
	Grade 12	2.5	7	0.0	0	0.0	0	~	~				
	Grades 9 - 12	3.0	37	2.1	26	0.3	4	~	~				
017010	**Belaire High School**												
	Grade 8	N/A	N/A	N/A	N/A	6.1	6	~	~				
	Grade 9	12.0	45	9.9	44	8.4	26	~	~				
	Grade 10	13.5	47	12.3	43	7.6	26	~	~				
	Grade 11	10.8	34	14.8	46	12.4	35	~	~				
	Grade 12	12.6	37	10.4	26	8.7	18	~	~				
	Grades 9 - 12	12.3	163	11.8	159	9.2	105	~	~				
017015	**Broadmoor Middle School**												
	Grade 7	1.6	5	5.7	17	1.5	5	~	~				
	Grade 8	1.1	3	4.3	13	0.0	0	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				

~ = Unavailable or insufficient 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 16: 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*
017016	**Broadmoor Senior High School**												
	Grade 8	N/A	N/A	N/A	N/A	5.3	4	~	~				
	Grade 9	9.2	38	10.3	42	11.1	42	~	~				
	Grade 10	14.4	68	12.0	52	10.0	33	~	~				
	Grade 11	10.0	32	15.4	64	15.5	57	~	~				
	Grade 12	11.5	32	8.4	22	13.1	39	~	~				
	Grades 9 - 12	11.5	170	11.9	180	12.5	171	~	~				
017020	**Capitol Middle School**												
	Grade 7	3.9	9	5.2	10	2.0	4	~	~				
	Grade 8	4.7	10	4.0	9	4.3	9	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017021	**Capitol Senior High School**												
	Grade 8	N/A	N/A	N/A	N/A	18.8	18	~	~				
	Grade 9	18.6	79	15.5	58	11.3	24	~	~				
	Grade 10	22.8	72	14.4	45	16.1	51	~	~				
	Grade 11	18.7	41	12.3	27	14.0	32	~	~				
	Grade 12	18.9	37	18.5	37	14.5	32	~	~				
	Grades 9 - 12	19.8	229	15.1	167	14.2	139	~	~				
017023	**Central High School**												
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	~	~				
	Grade 9	6.2	26	8.1	36	5.8	21	~	~				
	Grade 10	8.9	34	9.5	35	4.5	17	~	~				
	Grade 11	5.8	18	4.8	16	7.6	23	~	~				
	Grade 12	12.0	39	4.6	14	5.5	16	~	~				
	Grades 9 - 12	8.1	117	7.0	101	5.8	77	~	~				
017024	**Central Middle School**												
	Grade 7	1.7	6	1.4	5	0.0	0	~	~				
	Grade 8	1.4	5	1.1	4	0.3	1	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017025	**Baton Rouge Preparatory Academy**												
	Grade 8	50.0	1	N/A	N/A	50.0	2	~	~				
	Grade 9	16.7	5	15.4	8	6.9	2	~	~				
	Grade 10	22.2	2	37.5	9	7.5	6	~	~				
	Grade 11	28.6	2	14.3	1	5.6	1	~	~				
	Grade 12	50.0	2	0.0	0	5.0	1	~	~				
	Grades 9 - 12	22.0	11	20.7	18	6.8	10	~	~				

~ = Unavailable or insufficient data

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Table 16: 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*
017028	**Crestworth Middle School**												
	Grade 7	3.2	5	2.9	5	4.6	7	~	~				
	Grade 8	6.2	11	6.4	10	2.1	3	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017035	**Glasgow Middle School**												
	Grade 7	3.1	7	1.7	3	0.0	0	~	~				
	Grade 8	3.2	6	3.4	7	3.1	6	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017036	**Glen Oaks Middle School**												
	Grade 7	2.2	6	2.1	5	2.2	5	~	~				
	Grade 8	4.0	9	4.8	11	3.3	8	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017038	**Glen Oaks Senior High School**												
	Grade 8	N/A	N/A	N/A	N/A	9.2	6	~	~				
	Grade 9	12.5	40	6.7	20	7.9	17	~	~				
	Grade 10	12.7	42	12.7	39	7.1	20	~	~				
	Grade 11	9.7	27	13.1	34	4.4	9	~	~				
	Grade 12	15.3	36	9.2	24	2.9	7	~	~				
	Grades 9 - 12	12.5	145	10.4	117	5.6	53	~	~				
017045	**Istrouma Senior High School**												
	Grade 8	N/A	N/A	N/A	N/A	6.9	7	~	~				
	Grade 9	15.6	69	17.0	73	9.7	26	~	~				
	Grade 10	12.8	45	20.5	59	9.8	27	~	~				
	Grade 11	12.1	28	18.2	52	11.6	26	~	~				
	Grade 12	18.6	41	11.0	27	12.4	31	~	~				
	Grades 9 - 12	14.7	183	16.9	211	10.8	110	~	~				
017046	**Istrouma Middle Magnet School**												
	Grade 7	0.4	1	2.6	6	0.9	2	~	~				
	Grade 8	3.6	11	2.3	6	0.8	2	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017048	**Kenilworth Middle School**												
	Grade 7	4.0	11	3.7	11	2.0	5	~	~				
	Grade 8	3.4	8	4.6	13	3.5	9	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				

~ = Unavailable or insufficient data

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Table 16: 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*
017052	**Robert E. Lee High School**												
	Grade 8	N/A	N/A	N/A	N/A	5.8	3	~	~				
	Grade 9	16.4	61	13.8	44	7.8	23	~	~				
	Grade 10	14.1	55	8.5	30	12.1	36	~	~				
	Grade 11	11.3	32	13.4	45	10.1	25	~	~				
	Grade 12	21.2	48	10.6	28	9.8	27	~	~				
	Grades 9 - 12	15.4	196	11.5	147	10.0	111	~	~				
017055	**McKinley Middle Magnet School**												
	Grade 7	5.0	14	8.0	19	2.4	5	~	~				
	Grade 8	5.9	18	9.3	22	5.0	11	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017056	**McKinley Senior High School**												
	Grade 8	N/A	N/A	N/A	N/A	9.4	5	~	~				
	Grade 9	12.7	42	10.1	38	13.1	37	~	~				
	Grade 10	26.2	79	12.4	40	12.0	34	~	~				
	Grade 11	21.1	43	11.4	19	4.6	10	~	~				
	Grade 12	18.8	40	24.7	48	12.4	22	~	~				
	Grades 9 - 12	19.4	204	13.7	145	10.7	103	~	~				
017063	**Northdale Alternative Magnet Academy**												
	Grade 9	12.2	5	83.3	15	19.0	4	~	~				
	Grade 10	19.6	10	76.4	42	8.5	5	~	~				
	Grade 11	16.9	12	60.0	18	19.6	9	~	~				
	Grade 12	26.7	12	40.4	23	7.1	4	~	~				
	Grades 9 - 12	18.8	39	61.3	98	12.1	22	~	~				
017065	**Northeast High School**												
	Grade 7	6.4	7	6.7	7	2.0	2	~	~				
	Grade 8	8.2	8	7.3	8	3.5	4	~	~				
	Grade 9	5.0	6	12.7	13	3.6	2	~	~				
	Grade 10	9.6	10	19.7	23	2.5	2	~	~				
	Grade 11	10.3	10	15.2	12	6.5	5	~	~				
	Grade 12	7.8	6	16.5	14	0.0	0	~	~				
	Grades 9 - 12	8.0	32	16.2	62	3.2	9	~	~				
017067	**Northwestern Middle School**												
	Grade 7	0.7	2	0.3	1	0.7	2	~	~				
	Grade 8	2.0	6	2.0	6	0.9	3	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				

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Table 16: 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*
017070	**Park Forest Middle School**												
	Grade 7	3.7	13	2.5	9	1.3	5	~	~				
	Grade 8	5.1	18	1.7	6	2.5	9	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017074	**Prescott Middle School**												
	Grade 7	4.7	16	9.9	28	3.7	12	~	~				
	Grade 8	6.4	22	5.8	18	5.0	15	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017079	**Scotlandville Magnet High School**												
	Grade 8	N/A	N/A	N/A	N/A	5.1	2	~	~				
	Grade 9	10.0	28	17.0	54	13.5	21	~	~				
	Grade 10	12.0	33	13.6	29	6.3	13	~	~				
	Grade 11	4.9	11	12.0	26	4.2	6	~	~				
	Grade 12	3.5	9	10.1	21	4.4	8	~	~				
	Grades 9 - 12	7.8	81	13.6	130	7.0	48	~	~				
017080	**Scotlandville Middle School**												
	Grade 7	1.3	3	4.7	9	2.7	6	~	~				
	Grade 8	4.7	9	4.4	8	2.7	5	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017083	**Sherwood Middle School**												
	Grade 7	2.7	10	4.8	16	0.7	2	~	~				
	Grade 8	4.6	13	6.4	22	2.2	7	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017085	**Southeast Middle School**												
	Grade 7	3.8	14	2.2	7	1.1	4	~	~				
	Grade 8	6.1	19	2.6	10	0.6	2	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017088	**Tara High School**												
	Grade 8	N/A	N/A	N/A	N/A	3.8	3	~	~				
	Grade 9	15.1	84	11.0	56	6.8	26	~	~				
	Grade 10	11.2	50	18.2	80	6.4	27	~	~				
	Grade 11	10.6	31	10.1	34	10.1	34	~	~				
	Grade 12	13.1	32	9.8	27	6.8	21	~	~				
	Grades 9 - 12	12.8	197	12.6	197	7.5	108	~	~				

~ = Unavailable or insufficient 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 16: 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*
017092	**Valley Park School**												
	Grade 7	12.1	17	9.0	14	8.0	14	~	~				
	Grade 8	10.6	12	13.7	23	13.0	29	~	~				
	Grade 9	12.8	19	21.5	42	13.4	19	~	~				
	Grade 10	20.8	16	16.1	18	13.6	17	~	~				
	Grade 11	11.8	4	26.4	14	15.7	11	~	~				
	Grade 12	9.5	2	30.4	7	14.3	4	~	~				
	Grades 9 - 12	14.6	41	21.1	81	14.0	51	~	~				
017097	**Westdale Middle School**												
	Grade 7	2.0	5	3.2	9	0.7	2	~	~				
	Grade 8	2.8	6	7.2	18	1.2	3	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017102	**Woodlawn High School**												
	Grade 8	N/A	N/A	N/A	N/A	2.2	1	~	~				
	Grade 9	11.2	39	8.8	32	6.7	23	~	~				
	Grade 10	9.6	31	9.0	28	8.7	28	~	~				
	Grade 11	10.5	31	11.8	33	9.1	28	~	~				
	Grade 12	11.2	26	6.6	15	11.8	28	~	~				
	Grades 9 - 12	10.6	127	9.1	108	8.8	107	~	~				
017104	**Zachary High School**												
	Grade 8	N/A	N/A	N/A	N/A	3.8	1	~	~				
	Grade 9	11.0	35	7.2	22	2.3	7	~	~				
	Grade 10	9.0	30	9.9	33	6.4	21	~	~				
	Grade 11	14.4	41	9.5	28	6.1	16	~	~				
	Grade 12	8.5	20	10.5	25	2.9	8	~	~				
	Grades 9 - 12	10.8	126	9.2	108	4.4	52	~	~				
017109	**Baton Rouge Marine Institute, Inc.**												
	Grade 7	26.7	8	26.3	5	42.3	11	~	~				
	Grade 8	45.0	18	40.0	14	35.5	11	~	~				
	Grade 9	58.3	14	46.4	13	42.1	8	~	~				
	Grade 10	83.3	10	62.5	5	40.0	2	~	~				
	Grade 11	94.4	17	0.0	0	33.3	1	~	~				
	Grades 9 - 12	75.9	41	48.6	18	40.7	11	~	~				

~ = Unavailable or insufficient 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 16: 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*
017111	**Community School For Apprenticeship Learning**												
	Grade 7	3.5	2	5.6	3	6.5	3	~	~				
	Grade 8	12.0	6	10.4	5	10.9	6	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017113	**White Hills Preparatory Academy**												
	Grade 7	7.2	5	3.4	3	8.3	6	~	~				
	Grade 8	12.7	8	6.6	5	18.8	15	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
017114	**Staring Education Center**												
	Grade 7	N/A	N/A	0.0	0	14.5	12	~	~				
	Grade 8	N/A	N/A	N/A	N/A	12.7	14	~	~				
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	~	~				
District													
	Grade 7	3.7	175	4.4	197	2.5	115	~	~				
	Grade 8	5.4	245	5.4	244	4.6	236	~	~				
	Grade 9	13.4	712	13.0	670	8.8	350	~	~				
	Grade 10	14.0	702	14.1	666	8.9	405	~	~				
	Grade 11	11.6	457	12.9	527	9.6	363	~	~				
	Grade 12	13.4	477	10.9	385	8.0	287	~	~				
	Grades 9 - 12	13.2	2,348	12.9	2,248	8.8	1,405	~	~				
State													
	Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	~	~				
	Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	~	~				
	Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	~	~				
	Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	~	~				
	Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	~	~				
	Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	~	~				
	Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	~	~				

~ = Unavailable or insufficient 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

Student Achievement Overview 4-1
Criterion-Referenced Test (CRT) – LEAP 21 Test Results 4-2
Criterion-Referenced Test (CRT) – GEE 21 Results 4-88
Norm-Referenced Test (NRT) – The Iowa Tests Results..... 4-109

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 student's 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 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 mandated State content standards.

The second part of this section presents results of the Graduation Exit Examination for the 21st Century (GEE 21). The GEE 21 replaces the English Language Arts and Mathematics 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. The Social Studies and Science tests were administered in 2002.

The third 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.

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 the State content standards. The LEAP 21 English Language Arts and Mathematics tests (for grade 4 and grade 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.

In spring of 2001 the new high school CRT, or the Graduation Exit Examination for the 21st Century (GEE 21), was administered for the first time. The GEE 21 is a CRT that is intended to replace the old GEE, which has served as the standard high school CRT since spring of 1989. This new high school exit exam is 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 a "pass/fail" rating, 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 the1999-2000 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 Individualized Education Programs (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 17a-17h 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 students who are not exempt and 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 17a: 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*
017002	**Audubon Elementary School**												
	Advanced	3.0	2	2.9	2	1.3	1	3.7	2				
	Proficient	10.6	7	15.9	11	14.5	11	20.4	11				
	Basic	43.9	29	52.2	36	39.5	30	38.9	21				
	Approaching Basic	24.2	16	14.5	10	27.6	21	27.8	15				
	Unsatisfactory	18.2	12	14.5	10	17.1	13	9.3	5				
017003	**Baker Heights Elementary School**												
	Advanced	0.0	0	1.2	1	0.0	0	0.0	0				
	Proficient	5.2	4	10.7	9	4.5	4	10.0	7				
	Basic	41.6	32	36.9	31	35.2	31	34.3	24				
	Approaching Basic	28.6	22	25.0	21	35.2	31	34.3	24				
	Unsatisfactory	24.7	19	26.2	22	25.0	22	21.4	15				
017006	**Bakerfield Elementary School**												
	Advanced	1.4	1	4.8	3	1.8	1	2.8	2				
	Proficient	13.0	9	20.6	13	25.5	14	25.4	18				
	Basic	47.8	33	47.6	30	50.9	28	45.1	32				
	Approaching Basic	29.0	20	22.2	14	21.8	12	25.4	18				
	Unsatisfactory	8.7	6	4.8	3	0.0	0	1.4	1				
017007	**Banks Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	3.2	2	0.0	0	1.5	1	7.1	5				
	Basic	15.9	10	19.6	11	36.8	25	28.6	20				
	Approaching Basic	30.2	19	35.7	20	36.8	25	47.1	33				
	Unsatisfactory	50.8	32	44.6	25	25.0	17	17.1	12				
017009	**Beechwood Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	4.5	2	8.9	4	7.3	3				
	Basic	30.2	13	27.3	12	37.8	17	12.2	5				
	Approaching Basic	25.6	11	38.6	17	35.6	16	58.5	24				
	Unsatisfactory	44.2	19	29.5	13	17.8	8	22.0	9				

~ = Unavailable or insufficient data

Table 17a: 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*
017011	**Belfair Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.8	1				
	Proficient	6.3	4	4.4	3	4.7	3	7.0	4				
	Basic	25.0	16	26.5	18	46.9	30	40.4	23				
	Approaching Basic	43.8	28	39.7	27	25.0	16	43.9	25				
	Unsatisfactory	25.0	16	29.4	20	23.4	15	7.0	4				
017012	**Bellingrath Hills Elementary School**												
	Advanced	5.2	5	4.6	4	1.1	1	5.1	4				
	Proficient	41.2	40	36.8	32	27.8	25	26.9	21				
	Basic	44.3	43	46.0	40	55.6	50	46.2	36				
	Approaching Basic	7.2	7	9.2	8	12.2	11	19.2	15				
	Unsatisfactory	2.1	2	3.4	3	3.3	3	2.6	2				
017013	**Bernard Terrace Elementary School**												
	Advanced	4.3	3	5.3	3	4.3	3	8.5	6				
	Proficient	15.9	11	19.3	11	25.7	18	19.7	14				
	Basic	36.2	25	38.6	22	28.6	20	39.4	28				
	Approaching Basic	27.5	19	22.8	13	25.7	18	23.9	17				
	Unsatisfactory	15.9	11	14.0	8	15.7	11	8.5	6				
017014	**Broadmoor Elementary School**												
	Advanced	0.0	0	1.9	1	0.0	0	1.4	1				
	Proficient	12.7	8	9.6	5	20.7	12	12.9	9				
	Basic	36.5	23	36.5	19	43.1	25	38.6	27				
	Approaching Basic	27.0	17	32.7	17	25.9	15	25.7	18				
	Unsatisfactory	23.8	15	19.2	10	10.3	6	21.4	15				
017017	**Brookstown Elementary School**												
	Advanced	7.2	7	4.5	5	2.2	3	5.9	6				
	Proficient	14.4	14	15.2	17	9.6	13	9.8	10				
	Basic	16.5	16	14.3	16	25.9	35	19.6	20				
	Approaching Basic	22.7	22	29.5	33	34.1	46	36.3	37				
	Unsatisfactory	39.2	38	36.6	41	28.1	38	28.4	29				

~ = Unavailable or insufficient data

Table 17a: 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*
017018	**Brownfields Elementary School**												
	Advanced	1.4	1	5.6	4	5.3	4	14.1	12				
	Proficient	30.1	22	21.1	15	26.3	20	30.6	26				
	Basic	42.5	31	50.7	36	39.5	30	28.2	24				
	Approaching Basic	16.4	12	11.3	8	21.1	16	17.6	15				
	Unsatisfactory	9.6	7	11.3	8	7.9	6	9.4	8				
017019	**Buchanan Elementary School**												
	Advanced	7.8	5	3.3	2	8.2	6	7.0	5				
	Proficient	25.0	16	20.0	12	17.8	13	29.6	21				
	Basic	20.3	13	45.0	27	21.9	16	22.5	16				
	Approaching Basic	20.3	13	20.0	12	24.7	18	28.2	20				
	Unsatisfactory	26.6	17	11.7	7	27.4	20	12.7	9				
017022	**Cedarcrest-Southmoor Elementary School**												
	Advanced	7.6	7	1.9	2	2.0	2	10.4	10				
	Proficient	16.3	15	19.8	21	33.3	34	16.7	16				
	Basic	52.2	48	49.1	52	46.1	47	52.1	50				
	Approaching Basic	17.4	16	20.8	22	12.7	13	18.8	18				
	Unsatisfactory	6.5	6	8.5	9	5.9	6	2.1	2				
017026	**Claiborne Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	3.6	3	4.1	3	9.7	7	3.3	3				
	Basic	28.6	24	21.9	16	30.6	22	21.1	19				
	Approaching Basic	38.1	32	46.6	34	44.4	32	47.8	43				
	Unsatisfactory	29.8	25	27.4	20	15.3	11	27.8	25				
017027	**Crestworth Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	1.8	1	4.1	2	1.8	1	4.8	3				
	Basic	35.1	20	38.8	19	28.1	16	38.7	24				
	Approaching Basic	49.1	28	30.6	15	38.6	22	46.8	29				
	Unsatisfactory	14.0	8	26.5	13	31.6	18	9.7	6				

~ = Unavailable or insufficient data

Table 17a: 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*
017029	**Dalton Elementary School**												
	Advanced	0.0	0	0.0	0	1.2	1	0.0	0				
	Proficient	3.8	2	2.6	1	3.6	3	6.6	5				
	Basic	26.4	14	30.8	12	34.5	29	25.0	19				
	Approaching Basic	34.0	18	20.5	8	29.8	25	40.8	31				
	Unsatisfactory	35.8	19	46.2	18	31.0	26	27.6	21				
017030	**Delmont Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	1.6	1	5.9	3	0.0	0	2.9	2				
	Basic	17.5	11	17.6	9	33.8	25	16.2	11				
	Approaching Basic	31.7	20	39.2	20	28.4	21	50.0	34				
	Unsatisfactory	49.2	31	37.3	19	37.8	28	30.9	21				
017032	**Dufrocq Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.8	1				
	Proficient	5.3	2	10.7	3	5.6	2	25.5	14				
	Basic	26.3	10	57.1	16	58.3	21	47.3	26				
	Approaching Basic	31.6	12	17.9	5	25.0	9	20.0	11				
	Unsatisfactory	36.8	14	14.3	4	11.1	4	5.5	3				
017033	**Eden Park Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	3.0	2				
	Proficient	7.0	4	10.3	6	8.1	6	3.0	2				
	Basic	31.6	18	31.0	18	33.8	25	28.8	19				
	Approaching Basic	21.1	12	27.6	16	28.4	21	47.0	31				
	Unsatisfactory	40.4	23	31.0	18	29.7	22	18.2	12				
017034	**Forest Heights Elementary School**												
	Advanced	0.0	0	1.8	1	0.0	0	2.9	2				
	Proficient	2.6	1	3.6	2	6.8	4	5.8	4				
	Basic	41.0	16	14.5	8	40.7	24	34.8	24				
	Approaching Basic	25.6	10	38.2	21	33.9	20	43.5	30				
	Unsatisfactory	30.8	12	41.8	23	18.6	11	13.0	9				

~ = Unavailable or insufficient data

Table 17a: 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*
017037	**Glen Oaks Park Elementary School**												
	Advanced	4.3	4	5.6	5	3.1	2	7.4	6				
	Proficient	23.9	22	31.5	28	15.4	10	18.5	15				
	Basic	27.2	25	29.2	26	35.4	23	29.6	24				
	Approaching Basic	27.2	25	21.3	19	32.3	21	29.6	24				
	Unsatisfactory	17.4	16	12.4	11	13.8	9	14.8	12				
017040	**Greenbrier Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	6.7	4				
	Proficient	18.9	7	19.6	10	11.5	7	16.7	10				
	Basic	43.2	16	39.2	20	47.5	29	38.3	23				
	Approaching Basic	27.0	10	29.4	15	18.0	11	28.3	17				
	Unsatisfactory	10.8	4	11.8	6	23.0	14	10.0	6				
017041	**Greenville Elementary School**												
	Advanced	2.7	2	18.7	14	7.1	8	3.0	3				
	Proficient	25.3	19	9.3	7	8.9	10	8.9	9				
	Basic	28.0	21	14.7	11	18.8	21	15.8	16				
	Approaching Basic	25.3	19	34.7	26	29.5	33	50.5	51				
	Unsatisfactory	18.7	14	22.7	17	35.7	40	21.8	22				
017042	**Harding Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.4	1				
	Proficient	2.0	1	3.6	2	4.8	3	5.4	4				
	Basic	18.0	9	25.5	14	27.4	17	31.1	23				
	Approaching Basic	40.0	20	29.1	16	30.6	19	35.1	26				
	Unsatisfactory	40.0	20	41.8	23	37.1	23	27.0	20				
017043	**Highland Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	6.1	3	3.8	1	11.4	4	9.1	4				
	Basic	22.4	11	30.8	8	34.3	12	31.8	14				
	Approaching Basic	38.8	19	23.1	6	31.4	11	36.4	16				
	Unsatisfactory	32.7	16	42.3	11	22.9	8	22.7	10				

~ = Unavailable or insufficient data

Table 17a: 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*
017044	**Howell Park Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	3.0	2	7.2	6	6.5	5				
	Basic	20.5	15	45.5	30	42.2	35	37.7	29				
	Approaching Basic	30.1	22	37.9	25	25.3	21	33.8	26				
	Unsatisfactory	49.3	36	13.6	9	25.3	21	22.1	17				
017047	**Jefferson Terrace Elementary School**												
	Advanced	1.1	1	2.4	2	1.0	1	1.2	1				
	Proficient	27.5	25	22.9	19	12.6	13	24.4	20				
	Basic	37.4	34	42.2	35	54.4	56	51.2	42				
	Approaching Basic	23.1	21	24.1	20	24.3	25	18.3	15				
	Unsatisfactory	11.0	10	8.4	7	7.8	8	4.9	4				
017049	**Lanier Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	8.6	5	2.6	2	1.3	1	7.3	7				
	Basic	22.4	13	23.4	18	29.3	22	27.1	26				
	Approaching Basic	37.9	22	39.0	30	29.3	22	38.5	37				
	Unsatisfactory	31.0	18	35.1	27	40.0	30	27.1	26				
017050	**LaBelle Aire Elementary School**												
	Advanced	0.0	0	0.0	0	0.8	1	0.8	1				
	Proficient	5.1	5	7.1	7	5.0	6	4.7	6				
	Basic	46.5	46	33.3	33	37.2	45	31.8	41				
	Approaching Basic	26.3	26	35.4	35	36.4	44	34.1	44				
	Unsatisfactory	22.2	22	24.2	24	20.7	25	28.7	37				
017051	**LaSalle Elementary School**												
	Advanced	0.0	0	5.9	2	0.0	0	2.1	1				
	Proficient	7.8	4	2.9	1	11.1	6	12.8	6				
	Basic	21.6	11	41.2	14	37.0	20	44.7	21				
	Approaching Basic	29.4	15	14.7	5	24.1	13	23.4	11				
	Unsatisfactory	41.2	21	35.3	12	27.8	15	17.0	8				

~ = Unavailable or insufficient data

Table 17a: 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*
017053	**Magnolia Woods Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	1.8	1	6.3	3	9.2	6	8.2	5				
	Basic	40.0	22	25.0	12	43.1	28	31.1	19				
	Approaching Basic	30.9	17	45.8	22	24.6	16	45.9	28				
	Unsatisfactory	27.3	15	22.9	11	23.1	15	14.8	9				
017054	**Mayfair Elementary School**												
	Advanced	0.0	0	2.6	1	0.0	0	0.0	0				
	Proficient	23.5	8	15.8	6	12.8	5	10.0	4				
	Basic	44.1	15	28.9	11	48.7	19	35.0	14				
	Approaching Basic	26.5	9	26.3	10	33.3	13	40.0	16				
	Unsatisfactory	5.9	2	26.3	10	5.1	2	15.0	6				
017057	**Melrose Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	2.3	1				
	Proficient	19.0	8	11.4	4	16.7	8	20.9	9				
	Basic	26.2	11	48.6	17	52.1	25	53.5	23				
	Approaching Basic	21.4	9	22.9	8	20.8	10	16.3	7				
	Unsatisfactory	33.3	14	17.1	6	10.4	5	7.0	3				
017058	**Merrydale Elementary School**												
	Advanced	0.0	0	2.6	2	0.0	0	0.0	0				
	Proficient	2.8	2	6.6	5	7.3	7	3.5	3				
	Basic	38.0	27	25.0	19	41.7	40	28.2	24				
	Approaching Basic	23.9	17	35.5	27	36.5	35	40.0	34				
	Unsatisfactory	35.2	25	30.3	23	14.6	14	28.2	24				
017059	**Mohican Center**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	14.3	3	6.7	1	12.0	3	0.0	0				
	Basic	14.3	3	53.3	8	16.0	4	25.0	5				
	Approaching Basic	57.1	12	33.3	5	32.0	8	40.0	8				
	Unsatisfactory	14.3	3	6.7	1	40.0	10	35.0	7				

~ = Unavailable or insufficient data

Table 17a: 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*
017061	**Nicholson Elementary School**												
	Advanced	2.6	1	0.0	0	0.0	0	0.0	0				
	Proficient	7.7	3	7.7	3	9.8	4	12.0	3				
	Basic	46.2	18	48.7	19	41.5	17	36.0	9				
	Approaching Basic	30.8	12	30.8	12	31.7	13	24.0	6				
	Unsatisfactory	12.8	5	12.8	5	17.1	7	28.0	7				
017062	**North Highlands Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	12.1	7	8.1	3	8.3	5	5.2	3				
	Basic	37.9	22	29.7	11	43.3	26	39.7	23				
	Approaching Basic	32.8	19	37.8	14	23.3	14	34.5	20				
	Unsatisfactory	17.2	10	24.3	9	25.0	15	20.7	12				
017064	**Northeast Elementary School**												
	Advanced	0.0	0	0.9	1	1.9	2	2.6	3				
	Proficient	9.7	10	16.7	18	10.5	11	19.1	22				
	Basic	39.8	41	37.0	40	52.4	55	48.7	56				
	Approaching Basic	22.3	23	27.8	30	25.7	27	26.1	30				
	Unsatisfactory	28.2	29	17.6	19	9.5	10	3.5	4				
017066	**Northwestern Elementary School**												
	Advanced	1.2	1	2.2	2	0.0	0	3.9	4				
	Proficient	25.9	21	22.6	21	14.1	12	27.5	28				
	Basic	39.5	32	45.2	42	55.3	47	38.2	39				
	Approaching Basic	17.3	14	21.5	20	21.2	18	16.7	17				
	Unsatisfactory	16.0	13	8.6	8	9.4	8	13.7	14				
017068	**Park Elementary School**												
	Advanced	0.0	0	1.4	1	0.0	0	1.1	1				
	Proficient	6.7	6	5.6	4	8.6	8	5.4	5				
	Basic	38.2	34	29.2	21	40.9	38	39.1	36				
	Approaching Basic	31.5	28	29.2	21	23.7	22	40.2	37				
	Unsatisfactory	23.6	21	34.7	25	26.9	25	14.1	13				

~ = Unavailable or insufficient data

Table 17a: 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*
017069	**Park Forest Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.0	1				
	Proficient	11.0	12	3.9	3	4.0	5	8.9	9				
	Basic	35.8	39	40.8	31	35.5	44	41.6	42				
	Approaching Basic	27.5	30	27.6	21	37.1	46	37.6	38				
	Unsatisfactory	25.7	28	27.6	21	23.4	29	10.9	11				
017071	**Park Ridge Elementary School**												
	Advanced	2.5	2	1.4	1	0.0	0	3.4	3				
	Proficient	12.7	10	9.6	7	12.8	12	9.0	8				
	Basic	44.3	35	43.8	32	57.4	54	48.3	43				
	Approaching Basic	22.8	18	34.2	25	25.5	24	32.6	29				
	Unsatisfactory	17.7	14	11.0	8	4.3	4	6.7	6				
017072	**Parkview Elementary School**												
	Advanced	2.1	2	3.7	3	1.6	1	3.6	3				
	Proficient	17.5	17	17.1	14	32.3	20	20.2	17				
	Basic	42.3	41	64.6	53	51.6	32	54.8	46				
	Approaching Basic	23.7	23	14.6	12	14.5	9	20.2	17				
	Unsatisfactory	14.4	14	0.0	0	0.0	0	1.2	1				
017073	**Polk Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	2.6	1	2.6	1	6.5	3				
	Basic	20.0	8	23.7	9	51.3	20	32.6	15				
	Approaching Basic	37.5	15	44.7	17	33.3	13	50.0	23				
	Unsatisfactory	42.5	17	28.9	11	12.8	5	10.9	5				
017075	**Progress Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	12.5	6	6.4	3	13.3	6	5.5	3				
	Basic	56.3	27	36.2	17	48.9	22	40.0	22				
	Approaching Basic	14.6	7	34.0	16	31.1	14	36.4	20				
	Unsatisfactory	16.7	8	23.4	11	6.7	3	18.2	10				

~ = Unavailable or insufficient data

Table 17a: 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*
017077	**Riveroaks Elementary School**												
	Advanced	1.4	1	1.4	1	0.0	0	4.5	3				
	Proficient	9.7	7	10.0	7	18.5	12	13.6	9				
	Basic	58.3	42	47.1	33	53.8	35	51.5	34				
	Approaching Basic	19.4	14	24.3	17	21.5	14	24.2	16				
	Unsatisfactory	11.1	8	17.1	12	6.2	4	6.1	4				
017078	**Ryan Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	4.7	2	2.0	1	15.2	7	11.8	6				
	Basic	32.6	14	28.6	14	37.0	17	33.3	17				
	Approaching Basic	32.6	14	46.9	23	43.5	20	51.0	26				
	Unsatisfactory	30.2	13	22.4	11	4.3	2	3.9	2				
017081	**Sharon Hills Elementary School**												
	Advanced	0.0	0	0.0	0	4.5	2	0.0	0				
	Proficient	9.3	5	10.3	4	9.1	4	8.2	4				
	Basic	48.1	26	38.5	15	59.1	26	38.8	19				
	Approaching Basic	33.3	18	33.3	13	15.9	7	40.8	20				
	Unsatisfactory	9.3	5	17.9	7	11.4	5	12.2	6				
017082	**Shenandoah Elementary School**												
	Advanced	7.6	5	1.8	1	1.3	1	13.9	10				
	Proficient	51.5	34	43.9	25	28.6	22	33.3	24				
	Basic	36.4	24	42.1	24	58.4	45	48.6	35				
	Approaching Basic	0.0	0	8.8	5	9.1	7	2.8	2				
	Unsatisfactory	4.5	3	3.5	2	2.6	2	1.4	1				
017084	**South Boulevard Extended Day School**												
	Advanced	0.0	0	0.0	0	0.0	0	11.6	5				
	Proficient	25.6	11	23.7	9	26.3	10	25.6	11				
	Basic	53.5	23	50.0	19	42.1	16	23.3	10				
	Approaching Basic	11.6	5	15.8	6	26.3	10	37.2	16				
	Unsatisfactory	9.3	4	10.5	4	5.3	2	2.3	1				

~ = Unavailable or insufficient data

Table 17a: 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*
017087	**Tanglewood Elementary School**												
	Advanced	0.9	1	4.8	4	0.0	0	4.6	5				
	Proficient	16.4	18	22.6	19	18.6	19	29.4	32				
	Basic	50.9	56	48.8	41	52.9	54	41.3	45				
	Approaching Basic	23.6	26	16.7	14	22.5	23	16.5	18				
	Unsatisfactory	8.2	9	7.1	6	5.9	6	8.3	9				
017089	**Twin Oaks Elementary School**												
	Advanced	0.0	0	1.3	1	0.0	0	0.0	0				
	Proficient	21.8	17	19.5	15	20.0	12	20.2	17				
	Basic	48.7	38	41.6	32	53.3	32	46.4	39				
	Approaching Basic	16.7	13	19.5	15	11.7	7	27.4	23				
	Unsatisfactory	12.8	10	18.2	14	15.0	9	6.0	5				
017091	**University Terrace Elementary School**												
	Advanced	0.0	0	4.1	2	1.8	1	0.0	0				
	Proficient	8.9	5	14.3	7	25.5	14	22.4	11				
	Basic	50.0	28	36.7	18	38.2	21	53.1	26				
	Approaching Basic	26.8	15	24.5	12	18.2	10	20.4	10				
	Unsatisfactory	14.3	8	20.4	10	16.4	9	4.1	2				
017093	**Villa del Rey Elementary School**												
	Advanced	0.0	0	2.0	1	0.0	0	0.0	0				
	Proficient	6.2	4	11.8	6	16.7	11	2.9	2				
	Basic	35.4	23	33.3	17	48.5	32	44.1	30				
	Approaching Basic	33.8	22	33.3	17	21.2	14	41.2	28				
	Unsatisfactory	24.6	16	19.6	10	13.6	9	11.8	8				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Advanced	6.9	5	1.3	1	7.7	5	12.7	8				
	Proficient	30.6	22	36.3	29	44.6	29	41.3	26				
	Basic	47.2	34	50.0	40	44.6	29	38.1	24				
	Approaching Basic	13.9	10	12.5	10	3.1	2	7.9	5				
	Unsatisfactory	1.4	1	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 17a: 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*
017095	**Wedgewood Elementary School**												
	Advanced	2.1	2	5.4	6	1.8	2	10.5	10				
	Proficient	29.5	28	33.9	38	23.0	26	20.0	19				
	Basic	45.3	43	42.0	47	49.6	56	43.2	41				
	Approaching Basic	13.7	13	10.7	12	15.0	17	21.1	20				
	Unsatisfactory	9.5	9	8.0	9	10.6	12	5.3	5				
017096	**Westdale Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	2.2	1				
	Proficient	0.0	0	12.5	4	8.6	3	6.5	3				
	Basic	46.4	13	53.1	17	48.6	17	47.8	22				
	Approaching Basic	25.0	7	18.8	6	22.9	8	39.1	18				
	Unsatisfactory	28.6	8	15.6	5	20.0	7	4.3	2				
017098	**Westminster Elementary School**												
	Advanced	3.9	2	2.2	1	0.0	0	0.0	0				
	Proficient	19.6	10	32.6	15	12.8	6	12.7	7				
	Basic	39.2	20	30.4	14	53.2	25	50.9	28				
	Approaching Basic	33.3	17	26.1	12	25.5	12	29.1	16				
	Unsatisfactory	3.9	2	8.7	4	8.5	4	7.3	4				
017100	**Wildwood Elementary School**												
	Advanced	0.0	0	1.6	1	0.0	0	0.0	0				
	Proficient	14.8	8	9.7	6	4.9	3	15.9	11				
	Basic	38.9	21	33.9	21	36.1	22	37.7	26				
	Approaching Basic	20.4	11	17.7	11	36.1	22	33.3	23				
	Unsatisfactory	25.9	14	37.1	23	23.0	14	13.0	9				
017101	**Winbourne Elementary School**												
	Advanced	1.6	1	0.0	0	0.0	0	0.0	0				
	Proficient	1.6	1	6.5	3	2.9	2	6.7	4				
	Basic	27.4	17	28.3	13	20.0	14	36.7	22				
	Approaching Basic	40.3	25	32.6	15	37.1	26	35.0	21				
	Unsatisfactory	29.0	18	32.6	15	40.0	28	21.7	13				

~ = Unavailable or insufficient data

Table 17a: 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*
017103	**Zachary Elementary School**												
	Advanced	0.8	1	1.0	1	0.8	1	7.0	8				
	Proficient	27.7	36	21.4	22	19.0	23	28.9	33				
	Basic	47.7	62	47.6	49	52.1	63	38.6	44				
	Approaching Basic	18.5	24	23.3	24	20.7	25	20.2	23				
	Unsatisfactory	5.4	7	6.8	7	7.4	9	5.3	6				
017110	**Children's Charter School**												
	Advanced	~	~	0.0	0	0.0	0	11.8	2				
	Proficient	~	~	0.0	0	11.1	2	17.6	3				
	Basic	~	~	47.1	8	33.3	6	47.1	8				
	Approaching Basic	~	~	17.6	3	33.3	6	23.5	4				
	Unsatisfactory	~	~	35.3	6	22.2	4	0.0	0				
017112	**J. K. Haynes Foundation**												
	Advanced	~	~	0.0	0	0.0	0	16.7	3				
	Proficient	~	~	0.0	0	9.1	2	11.1	2				
	Basic	~	~	64.3	9	63.6	14	44.4	8				
	Approaching Basic	~	~	21.4	3	22.7	5	22.2	4				
	Unsatisfactory	~	~	14.3	2	4.5	1	5.6	1				
District													
	Advanced	1.5	62	2.1	82	1.1	49	3.3	142				
	Proficient	13.7	579	14.5	556	13.3	581	14.5	630				
	Basic	35.7	1,509	37.3	1,431	41.8	1,821	37.2	1,621				
	Approaching Basic	25.0	1,055	26.5	1,016	26.3	1,145	31.6	1,378				
	Unsatisfactory	24.1	1,020	19.7	756	17.4	757	13.4	586				
State													
	Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891				
	Proficient	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442				
	Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234				
	Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490				
	Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646				

~ = Unavailable or insufficient data

Table 17b: 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*
017002	**Audubon Elementary School**												
	Advanced	0.0	0	0.0	0	2.6	2	1.9	1				
	Proficient	9.1	6	7.2	5	3.9	3	18.5	10				
	Basic	36.4	24	62.3	43	47.4	36	35.2	19				
	Approaching Basic	28.8	19	15.9	11	21.1	16	24.1	13				
	Unsatisfactory	25.8	17	14.5	10	25.0	19	20.4	11				
017003	**Baker Heights Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	3.9	3	3.6	3	4.5	4	2.9	2				
	Basic	28.6	22	29.8	25	27.3	24	30.0	21				
	Approaching Basic	22.1	17	28.6	24	34.1	30	32.9	23				
	Unsatisfactory	45.5	35	38.1	32	34.1	30	34.3	24				
017006	**Bakerfield Elementary School**												
	Advanced	1.4	1	4.8	3	9.1	5	4.2	3				
	Proficient	8.7	6	20.6	13	10.9	6	15.5	11				
	Basic	37.7	26	44.4	28	58.2	32	57.7	41				
	Approaching Basic	29.0	20	19.0	12	18.2	10	15.5	11				
	Unsatisfactory	23.2	16	11.1	7	3.6	2	7.0	5				
017007	**Banks Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	1.5	1	1.4	1				
	Basic	9.5	6	8.9	5	34.3	23	35.7	25				
	Approaching Basic	12.7	8	25.0	14	28.4	19	34.3	24				
	Unsatisfactory	77.8	49	66.1	37	35.8	24	28.6	20				
017009	**Beechwood Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	2.3	1	4.4	2	7.3	3				
	Basic	0.0	0	11.4	5	17.8	8	22.0	9				
	Approaching Basic	23.3	10	36.4	16	35.6	16	29.3	12				
	Unsatisfactory	76.7	33	50.0	22	42.2	19	41.5	17				

~ = Unavailable or insufficient data

Table 17b: 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*
017011	**Belfair Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	1.6	1	10.5	6				
	Basic	15.6	10	32.4	22	26.6	17	38.6	22				
	Approaching Basic	31.3	20	29.4	20	35.9	23	33.3	19				
	Unsatisfactory	53.1	34	38.2	26	35.9	23	17.5	10				
017012	**Bellingrath Hills Elementary School**												
	Advanced	8.2	8	4.6	4	10.0	9	2.6	2				
	Proficient	19.6	19	48.3	42	25.6	23	20.5	16				
	Basic	53.6	52	36.8	32	53.3	48	57.7	45				
	Approaching Basic	15.5	15	6.9	6	8.9	8	14.1	11				
	Unsatisfactory	3.1	3	3.4	3	2.2	2	5.1	4				
017013	**Bernard Terrace Elementary School**												
	Advanced	8.7	6	5.3	3	10.0	7	7.0	5				
	Proficient	13.0	9	14.0	8	12.9	9	11.3	8				
	Basic	17.4	12	29.8	17	37.1	26	40.8	29				
	Approaching Basic	14.5	10	24.6	14	20.0	14	25.4	18				
	Unsatisfactory	46.4	32	26.3	15	20.0	14	15.5	11				
017014	**Broadmoor Elementary School**												
	Advanced	1.6	1	0.0	0	0.0	0	1.4	1				
	Proficient	4.8	3	15.7	8	13.8	8	15.7	11				
	Basic	30.2	19	25.5	13	41.4	24	30.0	21				
	Approaching Basic	27.0	17	25.5	13	20.7	12	25.7	18				
	Unsatisfactory	36.5	23	33.3	17	24.1	14	27.1	19				
017017	**Brookstown Elementary School**												
	Advanced	5.2	5	8.9	10	6.7	9	2.0	2				
	Proficient	10.3	10	7.1	8	5.9	8	8.8	9				
	Basic	11.3	11	17.9	20	21.5	29	15.7	16				
	Approaching Basic	11.3	11	10.7	12	24.4	33	13.7	14				
	Unsatisfactory	61.9	60	55.4	62	41.5	56	59.8	61				

~ = Unavailable or insufficient data

Table 17b: 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*
017018	**Brownfields Elementary School**												
	Advanced	6.8	5	7.0	5	11.8	9	7.1	6				
	Proficient	16.4	12	14.1	10	13.2	10	16.5	14				
	Basic	34.2	25	43.7	31	35.5	27	42.4	36				
	Approaching Basic	17.8	13	18.3	13	28.9	22	16.5	14				
	Unsatisfactory	24.7	18	16.9	12	10.5	8	17.6	15				
017019	**Buchanan Elementary School**												
	Advanced	9.4	6	10.0	6	5.5	4	11.3	8				
	Proficient	18.8	12	15.0	9	12.3	9	14.1	10				
	Basic	25.0	16	31.7	19	26.0	19	33.8	24				
	Approaching Basic	14.1	9	18.3	11	20.5	15	14.1	10				
	Unsatisfactory	32.8	21	25.0	15	35.6	26	26.8	19				
017022	**Cedarcrest-Southmoor Elementary School**												
	Advanced	9.8	9	1.9	2	2.9	3	4.2	4				
	Proficient	12.0	11	7.5	8	21.6	22	10.4	10				
	Basic	39.1	36	45.3	48	44.1	45	46.9	45				
	Approaching Basic	25.0	23	29.2	31	22.5	23	28.1	27				
	Unsatisfactory	14.1	13	16.0	17	8.8	9	10.4	10				
017026	**Claiborne Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	1.2	1	1.4	1	4.2	3	2.2	2				
	Basic	19.0	16	23.3	17	25.0	18	14.4	13				
	Approaching Basic	32.1	27	35.6	26	30.6	22	34.4	31				
	Unsatisfactory	47.6	40	39.7	29	40.3	29	48.9	44				
017027	**Crestworth Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.6	1				
	Proficient	0.0	0	4.1	2	5.3	3	11.3	7				
	Basic	10.3	6	26.5	13	40.4	23	45.2	28				
	Approaching Basic	29.3	17	24.5	12	19.3	11	24.2	15				
	Unsatisfactory	60.3	35	44.9	22	35.1	20	17.7	11				

~ = Unavailable or insufficient data

Table 17b: 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*
017029	**Dalton Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	2.6	1	8.3	7	1.3	1				
	Basic	11.3	6	12.8	5	25.0	21	21.1	16				
	Approaching Basic	30.2	16	10.3	4	32.1	27	32.9	25				
	Unsatisfactory	58.5	31	74.4	29	34.5	29	44.7	34				
017030	**Delmont Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	2.0	1	0.0	0	0.0	0				
	Basic	9.5	6	13.7	7	13.5	10	11.8	8				
	Approaching Basic	20.6	13	25.5	13	24.3	18	27.9	19				
	Unsatisfactory	69.8	44	58.8	30	62.2	46	60.3	41				
017032	**Dufrocq Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.8	1				
	Proficient	0.0	0	14.3	4	2.8	1	9.1	5				
	Basic	13.2	5	46.4	13	58.3	21	54.5	30				
	Approaching Basic	21.1	8	25.0	7	25.0	9	23.6	13				
	Unsatisfactory	65.8	25	14.3	4	13.9	5	10.9	6				
017033	**Eden Park Elementary School**												
	Advanced	1.8	1	1.7	1	0.0	0	1.5	1				
	Proficient	1.8	1	6.9	4	13.5	10	1.5	1				
	Basic	19.3	11	25.9	15	28.4	21	22.7	15				
	Approaching Basic	17.5	10	27.6	16	24.3	18	30.3	20				
	Unsatisfactory	59.6	34	37.9	22	33.8	25	43.9	29				
017034	**Forest Heights Elementary School**												
	Advanced	0.0	0	0.0	0	1.7	1	1.4	1				
	Proficient	2.6	1	1.8	1	3.4	2	5.8	4				
	Basic	23.1	9	21.8	12	28.8	17	21.7	15				
	Approaching Basic	25.6	10	20.0	11	37.3	22	46.4	32				
	Unsatisfactory	48.7	19	56.4	31	28.8	17	24.6	17				

~ = Unavailable or insufficient data

Table 17b: 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*
017037	**Glen Oaks Park Elementary School**												
	Advanced	16.3	15	6.7	6	3.1	2	2.5	2				
	Proficient	14.1	13	24.7	22	23.1	15	14.8	12				
	Basic	27.2	25	38.2	34	38.5	25	34.6	28				
	Approaching Basic	14.1	13	15.7	14	26.2	17	24.7	20				
	Unsatisfactory	28.3	26	14.6	13	9.2	6	23.5	19				
017040	**Greenbrier Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	3.3	2				
	Proficient	8.1	3	11.8	6	3.3	2	6.7	4				
	Basic	35.1	13	33.3	17	44.3	27	41.7	25				
	Approaching Basic	32.4	12	27.5	14	27.9	17	23.3	14				
	Unsatisfactory	24.3	9	27.5	14	24.6	15	25.0	15				
017041	**Greenville Elementary School**												
	Advanced	9.3	7	13.3	10	3.6	4	0.0	0				
	Proficient	18.7	14	6.7	5	11.6	13	6.9	7				
	Basic	26.7	20	22.7	17	13.4	15	24.8	25				
	Approaching Basic	21.3	16	33.3	25	19.6	22	22.8	23				
	Unsatisfactory	24.0	18	24.0	18	51.8	58	45.5	46				
017042	**Harding Elementary School**												
	Advanced	0.0	0	0.0	0	1.6	1	0.0	0				
	Proficient	0.0	0	0.0	0	3.2	2	0.0	0				
	Basic	10.0	5	23.6	13	25.8	16	28.4	21				
	Approaching Basic	12.0	6	23.6	13	24.2	15	33.8	25				
	Unsatisfactory	78.0	39	52.7	29	45.2	28	37.8	28				
017043	**Highland Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	8.6	3	2.3	1				
	Basic	18.4	9	23.1	6	22.9	8	27.3	12				
	Approaching Basic	26.5	13	30.8	8	42.9	15	36.4	16				
	Unsatisfactory	55.1	27	46.2	12	25.7	9	34.1	15				

~ = Unavailable or insufficient data

Table 17b: 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*
017044	**Howell Park Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.3	1				
	Proficient	0.0	0	7.6	5	0.0	0	2.6	2				
	Basic	8.2	6	43.9	29	36.1	30	28.9	22				
	Approaching Basic	27.4	20	28.8	19	26.5	22	35.5	27				
	Unsatisfactory	64.4	47	19.7	13	37.3	31	31.6	24				
017047	**Jefferson Terrace Elementary School**												
	Advanced	3.3	3	1.2	1	1.0	1	4.9	4				
	Proficient	15.4	14	16.9	14	9.7	10	13.4	11				
	Basic	38.5	35	38.6	32	41.7	43	48.8	40				
	Approaching Basic	22.0	20	22.9	19	28.2	29	19.5	16				
	Unsatisfactory	20.9	19	20.5	17	19.4	20	13.4	11				
017049	**Lanier Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	2.6	2	0.0	0	2.1	2				
	Basic	22.4	13	18.2	14	13.3	10	28.1	27				
	Approaching Basic	19.0	11	27.3	21	20.0	15	22.9	22				
	Unsatisfactory	58.6	34	51.9	40	66.7	50	46.9	45				
017050	**LaBelle Aire Elementary School**												
	Advanced	0.0	0	0.0	0	1.7	2	0.8	1				
	Proficient	3.0	3	0.0	0	2.5	3	1.6	2				
	Basic	26.3	26	29.3	29	38.0	46	27.1	35				
	Approaching Basic	35.4	35	23.2	23	25.6	31	27.1	35				
	Unsatisfactory	35.4	35	47.5	47	32.2	39	43.4	56				
017051	**LaSalle Elementary School**												
	Advanced	0.0	0	0.0	0	1.9	1	2.1	1				
	Proficient	0.0	0	11.8	4	9.3	5	4.3	2				
	Basic	11.8	6	38.2	13	33.3	18	31.9	15				
	Approaching Basic	19.6	10	32.4	11	20.4	11	27.7	13				
	Unsatisfactory	68.6	35	17.6	6	35.2	19	34.0	16				

~ = Unavailable or insufficient data

Table 17b: 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*
017053	**Magnolia Woods Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	6.2	4	3.3	2				
	Basic	32.1	18	27.1	13	30.8	20	31.1	19				
	Approaching Basic	19.6	11	27.1	13	27.7	18	39.3	24				
	Unsatisfactory	48.2	27	45.8	22	35.4	23	26.2	16				
017054	**Mayfair Elementary School**												
	Advanced	0.0	0	2.6	1	0.0	0	0.0	0				
	Proficient	20.6	7	5.3	2	2.6	1	12.5	5				
	Basic	35.3	12	31.6	12	69.2	27	32.5	13				
	Approaching Basic	20.6	7	21.1	8	10.3	4	32.5	13				
	Unsatisfactory	23.5	8	39.5	15	17.9	7	22.5	9				
017057	**Melrose Elementary School**												
	Advanced	0.0	0	0.0	0	2.1	1	0.0	0				
	Proficient	0.0	0	14.3	5	12.5	6	18.6	8				
	Basic	42.9	18	54.3	19	41.7	20	41.9	18				
	Approaching Basic	35.7	15	14.3	5	27.1	13	25.6	11				
	Unsatisfactory	21.4	9	17.1	6	16.7	8	14.0	6				
017058	**Merrydale Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	1.4	1	5.3	4	3.1	3	4.7	4				
	Basic	16.9	12	23.7	18	36.5	35	22.4	19				
	Approaching Basic	21.1	15	17.1	13	30.2	29	23.5	20				
	Unsatisfactory	60.6	43	53.9	41	30.2	29	49.4	42				
017059	**Mohican Center**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	4.8	1	0.0	0	0.0	0	0.0	0				
	Basic	23.8	5	53.3	8	36.0	9	15.0	3				
	Approaching Basic	23.8	5	26.7	4	16.0	4	15.0	3				
	Unsatisfactory	47.6	10	20.0	3	48.0	12	70.0	14				

~ = Unavailable or insufficient data

Table 17b: 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*
017061	**Nicholson Elementary School**												
	Advanced	0.0	0	2.6	1	0.0	0	0.0	0				
	Proficient	7.7	3	5.1	2	12.5	5	0.0	0				
	Basic	28.2	11	48.7	19	32.5	13	44.0	11				
	Approaching Basic	20.5	8	25.6	10	30.0	12	32.0	8				
	Unsatisfactory	43.6	17	17.9	7	25.0	10	24.0	6				
017062	**North Highlands Elementary School**												
	Advanced	0.0	0	0.0	0	1.7	1	0.0	0				
	Proficient	1.7	1	2.7	1	5.0	3	3.4	2				
	Basic	41.4	24	24.3	9	40.0	24	43.1	25				
	Approaching Basic	36.2	21	24.3	9	23.3	14	22.4	13				
	Unsatisfactory	20.7	12	48.6	18	30.0	18	31.0	18				
017064	**Northeast Elementary School**												
	Advanced	1.9	2	0.0	0	1.0	1	1.7	2				
	Proficient	4.9	5	7.4	8	8.6	9	13.9	16				
	Basic	38.8	40	37.0	40	55.2	58	57.4	66				
	Approaching Basic	28.2	29	27.8	30	22.9	24	15.7	18				
	Unsatisfactory	26.2	27	27.8	30	12.4	13	11.3	13				
017066	**Northwestern Elementary School**												
	Advanced	2.5	2	4.3	4	1.2	1	4.0	4				
	Proficient	8.6	7	17.2	16	11.8	10	23.0	23				
	Basic	45.7	37	47.3	44	47.1	40	33.0	33				
	Approaching Basic	18.5	15	15.1	14	32.9	28	23.0	23				
	Unsatisfactory	24.7	20	16.1	15	7.1	6	17.0	17				
017068	**Park Elementary School**												
	Advanced	0.0	0	1.4	1	0.0	0	0.0	0				
	Proficient	4.5	4	4.2	3	6.5	6	5.4	5				
	Basic	28.1	25	22.2	16	38.7	36	38.0	35				
	Approaching Basic	39.3	35	22.2	16	21.5	20	26.1	24				
	Unsatisfactory	28.1	25	50.0	36	33.3	31	30.4	28				

~ = Unavailable or insufficient data

Table 17b: 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*
017069	**Park Forest Elementary School**												
	Advanced	1.8	2	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	1.3	1	1.6	2	2.0	2				
	Basic	24.8	27	31.6	24	25.0	31	26.7	27				
	Approaching Basic	33.9	37	26.3	20	36.3	45	22.8	23				
	Unsatisfactory	39.4	43	40.8	31	37.1	46	48.5	49				
017071	**Park Ridge Elementary School**												
	Advanced	3.8	3	0.0	0	3.2	3	4.5	4				
	Proficient	11.4	9	9.6	7	11.7	11	10.1	9				
	Basic	35.4	28	38.4	28	50.0	47	47.2	42				
	Approaching Basic	29.1	23	27.4	20	27.7	26	24.7	22				
	Unsatisfactory	20.3	16	24.7	18	7.4	7	13.5	12				
017072	**Parkview Elementary School**												
	Advanced	3.1	3	1.2	1	1.6	1	2.4	2				
	Proficient	10.4	10	17.1	14	14.5	9	16.7	14				
	Basic	33.3	32	51.2	42	64.5	40	52.4	44				
	Approaching Basic	27.1	26	22.0	18	16.1	10	22.6	19				
	Unsatisfactory	26.0	25	8.5	7	3.2	2	6.0	5				
017073	**Polk Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	2.6	1	4.3	2				
	Basic	15.0	6	21.1	8	48.7	19	28.3	13				
	Approaching Basic	22.5	9	28.9	11	35.9	14	52.2	24				
	Unsatisfactory	62.5	25	50.0	19	12.8	5	15.2	7				
017075	**Progress Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	4.2	2	4.3	2	6.7	3	7.3	4				
	Basic	39.6	19	36.2	17	48.9	22	32.7	18				
	Approaching Basic	31.3	15	25.5	12	31.1	14	27.3	15				
	Unsatisfactory	25.0	12	34.0	16	13.3	6	32.7	18				

~ = Unavailable or insufficient data

Table 17b: 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*
017077	**Riveroaks Elementary School**												
	Advanced	0.0	0	0.0	0	1.5	1	3.0	2				
	Proficient	5.6	4	4.3	3	13.8	9	12.1	8				
	Basic	33.3	24	41.4	29	58.5	38	53.0	35				
	Approaching Basic	38.9	28	24.3	17	16.9	11	15.2	10				
	Unsatisfactory	22.2	16	30.0	21	9.2	6	16.7	11				
017078	**Ryan Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	7.1	3	6.1	3	8.7	4	5.9	3				
	Basic	19.0	8	32.7	16	37.0	17	52.9	27				
	Approaching Basic	19.0	8	26.5	13	23.9	11	29.4	15				
	Unsatisfactory	54.8	23	34.7	17	30.4	14	11.8	6				
017081	**Sharon Hills Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	5.6	3	7.7	3	9.1	4	4.1	2				
	Basic	27.8	15	41.0	16	47.7	21	40.8	20				
	Approaching Basic	31.5	17	30.8	12	27.3	12	28.6	14				
	Unsatisfactory	35.2	19	20.5	8	15.9	7	26.5	13				
017082	**Shenandoah Elementary School**												
	Advanced	12.1	8	1.8	1	3.9	3	8.3	6				
	Proficient	34.8	23	21.1	12	26.0	20	37.5	27				
	Basic	42.4	28	57.9	33	46.8	36	45.8	33				
	Approaching Basic	7.6	5	10.5	6	18.2	14	5.6	4				
	Unsatisfactory	3.0	2	8.8	5	5.2	4	2.8	2				
017084	**South Boulevard Extended Day School**												
	Advanced	2.3	1	0.0	0	2.6	1	2.3	1				
	Proficient	11.6	5	5.3	2	13.2	5	20.9	9				
	Basic	44.2	19	34.2	13	31.6	12	30.2	13				
	Approaching Basic	25.6	11	28.9	11	26.3	10	23.3	10				
	Unsatisfactory	16.3	7	31.6	12	26.3	10	23.3	10				

~ = Unavailable or insufficient data

Table 17b: 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*
017087	**Tanglewood Elementary School**												
	Advanced	1.8	2	0.0	0	2.0	2	1.8	2				
	Proficient	17.4	19	10.7	9	20.6	21	15.6	17				
	Basic	42.2	46	59.5	50	48.0	49	48.6	53				
	Approaching Basic	17.4	19	21.4	18	21.6	22	18.3	20				
	Unsatisfactory	21.1	23	8.3	7	7.8	8	15.6	17				
017089	**Twin Oaks Elementary School**												
	Advanced	0.0	0	2.6	2	1.7	1	3.6	3				
	Proficient	7.7	6	14.3	11	16.7	10	9.5	8				
	Basic	46.2	36	36.4	28	45.0	27	46.4	39				
	Approaching Basic	23.1	18	24.7	19	13.3	8	23.8	20				
	Unsatisfactory	23.1	18	22.1	17	23.3	14	16.7	14				
017091	**University Terrace Elementary School**												
	Advanced	1.8	1	0.0	0	1.8	1	2.0	1				
	Proficient	16.1	9	12.2	6	23.6	13	20.4	10				
	Basic	32.1	18	32.7	16	41.8	23	46.9	23				
	Approaching Basic	28.6	16	28.6	14	14.5	8	20.4	10				
	Unsatisfactory	21.4	12	26.5	13	18.2	10	10.2	5				
017093	**Villa del Rey Elementary School**												
	Advanced	1.6	1	0.0	0	1.5	1	1.5	1				
	Proficient	3.1	2	11.8	6	10.6	7	7.4	5				
	Basic	32.8	21	43.1	22	51.5	34	44.1	30				
	Approaching Basic	21.9	14	25.5	13	21.2	14	19.1	13				
	Unsatisfactory	40.6	26	19.6	10	15.2	10	27.9	19				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Advanced	4.2	3	1.3	1	9.2	6	9.5	6				
	Proficient	20.8	15	28.8	23	29.2	19	23.8	15				
	Basic	50.0	36	52.5	42	53.8	35	58.7	37				
	Approaching Basic	18.1	13	12.5	10	6.2	4	7.9	5				
	Unsatisfactory	6.9	5	5.0	4	1.5	1	0.0	0				

~ = Unavailable or insufficient data

Table 17b: 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*
017095	**Wedgewood Elementary School**												
	Advanced	2.1	2	1.8	2	5.3	6	4.2	4				
	Proficient	20.0	19	24.1	27	21.2	24	13.7	13				
	Basic	48.4	46	53.6	60	38.1	43	44.2	42				
	Approaching Basic	17.9	17	8.9	10	23.9	27	26.3	25				
	Unsatisfactory	11.6	11	11.6	13	11.5	13	11.6	11				
017096	**Westdale Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	2.2	1				
	Proficient	0.0	0	3.1	1	2.9	1	6.5	3				
	Basic	28.6	8	50.0	16	45.7	16	54.3	25				
	Approaching Basic	17.9	5	28.1	9	25.7	9	23.9	11				
	Unsatisfactory	53.6	15	18.8	6	25.7	9	13.0	6				
017098	**Westminster Elementary School**												
	Advanced	3.9	2	4.3	2	2.1	1	0.0	0				
	Proficient	11.8	6	15.2	7	10.6	5	7.3	4				
	Basic	29.4	15	39.1	18	42.6	20	36.4	20				
	Approaching Basic	31.4	16	19.6	9	27.7	13	38.2	21				
	Unsatisfactory	23.5	12	21.7	10	17.0	8	18.2	10				
017100	**Wildwood Elementary School**												
	Advanced	5.6	3	0.0	0	1.6	1	2.9	2				
	Proficient	13.0	7	3.2	2	6.6	4	7.2	5				
	Basic	31.5	17	30.6	19	39.3	24	52.2	36				
	Approaching Basic	14.8	8	21.0	13	26.2	16	14.5	10				
	Unsatisfactory	35.2	19	45.2	28	26.2	16	23.2	16				
017101	**Winbourne Elementary School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	3.2	2	0.0	0	1.4	1	0.0	0				
	Basic	19.4	12	23.9	11	5.7	4	30.0	18				
	Approaching Basic	30.6	19	28.3	13	32.9	23	28.3	17				
	Unsatisfactory	46.8	29	47.8	22	60.0	42	41.7	25				

~ = Unavailable or insufficient data

Table 17b: 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*
017103	**Zachary Elementary School**												
	Advanced	1.5	2	1.0	1	0.8	1	6.1	7				
	Proficient	21.5	28	13.6	14	23.1	28	21.9	25				
	Basic	39.2	51	40.8	42	47.1	57	52.6	60				
	Approaching Basic	20.0	26	29.1	30	18.2	22	11.4	13				
	Unsatisfactory	17.7	23	15.5	16	10.7	13	7.9	9				
017110	**Children's Charter School**												
	Advanced	~	~	0.0	0	0.0	0	5.9	1				
	Proficient	~	~	0.0	0	16.7	3	11.8	2				
	Basic	~	~	35.3	6	44.4	8	41.2	7				
	Approaching Basic	~	~	23.5	4	16.7	3	35.3	6				
	Unsatisfactory	~	~	41.2	7	22.2	4	5.9	1				
017112	**J. K. Haynes Foundation**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0				
	Proficient	~	~	0.0	0	0.0	0	5.6	1				
	Basic	~	~	28.6	4	45.5	10	44.4	8				
	Approaching Basic	~	~	14.3	2	27.3	6	38.9	7				
	Unsatisfactory	~	~	57.1	8	27.3	6	11.1	2				
District													
	Advanced	2.5	104	1.8	68	2.1	93	2.2	96				
	Proficient	8.1	342	9.9	381	10.0	436	9.8	427				
	Basic	28.2	1,190	35.2	1,352	37.7	1,642	37.7	1,640				
	Approaching Basic	23.0	969	22.9	879	24.6	1,070	24.6	1,071				
	Unsatisfactory	38.2	1,609	30.2	1,159	25.5	1,110	25.7	1,120				
State													
	Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293				
	Proficient	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291				
	Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212				
	Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930				
	Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966				

~ = Unavailable or insufficient data

Table 17c: 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*
017002	**Audubon Elementary School**												
	Advanced	N/A	N/A	2.9	2	1.3	1	3.7	2				
	Proficient	N/A	N/A	4.4	3	15.8	12	11.1	6				
	Basic	N/A	N/A	58.8	40	34.2	26	37.0	20				
	Approaching Basic	N/A	N/A	20.6	14	34.2	26	42.6	23				
	Unsatisfactory	N/A	N/A	13.2	9	14.5	11	5.6	3				
017003	**Baker Heights Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	4.3	3				
	Proficient	N/A	N/A	4.8	4	1.1	1	1.4	1				
	Basic	N/A	N/A	30.1	25	21.6	19	32.9	23				
	Approaching Basic	N/A	N/A	42.2	35	45.5	40	37.1	26				
	Unsatisfactory	N/A	N/A	22.9	19	31.8	28	24.3	17				
017006	**Bakerfield Elementary School**												
	Advanced	N/A	N/A	6.3	4	10.9	6	2.8	2				
	Proficient	N/A	N/A	17.5	11	23.6	13	15.5	11				
	Basic	N/A	N/A	44.4	28	40.0	22	49.3	35				
	Approaching Basic	N/A	N/A	22.2	14	21.8	12	31.0	22				
	Unsatisfactory	N/A	N/A	9.5	6	3.6	2	1.4	1				
017007	**Banks Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	2.9	2				
	Basic	N/A	N/A	5.4	3	17.9	12	15.7	11				
	Approaching Basic	N/A	N/A	39.3	22	52.2	35	60.0	42				
	Unsatisfactory	N/A	N/A	55.4	31	29.9	20	21.4	15				
017009	**Beechwood Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.5	2	6.7	3	0.0	0				
	Basic	N/A	N/A	27.3	12	17.8	8	31.7	13				
	Approaching Basic	N/A	N/A	38.6	17	48.9	22	43.9	18				
	Unsatisfactory	N/A	N/A	29.5	13	26.7	12	24.4	10				

~ = Unavailable or insufficient 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 17c: 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*
017011	**Belfair Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.9	2	0.0	0	7.0	4				
	Basic	N/A	N/A	25.0	17	21.9	14	35.1	20				
	Approaching Basic	N/A	N/A	30.9	21	54.7	35	42.1	24				
	Unsatisfactory	N/A	N/A	41.2	28	23.4	15	15.8	9				
017012	**Bellingrath Hills Elementary School**												
	Advanced	N/A	N/A	6.9	6	3.3	3	6.4	5				
	Proficient	N/A	N/A	29.9	26	24.4	22	19.2	15				
	Basic	N/A	N/A	50.6	44	51.1	46	57.7	45				
	Approaching Basic	N/A	N/A	12.6	11	17.8	16	14.1	11				
	Unsatisfactory	N/A	N/A	0.0	0	3.3	3	2.6	2				
017013	**Bernard Terrace Elementary School**												
	Advanced	N/A	N/A	1.8	1	5.7	4	8.5	6				
	Proficient	N/A	N/A	17.5	10	17.1	12	11.3	8				
	Basic	N/A	N/A	29.8	17	24.3	17	32.4	23				
	Approaching Basic	N/A	N/A	31.6	18	30.0	21	39.4	28				
	Unsatisfactory	N/A	N/A	19.3	11	22.9	16	8.5	6				
017014	**Broadmoor Elementary School**												
	Advanced	N/A	N/A	3.9	2	0.0	0	4.3	3				
	Proficient	N/A	N/A	5.9	3	5.2	3	7.1	5				
	Basic	N/A	N/A	27.5	14	37.9	22	38.6	27				
	Approaching Basic	N/A	N/A	39.2	20	44.8	26	27.1	19				
	Unsatisfactory	N/A	N/A	23.5	12	12.1	7	22.9	16				
017017	**Brookstown Elementary School**												
	Advanced	N/A	N/A	6.3	7	4.4	6	2.0	2				
	Proficient	N/A	N/A	12.5	14	6.7	9	5.9	6				
	Basic	N/A	N/A	15.2	17	16.3	22	21.6	22				
	Approaching Basic	N/A	N/A	19.6	22	37.0	50	28.4	29				
	Unsatisfactory	N/A	N/A	46.4	52	35.6	48	42.2	43				

~ = Unavailable or insufficient 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 17c: 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*
017018	**Brownfields Elementary School**												
	Advanced	N/A	N/A	1.4	1	10.5	8	9.4	8				
	Proficient	N/A	N/A	19.7	14	13.2	10	15.3	13				
	Basic	N/A	N/A	47.9	34	28.9	22	44.7	38				
	Approaching Basic	N/A	N/A	22.5	16	42.1	32	21.2	18				
	Unsatisfactory	N/A	N/A	8.5	6	5.3	4	9.4	8				
017019	**Buchanan Elementary School**												
	Advanced	N/A	N/A	0.0	0	9.6	7	7.0	5				
	Proficient	N/A	N/A	8.5	5	8.2	6	22.5	16				
	Basic	N/A	N/A	40.7	24	17.8	13	26.8	19				
	Approaching Basic	N/A	N/A	32.2	19	39.7	29	28.2	20				
	Unsatisfactory	N/A	N/A	18.6	11	24.7	18	15.5	11				
017022	**Cedarcrest-Southmoor Elementary School**												
	Advanced	N/A	N/A	0.9	1	3.9	4	8.3	8				
	Proficient	N/A	N/A	17.0	18	24.5	25	17.7	17				
	Basic	N/A	N/A	50.0	53	48.0	49	52.1	50				
	Approaching Basic	N/A	N/A	23.6	25	20.6	21	20.8	20				
	Unsatisfactory	N/A	N/A	8.5	9	2.9	3	1.0	1				
017026	**Claiborne Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	2.8	2	1.1	1				
	Basic	N/A	N/A	17.8	13	22.2	16	21.1	19				
	Approaching Basic	N/A	N/A	47.9	35	47.2	34	50.0	45				
	Unsatisfactory	N/A	N/A	34.2	25	27.8	20	27.8	25				
017027	**Crestworth Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	8.3	4	21.1	12	41.9	26				
	Approaching Basic	N/A	N/A	47.9	23	50.9	29	41.9	26				
	Unsatisfactory	N/A	N/A	43.8	21	28.1	16	16.1	10				

~ = Unavailable or insufficient 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 17c: 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*
017029	**Dalton Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	6.0	5	0.0	0				
	Basic	N/A	N/A	20.5	8	15.5	13	28.9	22				
	Approaching Basic	N/A	N/A	33.3	13	39.3	33	34.2	26				
	Unsatisfactory	N/A	N/A	46.2	18	39.3	33	36.8	28				
017030	**Delmont Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	13.7	7	6.8	5	8.8	6				
	Approaching Basic	N/A	N/A	49.0	25	40.5	30	57.4	39				
	Unsatisfactory	N/A	N/A	37.3	19	52.7	39	33.8	23				
017032	**Dufrocq Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.8	1				
	Proficient	N/A	N/A	0.0	0	0.0	0	10.9	6				
	Basic	N/A	N/A	42.9	12	47.2	17	38.2	21				
	Approaching Basic	N/A	N/A	35.7	10	38.9	14	41.8	23				
	Unsatisfactory	N/A	N/A	21.4	6	13.9	5	7.3	4				
017033	**Eden Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.4	1	1.5	1				
	Basic	N/A	N/A	24.1	14	20.3	15	21.2	14				
	Approaching Basic	N/A	N/A	37.9	22	33.8	25	40.9	27				
	Unsatisfactory	N/A	N/A	37.9	22	44.6	33	36.4	24				
017034	**Forest Heights Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.4	1				
	Proficient	N/A	N/A	5.5	3	0.0	0	2.9	2				
	Basic	N/A	N/A	10.9	6	20.3	12	14.5	10				
	Approaching Basic	N/A	N/A	41.8	23	61.0	36	59.4	41				
	Unsatisfactory	N/A	N/A	41.8	23	18.6	11	21.7	15				

~ = Unavailable or insufficient 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 17c: 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*
017037	**Glen Oaks Park Elementary School**												
	Advanced	N/A	N/A	4.5	4	1.6	1	1.2	1				
	Proficient	N/A	N/A	21.3	19	10.9	7	16.0	13				
	Basic	N/A	N/A	34.8	31	29.7	19	39.5	32				
	Approaching Basic	N/A	N/A	28.1	25	48.4	31	27.2	22				
	Unsatisfactory	N/A	N/A	11.2	10	9.4	6	16.0	13				
017040	**Greenbrier Elementary School**												
	Advanced	N/A	N/A	2.0	1	0.0	0	0.0	0				
	Proficient	N/A	N/A	9.8	5	6.6	4	13.3	8				
	Basic	N/A	N/A	43.1	22	31.1	19	46.7	28				
	Approaching Basic	N/A	N/A	33.3	17	49.2	30	28.3	17				
	Unsatisfactory	N/A	N/A	11.8	6	13.1	8	11.7	7				
017041	**Greenville Elementary School**												
	Advanced	N/A	N/A	10.7	8	4.5	5	0.0	0				
	Proficient	N/A	N/A	12.0	9	13.4	15	3.0	3				
	Basic	N/A	N/A	17.3	13	8.9	10	22.8	23				
	Approaching Basic	N/A	N/A	33.3	25	36.6	41	49.5	50				
	Unsatisfactory	N/A	N/A	26.7	20	36.6	41	24.8	25				
017042	**Harding Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	3.2	2	2.7	2				
	Basic	N/A	N/A	20.0	11	14.5	9	29.7	22				
	Approaching Basic	N/A	N/A	38.2	21	43.5	27	33.8	25				
	Unsatisfactory	N/A	N/A	41.8	23	38.7	24	33.8	25				
017043	**Highland Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	5.7	2	0.0	0				
	Basic	N/A	N/A	34.6	9	25.7	9	27.3	12				
	Approaching Basic	N/A	N/A	19.2	5	37.1	13	52.3	23				
	Unsatisfactory	N/A	N/A	46.2	12	31.4	11	20.5	9				

~ = Unavailable or insufficient 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 17c: 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*
017044	**Howell Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.5	1	0.0	0	0.0	0				
	Basic	N/A	N/A	30.3	20	25.3	21	29.9	23				
	Approaching Basic	N/A	N/A	42.4	28	45.8	38	40.3	31				
	Unsatisfactory	N/A	N/A	25.8	17	28.9	24	29.9	23				
017047	**Jefferson Terrace Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	12.0	10	12.6	13	12.2	10				
	Basic	N/A	N/A	54.2	45	36.9	38	54.9	45				
	Approaching Basic	N/A	N/A	26.5	22	37.9	39	28.0	23				
	Unsatisfactory	N/A	N/A	7.2	6	12.6	13	4.9	4				
017049	**Lanier Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	4.0	3	2.1	2				
	Basic	N/A	N/A	24.7	19	9.3	7	32.3	31				
	Approaching Basic	N/A	N/A	36.4	28	40.0	30	33.3	32				
	Unsatisfactory	N/A	N/A	39.0	30	46.7	35	32.3	31				
017050	**LaBelle Aire Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.7	2	0.8	1				
	Proficient	N/A	N/A	5.1	5	3.3	4	3.1	4				
	Basic	N/A	N/A	30.3	30	24.8	30	23.3	30				
	Approaching Basic	N/A	N/A	37.4	37	52.9	64	38.8	50				
	Unsatisfactory	N/A	N/A	27.3	27	17.4	21	34.1	44				
017051	**LaSalle Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.9	1	0.0	0				
	Proficient	N/A	N/A	8.8	3	7.4	4	4.3	2				
	Basic	N/A	N/A	26.5	9	31.5	17	38.3	18				
	Approaching Basic	N/A	N/A	50.0	17	37.0	20	36.2	17				
	Unsatisfactory	N/A	N/A	14.7	5	22.2	12	21.3	10				

~ = Unavailable or insufficient 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 17c: 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*
017053	**Magnolia Woods Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.5	1	1.6	1				
	Proficient	N/A	N/A	2.1	1	7.7	5	1.6	1				
	Basic	N/A	N/A	22.9	11	26.2	17	39.3	24				
	Approaching Basic	N/A	N/A	39.6	19	41.5	27	44.3	27				
	Unsatisfactory	N/A	N/A	35.4	17	23.1	15	13.1	8				
017054	**Mayfair Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.6	1	13.2	5	2.5	1				
	Basic	N/A	N/A	31.6	12	39.5	15	40.0	16				
	Approaching Basic	N/A	N/A	36.8	14	42.1	16	32.5	13				
	Unsatisfactory	N/A	N/A	28.9	11	5.3	2	25.0	10				
017057	**Melrose Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	4.7	2				
	Proficient	N/A	N/A	2.9	1	4.2	2	7.0	3				
	Basic	N/A	N/A	45.7	16	35.4	17	44.2	19				
	Approaching Basic	N/A	N/A	34.3	12	43.8	21	39.5	17				
	Unsatisfactory	N/A	N/A	17.1	6	16.7	8	4.7	2				
017058	**Merrydale Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.3	1	1.0	1	1.2	1				
	Basic	N/A	N/A	18.4	14	24.0	23	22.4	19				
	Approaching Basic	N/A	N/A	35.5	27	47.9	46	43.5	37				
	Unsatisfactory	N/A	N/A	44.7	34	27.1	26	32.9	28				
017059	**Mohican Center**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	40.0	6	28.0	7	20.0	4				
	Approaching Basic	N/A	N/A	46.7	7	32.0	8	40.0	8				
	Unsatisfactory	N/A	N/A	13.3	2	40.0	10	40.0	8				

~ = Unavailable or insufficient 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 17c: 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*
017061	**Nicholson Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	5.1	2	2.5	1	4.0	1				
	Basic	N/A	N/A	38.5	15	10.0	4	40.0	10				
	Approaching Basic	N/A	N/A	41.0	16	60.0	24	44.0	11				
	Unsatisfactory	N/A	N/A	15.4	6	27.5	11	12.0	3				
017062	**North Highlands Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.7	1				
	Proficient	N/A	N/A	2.7	1	1.7	1	1.7	1				
	Basic	N/A	N/A	5.4	2	21.7	13	39.7	23				
	Approaching Basic	N/A	N/A	40.5	15	45.0	27	32.8	19				
	Unsatisfactory	N/A	N/A	51.4	19	31.7	19	24.1	14				
017064	**Northeast Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.9	1				
	Proficient	N/A	N/A	14.8	16	11.4	12	8.7	10				
	Basic	N/A	N/A	40.7	44	36.2	38	50.4	58				
	Approaching Basic	N/A	N/A	25.0	27	44.8	47	33.0	38				
	Unsatisfactory	N/A	N/A	19.4	21	7.6	8	7.0	8				
017066	**Northwestern Elementary School**												
	Advanced	N/A	N/A	2.2	2	0.0	0	4.0	4				
	Proficient	N/A	N/A	17.2	16	17.6	15	13.0	13				
	Basic	N/A	N/A	49.5	46	40.0	34	54.0	54				
	Approaching Basic	N/A	N/A	21.5	20	36.5	31	20.0	20				
	Unsatisfactory	N/A	N/A	9.7	9	5.9	5	9.0	9				
017068	**Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.2	3	1.1	1	1.1	1				
	Basic	N/A	N/A	29.2	21	31.2	29	34.8	32				
	Approaching Basic	N/A	N/A	36.1	26	38.7	36	43.5	40				
	Unsatisfactory	N/A	N/A	30.6	22	29.0	27	20.7	19				

~ = Unavailable or insufficient data

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Table 17c: 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*
017069	**Park Forest Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.0	1				
	Proficient	N/A	N/A	1.3	1	3.2	4	2.0	2				
	Basic	N/A	N/A	28.9	22	24.2	30	30.7	31				
	Approaching Basic	N/A	N/A	43.4	33	50.0	62	49.5	50				
	Unsatisfactory	N/A	N/A	26.3	20	22.6	28	16.8	17				
017071	**Park Ridge Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.1	1	1.1	1				
	Proficient	N/A	N/A	6.8	5	6.4	6	5.6	5				
	Basic	N/A	N/A	37.0	27	39.4	37	44.9	40				
	Approaching Basic	N/A	N/A	41.1	30	42.6	40	38.2	34				
	Unsatisfactory	N/A	N/A	15.1	11	10.6	10	10.1	9				
017072	**Parkview Elementary School**												
	Advanced	N/A	N/A	2.4	2	1.6	1	2.4	2				
	Proficient	N/A	N/A	9.8	8	25.8	16	9.6	8				
	Basic	N/A	N/A	63.4	52	53.2	33	66.3	55				
	Approaching Basic	N/A	N/A	22.0	18	16.1	10	21.7	18				
	Unsatisfactory	N/A	N/A	2.4	2	3.2	2	0.0	0				
017073	**Polk Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	2.2	1				
	Basic	N/A	N/A	10.5	4	23.1	9	30.4	14				
	Approaching Basic	N/A	N/A	44.7	17	51.3	20	54.3	25				
	Unsatisfactory	N/A	N/A	44.7	17	25.6	10	13.0	6				
017075	**Progress Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.3	2	6.7	3	1.8	1				
	Basic	N/A	N/A	27.7	13	44.4	20	47.3	26				
	Approaching Basic	N/A	N/A	51.1	24	40.0	18	29.1	16				
	Unsatisfactory	N/A	N/A	17.0	8	8.9	4	21.8	12				

~ = Unavailable or insufficient 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 17c: 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*
017077	**Riveroaks Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	6.1	4				
	Proficient	N/A	N/A	10.0	7	10.8	7	9.1	6				
	Basic	N/A	N/A	38.6	27	55.4	36	43.9	29				
	Approaching Basic	N/A	N/A	34.3	24	29.2	19	36.4	24				
	Unsatisfactory	N/A	N/A	17.1	12	4.6	3	4.5	3				
017078	**Ryan Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	2.0	1				
	Basic	N/A	N/A	28.6	14	19.6	9	37.3	19				
	Approaching Basic	N/A	N/A	38.8	19	58.7	27	43.1	22				
	Unsatisfactory	N/A	N/A	32.7	16	21.7	10	17.6	9				
017081	**Sharon Hills Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	10.3	4	4.5	2	2.0	1				
	Basic	N/A	N/A	17.9	7	29.5	13	36.7	18				
	Approaching Basic	N/A	N/A	48.7	19	50.0	22	42.9	21				
	Unsatisfactory	N/A	N/A	23.1	9	15.9	7	18.4	9				
017082	**Shenandoah Elementary School**												
	Advanced	N/A	N/A	3.5	2	3.9	3	11.1	8				
	Proficient	N/A	N/A	31.6	18	19.5	15	31.9	23				
	Basic	N/A	N/A	45.6	26	51.9	40	51.4	37				
	Approaching Basic	N/A	N/A	15.8	9	22.1	17	4.2	3				
	Unsatisfactory	N/A	N/A	3.5	2	2.6	2	1.4	1				
017084	**South Boulevard Extended Day School**												
	Advanced	N/A	N/A	0.0	0	2.6	1	2.3	1				
	Proficient	N/A	N/A	5.3	2	5.3	2	11.6	5				
	Basic	N/A	N/A	39.5	15	52.6	20	44.2	19				
	Approaching Basic	N/A	N/A	42.1	16	28.9	11	30.2	13				
	Unsatisfactory	N/A	N/A	13.2	5	10.5	4	11.6	5				

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Table 17c: 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*
017087	**Tanglewood Elementary School**												
	Advanced	N/A	N/A	0.0	0	2.0	2	3.7	4				
	Proficient	N/A	N/A	9.5	8	11.8	12	11.9	13				
	Basic	N/A	N/A	53.6	45	44.1	45	57.8	63				
	Approaching Basic	N/A	N/A	32.1	27	34.3	35	19.3	21				
	Unsatisfactory	N/A	N/A	4.8	4	7.8	8	7.3	8				
017089	**Twin Oaks Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.7	1	1.2	1				
	Proficient	N/A	N/A	9.1	7	15.0	9	8.3	7				
	Basic	N/A	N/A	54.5	42	46.7	28	47.6	40				
	Approaching Basic	N/A	N/A	24.7	19	23.3	14	35.7	30				
	Unsatisfactory	N/A	N/A	11.7	9	13.3	8	7.1	6				
017091	**University Terrace Elementary School**												
	Advanced	N/A	N/A	2.0	1	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.0	1	3.6	2	4.1	2				
	Basic	N/A	N/A	24.5	12	41.8	23	38.8	19				
	Approaching Basic	N/A	N/A	42.9	21	36.4	20	51.0	25				
	Unsatisfactory	N/A	N/A	28.6	14	18.2	10	6.1	3				
017093	**Villa del Rey Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.0	1	10.6	7	5.9	4				
	Basic	N/A	N/A	35.3	18	25.8	17	33.8	23				
	Approaching Basic	N/A	N/A	41.2	21	48.5	32	39.7	27				
	Unsatisfactory	N/A	N/A	21.6	11	15.2	10	20.6	14				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Advanced	N/A	N/A	2.5	2	3.1	2	9.5	6				
	Proficient	N/A	N/A	27.5	22	30.8	20	20.6	13				
	Basic	N/A	N/A	53.8	43	46.2	30	60.3	38				
	Approaching Basic	N/A	N/A	15.0	12	15.4	10	9.5	6				
	Unsatisfactory	N/A	N/A	1.3	1	4.6	3	0.0	0				

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Table 17c: 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*
017095	**Wedgewood Elementary School**												
	Advanced	N/A	N/A	2.7	3	3.6	4	8.4	8				
	Proficient	N/A	N/A	24.1	27	25.0	28	15.8	15				
	Basic	N/A	N/A	48.2	54	40.2	45	47.4	45				
	Approaching Basic	N/A	N/A	19.6	22	24.1	27	25.3	24				
	Unsatisfactory	N/A	N/A	5.4	6	7.1	8	3.2	3				
017096	**Westdale Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.2	1				
	Proficient	N/A	N/A	0.0	0	11.4	4	2.2	1				
	Basic	N/A	N/A	50.0	16	20.0	7	52.2	24				
	Approaching Basic	N/A	N/A	40.6	13	51.4	18	28.3	13				
	Unsatisfactory	N/A	N/A	9.4	3	17.1	6	15.2	7				
017098	**Westminster Elementary School**												
	Advanced	N/A	N/A	2.2	1	0.0	0	1.8	1				
	Proficient	N/A	N/A	13.0	6	12.8	6	7.3	4				
	Basic	N/A	N/A	45.7	21	40.4	19	45.5	25				
	Approaching Basic	N/A	N/A	32.6	15	31.9	15	38.2	21				
	Unsatisfactory	N/A	N/A	6.5	3	14.9	7	7.3	4				
017100	**Wildwood Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.6	1	0.0	0				
	Proficient	N/A	N/A	8.1	5	1.6	1	7.2	5				
	Basic	N/A	N/A	30.6	19	27.9	17	47.8	33				
	Approaching Basic	N/A	N/A	35.5	22	37.7	23	23.2	16				
	Unsatisfactory	N/A	N/A	25.8	16	31.1	19	21.7	15				
017101	**Winbourne Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.2	1	0.0	0	0.0	0				
	Basic	N/A	N/A	15.2	7	11.3	8	20.0	12				
	Approaching Basic	N/A	N/A	43.5	20	39.4	28	58.3	35				
	Unsatisfactory	N/A	N/A	39.1	18	49.3	35	21.7	13				

~ = Unavailable or insufficient 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 17c: 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*
017103	**Zachary Elementary School**												
	Advanced	N/A	N/A	1.9	2	6.6	8	7.0	8				
	Proficient	N/A	N/A	16.5	17	24.0	29	23.7	27				
	Basic	N/A	N/A	53.4	55	38.0	46	52.6	60				
	Approaching Basic	N/A	N/A	22.3	23	25.6	31	14.0	16				
	Unsatisfactory	N/A	N/A	5.8	6	5.8	7	2.6	3				
017110	**Children's Charter School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	11.8	2				
	Basic	N/A	N/A	17.6	3	22.2	4	29.4	5				
	Approaching Basic	N/A	N/A	47.1	8	50.0	9	52.9	9				
	Unsatisfactory	N/A	N/A	35.3	6	27.8	5	5.9	1				
017112	**J. K. Haynes Foundation**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	5.6	1				
	Basic	N/A	N/A	35.7	5	27.3	6	55.6	10				
	Approaching Basic	N/A	N/A	42.9	6	50.0	11	27.8	5				
	Unsatisfactory	N/A	N/A	21.4	3	22.7	5	11.1	2				
District													
	Advanced	N/A	N/A	1.4	52	1.7	73	2.4	103				
	Proficient	N/A	N/A	9.2	351	9.1	394	7.7	337				
	Basic	N/A	N/A	34.8	1,335	29.9	1,300	38.4	1,672				
	Approaching Basic	N/A	N/A	32.6	1,251	39.1	1,701	34.9	1,521				
	Unsatisfactory	N/A	N/A	22.1	846	20.3	881	16.6	721				
State													
	Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098				
	Proficient	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617				
	Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500				
	Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630				
	Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819				

~ = Unavailable or insufficient 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 17d: 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*
017002	**Audubon Elementary School**												
	Advanced	N/A	N/A	2.9	2	1.3	1	0.0	0				
	Proficient	N/A	N/A	7.4	5	10.5	8	5.6	3				
	Basic	N/A	N/A	51.5	35	51.3	39	51.9	28				
	Approaching Basic	N/A	N/A	22.1	15	18.4	14	35.2	19				
	Unsatisfactory	N/A	N/A	16.2	11	18.4	14	7.4	4				
017003	**Baker Heights Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.8	4	2.3	2	2.9	2				
	Basic	N/A	N/A	39.8	33	26.1	23	40.0	28				
	Approaching Basic	N/A	N/A	26.5	22	28.4	25	25.7	18				
	Unsatisfactory	N/A	N/A	28.9	24	43.2	38	31.4	22				
017006	**Bakerfield Elementary School**												
	Advanced	N/A	N/A	4.8	3	0.0	0	1.4	1				
	Proficient	N/A	N/A	12.7	8	27.3	15	14.1	10				
	Basic	N/A	N/A	54.0	34	58.2	32	57.7	41				
	Approaching Basic	N/A	N/A	20.6	13	9.1	5	22.5	16				
	Unsatisfactory	N/A	N/A	7.9	5	5.5	3	4.2	3				
017007	**Banks Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	7.1	4	14.9	10	30.0	21				
	Approaching Basic	N/A	N/A	26.8	15	47.8	32	38.6	27				
	Unsatisfactory	N/A	N/A	66.1	37	37.3	25	31.4	22				
017009	**Beechwood Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	4.4	2	0.0	0				
	Basic	N/A	N/A	25.0	11	26.7	12	26.8	11				
	Approaching Basic	N/A	N/A	29.5	13	31.1	14	34.1	14				
	Unsatisfactory	N/A	N/A	45.5	20	37.8	17	39.0	16				

~ = Unavailable or insufficient 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 17d: 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*
017011	**Belfair Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	5.9	4	1.6	1	0.0	0				
	Basic	N/A	N/A	36.8	25	37.5	24	47.4	27				
	Approaching Basic	N/A	N/A	23.5	16	35.9	23	35.1	20				
	Unsatisfactory	N/A	N/A	33.8	23	25.0	16	17.5	10				
017012	**Bellingrath Hills Elementary School**												
	Advanced	N/A	N/A	3.4	3	2.2	2	1.3	1				
	Proficient	N/A	N/A	27.6	24	20.0	18	16.7	13				
	Basic	N/A	N/A	58.6	51	66.7	60	67.9	53				
	Approaching Basic	N/A	N/A	8.0	7	5.6	5	9.0	7				
	Unsatisfactory	N/A	N/A	2.3	2	5.6	5	5.1	4				
017013	**Bernard Terrace Elementary School**												
	Advanced	N/A	N/A	1.8	1	1.4	1	4.2	3				
	Proficient	N/A	N/A	21.1	12	20.0	14	14.1	10				
	Basic	N/A	N/A	38.6	22	40.0	28	42.3	30				
	Approaching Basic	N/A	N/A	19.3	11	24.3	17	25.4	18				
	Unsatisfactory	N/A	N/A	19.3	11	14.3	10	14.1	10				
017014	**Broadmoor Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	13.7	7	6.8	4	8.6	6				
	Basic	N/A	N/A	33.3	17	50.8	30	40.0	28				
	Approaching Basic	N/A	N/A	21.6	11	20.3	12	25.7	18				
	Unsatisfactory	N/A	N/A	31.4	16	22.0	13	25.7	18				
017017	**Brookstown Elementary School**												
	Advanced	N/A	N/A	5.4	6	4.4	6	1.0	1				
	Proficient	N/A	N/A	10.7	12	6.7	9	4.9	5				
	Basic	N/A	N/A	14.3	16	23.0	31	23.5	24				
	Approaching Basic	N/A	N/A	21.4	24	23.7	32	19.6	20				
	Unsatisfactory	N/A	N/A	48.2	54	42.2	57	51.0	52				

~ = Unavailable or insufficient 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 17d: 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*
017018	**Brownfields Elementary School**												
	Advanced	N/A	N/A	1.4	1	9.2	7	5.9	5				
	Proficient	N/A	N/A	25.4	18	14.5	11	23.5	20				
	Basic	N/A	N/A	45.1	32	39.5	30	42.4	36				
	Approaching Basic	N/A	N/A	15.5	11	25.0	19	14.1	12				
	Unsatisfactory	N/A	N/A	12.7	9	11.8	9	14.1	12				
017019	**Buchanan Elementary School**												
	Advanced	N/A	N/A	0.0	0	5.5	4	5.6	4				
	Proficient	N/A	N/A	18.6	11	12.3	9	19.7	14				
	Basic	N/A	N/A	40.7	24	30.1	22	33.8	24				
	Approaching Basic	N/A	N/A	15.3	9	20.5	15	25.4	18				
	Unsatisfactory	N/A	N/A	25.4	15	31.5	23	15.5	11				
017022	**Cedarcrest-Southmoor Elementary School**												
	Advanced	N/A	N/A	0.9	1	1.0	1	3.1	3				
	Proficient	N/A	N/A	14.2	15	22.5	23	9.4	9				
	Basic	N/A	N/A	52.8	56	52.0	53	59.4	57				
	Approaching Basic	N/A	N/A	20.8	22	20.6	21	26.0	25				
	Unsatisfactory	N/A	N/A	11.3	12	3.9	4	2.1	2				
017026	**Claiborne Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.4	1	0.0	0				
	Basic	N/A	N/A	20.5	15	27.8	20	22.2	20				
	Approaching Basic	N/A	N/A	24.7	18	36.1	26	28.9	26				
	Unsatisfactory	N/A	N/A	54.8	40	34.7	25	48.9	44				
017027	**Crestworth Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	22.9	11	35.1	20	54.8	34				
	Approaching Basic	N/A	N/A	31.3	15	15.8	9	30.6	19				
	Unsatisfactory	N/A	N/A	45.8	22	49.1	28	14.5	9				

~ = Unavailable or insufficient 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 17d: 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*
017029	**Dalton Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	2.4	2	2.6	2				
	Basic	N/A	N/A	23.1	9	38.1	32	26.3	20				
	Approaching Basic	N/A	N/A	17.9	7	31.0	26	35.5	27				
	Unsatisfactory	N/A	N/A	59.0	23	28.6	24	35.5	27				
017030	**Delmont Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.0	1	0.0	0	0.0	0				
	Basic	N/A	N/A	19.6	10	14.9	11	20.6	14				
	Approaching Basic	N/A	N/A	35.3	18	35.1	26	36.8	25				
	Unsatisfactory	N/A	N/A	43.1	22	50.0	37	42.6	29				
017032	**Dufrocq Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.8	1				
	Proficient	N/A	N/A	0.0	0	2.8	1	9.1	5				
	Basic	N/A	N/A	53.6	15	55.6	20	63.6	35				
	Approaching Basic	N/A	N/A	32.1	9	25.0	9	18.2	10				
	Unsatisfactory	N/A	N/A	14.3	4	16.7	6	7.3	4				
017033	**Eden Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	1.5	1				
	Basic	N/A	N/A	32.8	19	31.1	23	19.7	13				
	Approaching Basic	N/A	N/A	25.9	15	35.1	26	27.3	18				
	Unsatisfactory	N/A	N/A	41.4	24	33.8	25	51.5	34				
017034	**Forest Heights Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	3.4	2	2.9	2				
	Basic	N/A	N/A	21.8	12	27.1	16	33.3	23				
	Approaching Basic	N/A	N/A	18.2	10	37.3	22	46.4	32				
	Unsatisfactory	N/A	N/A	60.0	33	32.2	19	17.4	12				

~ = Unavailable or insufficient 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 17d: 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*
017037	**Glen Oaks Park Elementary School**												
	Advanced	N/A	N/A	2.2	2	0.0	0	1.2	1				
	Proficient	N/A	N/A	22.5	20	15.6	10	11.1	9				
	Basic	N/A	N/A	38.2	34	40.6	26	39.5	32				
	Approaching Basic	N/A	N/A	15.7	14	23.4	15	25.9	21				
	Unsatisfactory	N/A	N/A	21.3	19	20.3	13	22.2	18				
017040	**Greenbrier Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	3.3	2				
	Proficient	N/A	N/A	15.7	8	4.9	3	8.3	5				
	Basic	N/A	N/A	39.2	20	52.5	32	51.7	31				
	Approaching Basic	N/A	N/A	27.5	14	24.6	15	20.0	12				
	Unsatisfactory	N/A	N/A	17.6	9	18.0	11	16.7	10				
017041	**Greenville Elementary School**												
	Advanced	N/A	N/A	14.7	11	8.0	9	1.0	1				
	Proficient	N/A	N/A	6.7	5	8.0	9	3.0	3				
	Basic	N/A	N/A	21.3	16	14.3	16	20.0	20				
	Approaching Basic	N/A	N/A	28.0	21	27.7	31	37.0	37				
	Unsatisfactory	N/A	N/A	29.3	22	42.0	47	39.0	39				
017042	**Harding Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	3.2	2	0.0	0				
	Basic	N/A	N/A	23.6	13	22.6	14	35.1	26				
	Approaching Basic	N/A	N/A	29.1	16	22.6	14	37.8	28				
	Unsatisfactory	N/A	N/A	47.3	26	51.6	32	27.0	20				
017043	**Highland Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	8.6	3	0.0	0				
	Basic	N/A	N/A	34.6	9	31.4	11	27.3	12				
	Approaching Basic	N/A	N/A	19.2	5	25.7	9	34.1	15				
	Unsatisfactory	N/A	N/A	46.2	12	34.3	12	38.6	17				

~ = Unavailable or insufficient data

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Table 17d: 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*
017044	**Howell Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.2	1	0.0	0				
	Basic	N/A	N/A	39.4	26	31.3	26	24.7	19				
	Approaching Basic	N/A	N/A	21.2	14	28.9	24	39.0	30				
	Unsatisfactory	N/A	N/A	39.4	26	38.6	32	36.4	28				
017047	**Jefferson Terrace Elementary School**												
	Advanced	N/A	N/A	1.2	1	1.0	1	0.0	0				
	Proficient	N/A	N/A	17.1	14	7.8	8	2.4	2				
	Basic	N/A	N/A	43.9	36	39.8	41	63.4	52				
	Approaching Basic	N/A	N/A	26.8	22	28.2	29	24.4	20				
	Unsatisfactory	N/A	N/A	11.0	9	23.3	24	9.8	8				
017049	**Lanier Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.3	1	1.3	1	0.0	0				
	Basic	N/A	N/A	31.2	24	18.7	14	31.3	30				
	Approaching Basic	N/A	N/A	28.6	22	22.7	17	34.4	33				
	Unsatisfactory	N/A	N/A	39.0	30	57.3	43	34.4	33				
017050	**LaBelle Aire Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.0	2	0.8	1	3.1	4				
	Basic	N/A	N/A	35.7	35	38.0	46	31.0	40				
	Approaching Basic	N/A	N/A	26.5	26	33.1	40	27.1	35				
	Unsatisfactory	N/A	N/A	35.7	35	28.1	34	38.8	50				
017051	**LaSalle Elementary School**												
	Advanced	N/A	N/A	2.9	1	0.0	0	0.0	0				
	Proficient	N/A	N/A	5.9	2	13.0	7	0.0	0				
	Basic	N/A	N/A	47.1	16	35.2	19	48.9	23				
	Approaching Basic	N/A	N/A	38.2	13	29.6	16	34.0	16				
	Unsatisfactory	N/A	N/A	5.9	2	22.2	12	17.0	8				

~ = Unavailable or insufficient 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 17d: 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*
017053	**Magnolia Woods Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.1	1	4.6	3	1.6	1				
	Basic	N/A	N/A	29.2	14	41.5	27	31.1	19				
	Approaching Basic	N/A	N/A	25.0	12	26.2	17	44.3	27				
	Unsatisfactory	N/A	N/A	43.8	21	27.7	18	23.0	14				
017054	**Mayfair Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	10.5	4	2.6	1	0.0	0				
	Basic	N/A	N/A	34.2	13	55.3	21	47.5	19				
	Approaching Basic	N/A	N/A	28.9	11	26.3	10	22.5	9				
	Unsatisfactory	N/A	N/A	26.3	10	15.8	6	30.0	12				
017057	**Melrose Elementary School**												
	Advanced	N/A	N/A	0.0	0	2.1	1	2.3	1				
	Proficient	N/A	N/A	5.7	2	4.2	2	2.3	1				
	Basic	N/A	N/A	54.3	19	47.9	23	58.1	25				
	Approaching Basic	N/A	N/A	22.9	8	31.3	15	30.2	13				
	Unsatisfactory	N/A	N/A	17.1	6	14.6	7	7.0	3				
017058	**Merrydale Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.6	2	1.0	1	1.2	1				
	Basic	N/A	N/A	18.4	14	35.4	34	24.7	21				
	Approaching Basic	N/A	N/A	26.3	20	24.0	23	27.1	23				
	Unsatisfactory	N/A	N/A	52.6	40	39.6	38	47.1	40				
017059	**Mohican Center**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	4.0	1	0.0	0				
	Basic	N/A	N/A	53.3	8	16.0	4	20.0	4				
	Approaching Basic	N/A	N/A	20.0	3	24.0	6	20.0	4				
	Unsatisfactory	N/A	N/A	26.7	4	56.0	14	60.0	12				

~ = Unavailable or insufficient 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 17d: 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*
017061	**Nicholson Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.6	1	5.0	2	0.0	0				
	Basic	N/A	N/A	56.4	22	37.5	15	56.0	14				
	Approaching Basic	N/A	N/A	25.6	10	32.5	13	24.0	6				
	Unsatisfactory	N/A	N/A	15.4	6	25.0	10	20.0	5				
017062	**North Highlands Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	3.3	2	1.7	1				
	Basic	N/A	N/A	37.8	14	33.3	20	37.9	22				
	Approaching Basic	N/A	N/A	24.3	9	25.0	15	34.5	20				
	Unsatisfactory	N/A	N/A	37.8	14	38.3	23	25.9	15				
017064	**Northeast Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.0	1	0.9	1				
	Proficient	N/A	N/A	14.8	16	6.7	7	6.1	7				
	Basic	N/A	N/A	39.8	43	49.5	52	64.3	74				
	Approaching Basic	N/A	N/A	20.4	22	28.6	30	18.3	21				
	Unsatisfactory	N/A	N/A	25.0	27	14.3	15	10.4	12				
017066	**Northwestern Elementary School**												
	Advanced	N/A	N/A	1.1	1	0.0	0	4.0	4				
	Proficient	N/A	N/A	17.2	16	14.1	12	22.0	22				
	Basic	N/A	N/A	54.8	51	56.5	48	54.0	54				
	Approaching Basic	N/A	N/A	16.1	15	20.0	17	8.0	8				
	Unsatisfactory	N/A	N/A	10.8	10	9.4	8	12.0	12				
017068	**Park Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	6.9	5	1.1	1	2.2	2				
	Basic	N/A	N/A	26.4	19	40.9	38	41.3	38				
	Approaching Basic	N/A	N/A	22.2	16	29.0	27	29.3	27				
	Unsatisfactory	N/A	N/A	44.4	32	29.0	27	27.2	25				

~ = Unavailable or insufficient 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 17d: 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*
017069	**Park Forest Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.8	1	1.0	1				
	Basic	N/A	N/A	36.8	28	38.7	48	34.7	35				
	Approaching Basic	N/A	N/A	30.3	23	24.2	30	33.7	34				
	Unsatisfactory	N/A	N/A	32.9	25	36.3	45	30.7	31				
017071	**Park Ridge Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.1	1	1.1	1				
	Proficient	N/A	N/A	8.2	6	7.4	7	9.0	8				
	Basic	N/A	N/A	49.3	36	59.6	56	52.8	47				
	Approaching Basic	N/A	N/A	30.1	22	20.2	19	25.8	23				
	Unsatisfactory	N/A	N/A	12.3	9	11.7	11	11.2	10				
017072	**Parkview Elementary School**												
	Advanced	N/A	N/A	1.2	1	4.8	3	0.0	0				
	Proficient	N/A	N/A	17.1	14	24.2	15	10.8	9				
	Basic	N/A	N/A	53.7	44	62.9	39	72.3	60				
	Approaching Basic	N/A	N/A	23.2	19	6.5	4	13.3	11				
	Unsatisfactory	N/A	N/A	4.9	4	1.6	1	3.6	3				
017073	**Polk Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	2.2	1				
	Basic	N/A	N/A	13.2	5	33.3	13	34.8	16				
	Approaching Basic	N/A	N/A	42.1	16	41.0	16	23.9	11				
	Unsatisfactory	N/A	N/A	44.7	17	25.6	10	39.1	18				
017075	**Progress Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.3	2	4.4	2	1.8	1				
	Basic	N/A	N/A	40.4	19	46.7	21	43.6	24				
	Approaching Basic	N/A	N/A	38.3	18	37.8	17	32.7	18				
	Unsatisfactory	N/A	N/A	17.0	8	11.1	5	21.8	12				

~ = Unavailable or insufficient 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 17d: 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*
017077	**Riveroaks Elementary School**												
	Advanced	N/A	N/A	1.4	1	0.0	0	1.5	1				
	Proficient	N/A	N/A	5.7	4	12.3	8	6.1	4				
	Basic	N/A	N/A	47.1	33	63.1	41	54.5	36				
	Approaching Basic	N/A	N/A	32.9	23	18.5	12	31.8	21				
	Unsatisfactory	N/A	N/A	12.9	9	6.2	4	6.1	4				
017078	**Ryan Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.0	1	2.2	1	0.0	0				
	Basic	N/A	N/A	34.7	17	28.3	13	27.5	14				
	Approaching Basic	N/A	N/A	24.5	12	37.0	17	37.3	19				
	Unsatisfactory	N/A	N/A	38.8	19	32.6	15	35.3	18				
017081	**Sharon Hills Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.6	1	6.8	3	0.0	0				
	Basic	N/A	N/A	30.8	12	50.0	22	38.8	19				
	Approaching Basic	N/A	N/A	38.5	15	27.3	12	30.6	15				
	Unsatisfactory	N/A	N/A	28.2	11	15.9	7	30.6	15				
017082	**Shenandoah Elementary School**												
	Advanced	N/A	N/A	1.8	1	6.5	5	6.9	5				
	Proficient	N/A	N/A	22.8	13	26.0	20	26.4	19				
	Basic	N/A	N/A	66.7	38	61.0	47	61.1	44				
	Approaching Basic	N/A	N/A	7.0	4	5.2	4	5.6	4				
	Unsatisfactory	N/A	N/A	1.8	1	1.3	1	0.0	0				
017084	**South Boulevard Extended Day School**												
	Advanced	N/A	N/A	0.0	0	5.3	2	2.3	1				
	Proficient	N/A	N/A	7.9	3	15.8	6	11.6	5				
	Basic	N/A	N/A	42.1	16	39.5	15	44.2	19				
	Approaching Basic	N/A	N/A	26.3	10	23.7	9	23.3	10				
	Unsatisfactory	N/A	N/A	23.7	9	15.8	6	18.6	8				

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Table 17d: 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*
017087	**Tanglewood Elementary School**												
	Advanced	N/A	N/A	1.2	1	0.0	0	0.9	1				
	Proficient	N/A	N/A	16.7	14	13.7	14	11.0	12				
	Basic	N/A	N/A	48.8	41	64.7	66	56.9	62				
	Approaching Basic	N/A	N/A	27.4	23	13.7	14	20.2	22				
	Unsatisfactory	N/A	N/A	6.0	5	7.8	8	11.0	12				
017089	**Twin Oaks Elementary School**												
	Advanced	N/A	N/A	2.6	2	1.7	1	0.0	0				
	Proficient	N/A	N/A	16.9	13	20.0	12	7.1	6				
	Basic	N/A	N/A	39.0	30	46.7	28	52.4	44				
	Approaching Basic	N/A	N/A	18.2	14	20.0	12	29.8	25				
	Unsatisfactory	N/A	N/A	23.4	18	11.7	7	10.7	9				
017091	**University Terrace Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.1	2	7.3	4	2.0	1				
	Basic	N/A	N/A	34.7	17	47.3	26	42.9	21				
	Approaching Basic	N/A	N/A	24.5	12	25.5	14	42.9	21				
	Unsatisfactory	N/A	N/A	36.7	18	20.0	11	12.2	6				
017093	**Villa del Rey Elementary School**												
	Advanced	N/A	N/A	0.0	0	1.5	1	0.0	0				
	Proficient	N/A	N/A	2.0	1	3.0	2	0.0	0				
	Basic	N/A	N/A	48.0	24	47.0	31	36.8	25				
	Approaching Basic	N/A	N/A	16.0	8	27.3	18	32.4	22				
	Unsatisfactory	N/A	N/A	34.0	17	21.2	14	30.9	21				
017094	**Baton Rouge Visual and Performing Arts Center**												
	Advanced	N/A	N/A	2.5	2	4.6	3	3.2	2				
	Proficient	N/A	N/A	22.5	18	21.5	14	23.8	15				
	Basic	N/A	N/A	57.5	46	64.6	42	63.5	40				
	Approaching Basic	N/A	N/A	15.0	12	7.7	5	9.5	6				
	Unsatisfactory	N/A	N/A	2.5	2	1.5	1	0.0	0				

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Table 17d: 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*
017095	**Wedgewood Elementary School**												
	Advanced	N/A	N/A	2.7	3	4.5	5	1.1	1				
	Proficient	N/A	N/A	24.1	27	21.4	24	17.9	17				
	Basic	N/A	N/A	56.3	63	50.0	56	51.6	49				
	Approaching Basic	N/A	N/A	9.8	11	16.1	18	22.1	21				
	Unsatisfactory	N/A	N/A	7.1	8	8.0	9	7.4	7				
017096	**Westdale Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	8.6	3	6.5	3				
	Basic	N/A	N/A	62.5	20	48.6	17	54.3	25				
	Approaching Basic	N/A	N/A	21.9	7	17.1	6	30.4	14				
	Unsatisfactory	N/A	N/A	15.6	5	25.7	9	8.7	4				
017098	**Westminster Elementary School**												
	Advanced	N/A	N/A	2.2	1	0.0	0	0.0	0				
	Proficient	N/A	N/A	17.4	8	12.8	6	0.0	0				
	Basic	N/A	N/A	45.7	21	42.6	20	56.4	31				
	Approaching Basic	N/A	N/A	23.9	11	31.9	15	30.9	17				
	Unsatisfactory	N/A	N/A	10.9	5	12.8	6	12.7	7				
017100	**Wildwood Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	3.3	2	1.7	1	7.2	5				
	Basic	N/A	N/A	36.1	22	40.0	24	47.8	33				
	Approaching Basic	N/A	N/A	24.6	15	35.0	21	18.8	13				
	Unsatisfactory	N/A	N/A	36.1	22	23.3	14	26.1	18				
017101	**Winbourne Elementary School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	41.3	19	21.4	15	23.3	14				
	Approaching Basic	N/A	N/A	21.7	10	41.4	29	41.7	25				
	Unsatisfactory	N/A	N/A	37.0	17	37.1	26	35.0	21				

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Table 17d: 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*
017103	**Zachary Elementary School**												
	Advanced	N/A	N/A	2.9	3	3.3	4	4.4	5				
	Proficient	N/A	N/A	22.3	23	24.0	29	24.6	28				
	Basic	N/A	N/A	53.4	55	49.6	60	50.9	58				
	Approaching Basic	N/A	N/A	16.5	17	14.9	18	17.5	20				
	Unsatisfactory	N/A	N/A	4.9	5	8.3	10	2.6	3				
017110	**Children's Charter School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	16.7	3	11.8	2				
	Basic	N/A	N/A	23.5	4	27.8	5	29.4	5				
	Approaching Basic	N/A	N/A	41.2	7	38.9	7	52.9	9				
	Unsatisfactory	N/A	N/A	35.3	6	16.7	3	5.9	1				
017112	**J. K. Haynes Foundation**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	5.6	1				
	Basic	N/A	N/A	64.3	9	40.9	9	55.6	10				
	Approaching Basic	N/A	N/A	21.4	3	40.9	9	22.2	4				
	Unsatisfactory	N/A	N/A	14.3	2	18.2	4	16.7	3				
District													
	Advanced	N/A	N/A	1.3	48	1.4	59	1.1	46				
	Proficient	N/A	N/A	9.7	372	8.6	374	6.8	298				
	Basic	N/A	N/A	39.6	1,516	40.9	1,777	43.0	1,873				
	Approaching Basic	N/A	N/A	23.1	886	25.0	1,087	27.1	1,179				
	Unsatisfactory	N/A	N/A	26.3	1,009	24.2	1,051	22.0	957				
State													
	Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650				
	Proficient	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855				
	Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539				
	Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125				
	Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481				

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Table 17e: 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*
017001	**Arlington Prepatory Academy**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017004	**Baker High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				
017005	**Baker Middle School**												
	Advanced	0.0	0	0.5	1	0.0	0	1.0	2				
	Proficient	2.2	5	4.1	8	4.9	10	12.4	26				
	Basic	15.5	35	35.2	69	29.3	60	23.8	50				
	Approaching Basic	43.8	99	44.9	88	50.2	103	52.9	111				
	Unsatisfactory	38.5	87	15.3	30	15.6	32	10.0	21				
017010	**Belaire High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017015	**Broadmoor Middle School**												
	Advanced	0.0	0	0.8	2	0.5	1	2.1	5				
	Proficient	10.4	22	14.2	34	11.0	24	18.9	44				
	Basic	32.2	68	37.2	89	42.2	92	37.8	88				
	Approaching Basic	31.8	67	30.1	72	36.7	80	35.2	82				
	Unsatisfactory	25.6	54	17.6	42	9.6	21	6.0	14				

~ = Unavailable or insufficient data

Table 17e: 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*
017016	**Broadmoor Senior High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017020	**Capitol Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	1.1	2	3.0	5	5.0	8				
	Basic	8.0	13	21.6	41	22.8	38	15.5	25				
	Approaching Basic	35.8	58	47.9	91	47.3	79	54.0	87				
	Unsatisfactory	56.2	91	29.5	56	26.9	45	25.5	41				
017021	**Capitol Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	100.0	1	0.0	0				
017023	**Central High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017024	**Central Middle School**												
	Advanced	0.0	0	1.8	6	0.6	2	2.0	6				
	Proficient	10.9	34	16.9	56	12.6	40	17.3	52				
	Basic	33.7	105	43.5	144	38.1	121	36.7	110				
	Approaching Basic	40.7	127	33.5	111	40.3	128	39.7	119				
	Unsatisfactory	14.7	46	4.2	14	8.5	27	4.3	13				

~ = Unavailable or insufficient data

Table 17e: 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*
017028	**Crestworth Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	1.0	1				
	Proficient	0.0	0	5.3	6	0.0	0	9.6	10				
	Basic	16.3	20	27.4	31	25.0	26	23.1	24				
	Approaching Basic	48.8	60	46.9	53	50.0	52	49.0	51				
	Unsatisfactory	35.0	43	20.4	23	25.0	26	17.3	18				
017035	**Glasgow Middle School**												
	Advanced	8.2	14	9.5	17	9.9	16	13.6	22				
	Proficient	27.6	47	34.1	61	27.2	44	28.4	46				
	Basic	21.8	37	25.7	46	23.5	38	20.4	33				
	Approaching Basic	22.4	38	25.1	45	27.8	45	27.2	44				
	Unsatisfactory	20.0	34	5.6	10	11.7	19	10.5	17				
017036	**Glen Oaks Middle School**												
	Advanced	0.5	1	0.0	0	0.0	0	0.5	1				
	Proficient	0.0	0	3.4	6	1.1	2	6.9	13				
	Basic	14.9	31	23.2	41	26.4	48	22.9	43				
	Approaching Basic	41.3	86	49.2	87	52.7	96	43.6	82				
	Unsatisfactory	43.3	90	24.3	43	19.8	36	26.1	49				
017038	**Glen Oaks Senior High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017045	**Istrouma Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 17e: 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*
017046	**Istrouma Middle Magnet School**												
	Advanced	0.4	1	0.0	0	0.5	1	2.1	4				
	Proficient	12.8	34	13.3	30	10.3	21	23.3	44				
	Basic	42.3	112	52.7	119	48.0	98	37.0	70				
	Approaching Basic	32.5	86	26.1	59	29.4	60	32.3	61				
	Unsatisfactory	12.1	32	8.0	18	11.8	24	5.3	10				
017048	**Kenilworth Middle School**												
	Advanced	0.6	1	0.0	0	0.0	0	0.5	1				
	Proficient	7.2	12	11.5	22	7.1	14	10.4	19				
	Basic	30.5	51	30.9	59	26.5	52	32.4	59				
	Approaching Basic	37.1	62	37.2	71	46.9	92	47.8	87				
	Unsatisfactory	24.6	41	20.4	39	19.4	38	8.8	16				
017052	**Robert E. Lee High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017055	**McKinley Middle Magnet School**												
	Advanced	0.0	0	0.5	1	2.6	5	0.5	1				
	Proficient	13.5	35	20.6	39	11.4	22	8.7	16				
	Basic	43.2	112	39.2	74	37.8	73	25.7	47				
	Approaching Basic	30.1	78	28.6	54	36.3	70	53.0	97				
	Unsatisfactory	13.1	34	11.1	21	11.9	23	12.0	22				
017056	**McKinley Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	100.0	1				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				

~ = Unavailable or insufficient data

Table 17e: 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*
017065	**Northeast High School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	2.4	2	3.9	3	5.3	4	13.0	9				
	Basic	8.2	7	26.0	20	39.5	30	30.4	21				
	Approaching Basic	52.9	45	44.2	34	42.1	32	52.2	36				
	Unsatisfactory	36.5	31	26.0	20	13.2	10	4.3	3				
017067	**Northwestern Middle School**												
	Advanced	0.4	1	1.8	5	0.7	2	2.4	6				
	Proficient	18.2	49	19.9	54	18.8	52	16.7	41				
	Basic	38.3	103	39.5	107	36.2	100	36.6	90				
	Approaching Basic	32.3	87	31.7	86	32.6	90	39.4	97				
	Unsatisfactory	10.8	29	7.0	19	11.6	32	4.9	12				
017070	**Park Forest Middle School**												
	Advanced	0.0	0	0.0	0	0.4	1	0.0	0				
	Proficient	1.4	4	4.9	13	4.6	13	10.9	26				
	Basic	23.9	70	34.3	91	38.0	108	28.6	68				
	Approaching Basic	47.1	138	47.5	126	40.8	116	45.8	109				
	Unsatisfactory	27.6	81	13.2	35	16.2	46	14.7	35				
017074	**Prescott Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.5	1				
	Proficient	3.8	10	6.0	15	2.9	6	7.3	15				
	Basic	12.9	34	16.7	42	16.3	34	18.0	37				
	Approaching Basic	38.3	101	40.9	103	39.7	83	49.3	101				
	Unsatisfactory	45.1	119	36.5	92	41.1	86	24.9	51				
017079	**Scotlandville Magnet High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				

~ = Unavailable or insufficient data

Table 17e: 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*
017080	**Scotlandville Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.6	1	0.7	1	2.7	4	3.4	5				
	Basic	16.0	26	22.9	32	21.6	32	16.3	24				
	Approaching Basic	40.1	65	45.7	64	56.1	83	64.6	95				
	Unsatisfactory	43.2	70	30.7	43	19.6	29	15.6	23				
017083	**Sherwood Middle School**												
	Advanced	1.8	4	0.4	1	0.8	2	0.0	0				
	Proficient	11.1	24	9.4	25	11.9	31	12.3	36				
	Basic	27.2	59	44.5	118	39.2	102	29.5	86				
	Approaching Basic	39.6	86	36.2	96	36.9	96	46.6	136				
	Unsatisfactory	20.3	44	9.4	25	11.2	29	11.6	34				
017085	**Southeast Middle School**												
	Advanced	2.0	5	4.7	15	1.1	3	4.3	11				
	Proficient	13.4	34	30.2	96	18.5	51	23.6	60				
	Basic	41.5	105	47.5	151	52.2	144	40.9	104				
	Approaching Basic	34.4	87	15.7	50	23.2	64	27.6	70				
	Unsatisfactory	8.7	22	1.9	6	5.1	14	3.5	9				
017088	**Tara High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017092	**Valley Park School**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0				
	Proficient	~	~	1.1	1	1.2	1	2.7	2				
	Basic	~	~	19.6	18	15.7	13	9.3	7				
	Approaching Basic	~	~	37.0	34	36.1	30	48.0	36				
	Unsatisfactory	~	~	42.4	39	47.0	39	40.0	30				

~ = Unavailable or insufficient data

Table 17e: 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*
017097	**Westdale Middle School**												
	Advanced	4.4	8	5.3	10	3.8	8	13.2	25				
	Proficient	21.0	38	18.9	36	28.4	59	25.8	49				
	Basic	23.8	43	25.3	48	26.0	54	17.9	34				
	Approaching Basic	34.8	63	38.4	73	30.3	63	30.5	58				
	Unsatisfactory	16.0	29	12.1	23	11.5	24	12.6	24				
017102	**Woodlawn High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				
017104	**Zachary High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0				
	Proficient	~	~	0.0	0	0.0	0	0.0	0				
	Basic	~	~	0.0	0	0.0	0	9.1	1				
	Approaching Basic	~	~	0.0	0	35.3	6	36.4	4				
	Unsatisfactory	~	~	100.0	9	64.7	11	54.5	6				
017111	**Community School For Apprenticeship Learning**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	2.6	1	7.1	3	5.3	2	7.9	3				
	Basic	10.5	4	33.3	14	7.9	3	5.3	2				
	Approaching Basic	18.4	7	28.6	12	50.0	19	55.3	21				
	Unsatisfactory	68.4	26	31.0	13	36.8	14	31.6	12				

~ = Unavailable or insufficient data

Table 17e: 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*
017113	**White Hills Preparatory Academy**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	0.0	0	0.0	0				
	Basic	8.3	3	4.4	2	9.5	7	7.1	2				
	Approaching Basic	33.3	12	51.1	23	50.0	37	50.0	14				
	Unsatisfactory	58.3	21	44.4	20	40.5	30	42.9	12				
017114	**Staring Education Center**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	1.1	1	2.6	1				
	Basic	~	~	~	~	5.7	5	20.5	8				
	Approaching Basic	~	~	~	~	64.4	56	56.4	22				
	Unsatisfactory	~	~	~	~	28.7	25	20.5	8				
District													
	Advanced	0.9	35	1.5	58	1.1	41	2.4	86				
	Proficient	9.0	351	13.0	510	10.6	404	14.4	522				
	Basic	26.7	1,038	34.3	1,340	33.0	1,260	28.0	1,018				
	Approaching Basic	37.2	1,448	35.8	1,399	39.1	1,492	43.0	1,562				
	Unsatisfactory	26.2	1,021	15.4	602	16.2	617	12.2	442				
State													
	Advanced	1.1	577	1.2	615	0.6	326	1.7	866				
	Proficient	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062				
	Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373				
	Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713				
	Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102				

~ = Unavailable or insufficient data

Table 17f: 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*
017001	**Arlington Prepatory Academy**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017004	**Baker High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	100.0	1				
017005	**Baker Middle School**												
	Advanced	0.0	0	0.5	1	0.0	0	0.0	0				
	Proficient	0.0	0	0.5	1	2.0	4	1.4	3				
	Basic	17.3	39	28.1	55	27.9	57	24.3	51				
	Approaching Basic	25.2	57	26.0	51	27.9	57	32.9	69				
	Unsatisfactory	57.5	130	44.9	88	42.2	86	41.4	87				
017010	**Belaire High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017015	**Broadmoor Middle School**												
	Advanced	0.5	1	2.5	6	0.9	2	0.0	0				
	Proficient	2.9	6	2.5	6	1.8	4	2.6	6				
	Basic	34.9	73	31.5	75	39.2	85	39.5	92				
	Approaching Basic	21.1	44	23.1	55	30.9	67	34.3	80				
	Unsatisfactory	40.7	85	40.3	96	27.2	59	23.6	55				

~ = Unavailable or insufficient data

Table 17f: 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*
017016	**Broadmoor Senior High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	100.0	1	~	~				
017020	**Capitol Middle School**												
	Advanced	0.0	0	0.0	0	1.2	2	0.0	0				
	Proficient	0.0	0	0.0	0	0.6	1	0.0	0				
	Basic	7.5	12	12.6	24	11.4	19	13.0	21				
	Approaching Basic	18.0	29	23.2	44	35.9	60	35.4	57				
	Unsatisfactory	74.5	120	64.2	122	50.9	85	51.6	83				
017021	**Capitol Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	66.7	2	0.0	0				
	Unsatisfactory	~	~	~	~	33.3	1	0.0	0				
017023	**Central High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017024	**Central Middle School**												
	Advanced	0.3	1	1.5	5	0.3	1	0.3	1				
	Proficient	3.5	11	4.2	14	2.2	7	1.7	5				
	Basic	42.6	133	43.5	144	44.0	140	43.0	129				
	Approaching Basic	21.8	68	27.2	90	26.7	85	36.3	109				
	Unsatisfactory	31.7	99	23.6	78	26.7	85	18.7	56				

~ = Unavailable or insufficient data

Table 17f: 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*
017028	**Crestworth Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	0.0	0	0.0	0				
	Basic	9.8	12	21.2	24	26.0	27	24.0	25				
	Approaching Basic	23.6	29	25.7	29	27.9	29	35.6	37				
	Unsatisfactory	66.7	82	53.1	60	46.2	48	40.4	42				
017035	**Glasgow Middle School**												
	Advanced	13.6	23	21.2	38	24.7	40	12.3	20				
	Proficient	21.3	36	15.6	28	6.8	11	15.4	25				
	Basic	26.6	45	24.6	44	29.0	47	34.6	56				
	Approaching Basic	8.3	14	14.0	25	17.9	29	21.0	34				
	Unsatisfactory	30.2	51	24.6	44	21.6	35	16.7	27				
017036	**Glen Oaks Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.5	1	0.6	1	0.5	1	0.5	1				
	Basic	13.5	28	13.6	24	20.3	37	16.5	31				
	Approaching Basic	22.6	47	19.2	34	28.0	51	26.1	49				
	Unsatisfactory	63.5	132	66.7	118	51.1	93	56.9	107				
017038	**Glen Oaks Senior High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	100.0	2	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017045	**Istrouma Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	100.0	1	50.0	1				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	50.0	1				

~ = Unavailable or insufficient data

Table 17f: 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*
017046	**Istrouma Middle Magnet School**												
	Advanced	0.4	1	1.8	4	1.0	2	0.5	1				
	Proficient	2.3	6	3.1	7	3.4	7	1.1	2				
	Basic	41.5	110	39.4	89	41.7	85	37.6	71				
	Approaching Basic	23.4	62	23.5	53	19.6	40	36.0	68				
	Unsatisfactory	32.5	86	32.3	73	34.3	70	24.9	47				
017048	**Kenilworth Middle School**												
	Advanced	1.2	2	0.0	0	0.5	1	0.0	0				
	Proficient	1.8	3	2.1	4	2.6	5	2.2	4				
	Basic	32.3	54	28.3	54	29.1	57	26.9	49				
	Approaching Basic	16.8	28	26.2	50	25.5	50	33.5	61				
	Unsatisfactory	47.9	80	43.5	83	42.3	83	37.4	68				
017052	**Robert E. Lee High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017055	**McKinley Middle Magnet School**												
	Advanced	1.2	3	2.1	4	0.0	0	0.5	1				
	Proficient	5.0	13	4.8	9	3.1	6	3.3	6				
	Basic	44.0	114	39.7	75	37.8	73	25.1	46				
	Approaching Basic	23.9	62	19.6	37	23.8	46	31.1	57				
	Unsatisfactory	25.9	67	33.9	64	35.2	68	39.9	73				
017056	**McKinley Senior High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	100.0	1	100.0	1				

~ = Unavailable or insufficient data

Table 17f: 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*
017065	**Northeast High School**												
	Advanced	0.0	0	0.0	0	0.0	0	2.9	2				
	Proficient	0.0	0	1.3	1	1.3	1	1.4	1				
	Basic	21.7	18	20.8	16	34.2	26	43.5	30				
	Approaching Basic	28.9	24	32.5	25	34.2	26	37.7	26				
	Unsatisfactory	49.4	41	45.5	35	30.3	23	14.5	10				
017067	**Northwestern Middle School**												
	Advanced	1.1	3	3.3	9	4.7	13	1.6	4				
	Proficient	7.1	19	4.4	12	4.3	12	5.3	13				
	Basic	42.2	113	45.8	124	50.7	140	52.0	128				
	Approaching Basic	24.3	65	24.4	66	19.2	53	24.4	60				
	Unsatisfactory	25.4	68	22.1	60	21.0	58	16.7	41				
017070	**Park Forest Middle School**												
	Advanced	0.3	1	0.0	0	0.0	0	0.0	0				
	Proficient	0.7	2	1.9	5	1.1	3	2.1	5				
	Basic	19.6	57	18.1	48	30.7	87	29.0	69				
	Approaching Basic	19.9	58	23.8	63	30.4	86	33.2	79				
	Unsatisfactory	59.5	173	56.2	149	37.8	107	35.7	85				
017074	**Prescott Middle School**												
	Advanced	1.1	3	0.8	2	1.4	3	0.0	0				
	Proficient	1.9	5	1.6	4	1.4	3	1.5	3				
	Basic	10.6	28	10.3	26	11.5	24	15.2	31				
	Approaching Basic	9.1	24	19.4	49	20.6	43	22.1	45				
	Unsatisfactory	77.2	203	67.9	171	65.1	136	61.3	125				
017079	**Scotlandville Magnet High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				

~ = Unavailable or insufficient data

Table 17f: 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*
017080	**Scotlandville Middle School**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.6	1	0.0	0	0.0	0	0.0	0				
	Basic	9.9	16	5.8	8	9.5	14	10.9	16				
	Approaching Basic	16.8	27	21.6	30	22.4	33	32.0	47				
	Unsatisfactory	72.7	117	72.7	101	68.0	100	57.1	84				
017083	**Sherwood Middle School**												
	Advanced	0.5	1	0.0	0	2.7	7	0.3	1				
	Proficient	5.5	12	3.4	9	2.3	6	0.7	2				
	Basic	28.4	62	35.5	94	35.5	92	31.3	91				
	Approaching Basic	23.9	52	24.5	65	26.6	69	28.2	82				
	Unsatisfactory	41.7	91	36.6	97	32.8	85	39.5	115				
017085	**Southeast Middle School**												
	Advanced	1.6	4	4.1	13	3.3	9	1.2	3				
	Proficient	4.7	12	7.2	23	6.5	18	3.5	9				
	Basic	48.2	122	58.2	185	55.8	154	59.1	150				
	Approaching Basic	25.7	65	17.3	55	20.3	56	22.4	57				
	Unsatisfactory	19.8	50	13.2	42	14.1	39	13.8	35				
017088	**Tara High School**												
	Advanced	~	~	~	~	0.0	0	~	~				
	Proficient	~	~	~	~	0.0	0	~	~				
	Basic	~	~	~	~	0.0	0	~	~				
	Approaching Basic	~	~	~	~	0.0	0	~	~				
	Unsatisfactory	~	~	~	~	0.0	0	~	~				
017092	**Valley Park School**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0				
	Proficient	~	~	0.0	0	1.2	1	0.0	0				
	Basic	~	~	9.8	9	9.8	8	13.3	10				
	Approaching Basic	~	~	12.0	11	22.0	18	22.7	17				
	Unsatisfactory	~	~	78.3	72	67.1	55	64.0	48				

~ = Unavailable or insufficient data

Table 17f: 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*
017097	**Westdale Middle School**												
	Advanced	6.1	11	13.2	25	12.5	26	8.9	17				
	Proficient	17.1	31	8.5	16	9.1	19	12.1	23				
	Basic	27.1	49	24.3	46	34.6	72	32.1	61				
	Approaching Basic	18.8	34	19.0	36	17.8	37	20.0	38				
	Unsatisfactory	30.9	56	34.9	66	26.0	54	26.8	51				
017102	**Woodlawn High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0				
017104	**Zachary High School**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	0.0	0	0.0	0				
	Approaching Basic	~	~	~	~	0.0	0	0.0	0				
	Unsatisfactory	~	~	~	~	0.0	0	100.0	1				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	~	~	0.0	0	0.0	0	0.0	0				
	Proficient	~	~	0.0	0	0.0	0	0.0	0				
	Basic	~	~	0.0	0	5.9	1	9.1	1				
	Approaching Basic	~	~	0.0	0	23.5	4	9.1	1				
	Unsatisfactory	~	~	100.0	9	70.6	12	81.8	9				
017111	**Community School For Apprenticeship Learning**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	0.0	0	0.0	0				
	Basic	5.4	2	23.8	10	21.1	8	7.9	3				
	Approaching Basic	10.8	4	23.8	10	18.4	7	18.4	7				
	Unsatisfactory	83.8	31	52.4	22	60.5	23	73.7	28				

~ = Unavailable or insufficient data

Table 17f: 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*
017113	**White Hills Preparatory Academy**												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0				
	Proficient	0.0	0	0.0	0	0.0	0	0.0	0				
	Basic	5.6	2	0.0	0	9.6	7	3.6	1				
	Approaching Basic	5.6	2	11.1	5	20.5	15	7.1	2				
	Unsatisfactory	88.9	32	88.9	40	69.9	51	89.3	25				
017114	**Staring Education Center**												
	Advanced	~	~	~	~	0.0	0	0.0	0				
	Proficient	~	~	~	~	0.0	0	0.0	0				
	Basic	~	~	~	~	11.5	10	2.6	1				
	Approaching Basic	~	~	~	~	26.4	23	33.3	13				
	Unsatisfactory	~	~	~	~	62.1	54	64.1	25				
District													
	Advanced	1.4	54	2.7	107	2.8	106	1.4	50				
	Proficient	4.1	158	3.6	140	2.8	108	3.0	108				
	Basic	28.0	1,086	29.9	1,166	32.8	1,253	31.7	1,153				
	Approaching Basic	20.5	795	22.4	873	24.8	945	29.3	1,065				
	Unsatisfactory	46.1	1,788	41.5	1,620	36.8	1,403	34.6	1,256				
State													
	Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754				
	Proficient	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792				
	Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631				
	Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237				
	Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704				

~ = Unavailable or insufficient data

Table 17g: 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*
017001	**Arlington Prepatory Academy**												
	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	~	~				
017004	**Baker 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				
017005	**Baker Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	6.7	13	4.4	9	6.7	14				
	Basic	N/A	N/A	22.6	44	25.0	51	26.2	55				
	Approaching Basic	N/A	N/A	39.0	76	37.7	77	43.3	91				
	Unsatisfactory	N/A	N/A	31.8	62	32.8	67	23.8	50				
017010	**Belaire 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	~	~				
017015	**Broadmoor Middle School**												
	Advanced	N/A	N/A	0.4	1	0.5	1	0.0	0				
	Proficient	N/A	N/A	12.6	30	8.4	18	11.2	26				
	Basic	N/A	N/A	27.3	65	38.1	82	40.8	95				
	Approaching Basic	N/A	N/A	29.0	69	32.1	69	32.6	76				
	Unsatisfactory	N/A	N/A	30.7	73	20.9	45	15.5	36				

~ = Unavailable or insufficient 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 17g: 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*
017016	**Broadmoor Senior 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	~	~				
017020	**Capitol Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.1	2	1.2	2	1.9	3				
	Basic	N/A	N/A	7.4	14	17.6	29	13.2	21				
	Approaching Basic	N/A	N/A	31.7	60	41.2	68	39.6	63				
	Unsatisfactory	N/A	N/A	59.8	113	40.0	66	45.3	72				
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				
017023	**Central 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	~	~				
017024	**Central Middle School**												
	Advanced	N/A	N/A	0.6	2	0.0	0	1.3	4				
	Proficient	N/A	N/A	15.2	50	9.4	30	12.3	37				
	Basic	N/A	N/A	39.1	129	38.4	122	38.3	115				
	Approaching Basic	N/A	N/A	28.8	95	36.8	117	36.0	108				
	Unsatisfactory	N/A	N/A	16.4	54	15.4	49	12.0	36				

~ = Unavailable or insufficient 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 17g: 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*
017028	**Crestworth Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.8	2	0.0	0	1.0	1				
	Basic	N/A	N/A	9.7	11	15.4	16	15.4	16				
	Approaching Basic	N/A	N/A	48.7	55	31.7	33	37.5	39				
	Unsatisfactory	N/A	N/A	39.8	45	52.9	55	46.2	48				
017035	**Glasgow Middle School**												
	Advanced	N/A	N/A	1.1	2	1.2	2	8.6	14				
	Proficient	N/A	N/A	35.8	64	33.5	54	26.5	43				
	Basic	N/A	N/A	20.1	36	23.0	37	22.2	36				
	Approaching Basic	N/A	N/A	21.2	38	20.5	33	24.1	39				
	Unsatisfactory	N/A	N/A	21.8	39	21.7	35	18.5	30				
017036	**Glen Oaks Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.5	1				
	Proficient	N/A	N/A	2.8	5	2.2	4	2.7	5				
	Basic	N/A	N/A	11.3	20	20.6	37	16.0	30				
	Approaching Basic	N/A	N/A	35.6	63	34.4	62	35.3	66				
	Unsatisfactory	N/A	N/A	50.3	89	42.8	77	45.5	85				
017038	**Glen Oaks Senior 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	~	~				
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				

~ = Unavailable or insufficient 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 17g: 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*
017046	**Istrouma Middle Magnet School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.1	2				
	Proficient	N/A	N/A	13.7	31	6.9	14	7.4	14				
	Basic	N/A	N/A	31.0	70	41.4	84	31.2	59				
	Approaching Basic	N/A	N/A	30.5	69	31.5	64	38.6	73				
	Unsatisfactory	N/A	N/A	24.8	56	20.2	41	21.7	41				
017048	**Kenilworth Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	9.4	18	7.7	15	5.6	10				
	Basic	N/A	N/A	28.3	54	28.2	55	32.4	58				
	Approaching Basic	N/A	N/A	29.8	57	36.4	71	33.0	59				
	Unsatisfactory	N/A	N/A	32.5	62	27.7	54	29.1	52				
017055	**McKinley Middle Magnet School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.7	3				
	Proficient	N/A	N/A	15.9	30	13.0	25	9.9	18				
	Basic	N/A	N/A	30.7	58	33.3	64	26.5	48				
	Approaching Basic	N/A	N/A	24.3	46	27.6	53	40.9	74				
	Unsatisfactory	N/A	N/A	29.1	55	26.0	50	21.0	38				
017056	**McKinley Senior 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	~	~				
017065	**Northeast High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	7.8	6	6.6	5	18.8	13				
	Basic	N/A	N/A	27.3	21	47.4	36	37.7	26				
	Approaching Basic	N/A	N/A	36.4	28	27.6	21	29.0	20				
	Unsatisfactory	N/A	N/A	28.6	22	18.4	14	14.5	10				

~ = Unavailable or insufficient 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 17g: 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*
017067	**Northwestern Middle School**												
	Advanced	N/A	N/A	1.1	3	0.0	0	1.2	3				
	Proficient	N/A	N/A	25.0	68	17.4	48	24.0	59				
	Basic	N/A	N/A	32.7	89	39.5	109	39.8	98				
	Approaching Basic	N/A	N/A	26.8	73	27.9	77	25.6	63				
	Unsatisfactory	N/A	N/A	14.3	39	15.2	42	9.3	23				
017070	**Park Forest Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.4	1				
	Proficient	N/A	N/A	4.9	13	2.8	8	3.3	8				
	Basic	N/A	N/A	17.6	47	31.6	89	27.1	65				
	Approaching Basic	N/A	N/A	30.7	82	37.6	106	39.2	94				
	Unsatisfactory	N/A	N/A	46.8	125	28.0	79	30.0	72				
017074	**Prescott Middle School**												
	Advanced	N/A	N/A	0.0	0	1.0	2	0.0	0				
	Proficient	N/A	N/A	6.3	16	1.9	4	4.0	8				
	Basic	N/A	N/A	10.3	26	13.1	27	18.3	37				
	Approaching Basic	N/A	N/A	25.3	64	27.2	56	34.2	69				
	Unsatisfactory	N/A	N/A	58.1	147	56.8	117	43.6	88				
017079	**Scotlandville Magnet 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	~	~				
017080	**Scotlandville Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.7	1	0.7	1	0.0	0				
	Basic	N/A	N/A	7.2	10	7.5	11	10.9	16				
	Approaching Basic	N/A	N/A	32.4	45	36.3	53	42.9	63				
	Unsatisfactory	N/A	N/A	59.7	83	55.5	81	46.3	68				

~ = Unavailable or insufficient 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 17g: 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*
017083	**Sherwood Middle School**												
	Advanced	N/A	N/A	1.1	3	0.0	0	0.3	1				
	Proficient	N/A	N/A	12.5	33	9.3	24	7.2	21				
	Basic	N/A	N/A	30.2	80	32.9	85	31.3	91				
	Approaching Basic	N/A	N/A	35.1	93	31.4	81	35.7	104				
	Unsatisfactory	N/A	N/A	21.1	56	26.4	68	25.4	74				
017085	**Southeast Middle School**												
	Advanced	N/A	N/A	1.6	5	0.4	1	2.4	6				
	Proficient	N/A	N/A	26.1	83	17.3	47	20.6	52				
	Basic	N/A	N/A	44.3	141	48.2	131	44.7	113				
	Approaching Basic	N/A	N/A	19.8	63	22.1	60	26.9	68				
	Unsatisfactory	N/A	N/A	8.2	26	12.1	33	5.5	14				
017092	**Valley Park School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.3	1	1.4	1				
	Basic	N/A	N/A	16.3	15	9.1	7	8.3	6				
	Approaching Basic	N/A	N/A	20.7	19	32.5	25	30.6	22				
	Unsatisfactory	N/A	N/A	63.0	58	57.1	44	59.7	43				
017097	**Westdale Middle School**												
	Advanced	N/A	N/A	2.1	4	1.4	3	3.7	7				
	Proficient	N/A	N/A	25.0	47	26.4	55	24.9	47				
	Basic	N/A	N/A	20.7	39	29.3	61	30.7	58				
	Approaching Basic	N/A	N/A	22.3	42	22.6	47	21.7	41				
	Unsatisfactory	N/A	N/A	29.8	56	20.2	42	19.0	36				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				

~ = Unavailable or insufficient 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 17g: 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*
017104	**Zachary 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				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	0.0	0	12.5	2	9.1	1				
	Approaching Basic	N/A	N/A	0.0	0	12.5	2	9.1	1				
	Unsatisfactory	N/A	N/A	100.0	9	75.0	12	81.8	9				
017111	**Community School For Apprenticeship Learning**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	11.9	5	7.9	3	5.3	2				
	Basic	N/A	N/A	19.0	8	15.8	6	7.9	3				
	Approaching Basic	N/A	N/A	26.2	11	31.6	12	34.2	13				
	Unsatisfactory	N/A	N/A	42.9	18	44.7	17	52.6	20				
017113	**White Hills Preparatory Academy**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.4	1	0.0	0				
	Basic	N/A	N/A	8.9	4	18.1	13	7.1	2				
	Approaching Basic	N/A	N/A	22.2	10	29.2	21	21.4	6				
	Unsatisfactory	N/A	N/A	68.9	31	51.4	37	71.4	20				
017114	**Staring Education Center**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	4.7	4	5.3	2				
	Basic	N/A	N/A	~	~	17.4	15	18.4	7				
	Approaching Basic	N/A	N/A	~	~	34.9	30	31.6	12				
	Unsatisfactory	N/A	N/A	~	~	43.0	37	44.7	17				

~ = Unavailable or insufficient 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 17g: 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*
District													
	Advanced	N/A	N/A	0.5	20	0.2	9	1.2	42				
	Proficient	N/A	N/A	13.2	517	9.7	367	10.5	381				
	Basic	N/A	N/A	24.7	967	30.3	1,146	28.8	1,043				
	Approaching Basic	N/A	N/A	29.2	1,140	31.3	1,183	34.0	1,230				
	Unsatisfactory	N/A	N/A	32.3	1,264	28.5	1,080	25.5	923				
State													
	Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568				
	Proficient	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851				
	Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415				
	Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742				
	Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381				

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Table 17h: 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*
017001	**Arlington Prepatory Academy**												
	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	~	~				
017004	**Baker 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				
017005	**Baker Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	7.2	14	6.4	13	4.8	10				
	Basic	N/A	N/A	35.4	69	27.9	57	36.7	77				
	Approaching Basic	N/A	N/A	31.8	62	35.8	73	35.2	74				
	Unsatisfactory	N/A	N/A	25.6	50	29.9	61	23.3	49				
017010	**Belaire 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	~	~				
017015	**Broadmoor Middle School**												
	Advanced	N/A	N/A	0.0	0	0.5	1	1.3	3				
	Proficient	N/A	N/A	10.5	25	9.8	21	7.7	18				
	Basic	N/A	N/A	43.3	103	49.3	106	52.4	122				
	Approaching Basic	N/A	N/A	18.9	45	22.8	49	24.5	57				
	Unsatisfactory	N/A	N/A	27.3	65	17.7	38	14.2	33				

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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 17h: 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*
017016	**Broadmoor Senior 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	~	~				
017020	**Capitol Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.2	2	0.0	0				
	Basic	N/A	N/A	12.2	23	18.2	30	24.5	39				
	Approaching Basic	N/A	N/A	37.0	70	33.9	56	32.7	52				
	Unsatisfactory	N/A	N/A	50.8	96	46.7	77	42.8	68				
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				
017023	**Central 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	~	~				
017024	**Central Middle School**												
	Advanced	N/A	N/A	0.0	0	0.9	3	0.3	1				
	Proficient	N/A	N/A	13.6	45	12.6	40	8.0	24				
	Basic	N/A	N/A	43.9	145	44.0	140	54.7	164				
	Approaching Basic	N/A	N/A	25.8	85	30.5	97	25.0	75				
	Unsatisfactory	N/A	N/A	16.7	55	11.9	38	12.0	36				

~ = Unavailable or insufficient 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 17h: 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*
017028	**Crestworth Middle School**												
	Advanced	N/A	N/A	0.9	1	0.0	0	0.0	0				
	Proficient	N/A	N/A	1.8	2	2.9	3	3.9	4				
	Basic	N/A	N/A	23.0	26	20.2	21	22.5	23				
	Approaching Basic	N/A	N/A	35.4	40	26.0	27	27.5	28				
	Unsatisfactory	N/A	N/A	38.9	44	51.0	53	46.1	47				
017035	**Glasgow Middle School**												
	Advanced	N/A	N/A	6.1	11	14.3	23	9.9	16				
	Proficient	N/A	N/A	33.0	59	28.0	45	25.9	42				
	Basic	N/A	N/A	26.8	48	20.5	33	30.9	50				
	Approaching Basic	N/A	N/A	15.6	28	18.6	30	16.7	27				
	Unsatisfactory	N/A	N/A	18.4	33	18.6	30	16.7	27				
017036	**Glen Oaks Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.6	1	2.2	4	2.1	4				
	Basic	N/A	N/A	25.4	45	25.0	45	25.1	47				
	Approaching Basic	N/A	N/A	33.3	59	34.4	62	30.5	57				
	Unsatisfactory	N/A	N/A	40.7	72	38.3	69	42.2	79				
017038	**Glen Oaks Senior 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	~	~				
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				

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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 17h: 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*
017046	**Istrouma Middle Magnet School**												
	Advanced	N/A	N/A	0.0	0	1.0	2	0.0	0				
	Proficient	N/A	N/A	8.8	20	14.8	30	3.7	7				
	Basic	N/A	N/A	47.8	108	47.3	96	51.3	97				
	Approaching Basic	N/A	N/A	26.5	60	17.7	36	21.7	41				
	Unsatisfactory	N/A	N/A	16.8	38	19.2	39	23.3	44				
017048	**Kenilworth Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.6	1				
	Proficient	N/A	N/A	6.3	12	7.2	14	2.8	5				
	Basic	N/A	N/A	37.7	72	37.4	73	37.4	67				
	Approaching Basic	N/A	N/A	28.8	55	29.2	57	33.5	60				
	Unsatisfactory	N/A	N/A	27.2	52	26.2	51	25.7	46				
017055	**McKinley Middle Magnet School**												
	Advanced	N/A	N/A	0.0	0	1.0	2	0.6	1				
	Proficient	N/A	N/A	15.3	29	9.9	19	6.6	12				
	Basic	N/A	N/A	44.4	84	49.0	94	35.4	64				
	Approaching Basic	N/A	N/A	20.1	38	20.3	39	28.7	52				
	Unsatisfactory	N/A	N/A	20.1	38	19.8	38	28.7	52				
017056	**McKinley Senior 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	~	~				
017065	**Northeast High School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.6	2	5.3	4	10.1	7				
	Basic	N/A	N/A	29.9	23	47.4	36	39.1	27				
	Approaching Basic	N/A	N/A	24.7	19	27.6	21	37.7	26				
	Unsatisfactory	N/A	N/A	42.9	33	19.7	15	13.0	9				

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Table 17h: 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*
017067	**Northwestern Middle School**												
	Advanced	N/A	N/A	0.0	0	1.1	3	1.6	4				
	Proficient	N/A	N/A	11.8	32	14.9	41	7.3	18				
	Basic	N/A	N/A	44.5	121	44.6	123	56.5	139				
	Approaching Basic	N/A	N/A	27.2	74	21.7	60	23.2	57				
	Unsatisfactory	N/A	N/A	16.5	45	17.8	49	11.4	28				
017070	**Park Forest Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	3.4	9	5.0	14	1.3	3				
	Basic	N/A	N/A	28.8	77	36.2	102	40.8	98				
	Approaching Basic	N/A	N/A	25.8	69	32.6	92	31.7	76				
	Unsatisfactory	N/A	N/A	41.9	112	26.2	74	26.3	63				
017074	**Prescott Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.4	6	2.4	5	3.4	7				
	Basic	N/A	N/A	19.4	49	19.9	41	19.7	40				
	Approaching Basic	N/A	N/A	23.7	60	30.6	63	28.6	58				
	Unsatisfactory	N/A	N/A	54.5	138	47.1	97	48.3	98				
017079	**Scotlandville Magnet 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	~	~				
017080	**Scotlandville Middle School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	1.4	2	0.7	1				
	Basic	N/A	N/A	18.7	26	26.0	38	23.1	34				
	Approaching Basic	N/A	N/A	23.0	32	30.8	45	34.7	51				
	Unsatisfactory	N/A	N/A	58.3	81	41.8	61	41.5	61				

~ = Unavailable or insufficient 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 17h: 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*
017083	**Sherwood Middle School**												
	Advanced	N/A	N/A	0.4	1	1.6	4	0.3	1				
	Proficient	N/A	N/A	9.4	25	15.1	39	3.8	11				
	Basic	N/A	N/A	40.6	108	38.4	99	43.3	126				
	Approaching Basic	N/A	N/A	25.9	69	24.0	62	25.4	74				
	Unsatisfactory	N/A	N/A	23.7	63	20.9	54	27.1	79				
017085	**Southeast Middle School**												
	Advanced	N/A	N/A	1.6	5	1.5	4	0.8	2				
	Proficient	N/A	N/A	17.3	55	21.3	58	13.4	34				
	Basic	N/A	N/A	59.7	190	54.4	148	58.5	148				
	Approaching Basic	N/A	N/A	11.9	38	14.3	39	20.6	52				
	Unsatisfactory	N/A	N/A	9.4	30	8.5	23	6.7	17				
017092	**Valley Park School**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	2.2	2	1.3	1	1.4	1				
	Basic	N/A	N/A	13.2	12	16.9	13	11.3	8				
	Approaching Basic	N/A	N/A	28.6	26	22.1	17	25.4	18				
	Unsatisfactory	N/A	N/A	56.0	51	59.7	46	62.0	44				
017097	**Westdale Middle School**												
	Advanced	N/A	N/A	1.1	2	4.3	9	5.3	10				
	Proficient	N/A	N/A	18.6	35	26.4	55	26.1	49				
	Basic	N/A	N/A	29.8	56	32.2	67	33.0	62				
	Approaching Basic	N/A	N/A	27.1	51	21.6	45	16.0	30				
	Unsatisfactory	N/A	N/A	23.4	44	15.4	32	19.7	37				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	0.0	0	0.0	0				
	Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0				

~ = Unavailable or insufficient 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 17h: 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*
017104	**Zachary 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				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	0.0	0	6.3	1	0.0	0				
	Approaching Basic	N/A	N/A	0.0	0	6.3	1	18.2	2				
	Unsatisfactory	N/A	N/A	100.0	9	87.5	14	81.8	9				
017111	**Community School For Apprenticeship Learning**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	4.8	2	7.9	3	2.6	1				
	Basic	N/A	N/A	31.0	13	18.4	7	18.4	7				
	Approaching Basic	N/A	N/A	16.7	7	18.4	7	15.8	6				
	Unsatisfactory	N/A	N/A	47.6	20	55.3	21	63.2	24				
017113	**White Hills Preparatory Academy**												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Proficient	N/A	N/A	0.0	0	0.0	0	0.0	0				
	Basic	N/A	N/A	6.7	3	25.0	18	7.1	2				
	Approaching Basic	N/A	N/A	24.4	11	33.3	24	32.1	9				
	Unsatisfactory	N/A	N/A	68.9	31	41.7	30	60.7	17				
017114	**Staring Education Center**												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0				
	Proficient	N/A	N/A	~	~	3.5	3	0.0	0				
	Basic	N/A	N/A	~	~	20.9	18	18.4	7				
	Approaching Basic	N/A	N/A	~	~	31.4	27	36.8	14				
	Unsatisfactory	N/A	N/A	~	~	44.2	38	44.7	17				

~ = Unavailable or insufficient 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 17h: 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*
District													
	Advanced	N/A	N/A	0.5	20	1.3	51	1.1	39				
	Proficient	N/A	N/A	9.5	373	10.9	412	7.1	257				
	Basic	N/A	N/A	35.6	1,390	36.3	1,374	39.6	1,433				
	Approaching Basic	N/A	N/A	24.9	973	26.0	984	26.7	965				
	Unsatisfactory	N/A	N/A	29.5	1,152	25.5	964	25.5	923				
State													
	Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404				
	Proficient	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682				
	Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346				
	Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468				
	Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040				

~ = Unavailable or insufficient 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) – GEE 21 Results

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), replacing the old GEE in use for over a decade. Like the previous GEE, the goal of the GEE 21 is to ensure that students graduate from high school with 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 students' abilities according to the State's more rigorous standards for what students should know and be able to do. The GEE 21 is of the same rigor as the LEAP 21, administered in grades 4 and 8.

Like its predecessor, the GEE 21 has only four subject area tests: English Language Arts, Mathematics, Science, and Social Studies. However, the GEE 21 differs from the old GEE. Instead of receiving "pass" or "fail" ratings, 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 or above to pass the test.

The first cohort of students to take the GEE 21 were students who were in the 10th grade in spring 2001 (the graduating class of 2003). These students only needed to pass 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 were administered to first-time eleventh graders beginning in the spring of 2002. All future classes will have to pass the English Language Arts, Mathematics, and either Science or Social Studies tests to graduate from high school.

Data Presentation

Tables 18a-18d provides the GEE 21 results for first-time GEE 21 test takers. The table presents the GEE 21 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 18a: 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*
017001	**Arlington Prepatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	33.3	1	71.4	5				
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	14.3	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	66.7	2	14.3	1				
017004	**Baker High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	4.1	10	6.1	13				
	Basic	N/A	N/A	N/A	N/A	32.2	78	33.8	72				
	Approaching Basic	N/A	N/A	N/A	N/A	35.1	85	28.2	60				
	Unsatisfactory	N/A	N/A	N/A	N/A	28.5	69	31.9	68				
017008	**Baton Rouge High School**												
	Advanced	N/A	N/A	N/A	N/A	8.5	27	12.0	34				
	Proficient	N/A	N/A	N/A	N/A	49.5	158	51.1	145				
	Basic	N/A	N/A	N/A	N/A	40.8	130	31.7	90				
	Approaching Basic	N/A	N/A	N/A	N/A	1.3	4	4.6	13				
	Unsatisfactory	N/A	N/A	N/A	N/A	0.0	0	0.7	2				
017010	**Belaire High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.4	1				
	Proficient	N/A	N/A	N/A	N/A	4.5	11	12.2	28				
	Basic	N/A	N/A	N/A	N/A	39.8	98	40.6	93				
	Approaching Basic	N/A	N/A	N/A	N/A	29.3	72	25.3	58				
	Unsatisfactory	N/A	N/A	N/A	N/A	26.4	65	21.4	49				
017016	**Broadmoor Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	1.1	3				
	Proficient	N/A	N/A	N/A	N/A	11.9	29	14.9	40				
	Basic	N/A	N/A	N/A	N/A	42.0	102	40.1	108				
	Approaching Basic	N/A	N/A	N/A	N/A	26.3	64	26.4	71				
	Unsatisfactory	N/A	N/A	N/A	N/A	19.8	48	17.5	47				

~ = Unavailable or insufficient data

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

Table 18a: 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*
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	1.6	3	4.1	6				
	Basic	N/A	N/A	N/A	N/A	26.8	51	23.0	34				
	Approaching Basic	N/A	N/A	N/A	N/A	28.4	54	35.1	52				
	Unsatisfactory	N/A	N/A	N/A	N/A	43.2	82	37.8	56				
017023	**Central High School**												
	Advanced	N/A	N/A	N/A	N/A	0.3	1	3.3	9				
	Proficient	N/A	N/A	N/A	N/A	21.8	68	21.5	58				
	Basic	N/A	N/A	N/A	N/A	55.4	173	51.5	139				
	Approaching Basic	N/A	N/A	N/A	N/A	17.3	54	16.3	44				
	Unsatisfactory	N/A	N/A	N/A	N/A	5.1	16	7.4	20				
017025	**Baton Rouge Preparatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	10.7	3	5.9	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	89.3	25	94.1	16				
017033	**Eden Park Elementary School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Unsatisfactory	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
017038	**Glen Oaks Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	3.6	7	5.0	9				
	Basic	N/A	N/A	N/A	N/A	33.8	66	33.3	60				
	Approaching Basic	N/A	N/A	N/A	N/A	31.8	62	31.7	57				
	Unsatisfactory	N/A	N/A	N/A	N/A	30.8	60	30.0	54				

~ = Unavailable or insufficient data

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

Table 18a: 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*
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.5	1	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	2.5	5	3.0	5				
	Basic	N/A	N/A	N/A	N/A	25.3	50	36.7	62				
	Approaching Basic	N/A	N/A	N/A	N/A	31.3	62	31.4	53				
	Unsatisfactory	N/A	N/A	N/A	N/A	40.4	80	29.0	49				
017052	**Robert E. Lee High School**												
	Advanced	N/A	N/A	N/A	N/A	0.5	1	2.6	5				
	Proficient	N/A	N/A	N/A	N/A	8.2	15	14.0	27				
	Basic	N/A	N/A	N/A	N/A	35.9	66	40.9	79				
	Approaching Basic	N/A	N/A	N/A	N/A	25.5	47	21.2	41				
	Unsatisfactory	N/A	N/A	N/A	N/A	29.9	55	21.2	41				
017056	**McKinley Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	4.5	9	4.3	8				
	Proficient	N/A	N/A	N/A	N/A	27.0	54	27.0	50				
	Basic	N/A	N/A	N/A	N/A	37.0	74	36.2	67				
	Approaching Basic	N/A	N/A	N/A	N/A	16.0	32	15.7	29				
	Unsatisfactory	N/A	N/A	N/A	N/A	15.5	31	16.8	31				
017063	**Northdale Alternative Magnet Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	4.3	1				
	Basic	N/A	N/A	N/A	N/A	36.4	4	43.5	10				
	Approaching Basic	N/A	N/A	N/A	N/A	18.2	2	17.4	4				
	Unsatisfactory	N/A	N/A	N/A	N/A	45.5	5	34.8	8				
017065	**Northeast High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	1.4	1	3.4	2				
	Basic	N/A	N/A	N/A	N/A	31.9	22	36.2	21				
	Approaching Basic	N/A	N/A	N/A	N/A	37.7	26	29.3	17				
	Unsatisfactory	N/A	N/A	N/A	N/A	29.0	20	31.0	18				

~ = Unavailable or insufficient data

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

Table 18a: 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*
017079	**Scotlandville Magnet High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	19.9	34	7.3	8				
	Basic	N/A	N/A	N/A	N/A	43.9	75	39.4	43				
	Approaching Basic	N/A	N/A	N/A	N/A	18.7	32	24.8	27				
	Unsatisfactory	N/A	N/A	N/A	N/A	17.5	30	28.4	31				
017088	**Tara High School**												
	Advanced	N/A	N/A	N/A	N/A	1.5	4	3.3	8				
	Proficient	N/A	N/A	N/A	N/A	8.3	22	16.2	39				
	Basic	N/A	N/A	N/A	N/A	53.4	142	49.0	118				
	Approaching Basic	N/A	N/A	N/A	N/A	20.3	54	21.2	51				
	Unsatisfactory	N/A	N/A	N/A	N/A	16.5	44	10.4	25				
017092	**Valley Park School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	2.3	1	0.0	0				
	Basic	N/A	N/A	N/A	N/A	15.9	7	24.3	9				
	Approaching Basic	N/A	N/A	N/A	N/A	22.7	10	16.2	6				
	Unsatisfactory	N/A	N/A	N/A	N/A	59.1	26	59.5	22				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	N/A	N/A	1.3	3	1.5	4				
	Proficient	N/A	N/A	N/A	N/A	19.2	46	19.7	52				
	Basic	N/A	N/A	N/A	N/A	47.9	115	50.4	133				
	Approaching Basic	N/A	N/A	N/A	N/A	21.7	52	13.3	35				
	Unsatisfactory	N/A	N/A	N/A	N/A	10.0	24	15.2	40				
017104	**Zachary High School**												
	Advanced	N/A	N/A	N/A	N/A	0.8	2	3.0	7				
	Proficient	N/A	N/A	N/A	N/A	21.7	55	23.3	54				
	Basic	N/A	N/A	N/A	N/A	48.8	124	51.3	119				
	Approaching Basic	N/A	N/A	N/A	N/A	21.3	54	17.2	40				
	Unsatisfactory	N/A	N/A	N/A	N/A	7.5	19	5.2	12				

~ = Unavailable or insufficient data

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

Table 18a: 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*
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	20.0	1	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	20.0	1	33.3	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	60.0	3	66.7	2				
District													
	Advanced	N/A	N/A	N/A	N/A	1.4	48	2.6	79				
	Proficient	N/A	N/A	N/A	N/A	15.3	518	17.6	536				
	Basic	N/A	N/A	N/A	N/A	40.7	1,372	40.6	1,238				
	Approaching Basic	N/A	N/A	N/A	N/A	22.5	760	21.3	649				
	Unsatisfactory	N/A	N/A	N/A	N/A	20.1	677	17.9	545				
State													
	Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647				
	Proficient	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423				
	Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321				
	Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223				
	Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792				

~ = Unavailable or insufficient data

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

Table 18b: 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*
017001	**Arlington Prepatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	33.3	1	57.1	4				
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	N/A	N/A	66.7	2	42.9	3				
017004	**Baker High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	1.9	4				
	Proficient	N/A	N/A	N/A	N/A	3.7	9	4.2	9				
	Basic	N/A	N/A	N/A	N/A	19.9	48	27.8	59				
	Approaching Basic	N/A	N/A	N/A	N/A	19.5	47	20.3	43				
	Unsatisfactory	N/A	N/A	N/A	N/A	56.8	137	45.8	97				
017008	**Baton Rouge High School**												
	Advanced	N/A	N/A	N/A	N/A	19.4	62	29.9	85				
	Proficient	N/A	N/A	N/A	N/A	35.7	114	26.4	75				
	Basic	N/A	N/A	N/A	N/A	37.9	121	38.0	108				
	Approaching Basic	N/A	N/A	N/A	N/A	4.1	13	3.9	11				
	Unsatisfactory	N/A	N/A	N/A	N/A	2.8	9	1.8	5				
017010	**Belaire High School**												
	Advanced	N/A	N/A	N/A	N/A	1.6	4	0.9	2				
	Proficient	N/A	N/A	N/A	N/A	6.9	17	4.4	10				
	Basic	N/A	N/A	N/A	N/A	28.5	70	28.5	65				
	Approaching Basic	N/A	N/A	N/A	N/A	15.4	38	21.5	49				
	Unsatisfactory	N/A	N/A	N/A	N/A	47.6	117	44.7	102				
017016	**Broadmoor Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	2.5	6	4.1	11				
	Proficient	N/A	N/A	N/A	N/A	15.6	38	8.5	23				
	Basic	N/A	N/A	N/A	N/A	26.3	64	36.3	98				
	Approaching Basic	N/A	N/A	N/A	N/A	15.2	37	17.4	47				
	Unsatisfactory	N/A	N/A	N/A	N/A	40.3	98	33.7	91				

~ = Unavailable or insufficient data

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

Table 18b: 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*
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.7	1				
	Proficient	N/A	N/A	N/A	N/A	0.5	1	1.3	2				
	Basic	N/A	N/A	N/A	N/A	11.6	22	10.7	16				
	Approaching Basic	N/A	N/A	N/A	N/A	15.3	29	25.3	38				
	Unsatisfactory	N/A	N/A	N/A	N/A	72.6	138	62.0	93				
017023	**Central High School**												
	Advanced	N/A	N/A	N/A	N/A	8.0	25	9.7	26				
	Proficient	N/A	N/A	N/A	N/A	29.2	91	19.3	52				
	Basic	N/A	N/A	N/A	N/A	36.5	114	44.6	120				
	Approaching Basic	N/A	N/A	N/A	N/A	13.5	42	11.9	32				
	Unsatisfactory	N/A	N/A	N/A	N/A	12.8	40	14.5	39				
017025	**Baton Rouge Preparatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Unsatisfactory	N/A	N/A	N/A	N/A	100.0	28	100.0	18				
017033	**Eden Park Elementary School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
	Unsatisfactory	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A				
017038	**Glen Oaks Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.6	1				
	Proficient	N/A	N/A	N/A	N/A	3.1	6	3.4	6				
	Basic	N/A	N/A	N/A	N/A	20.5	40	21.3	38				
	Approaching Basic	N/A	N/A	N/A	N/A	14.4	28	16.9	30				
	Unsatisfactory	N/A	N/A	N/A	N/A	62.1	121	57.9	103				

~ = Unavailable or insufficient data

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

Table 18b: 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*
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.6	1				
	Proficient	N/A	N/A	N/A	N/A	1.5	3	3.5	6				
	Basic	N/A	N/A	N/A	N/A	15.7	31	16.9	29				
	Approaching Basic	N/A	N/A	N/A	N/A	19.3	38	22.7	39				
	Unsatisfactory	N/A	N/A	N/A	N/A	63.5	125	56.4	97				
017052	**Robert E. Lee High School**												
	Advanced	N/A	N/A	N/A	N/A	2.7	5	6.1	12				
	Proficient	N/A	N/A	N/A	N/A	8.2	15	10.2	20				
	Basic	N/A	N/A	N/A	N/A	28.3	52	34.2	67				
	Approaching Basic	N/A	N/A	N/A	N/A	15.8	29	17.9	35				
	Unsatisfactory	N/A	N/A	N/A	N/A	45.1	83	31.6	62				
017056	**McKinley Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	20.5	41	22.6	42				
	Proficient	N/A	N/A	N/A	N/A	21.0	42	17.7	33				
	Basic	N/A	N/A	N/A	N/A	18.0	36	24.2	45				
	Approaching Basic	N/A	N/A	N/A	N/A	10.5	21	7.0	13				
	Unsatisfactory	N/A	N/A	N/A	N/A	30.0	60	28.5	53				
017063	**Northdale Alternative Magnet Academy**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	0.0	0	30.4	7				
	Approaching Basic	N/A	N/A	N/A	N/A	18.2	2	13.0	3				
	Unsatisfactory	N/A	N/A	N/A	N/A	81.8	9	56.5	13				
017065	**Northeast High School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	1.7	1				
	Proficient	N/A	N/A	N/A	N/A	8.7	6	3.4	2				
	Basic	N/A	N/A	N/A	N/A	24.6	17	32.8	19				
	Approaching Basic	N/A	N/A	N/A	N/A	15.9	11	15.5	9				
	Unsatisfactory	N/A	N/A	N/A	N/A	50.7	35	46.6	27				

~ = Unavailable or insufficient data

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

Table 18b: 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*
017079	**Scotlandville Magnet High School**												
	Advanced	N/A	N/A	N/A	N/A	2.9	5	4.6	5				
	Proficient	N/A	N/A	N/A	N/A	8.8	15	5.5	6				
	Basic	N/A	N/A	N/A	N/A	32.2	55	33.9	37				
	Approaching Basic	N/A	N/A	N/A	N/A	7.0	12	12.8	14				
	Unsatisfactory	N/A	N/A	N/A	N/A	49.1	84	43.1	47				
017088	**Tara High School**												
	Advanced	N/A	N/A	N/A	N/A	3.8	10	13.2	32				
	Proficient	N/A	N/A	N/A	N/A	15.5	41	16.1	39				
	Basic	N/A	N/A	N/A	N/A	33.2	88	35.5	86				
	Approaching Basic	N/A	N/A	N/A	N/A	16.6	44	19.0	46				
	Unsatisfactory	N/A	N/A	N/A	N/A	30.9	82	16.1	39				
017092	**Valley Park School**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	2.3	1	5.4	2				
	Basic	N/A	N/A	N/A	N/A	18.2	8	13.5	5				
	Approaching Basic	N/A	N/A	N/A	N/A	6.8	3	5.4	2				
	Unsatisfactory	N/A	N/A	N/A	N/A	72.7	32	75.7	28				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	N/A	N/A	3.3	8	4.6	12				
	Proficient	N/A	N/A	N/A	N/A	15.4	37	14.8	39				
	Basic	N/A	N/A	N/A	N/A	38.8	93	43.0	113				
	Approaching Basic	N/A	N/A	N/A	N/A	14.2	34	14.1	37				
	Unsatisfactory	N/A	N/A	N/A	N/A	28.3	68	23.6	62				
017104	**Zachary High School**												
	Advanced	N/A	N/A	N/A	N/A	7.1	18	12.1	28				
	Proficient	N/A	N/A	N/A	N/A	17.7	45	14.7	34				
	Basic	N/A	N/A	N/A	N/A	40.9	104	48.7	113				
	Approaching Basic	N/A	N/A	N/A	N/A	12.6	32	11.6	27				
	Unsatisfactory	N/A	N/A	N/A	N/A	21.7	55	12.9	30				

~ = Unavailable or insufficient data

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

Table 18b: 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*
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	40.0	2	0.0	0				
	Unsatisfactory	N/A	N/A	N/A	N/A	60.0	3	100.0	3				
District													
	Advanced	N/A	N/A	N/A	N/A	5.5	184	8.6	263				
	Proficient	N/A	N/A	N/A	N/A	14.2	480	11.7	356				
	Basic	N/A	N/A	N/A	N/A	28.4	956	33.2	1,013				
	Approaching Basic	N/A	N/A	N/A	N/A	13.6	459	15.4	470				
	Unsatisfactory	N/A	N/A	N/A	N/A	38.3	1,293	31.1	950				
State													
	Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060				
	Proficient	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589				
	Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279				
	Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909				
	Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628				

~ = Unavailable or insufficient data

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

Table 18c: Graduation Exit Examination (GEE 21) Results - 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*
017001	**Arlington Prepatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	42.9	3				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.3	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	42.9	3				
017004	**Baker High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	4.7	11				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.3	57				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.5	67				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	42.6	100				
017008	**Baton Rouge High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	11.6	34				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	37.7	110				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.4	121				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	8.2	24				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	1.0	3				
017010	**Belaire High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	5.3	12				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	29.1	66				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.6	49				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	44.1	100				
017016	**Broadmoor Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.9	2				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	11.3	26				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	29.1	67				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.9	55				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	34.8	80				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18c: Graduation Exit Examination (GEE 21) Results - 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*
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.5	1				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	11.6	23				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.7	35				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	70.2	139				
017023	**Central High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.3	10				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	20.7	62				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	44.0	132				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.3	49				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	15.7	47				
017025	**Baton Rouge Preparatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	4.3	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	95.7	22				
017038	**Glen Oaks Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	2				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	2.1	4				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.5	31				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	40				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	59.0	111				
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.3	25				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.8	41				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	56.9	87				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18c: Graduation Exit Examination (GEE 21) Results - 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*
017052	**Robert E. Lee High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	1				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	8.7	16				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	27.7	51				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.4	43				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	39.7	73				
017056	**McKinley Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	8.4	17				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	19.8	40				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.2	53				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.3	35				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.2	57				
017063	**Northdale Alternative Magnet Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	3.6	1				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.9	5				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.9	5				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	60.7	17				
017065	**Northeast High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	5.7	4				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.9	16				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.9	16				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	48.6	34				
017079	**Scotlandville Magnet High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	4.5	7				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	31.6	49				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.4	44				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	35.5	55				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18c: Graduation Exit Examination (GEE 21) Results - 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*
017088	**Tara High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.9	10				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	18.1	47				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	34.4	89				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.1	39				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.6	74				
017092	**Valley Park School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	2.3	1				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	9.3	4				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.3	7				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	72.1	31				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.5	4				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	16.0	43				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.6	90				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.4	68				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	23.5	63				
017104	**Zachary High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.2	8				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	22.7	56				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	36.8	91				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.6	51				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	16.6	41				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18c: Graduation Exit Examination (GEE 21) Results - 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*
District													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.7	88				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	13.6	439				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.0	964				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.4	657				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1,070				
State													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746				

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N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18d: Graduation Exit Examination (GEE 21) Results - 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*
017001	**Arlington Prepatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.3	1				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	42.9	3				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	42.9	3				
017004	**Baker High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.9	2				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	31.9	75				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.6	53				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	44.7	105				
017008	**Baton Rouge High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	6.8	20				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	31.8	93				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	57.5	168				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	3.1	9				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.7	2				
017010	**Belaire High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	7.9	18				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	37.0	84				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.3	46				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	34.8	79				
017016	**Broadmoor Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.9	2				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	7.4	17				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	43.0	99				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.3	42				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	30.4	70				

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Table 18d: Graduation Exit Examination (GEE 21) Results - 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*
017021	**Capitol Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.7	35				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.3	52				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	56.1	111				
017023	**Central High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.7	5				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	14.7	44				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	59.0	177				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.3	43				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	10.3	31				
017025	**Baton Rouge Preparatory Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	4.5	1				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	4.5	1				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	90.9	20				
017038	**Glen Oaks Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	1.1	2				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.7	35				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.4	40				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	58.8	110				
017045	**Istrouma Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	27.6	42				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.9	47				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	41.4	63				

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Table 18d: Graduation Exit Examination (GEE 21) Results - 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*
017052	**Robert E. Lee High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.6	3				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	1.6	3				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	34.8	64				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.1	48				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	35.9	66				
017056	**McKinley Senior High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	7.4	15				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	16.8	34				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	34.2	69				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.9	30				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	26.7	54				
017063	**Northdale Alternative Magnet Academy**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.4	6				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.6	8				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	50.0	14				
017065	**Northeast High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	4.3	3				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.0	21				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.6	13				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	47.1	33				
017079	**Scotlandville Magnet High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	5.2	8				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	38.1	59				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.9	34				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	34.8	54				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18d: Graduation Exit Examination (GEE 21) Results - 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*
017088	**Tara High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.2	3				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	11.6	30				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	48.3	125				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.8	41				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	23.2	60				
017092	**Valley Park School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.4	9				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.4	9				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	57.1	24				
017102	**Woodlawn High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	7.8	21				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	42.2	113				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.0	59				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.0	75				
017104	**Zachary High School**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.8	2				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	13.4	33				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	56.3	139				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.8	39				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	13.8	34				
017109	**Baton Rouge Marine Institute, Inc.**												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

Table 18d: Graduation Exit Examination (GEE 21) Results - 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*
District													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.6	50				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	9.6	308				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	40.6	1,306				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.6	599				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.6	953				
State													
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433				
	Proficient	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709				
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896				
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182				
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919				

~ = Unavailable or insufficient data

N/A = Not Applicable: Science and Social Studies tests of the New GEE 21 test were first administered in Spring 2002.

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 2002, approximately 276,200 public school students were given the on-level test. Among them, 184,700 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*, Form M. Approximately 43,400 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M. There were some 8th grade (Option 2 students) who were considered "eight-and-a-halfers" and they were required to take the NRT as well.

These tests are administered to all students, except for students whose Individual Education Programs (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 one-year deferment from testing are not required to take the tests. Scores for students tested with certain accommodations are not included in class, school, district, and state averages.

Data Presentation

Tables 19a–19e 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 75th and 99th 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 are based on student-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 19a: 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
017002	**Audubon Elementary School**						
	Fourth Quartile	21.3	24.6	19.7	18.0		
	Third Quartile	32.8	36.9	27.9	20.0		
	Second Quartile	31.1	27.7	34.4	32.0		
	First Quartile	14.8	10.8	18.0	30.0		
	Percentile Rank	53	58	50	45		
017003	**Baker Heights Elementary School**						
	Fourth Quartile	5.3	4.1	8.1	5.7		
	Third Quartile	21.1	18.9	13.5	15.9		
	Second Quartile	28.9	37.8	35.1	35.2		
	First Quartile	44.7	39.2	43.2	43.2		
	Percentile Rank	33	34	31	30		
017006	**Bakerfield Elementary School**						
	Fourth Quartile	16.7	19.1	37.7	37.9		
	Third Quartile	24.1	27.7	23.0	32.8		
	Second Quartile	33.3	38.3	34.4	27.6		
	First Quartile	25.9	14.9	4.9	1.7		
	Percentile Rank	47	53	65	67		
017007	**Banks Elementary School**						
	Fourth Quartile	0.0	0.0	1.8	1.6		
	Third Quartile	5.7	0.0	7.1	7.8		
	Second Quartile	51.4	37.5	37.5	32.8		
	First Quartile	42.9	62.5	53.6	57.8		
	Percentile Rank	27	19	24	21		
017009	**Beechwood Elementary School**						
	Fourth Quartile	0.0	7.5	5.7	2.3		
	Third Quartile	13.9	12.5	2.9	7.0		
	Second Quartile	22.2	25.0	34.3	48.8		
	First Quartile	63.9	55.0	57.1	41.9		
	Percentile Rank	23	27	21	26		

~ = Unavailable or insufficient 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 19a: 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
017011	**Belfair Elementary School**						
	Fourth Quartile	8.9	4.7	4.4	4.2		
	Third Quartile	17.8	17.2	25.0	20.8		
	Second Quartile	44.4	42.2	50.0	29.2		
	First Quartile	28.9	35.9	20.6	45.8		
	Percentile Rank	39	30	40	29		
017012	**Bellingrath Hills Elementary School**						
	Fourth Quartile	43.4	28.4	35.4	45.1		
	Third Quartile	41.0	37.0	29.3	35.2		
	Second Quartile	10.8	24.7	29.3	18.3		
	First Quartile	4.8	9.9	6.1	1.4		
	Percentile Rank	72	61	64	70		
017013	**Bernard Terrace Elementary School**						
	Fourth Quartile	20.7	35.2	24.0	21.9		
	Third Quartile	24.1	20.4	24.0	23.4		
	Second Quartile	36.2	20.4	38.0	23.4		
	First Quartile	19.0	24.1	14.0	31.3		
	Percentile Rank	52	58	53	51		
017014	**Broadmoor Elementary School**						
	Fourth Quartile	10.6	10.3	9.3	16.0		
	Third Quartile	19.7	20.7	18.6	30.0		
	Second Quartile	34.8	34.5	37.2	34.0		
	First Quartile	34.8	34.5	34.9	20.0		
	Percentile Rank	38	37	36	51		
017017	**Brookstown Elementary School**						
	Fourth Quartile	23.6	19.1	9.2	20.7		
	Third Quartile	6.7	5.3	12.6	8.0		
	Second Quartile	15.7	33.0	27.6	23.0		
	First Quartile	53.9	42.6	50.6	48.3		
	Percentile Rank	43	38	27	34		

~ = Unavailable or insufficient 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 19a: 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
017018	**Brownfields Elementary School**						
	Fourth Quartile	31.6	32.8	46.2	29.6		
	Third Quartile	40.4	25.0	20.5	29.6		
	Second Quartile	14.0	28.1	20.5	33.3		
	First Quartile	14.0	14.1	12.8	7.4		
	Percentile Rank	65	62	71	61		
017019	**Buchanan Elementary School**						
	Fourth Quartile	30.2	21.1	37.5	32.5		
	Third Quartile	14.0	15.8	12.5	20.8		
	Second Quartile	27.9	14.0	18.8	27.3		
	First Quartile	27.9	49.1	31.3	19.5		
	Percentile Rank	54	41	60	62		
017022	**Cedarcrest-Southmoor Elementary School**						
	Fourth Quartile	23.8	36.2	27.8	34.1		
	Third Quartile	30.0	31.9	23.7	27.1		
	Second Quartile	18.8	23.2	35.1	27.1		
	First Quartile	27.5	8.7	13.4	11.8		
	Percentile Rank	51	65	56	62		
017026	**Claiborne Elementary School**						
	Fourth Quartile	3.0	7.1	4.1	5.7		
	Third Quartile	16.7	21.4	9.6	15.1		
	Second Quartile	39.4	41.1	39.7	30.2		
	First Quartile	40.9	30.4	46.6	49.1		
	Percentile Rank	31	36	28	30		
017027	**Crestworth Elementary School**						
	Fourth Quartile	4.3	2.1	0.0	1.6		
	Third Quartile	15.2	19.1	8.8	6.5		
	Second Quartile	43.5	38.3	36.8	33.9		
	First Quartile	37.0	40.4	54.4	58.1		
	Percentile Rank	32	32	25	22		

~ = Unavailable or insufficient 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 19a: 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
017029	**Dalton Elementary School**						
	Fourth Quartile	0.0	9.1	1.6	4.8		
	Third Quartile	19.5	12.7	9.5	6.5		
	Second Quartile	22.0	45.5	34.9	30.6		
	First Quartile	58.5	32.7	54.0	58.1		
	Percentile Rank	24	35	25	23		
017030	**Delmont Elementary School**						
	Fourth Quartile	0.0	0.0	0.0	2.0		
	Third Quartile	5.8	3.7	11.5	13.7		
	Second Quartile	19.2	25.9	26.9	41.2		
	First Quartile	75.0	70.4	61.5	43.1		
	Percentile Rank	16	17	19	27		
017032	**Dufrocq Elementary School**						
	Fourth Quartile	6.9	0.0	11.4	7.9		
	Third Quartile	10.3	6.3	15.9	5.3		
	Second Quartile	37.9	40.6	27.3	26.3		
	First Quartile	44.8	53.1	45.5	60.5		
	Percentile Rank	32	21	37	26		
017033	**Eden Park Elementary School**						
	Fourth Quartile	4.8	6.1	5.6	1.5		
	Third Quartile	26.2	15.2	9.3	12.1		
	Second Quartile	19.0	15.2	22.2	40.9		
	First Quartile	50.0	63.6	63.0	45.5		
	Percentile Rank	28	22	26	27		
017034	**Forest Heights Elementary School**						
	Fourth Quartile	2.0	2.2	6.6	5.6		
	Third Quartile	13.7	11.1	13.1	22.2		
	Second Quartile	33.3	44.4	47.5	22.2		
	First Quartile	51.0	42.2	32.8	50.0		
	Percentile Rank	25	27	31	30		

~ = Unavailable or insufficient 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 19a: 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
017037	**Glen Oaks Park Elementary School**						
	Fourth Quartile	40.0	22.6	31.0	28.8		
	Third Quartile	17.5	21.0	17.9	32.9		
	Second Quartile	13.8	35.5	33.3	17.8		
	First Quartile	28.8	21.0	17.9	20.5		
	Percentile Rank	63	53	54	59		
017040	**Greenbrier Elementary School**						
	Fourth Quartile	23.8	8.1	17.6	24.6		
	Third Quartile	31.0	37.8	31.4	27.9		
	Second Quartile	33.3	43.2	41.2	42.6		
	First Quartile	11.9	10.8	9.8	4.9		
	Percentile Rank	56	48	54	56		
017041	**Greenville Elementary School**						
	Fourth Quartile	25.8	22.1	19.5	10.8		
	Third Quartile	6.1	9.1	13.4	10.8		
	Second Quartile	15.2	26.0	25.6	40.5		
	First Quartile	53.0	42.9	41.5	37.8		
	Percentile Rank	44	44	44	34		
017042	**Harding Elementary School**						
	Fourth Quartile	2.4	0.0	4.8	5.3		
	Third Quartile	14.3	17.0	19.0	19.3		
	Second Quartile	31.0	36.2	38.1	52.6		
	First Quartile	52.4	46.8	38.1	22.8		
	Percentile Rank	24	26	32	38		
017043	**Highland Elementary School**						
	Fourth Quartile	16.7	12.9	5.4	2.4		
	Third Quartile	20.8	12.9	10.8	16.7		
	Second Quartile	29.2	25.8	29.7	28.6		
	First Quartile	33.3	48.4	54.1	52.4		
	Percentile Rank	36	30	23	26		

~ = Unavailable or insufficient 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 19a: 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
017044	**Howell Park Elementary School**						
	Fourth Quartile	3.8	9.1	4.3	0.0		
	Third Quartile	15.1	22.7	10.0	11.9		
	Second Quartile	35.8	31.8	54.3	43.3		
	First Quartile	45.3	36.4	31.4	44.8		
	Percentile Rank	29	35	30	27		
017047	**Jefferson Terrace Elementary School**						
	Fourth Quartile	30.8	31.1	35.8	20.5		
	Third Quartile	32.1	28.9	30.9	32.1		
	Second Quartile	28.2	25.6	23.5	32.1		
	First Quartile	9.0	14.4	9.9	15.4		
	Percentile Rank	61	58	62	52		
017049	**Lanier Elementary School**						
	Fourth Quartile	0.0	3.4	0.0	1.9		
	Third Quartile	13.8	12.1	14.5	13.2		
	Second Quartile	18.5	15.5	25.8	39.6		
	First Quartile	67.7	69.0	59.7	45.3		
	Percentile Rank	20	18	20	25		
017050	**LaBelle Aire Elementary School**						
	Fourth Quartile	4.8	8.5	8.5	8.6		
	Third Quartile	31.3	19.1	23.9	23.5		
	Second Quartile	30.1	34.0	36.8	34.6		
	First Quartile	33.7	38.3	30.8	33.3		
	Percentile Rank	38	35	36	36		
017051	**LaSalle Elementary School**						
	Fourth Quartile	5.0	5.3	3.2	9.1		
	Third Quartile	15.0	15.8	19.4	12.1		
	Second Quartile	22.5	34.2	48.4	45.5		
	First Quartile	57.5	44.7	29.0	33.3		
	Percentile Rank	27	31	32	36		

~ = Unavailable or insufficient 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 19a: 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
017053	**Magnolia Woods Elementary School**						
	Fourth Quartile	2.8	7.8	6.8	6.5		
	Third Quartile	30.6	7.8	20.5	26.1		
	Second Quartile	25.0	43.1	45.5	39.1		
	First Quartile	41.7	41.2	27.3	28.3		
	Percentile Rank	34	31	35	36		
017054	**Mayfair Elementary School**						
	Fourth Quartile	16.7	22.2	6.5	19.5		
	Third Quartile	16.7	22.2	17.4	29.3		
	Second Quartile	40.0	50.0	30.4	34.1		
	First Quartile	26.7	5.6	45.7	17.1		
	Percentile Rank	44	53	31	48		
017057	**Melrose Elementary School**						
	Fourth Quartile	3.2	2.0	12.5	4.8		
	Third Quartile	19.4	15.7	25.0	19.0		
	Second Quartile	45.2	45.1	33.9	57.1		
	First Quartile	32.3	37.3	28.6	19.0		
	Percentile Rank	34	30	41	38		
017058	**Merrydale Elementary School**						
	Fourth Quartile	3.0	2.7	1.7	1.4		
	Third Quartile	11.9	13.5	10.0	13.0		
	Second Quartile	31.3	36.5	31.7	36.2		
	First Quartile	53.7	47.3	56.7	49.3		
	Percentile Rank	25	27	22	25		
017059	**Mohican Center**						
	Fourth Quartile	25.0	0.0	0.0	0.0		
	Third Quartile	12.5	27.3	10.0	11.8		
	Second Quartile	12.5	18.2	35.0	35.3		
	First Quartile	50.0	54.5	55.0	52.9		
	Percentile Rank	43	30	24	27		

~ = Unavailable or insufficient 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 19a: 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
017061	**Nicholson Elementary School**						
	Fourth Quartile	7.5	12.5	7.1	15.8		
	Third Quartile	20.0	18.8	17.9	5.3		
	Second Quartile	42.5	40.6	57.1	47.4		
	First Quartile	30.0	28.1	17.9	31.6		
	Percentile Rank	38	40	40	40		
017062	**North Highlands Elementary School**						
	Fourth Quartile	0.0	5.6	5.6	3.8		
	Third Quartile	20.7	22.2	16.7	3.8		
	Second Quartile	31.0	33.3	37.0	45.3		
	First Quartile	48.3	38.9	40.7	47.2		
	Percentile Rank	30	34	30	25		
017064	**Northeast Elementary School**						
	Fourth Quartile	21.1	14.9	20.5	10.8		
	Third Quartile	28.4	18.1	34.1	35.4		
	Second Quartile	32.6	50.0	35.2	27.7		
	First Quartile	17.9	17.0	10.2	26.2		
	Percentile Rank	50	45	56	45		
017066	**Northwestern Elementary School**						
	Fourth Quartile	33.7	14.5	36.0	26.0		
	Third Quartile	30.1	35.5	22.5	30.0		
	Second Quartile	21.7	28.9	27.0	30.0		
	First Quartile	14.5	21.1	14.6	14.0		
	Percentile Rank	61	50	60	55		
017068	**Park Elementary School**						
	Fourth Quartile	15.4	4.5	10.4	3.0		
	Third Quartile	38.5	16.4	18.2	19.7		
	Second Quartile	32.7	41.8	45.5	51.5		
	First Quartile	13.5	37.3	26.0	25.8		
	Percentile Rank	54	32	40	35		

~ = Unavailable or insufficient 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 19a: 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
017069	**Park Forest Elementary School**						
	Fourth Quartile	2.1	2.4	4.5	8.3		
	Third Quartile	27.7	28.9	20.5	26.7		
	Second Quartile	44.7	38.6	38.6	35.0		
	First Quartile	25.5	30.1	36.4	30.0		
	Percentile Rank	38	36	33	38		
017071	**Park Ridge Elementary School**						
	Fourth Quartile	1.4	6.4	8.0	12.7		
	Third Quartile	30.1	20.5	27.6	23.8		
	Second Quartile	35.6	37.2	48.3	39.7		
	First Quartile	32.9	35.9	16.1	23.8		
	Percentile Rank	35	35	44	42		
017072	**Parkview Elementary School**						
	Fourth Quartile	21.5	29.2	18.6	28.3		
	Third Quartile	38.0	34.7	22.1	23.2		
	Second Quartile	30.4	25.0	47.7	27.3		
	First Quartile	10.1	11.1	11.6	21.2		
	Percentile Rank	57	61	51	52		
017073	**Polk Elementary School**						
	Fourth Quartile	0.0	0.0	2.3	2.8		
	Third Quartile	9.7	6.1	4.7	16.7		
	Second Quartile	22.6	38.8	53.5	41.7		
	First Quartile	67.7	55.1	39.5	38.9		
	Percentile Rank	20	22	26	29		
017075	**Progress Elementary School**						
	Fourth Quartile	0.0	8.8	8.5	3.9		
	Third Quartile	20.4	14.7	31.9	23.5		
	Second Quartile	46.9	38.2	38.3	45.1		
	First Quartile	32.7	38.2	21.3	27.5		
	Percentile Rank	33	33	41	36		

~ = Unavailable or insufficient 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 19a: 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
017077	**Riveroaks Elementary School**						
	Fourth Quartile	16.4	18.5	19.3	33.3		
	Third Quartile	32.8	38.9	35.1	35.1		
	Second Quartile	37.7	29.6	38.6	26.3		
	First Quartile	13.1	13.0	7.0	5.3		
	Percentile Rank	51	52	57	67		
017078	**Ryan Elementary School**						
	Fourth Quartile	1.9	12.8	4.3	8.3		
	Third Quartile	13.2	28.2	23.4	18.8		
	Second Quartile	41.5	28.2	44.7	50.0		
	First Quartile	43.4	30.8	27.7	22.9		
	Percentile Rank	27	41	36	40		
017081	**Sharon Hills Elementary School**						
	Fourth Quartile	15.2	5.6	11.1	17.1		
	Third Quartile	36.4	22.2	22.2	14.3		
	Second Quartile	33.3	52.8	48.9	51.4		
	First Quartile	15.2	19.4	17.8	17.1		
	Percentile Rank	46	41	43	45		
017082	**Shenandoah Elementary School**						
	Fourth Quartile	40.0	38.7	55.9	52.2		
	Third Quartile	41.8	36.0	32.2	32.8		
	Second Quartile	18.2	18.7	8.5	9.0		
	First Quartile	0.0	6.7	3.4	6.0		
	Percentile Rank	71	68	80	73		
017084	**South Boulevard Extended Day School**						
	Fourth Quartile	18.4	13.2	15.2	20.0		
	Third Quartile	31.6	26.3	19.6	31.4		
	Second Quartile	26.3	39.5	43.5	28.6		
	First Quartile	23.7	21.1	21.7	20.0		
	Percentile Rank	47	46	45	52		

~ = Unavailable or insufficient 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 19a: 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
017087	**Tanglewood Elementary School**						
	Fourth Quartile	12.2	11.5	13.4	12.4		
	Third Quartile	42.7	32.3	27.8	32.0		
	Second Quartile	28.0	43.8	38.1	29.9		
	First Quartile	17.1	12.5	20.6	25.8		
	Percentile Rank	50	48	45	44		
017089	**Twin Oaks Elementary School**						
	Fourth Quartile	21.5	20.4	26.1	19.1		
	Third Quartile	36.9	28.6	20.3	35.3		
	Second Quartile	20.0	38.8	47.8	35.3		
	First Quartile	21.5	12.2	5.8	10.3		
	Percentile Rank	55	54	56	55		
017091	**University Terrace Elementary School**						
	Fourth Quartile	6.3	3.7	22.2	4.9		
	Third Quartile	16.7	14.8	11.1	29.3		
	Second Quartile	50.0	48.1	53.3	36.6		
	First Quartile	27.1	33.3	13.3	29.3		
	Percentile Rank	39	31	47	38		
017093	**Villa del Rey Elementary School**						
	Fourth Quartile	7.8	7.8	4.9	5.2		
	Third Quartile	19.6	21.6	19.7	25.9		
	Second Quartile	43.1	43.1	47.5	37.9		
	First Quartile	29.4	27.5	27.9	31.0		
	Percentile Rank	36	37	35	37		
017094	**Baton Rouge Visual and Performing Arts Center**						
	Fourth Quartile	29.2	44.8	35.1	40.9		
	Third Quartile	44.4	27.6	33.3	36.4		
	Second Quartile	22.2	24.1	26.3	22.7		
	First Quartile	4.2	3.4	5.3	0.0		
	Percentile Rank	65	69	67	70		

~ = Unavailable or insufficient 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 19a: 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
017095	**Wedgewood Elementary School**						
	Fourth Quartile	32.7	39.6	46.2	43.4		
	Third Quartile	36.6	24.8	37.2	27.7		
	Second Quartile	22.8	22.8	12.8	16.9		
	First Quartile	7.9	12.9	3.8	12.0		
	Percentile Rank	63	63	72	67		
017096	**Westdale Elementary School**						
	Fourth Quartile	0.0	8.3	3.8	12.9		
	Third Quartile	16.7	25.0	46.2	9.7		
	Second Quartile	38.9	41.7	23.1	22.6		
	First Quartile	44.4	25.0	26.9	54.8		
	Percentile Rank	29	44	42	31		
017098	**Westminster Elementary School**						
	Fourth Quartile	27.8	35.7	7.7	18.2		
	Third Quartile	38.9	28.6	30.8	31.8		
	Second Quartile	27.8	25.0	46.2	36.4		
	First Quartile	5.6	10.7	15.4	13.6		
	Percentile Rank	62	65	43	52		
017100	**Wildwood Elementary School**						
	Fourth Quartile	8.2	14.9	14.3	10.2		
	Third Quartile	18.4	27.7	24.5	22.4		
	Second Quartile	32.7	36.2	32.7	42.9		
	First Quartile	40.8	21.3	28.6	24.5		
	Percentile Rank	33	46	43	38		
017101	**Winbourne Elementary School**						
	Fourth Quartile	2.7	6.0	2.3	2.0		
	Third Quartile	24.3	14.0	32.6	15.7		
	Second Quartile	37.8	32.0	37.2	37.3		
	First Quartile	35.1	48.0	27.9	45.1		
	Percentile Rank	35	30	37	28		

~ = Unavailable or insufficient 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 19a: 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
017103	**Zachary Elementary School**						
	Fourth Quartile	16.7	34.0	31.8	19.4		
	Third Quartile	28.4	29.2	27.3	35.7		
	Second Quartile	33.3	23.6	30.0	37.8		
	First Quartile	21.6	13.2	10.9	7.1		
	Percentile Rank	47	62	61	56		
017110	**Children's Charter School**						
	Fourth Quartile	0.0	22.2	13.3	15.0		
	Third Quartile	28.6	16.7	46.7	35.0		
	Second Quartile	42.9	22.2	20.0	25.0		
	First Quartile	28.6	38.9	20.0	25.0		
	Percentile Rank	36	47	56	52		
017112	**J. K. Haynes Foundation**						
	Fourth Quartile	~	15.0	16.7	0.0		
	Third Quartile	~	40.0	20.8	31.8		
	Second Quartile	~	30.0	25.0	31.8		
	First Quartile	~	15.0	37.5	36.4		
	Percentile Rank	~	50	37	35		

~ = Unavailable or insufficient 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 19a: 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	15.3	15.4	16.3	15.9		
	Third Quartile	24.8	21.6	21.0	22.2		
	Second Quartile	29.3	33.1	35.6	33.6		
	First Quartile	30.6	30.0	27.1	28.3		
	Percentile Rank	44	42	44	43		
State							
	Fourth Quartile	16.5	19.1	20.7	20.8		
	Third Quartile	25.8	25.4	26.1	26.5		
	Second Quartile	29.1	31.0	30.9	31.7		
	First Quartile	28.6	24.4	22.2	21.1		
	Percentile Rank	45	47	50	50		
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0		
	Third Quartile	25.0	25.0	25.0	25.0		
	Second Quartile	25.0	25.0	25.0	25.0		
	First Quartile	25.0	25.0	25.0	25.0		
	Percentile Rank	50.0	50.0	50.0	50.0		

~ = Unavailable or insufficient 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 19b: 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
017002	**Audubon Elementary School**						
	Fourth Quartile	48.1	23.1	20.4	24.1		
	Third Quartile	25.0	32.3	40.8	33.3		
	Second Quartile	17.3	32.3	32.7	31.5		
	First Quartile	9.6	12.3	6.1	11.1		
	Percentile Rank	71	55	58	60		
017003	**Baker Heights Elementary School**						
	Fourth Quartile	4.9	3.8	8.2	1.8		
	Third Quartile	18.5	14.1	24.6	10.7		
	Second Quartile	39.5	29.5	42.6	37.5		
	First Quartile	37.0	52.6	24.6	50.0		
	Percentile Rank	33	27	39	28		
017006	**Bakerfield Elementary School**						
	Fourth Quartile	48.1	22.4	26.7	28.3		
	Third Quartile	34.6	36.7	33.3	37.7		
	Second Quartile	13.5	30.6	31.1	32.1		
	First Quartile	3.8	10.2	8.9	1.9		
	Percentile Rank	72	54	59	61		
017007	**Banks Elementary School**						
	Fourth Quartile	0.0	0.0	4.5	0.0		
	Third Quartile	15.0	8.5	4.5	1.9		
	Second Quartile	25.0	25.5	68.2	36.5		
	First Quartile	60.0	66.0	22.7	61.5		
	Percentile Rank	26	18	34	23		
017009	**Beechwood Elementary School**						
	Fourth Quartile	0.0	0.0	4.8	5.9		
	Third Quartile	3.3	0.0	14.3	8.8		
	Second Quartile	33.3	28.1	57.1	44.1		
	First Quartile	63.3	71.9	23.8	41.2		
	Percentile Rank	20	19	35	33		

~ = Unavailable or insufficient 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 19b: 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
017011	**Belfair Elementary School**						
	Fourth Quartile	3.7	1.7	2.3	0.0		
	Third Quartile	9.3	10.3	9.1	10.0		
	Second Quartile	35.2	27.6	45.5	56.7		
	First Quartile	51.9	60.3	43.2	33.3		
	Percentile Rank	27	24	30	32		
017012	**Bellingrath Hills Elementary School**						
	Fourth Quartile	35.6	31.8	61.3	28.8		
	Third Quartile	35.6	39.8	26.7	45.8		
	Second Quartile	26.0	20.5	10.7	18.6		
	First Quartile	2.7	8.0	1.3	6.8		
	Percentile Rank	67	63	77	64		
017013	**Bernard Terrace Elementary School**						
	Fourth Quartile	35.1	30.5	29.4	33.3		
	Third Quartile	10.5	11.9	21.6	21.1		
	Second Quartile	17.5	25.4	33.3	28.1		
	First Quartile	36.8	32.2	15.7	17.5		
	Percentile Rank	56	52	57	62		
017014	**Broadmoor Elementary School**						
	Fourth Quartile	12.9	14.6	21.2	10.0		
	Third Quartile	27.4	16.7	24.2	24.0		
	Second Quartile	30.6	39.6	33.3	42.0		
	First Quartile	29.0	29.2	21.2	24.0		
	Percentile Rank	44	43	50	43		
017017	**Brookstown Elementary School**						
	Fourth Quartile	29.3	13.5	46.2	24.1		
	Third Quartile	12.0	10.1	9.6	10.1		
	Second Quartile	12.0	14.6	28.8	39.2		
	First Quartile	46.7	61.8	15.4	26.6		
	Percentile Rank	43	29	69	49		

~ = Unavailable or insufficient 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 19b: 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
017018	**Brownfields Elementary School**						
	Fourth Quartile	36.5	26.0	28.6	28.1		
	Third Quartile	23.0	27.4	38.1	23.4		
	Second Quartile	27.0	31.5	28.6	35.9		
	First Quartile	13.5	15.1	4.8	12.5		
	Percentile Rank	62	55	64	59		
017019	**Buchanan Elementary School**						
	Fourth Quartile	42.6	37.3	29.4	46.8		
	Third Quartile	8.5	9.8	29.4	21.3		
	Second Quartile	21.3	25.5	27.5	17.0		
	First Quartile	27.7	27.5	13.7	14.9		
	Percentile Rank	61	56	63	72		
017022	**Cedarcrest-Southmoor Elementary School**						
	Fourth Quartile	16.3	17.9	20.2	35.1		
	Third Quartile	38.4	32.1	30.3	26.0		
	Second Quartile	33.7	29.5	37.1	29.9		
	First Quartile	11.6	20.5	12.4	9.1		
	Percentile Rank	54	52	54	61		
017026	**Claiborne Elementary School**						
	Fourth Quartile	1.9	1.4	6.3	2.3		
	Third Quartile	13.5	8.6	22.9	11.6		
	Second Quartile	28.8	37.1	33.3	55.8		
	First Quartile	55.8	52.9	37.5	30.2		
	Percentile Rank	26	25	36	30		
017027	**Crestworth Elementary School**						
	Fourth Quartile	0.0	22.6	13.3	30.3		
	Third Quartile	31.0	45.3	43.3	54.5		
	Second Quartile	40.5	28.3	36.7	15.2		
	First Quartile	28.6	3.8	6.7	0.0		
	Percentile Rank	37	58	53	67		

~ = Unavailable or insufficient 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 19b: 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
017029	**Dalton Elementary School**						
	Fourth Quartile	0.0	2.0	0.0	1.8		
	Third Quartile	14.3	11.8	12.5	16.1		
	Second Quartile	40.5	29.4	50.0	46.4		
	First Quartile	45.2	56.9	37.5	35.7		
	Percentile Rank	26	23	30	32		
017030	**Delmont Elementary School**						
	Fourth Quartile	0.0	7.5	0.0	0.0		
	Third Quartile	5.0	22.6	14.8	8.3		
	Second Quartile	28.3	28.3	59.3	55.6		
	First Quartile	66.7	41.5	25.9	36.1		
	Percentile Rank	20	36	35	28		
017032	**Dufrocq Elementary School**						
	Fourth Quartile	0.0	0.0	0.0	0.0		
	Third Quartile	3.4	23.3	17.6	16.7		
	Second Quartile	44.8	23.3	58.8	54.2		
	First Quartile	51.7	53.3	23.5	29.2		
	Percentile Rank	23	27	34	32		
017033	**Eden Park Elementary School**						
	Fourth Quartile	0.0	0.0	0.0	1.8		
	Third Quartile	12.7	13.0	12.9	14.5		
	Second Quartile	29.1	27.8	64.5	41.8		
	First Quartile	58.2	59.3	22.6	41.8		
	Percentile Rank	23	21	33	29		
017034	**Forest Heights Elementary School**						
	Fourth Quartile	4.7	5.6	0.0	0.0		
	Third Quartile	7.0	8.3	20.0	14.0		
	Second Quartile	41.9	38.9	44.0	46.5		
	First Quartile	46.5	47.2	36.0	39.5		
	Percentile Rank	29	28	32	29		

~ = Unavailable or insufficient 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 19b: 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
017037	**Glen Oaks Park Elementary School**						
	Fourth Quartile	27.1	38.6	49.3	25.4		
	Third Quartile	32.9	15.7	12.3	18.6		
	Second Quartile	28.2	22.9	30.1	42.4		
	First Quartile	11.8	22.9	8.2	13.6		
	Percentile Rank	62	59	70	55		
017040	**Greenbrier Elementary School**						
	Fourth Quartile	20.0	16.7	18.8	4.2		
	Third Quartile	26.0	36.7	29.2	35.4		
	Second Quartile	48.0	36.7	29.2	45.8		
	First Quartile	6.0	10.0	22.9	14.6		
	Percentile Rank	53	51	49	46		
017041	**Greenville Elementary School**						
	Fourth Quartile	33.8	30.9	28.3	25.8		
	Third Quartile	11.8	4.4	11.7	15.2		
	Second Quartile	22.1	27.9	30.0	22.7		
	First Quartile	32.4	36.8	30.0	36.4		
	Percentile Rank	53	47	55	51		
017042	**Harding Elementary School**						
	Fourth Quartile	2.9	2.4	2.9	0.0		
	Third Quartile	17.6	4.9	17.1	12.5		
	Second Quartile	29.4	31.7	31.4	28.1		
	First Quartile	50.0	61.0	48.6	59.4		
	Percentile Rank	29	22	28	23		
017043	**Highland Elementary School**						
	Fourth Quartile	0.0	0.0	4.8	8.8		
	Third Quartile	7.1	19.4	33.3	14.7		
	Second Quartile	28.6	25.0	42.9	55.9		
	First Quartile	64.3	55.6	19.0	20.6		
	Percentile Rank	22	25	43	39		

~ = Unavailable or insufficient 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 19b: 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
017044	**Howell Park Elementary School**						
	Fourth Quartile	6.4	1.9	5.3	1.6		
	Third Quartile	12.8	7.5	24.6	18.8		
	Second Quartile	44.7	50.9	56.1	54.7		
	First Quartile	36.2	39.6	14.0	25.0		
	Percentile Rank	34	29	43	35		
017047	**Jefferson Terrace Elementary School**						
	Fourth Quartile	16.7	20.6	29.9	13.4		
	Third Quartile	26.2	30.9	28.4	30.5		
	Second Quartile	38.1	29.4	34.3	31.7		
	First Quartile	19.0	19.1	7.5	24.4		
	Percentile Rank	48	53	58	47		
017049	**Lanier Elementary School**						
	Fourth Quartile	1.9	0.0	2.6	7.0		
	Third Quartile	13.0	7.3	5.3	14.0		
	Second Quartile	29.6	21.8	42.1	48.8		
	First Quartile	55.6	70.9	50.0	30.2		
	Percentile Rank	25	19	26	36		
017050	**LaBelle Aire Elementary School**						
	Fourth Quartile	3.3	4.5	5.6	3.0		
	Third Quartile	20.0	26.1	35.2	13.6		
	Second Quartile	25.6	33.0	42.3	37.9		
	First Quartile	51.1	36.4	16.9	45.5		
	Percentile Rank	29	35	41	29		
017051	**LaSalle Elementary School**						
	Fourth Quartile	2.3	6.3	0.0	3.2		
	Third Quartile	14.0	15.6	33.3	35.5		
	Second Quartile	41.9	34.4	44.4	22.6		
	First Quartile	41.9	43.8	22.2	38.7		
	Percentile Rank	30	34	39	36		

~ = Unavailable or insufficient 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 19b: 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
017053	**Magnolia Woods Elementary School**						
	Fourth Quartile	5.9	3.4	6.5	5.0		
	Third Quartile	31.4	30.5	29.0	25.0		
	Second Quartile	31.4	42.4	51.6	45.0		
	First Quartile	31.4	23.7	12.9	25.0		
	Percentile Rank	40	39	42	40		
017054	**Mayfair Elementary School**						
	Fourth Quartile	5.4	16.7	8.0	9.4		
	Third Quartile	10.8	30.0	24.0	31.3		
	Second Quartile	43.2	23.3	36.0	31.3		
	First Quartile	40.5	30.0	32.0	28.1		
	Percentile Rank	33	45	38	44		
017057	**Melrose Elementary School**						
	Fourth Quartile	2.7	0.0	6.3	8.9		
	Third Quartile	16.2	8.1	43.8	20.0		
	Second Quartile	45.9	45.9	21.9	37.8		
	First Quartile	35.1	45.9	28.1	33.3		
	Percentile Rank	33	26	43	36		
017058	**Merrydale Elementary School**						
	Fourth Quartile	6.3	2.9	7.0	0.0		
	Third Quartile	9.4	20.6	16.3	13.1		
	Second Quartile	34.4	35.3	48.8	54.8		
	First Quartile	50.0	41.2	27.9	32.1		
	Percentile Rank	28	29	37	30		
017059	**Mohican Center**						
	Fourth Quartile	0.0	7.1	0.0	9.1		
	Third Quartile	0.0	7.1	35.7	27.3		
	Second Quartile	20.0	28.6	28.6	63.6		
	First Quartile	80.0	57.1	35.7	0.0		
	Percentile Rank	13	27	36	42		

~ = Unavailable or insufficient 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 19b: 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
017061	**Nicholson Elementary School**						
	Fourth Quartile	12.1	14.3	7.4	3.2		
	Third Quartile	24.2	17.9	37.0	29.0		
	Second Quartile	33.3	28.6	44.4	48.4		
	First Quartile	30.3	39.3	11.1	19.4		
	Percentile Rank	41	37	46	42		
017062	**North Highlands Elementary School**						
	Fourth Quartile	2.2	2.1	0.0	5.4		
	Third Quartile	6.5	16.7	13.3	21.6		
	Second Quartile	56.5	35.4	40.0	32.4		
	First Quartile	34.8	45.8	46.7	40.5		
	Percentile Rank	29	27	26	33		
017064	**Northeast Elementary School**						
	Fourth Quartile	11.0	7.6	18.4	15.1		
	Third Quartile	23.2	31.8	36.8	23.3		
	Second Quartile	46.3	36.4	28.9	43.0		
	First Quartile	19.5	24.2	15.8	18.6		
	Percentile Rank	43	44	52	46		
017066	**Northwestern Elementary School**						
	Fourth Quartile	28.0	54.5	42.0	44.4		
	Third Quartile	34.4	31.8	34.1	40.7		
	Second Quartile	30.1	9.1	20.5	13.6		
	First Quartile	7.5	4.5	3.4	1.2		
	Percentile Rank	60	75	68	72		
017068	**Park Elementary School**						
	Fourth Quartile	0.0	2.8	6.0	1.5		
	Third Quartile	14.5	7.0	20.0	13.4		
	Second Quartile	51.6	40.8	42.0	52.2		
	First Quartile	33.9	49.3	32.0	32.8		
	Percentile Rank	31	25	37	29		

~ = Unavailable or insufficient 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 19b: 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
017069	**Park Forest Elementary School**						
	Fourth Quartile	3.1	7.9	3.5	4.3		
	Third Quartile	18.5	21.8	22.8	26.1		
	Second Quartile	32.3	41.6	49.1	46.4		
	First Quartile	46.2	28.7	24.6	23.2		
	Percentile Rank	31	39	38	38		
017071	**Park Ridge Elementary School**						
	Fourth Quartile	6.5	12.0	11.7	9.9		
	Third Quartile	25.8	22.7	38.3	23.5		
	Second Quartile	37.1	48.0	28.3	49.4		
	First Quartile	30.6	17.3	21.7	17.3		
	Percentile Rank	39	44	46	44		
017072	**Parkview Elementary School**						
	Fourth Quartile	27.0	20.0	16.7	24.1		
	Third Quartile	33.3	27.1	30.0	32.8		
	Second Quartile	25.4	34.3	45.0	34.5		
	First Quartile	14.3	18.6	8.3	8.6		
	Percentile Rank	58	49	53	58		
017073	**Polk Elementary School**						
	Fourth Quartile	0.0	0.0	3.6	0.0		
	Third Quartile	13.3	0.0	10.7	5.4		
	Second Quartile	36.7	36.4	42.9	62.2		
	First Quartile	50.0	63.6	42.9	32.4		
	Percentile Rank	28	16	30	30		
017075	**Progress Elementary School**						
	Fourth Quartile	4.7	2.9	0.0	5.6		
	Third Quartile	11.6	22.9	16.7	22.2		
	Second Quartile	37.2	48.6	56.7	44.4		
	First Quartile	46.5	25.7	26.7	27.8		
	Percentile Rank	29	36	33	38		

~ = Unavailable or insufficient 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 19b: 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
017077	**Riveroaks Elementary School**						
	Fourth Quartile	23.8	14.8	15.1	26.8		
	Third Quartile	30.2	36.1	39.6	41.1		
	Second Quartile	34.9	36.1	35.8	23.2		
	First Quartile	11.1	13.1	9.4	8.9		
	Percentile Rank	55	49	54	60		
017078	**Ryan Elementary School**						
	Fourth Quartile	0.0	5.0	5.9	3.1		
	Third Quartile	17.4	10.0	23.5	21.9		
	Second Quartile	34.8	40.0	50.0	31.3		
	First Quartile	47.8	45.0	20.6	43.8		
	Percentile Rank	27	29	40	35		
017081	**Sharon Hills Elementary School**						
	Fourth Quartile	7.7	0.0	6.3	14.0		
	Third Quartile	28.2	11.4	18.8	18.6		
	Second Quartile	41.0	51.4	40.6	37.2		
	First Quartile	23.1	37.1	34.4	30.2		
	Percentile Rank	42	30	35	43		
017082	**Shenandoah Elementary School**						
	Fourth Quartile	30.5	65.0	40.9	48.4		
	Third Quartile	44.1	18.3	43.2	29.0		
	Second Quartile	18.6	13.3	15.9	16.1		
	First Quartile	6.8	3.3	0.0	6.5		
	Percentile Rank	65	78	73	70		
017084	**South Boulevard Extended Day School**						
	Fourth Quartile	7.7	11.1	12.9	16.2		
	Third Quartile	33.3	22.2	41.9	18.9		
	Second Quartile	33.3	47.2	29.0	48.6		
	First Quartile	25.6	19.4	16.1	16.2		
	Percentile Rank	42	43	50	49		

~ = Unavailable or insufficient 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 19b: 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
017087	**Tanglewood Elementary School**						
	Fourth Quartile	13.4	17.1	19.1	14.3		
	Third Quartile	30.4	39.6	41.6	31.0		
	Second Quartile	30.4	29.7	30.3	34.5		
	First Quartile	25.9	13.5	9.0	20.2		
	Percentile Rank	48	52	55	47		
017089	**Twin Oaks Elementary School**						
	Fourth Quartile	14.5	12.3	14.5	13.8		
	Third Quartile	38.2	35.4	41.8	27.6		
	Second Quartile	34.5	33.8	29.1	44.8		
	First Quartile	12.7	18.5	14.5	13.8		
	Percentile Rank	54	49	53	48		
017091	**University Terrace Elementary School**						
	Fourth Quartile	13.6	13.6	6.7	5.4		
	Third Quartile	18.2	27.3	15.6	29.7		
	Second Quartile	50.0	43.2	40.0	40.5		
	First Quartile	18.2	15.9	37.8	24.3		
	Percentile Rank	45	46	34	40		
017093	**Villa del Rey Elementary School**						
	Fourth Quartile	12.8	3.6	2.7	7.5		
	Third Quartile	17.0	21.8	29.7	18.9		
	Second Quartile	34.0	36.4	48.6	45.3		
	First Quartile	36.2	38.2	18.9	28.3		
	Percentile Rank	39	35	40	40		
017094	**Baton Rouge Visual and Performing Arts Center**						
	Fourth Quartile	28.6	30.9	50.0	46.9		
	Third Quartile	30.0	39.7	31.6	37.5		
	Second Quartile	35.7	27.9	17.1	15.6		
	First Quartile	5.7	1.5	1.3	0.0		
	Percentile Rank	62	64	72	75		

~ = Unavailable or insufficient 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 19b: 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
017095	**Wedgewood Elementary School**						
	Fourth Quartile	35.1	18.5	24.8	29.3		
	Third Quartile	30.6	33.7	41.6	32.0		
	Second Quartile	29.7	34.8	26.7	26.7		
	First Quartile	4.5	13.0	6.9	12.0		
	Percentile Rank	65	53	60	59		
017096	**Westdale Elementary School**						
	Fourth Quartile	4.8	0.0	0.0	4.0		
	Third Quartile	19.0	5.3	21.4	28.0		
	Second Quartile	42.9	52.6	57.1	44.0		
	First Quartile	33.3	42.1	21.4	24.0		
	Percentile Rank	38	27	36	38		
017098	**Westminster Elementary School**						
	Fourth Quartile	18.5	26.5	23.1	19.5		
	Third Quartile	37.0	38.2	30.8	29.3		
	Second Quartile	33.3	26.5	38.5	31.7		
	First Quartile	11.1	8.8	7.7	19.5		
	Percentile Rank	54	59	58	52		
017100	**Wildwood Elementary School**						
	Fourth Quartile	10.5	20.5	16.7	14.6		
	Third Quartile	28.9	25.0	46.7	31.3		
	Second Quartile	23.7	34.1	26.7	39.6		
	First Quartile	36.8	20.5	10.0	14.6		
	Percentile Rank	39	52	54	48		
017101	**Winbourne Elementary School**						
	Fourth Quartile	0.0	3.6	3.1	0.0		
	Third Quartile	10.8	8.9	12.5	12.2		
	Second Quartile	32.4	30.4	40.6	34.1		
	First Quartile	56.8	57.1	43.8	53.7		
	Percentile Rank	25	24	32	23		

~ = Unavailable or insufficient 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 19b: 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
017103	**Zachary Elementary School**						
	Fourth Quartile	16.3	18.9	30.6	37.5		
	Third Quartile	27.6	29.9	35.3	19.3		
	Second Quartile	39.8	33.9	31.8	33.0		
	First Quartile	16.3	17.3	2.4	10.2		
	Percentile Rank	49	52	60	64		
017110	**Children's Charter School**						
	Fourth Quartile	~	~	9.1	12.5		
	Third Quartile	~	~	36.4	18.8		
	Second Quartile	~	~	18.2	37.5		
	First Quartile	~	~	36.4	31.3		
	Percentile Rank	~	~	40	36		
017112	**J. K. Haynes Foundation**						
	Fourth Quartile	~	~	~	7.1		
	Third Quartile	~	~	~	21.4		
	Second Quartile	~	~	~	57.1		
	First Quartile	~	~	~	14.3		
	Percentile Rank	~	~	~	37		
017114	**Staring Education Center**						
	Fourth Quartile	~	0.0	~	~		
	Third Quartile	~	0.0	~	~		
	Second Quartile	~	28.6	~	~		
	First Quartile	~	71.4	~	~		
	Percentile Rank	~	11	~	~		

~ = Unavailable or insufficient 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 19b: 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	15.0	14.6	18.7	15.7		
	Third Quartile	22.0	22.0	27.9	23.2		
	Second Quartile	32.7	32.0	35.7	37.4		
	First Quartile	30.2	31.3	17.6	23.6		
	Percentile Rank	43	42	51	46		
State							
	Fourth Quartile	16.2	17.6	20.7	19.4		
	Third Quartile	23.4	25.5	29.4	28.3		
	Second Quartile	30.8	31.7	33.6	34.2		
	First Quartile	29.6	25.2	16.3	18.1		
	Percentile Rank	44	46	52	51		
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0		
	Third Quartile	25.0	25.0	25.0	25.0		
	Second Quartile	25.0	25.0	25.0	25.0		
	First Quartile	25.0	25.0	25.0	25.0		
	Percentile Rank	50.0	50.0	50.0	50.0		

~ = Unavailable or insufficient 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 19c: 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
017005	**Baker Middle School**						
	Fourth Quartile	5.9	9.7	3.8	5.6		
	Third Quartile	16.0	16.0	19.5	24.0		
	Second Quartile	29.3	40.8	38.6	43.0		
	First Quartile	48.9	33.5	38.1	27.4		
	Percentile Rank	32	37	34	39		
017015	**Broadmoor Middle School**						
	Fourth Quartile	12.1	13.7	12.4	15.8		
	Third Quartile	22.8	24.9	22.7	25.1		
	Second Quartile	37.4	37.8	37.1	36.7		
	First Quartile	27.7	23.7	27.9	22.3		
	Percentile Rank	42	45	42	47		
017020	**Capitol Middle School**						
	Fourth Quartile	0.0	1.2	2.3	0.9		
	Third Quartile	7.5	11.0	5.5	20.7		
	Second Quartile	37.3	30.8	30.5	51.4		
	First Quartile	55.2	57.0	61.7	27.0		
	Percentile Rank	24	24	23	35		
017024	**Central Middle School**						
	Fourth Quartile	15.2	19.1	15.3	22.7		
	Third Quartile	24.4	29.7	30.9	33.0		
	Second Quartile	32.9	30.6	32.5	30.8		
	First Quartile	27.6	20.6	21.3	13.5		
	Percentile Rank	45	50	48	56		
017028	**Crestworth Middle School**						
	Fourth Quartile	2.0	2.0	5.6	1.1		
	Third Quartile	8.0	15.0	11.2	14.8		
	Second Quartile	31.0	26.0	41.6	50.0		
	First Quartile	59.0	57.0	41.6	34.1		
	Percentile Rank	22	27	29	31		

~ = Unavailable or insufficient 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 19c: 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
017035	**Glasgow Middle School**						
	Fourth Quartile	51.4	47.3	49.7	48.0		
	Third Quartile	8.6	16.4	15.3	16.4		
	Second Quartile	15.0	22.6	19.1	22.2		
	First Quartile	25.0	13.7	15.9	13.5		
	Percentile Rank	67	69	69	71		
017036	**Glen Oaks Middle School**						
	Fourth Quartile	1.6	3.8	3.0	2.5		
	Third Quartile	9.9	11.5	12.4	13.9		
	Second Quartile	34.9	32.4	39.1	38.5		
	First Quartile	53.6	52.2	45.6	45.1		
	Percentile Rank	25	27	28	29		
017046	**Istrouma Middle Magnet School**						
	Fourth Quartile	12.7	9.9	9.1	9.2		
	Third Quartile	30.9	39.0	22.4	40.1		
	Second Quartile	37.7	34.1	42.7	35.3		
	First Quartile	18.6	17.0	25.7	15.5		
	Percentile Rank	46	47	40	48		
017048	**Kenilworth Middle School**						
	Fourth Quartile	9.7	10.3	3.1	6.8		
	Third Quartile	18.3	13.9	15.4	18.2		
	Second Quartile	30.3	35.2	31.5	37.1		
	First Quartile	41.7	40.6	50.0	37.9		
	Percentile Rank	35	34	28	35		
017055	**McKinley Middle Magnet School**						
	Fourth Quartile	11.4	10.1	6.1	7.1		
	Third Quartile	29.5	20.8	28.2	22.9		
	Second Quartile	36.4	43.0	35.6	43.5		
	First Quartile	22.7	26.2	30.1	26.5		
	Percentile Rank	45	40	39	40		

~ = Unavailable or insufficient 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 19c: 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
017064	**Northeast Elementary School**						
	Fourth Quartile	11.7	16.1	14.9	12.7		
	Third Quartile	37.7	23.0	29.9	39.2		
	Second Quartile	36.4	47.1	34.3	38.0		
	First Quartile	14.3	13.8	20.9	10.1		
	Percentile Rank	47	48	48	51		
017067	**Northwestern Middle School**						
	Fourth Quartile	13.5	14.3	23.9	23.0		
	Third Quartile	33.3	23.7	23.9	32.8		
	Second Quartile	28.2	36.3	31.1	33.8		
	First Quartile	25.0	25.7	21.0	10.3		
	Percentile Rank	46	45	52	56		
017070	**Park Forest Middle School**						
	Fourth Quartile	4.7	2.9	3.2	5.9		
	Third Quartile	16.3	19.3	19.0	14.5		
	Second Quartile	38.5	37.5	38.3	50.5		
	First Quartile	40.5	40.4	39.5	29.0		
	Percentile Rank	32	33	33	36		
017074	**Prescott Middle School**						
	Fourth Quartile	3.8	0.4	4.6	1.6		
	Third Quartile	8.5	6.1	7.8	10.2		
	Second Quartile	17.5	8.1	32.9	40.6		
	First Quartile	70.1	85.4	54.8	47.7		
	Percentile Rank	22	10	26	29		
017080	**Scotlandville Middle School**						
	Fourth Quartile	0.8	0.7	0.8	2.0		
	Third Quartile	5.3	6.7	3.4	8.9		
	Second Quartile	23.7	30.6	37.0	37.6		
	First Quartile	70.2	61.9	58.8	51.5		
	Percentile Rank	19	21	22	27		

~ = Unavailable or insufficient 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 19c: 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
017083	**Sherwood Middle School**						
	Fourth Quartile	13.8	13.8	12.9	10.3		
	Third Quartile	19.1	24.8	22.9	24.3		
	Second Quartile	32.4	34.4	37.3	43.5		
	First Quartile	34.7	27.1	26.9	22.0		
	Percentile Rank	39	43	43	43		
017085	**Southeast Middle School**						
	Fourth Quartile	21.7	26.6	26.8	22.3		
	Third Quartile	34.1	29.6	28.9	36.6		
	Second Quartile	29.7	31.0	28.9	29.4		
	First Quartile	14.5	12.8	15.5	11.8		
	Percentile Rank	54	58	56	57		
017092	**Valley Park School**						
	Fourth Quartile	0.0	0.0	0.0	0.0		
	Third Quartile	18.2	0.0	0.0	11.5		
	Second Quartile	27.3	22.5	21.7	19.2		
	First Quartile	54.5	77.5	78.3	69.2		
	Percentile Rank	27	15	10	21		
017097	**Westdale Middle School**						
	Fourth Quartile	34.3	28.0	27.6	35.3		
	Third Quartile	9.9	15.6	18.4	24.6		
	Second Quartile	27.1	21.0	27.6	26.3		
	First Quartile	28.7	35.5	26.3	13.8		
	Percentile Rank	53	51	54	63		
017111	**Community School For Apprenticeship Learning**						
	Fourth Quartile	13.0	8.0	7.1	4.8		
	Third Quartile	8.7	12.0	21.4	9.5		
	Second Quartile	26.1	24.0	32.1	47.6		
	First Quartile	52.2	56.0	39.3	38.1		
	Percentile Rank	28	30	35	29		

~ = Unavailable or insufficient 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 19c: 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
017113	**White Hills Preparatory Academy**						
	Fourth Quartile	0.0	0.0	0.0	~		
	Third Quartile	16.7	4.3	0.0	~		
	Second Quartile	22.2	15.2	19.0	~		
	First Quartile	61.1	80.4	81.0	~		
	Percentile Rank	22	14	13	~		
017114	**Staring Education Center**						
	Fourth Quartile	~	7.1	0.0	0.0		
	Third Quartile	~	7.1	4.8	2.9		
	Second Quartile	~	14.3	28.6	26.5		
	First Quartile	~	71.4	66.7	70.6		
	Percentile Rank	~	22	13	18		
District							
	Fourth Quartile	12.6	12.7	13.1	14.6		
	Third Quartile	19.7	19.7	19.6	24.1		
	Second Quartile	31.0	31.3	33.8	36.9		
	First Quartile	36.7	36.2	33.5	24.4		
	Percentile Rank	39	39	40	45		
State							
	Fourth Quartile	15.9	18.3	18.7	20.0		
	Third Quartile	24.6	24.8	25.8	27.7		
	Second Quartile	31.4	32.3	32.9	33.6		
	First Quartile	28.1	24.7	22.6	18.7		
	Percentile Rank	45	47	48	51		
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0		
	Third Quartile	25.0	25.0	25.0	25.0		
	Second Quartile	25.0	25.0	25.0	25.0		
	First Quartile	25.0	25.0	25.0	25.0		
	Percentile Rank	50.0	50.0	50.0	50.0		

~ = Unavailable or insufficient 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 19d: 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
017005	**Baker Middle School**						
	Fourth Quartile	8.3	7.5	10.1	6.7		
	Third Quartile	18.5	16.0	19.6	19.7		
	Second Quartile	35.6	35.7	36.2	35.2		
	First Quartile	37.6	40.8	34.2	38.3		
	Percentile Rank	35	34	37	35		
017015	**Broadmoor Middle School**						
	Fourth Quartile	14.8	13.4	19.4	13.0		
	Third Quartile	22.7	30.1	29.5	25.5		
	Second Quartile	33.5	34.4	33.6	32.5		
	First Quartile	29.1	22.0	17.5	29.0		
	Percentile Rank	42	47	50	43		
017020	**Capitol Middle School**						
	Fourth Quartile	0.7	1.4	1.4	0.8		
	Third Quartile	7.3	13.0	11.7	10.2		
	Second Quartile	35.8	39.9	27.6	37.0		
	First Quartile	56.3	45.7	59.3	52.0		
	Percentile Rank	23	28	24	26		
017024	**Central Middle School**						
	Fourth Quartile	15.9	15.6	16.8	16.3		
	Third Quartile	23.6	32.9	31.5	31.4		
	Second Quartile	35.8	35.3	33.6	31.4		
	First Quartile	24.7	16.3	18.1	20.8		
	Percentile Rank	46	51	50	48		
017028	**Crestworth Middle School**						
	Fourth Quartile	2.9	3.8	3.1	4.4		
	Third Quartile	11.8	12.3	15.5	10.6		
	Second Quartile	38.2	34.0	25.8	24.8		
	First Quartile	47.1	50.0	55.7	60.2		
	Percentile Rank	28	28	27	26		

~ = Unavailable or insufficient 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 19d: 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
017035	**Glasgow Middle School**						
	Fourth Quartile	44.2	52.1	48.7	46.8		
	Third Quartile	13.3	11.4	13.3	21.2		
	Second Quartile	15.5	18.6	23.3	15.4		
	First Quartile	27.1	17.9	14.7	16.7		
	Percentile Rank	61	70	68	69		
017036	**Glen Oaks Middle School**						
	Fourth Quartile	1.5	2.9	4.4	1.2		
	Third Quartile	9.6	19.2	18.4	12.9		
	Second Quartile	37.4	33.7	27.2	31.9		
	First Quartile	51.5	44.2	50.0	54.0		
	Percentile Rank	25	31	31	26		
017046	**Istrouma Middle Magnet School**						
	Fourth Quartile	15.7	14.5	10.6	9.3		
	Third Quartile	28.2	35.8	37.8	30.1		
	Second Quartile	37.5	30.1	28.2	35.0		
	First Quartile	18.5	19.7	23.4	25.6		
	Percentile Rank	49	49	46	42		
017048	**Kenilworth Middle School**						
	Fourth Quartile	9.9	12.4	9.3	5.6		
	Third Quartile	23.7	22.4	16.6	23.6		
	Second Quartile	30.9	34.1	39.7	38.2		
	First Quartile	35.5	31.2	34.4	32.6		
	Percentile Rank	38	41	37	36		
017055	**McKinley Middle Magnet School**						
	Fourth Quartile	20.6	11.6	12.9	5.1		
	Third Quartile	28.0	31.3	22.7	27.7		
	Second Quartile	29.1	34.0	33.3	31.1		
	First Quartile	22.2	23.1	31.1	36.2		
	Percentile Rank	51	46	40	37		

~ = Unavailable or insufficient 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 19d: 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
017065	**Northeast High School**						
	Fourth Quartile	3.3	7.7	14.8	8.8		
	Third Quartile	21.3	38.5	24.6	38.6		
	Second Quartile	41.0	27.7	27.9	31.6		
	First Quartile	34.4	26.2	32.8	21.1		
	Percentile Rank	36	44	45	46		
017067	**Northwestern Middle School**						
	Fourth Quartile	15.3	15.5	13.5	26.1		
	Third Quartile	27.8	28.6	27.4	29.3		
	Second Quartile	32.3	32.5	40.4	27.9		
	First Quartile	24.6	23.4	18.8	16.7		
	Percentile Rank	46	47	47	56		
017070	**Park Forest Middle School**						
	Fourth Quartile	4.7	3.6	3.7	4.2		
	Third Quartile	20.0	23.8	23.1	19.7		
	Second Quartile	35.8	33.3	35.9	35.7		
	First Quartile	39.5	39.3	37.4	40.4		
	Percentile Rank	34	34	34	34		
017074	**Prescott Middle School**						
	Fourth Quartile	5.2	1.1	7.3	4.2		
	Third Quartile	6.5	2.7	5.3	10.2		
	Second Quartile	22.4	11.7	32.0	35.3		
	First Quartile	65.9	84.6	55.3	50.3		
	Percentile Rank	23	10	28	29		
017080	**Scotlandville Middle School**						
	Fourth Quartile	0.0	0.8	0.7	0.9		
	Third Quartile	4.5	5.6	7.1	10.4		
	Second Quartile	39.4	31.0	31.4	32.1		
	First Quartile	56.1	62.7	60.7	56.6		
	Percentile Rank	21	21	23	26		

~ = Unavailable or insufficient 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 19d: 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
017083	**Sherwood Middle School**						
	Fourth Quartile	8.6	12.2	12.4	11.5		
	Third Quartile	22.8	30.0	26.4	20.6		
	Second Quartile	34.7	29.6	36.3	33.7		
	First Quartile	34.0	28.2	24.9	34.2		
	Percentile Rank	39	43	43	39		
017085	**Southeast Middle School**						
	Fourth Quartile	31.7	27.9	32.8	30.7		
	Third Quartile	38.7	36.7	34.1	35.6		
	Second Quartile	22.3	26.1	24.0	27.2		
	First Quartile	7.3	9.3	9.1	6.4		
	Percentile Rank	63	60	62	63		
017092	**Valley Park School**						
	Fourth Quartile	0.0	0.0	7.7	0.0		
	Third Quartile	0.0	6.4	7.7	3.5		
	Second Quartile	8.3	38.3	23.1	35.1		
	First Quartile	91.7	55.3	61.5	61.4		
	Percentile Rank	11	23	24	21		
017097	**Westdale Middle School**						
	Fourth Quartile	28.2	38.5	32.3	32.0		
	Third Quartile	12.4	13.8	17.9	24.1		
	Second Quartile	27.7	24.7	24.1	26.6		
	First Quartile	31.6	23.0	25.6	17.2		
	Percentile Rank	50	58	55	59		
017111	**Community School For Apprenticeship Learning**						
	Fourth Quartile	13.3	17.6	7.7	4.3		
	Third Quartile	13.3	5.9	23.1	6.5		
	Second Quartile	13.3	29.4	15.4	17.4		
	First Quartile	60.0	47.1	53.8	71.7		
	Percentile Rank	29	33	33	19		

~ = Unavailable or insufficient 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 19d: 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
017113	**White Hills Preparatory Academy**						
	Fourth Quartile	0.0	5.1	0.0	0.0		
	Third Quartile	0.0	5.1	8.8	4.4		
	Second Quartile	14.3	28.2	5.9	24.4		
	First Quartile	85.7	61.5	85.3	71.1		
	Percentile Rank	12	22	14	19		
017114	**Staring Education Center**						
	Fourth Quartile	~	3.6	0.0	0.0		
	Third Quartile	~	5.4	3.4	10.0		
	Second Quartile	~	33.9	34.5	20.0		
	First Quartile	~	57.1	62.1	70.0		
	Percentile Rank	~	23	20	20		
District							
	Fourth Quartile	13.8	13.3	14.6	13.1		
	Third Quartile	19.8	22.6	22.3	22.3		
	Second Quartile	31.6	30.7	31.3	31.2		
	First Quartile	34.7	33.4	31.9	33.4		
	Percentile Rank	40	41	42	41		
State							
	Fourth Quartile	15.2	17.0	18.0	17.9		
	Third Quartile	24.1	26.1	25.6	26.6		
	Second Quartile	31.4	30.0	30.3	30.1		
	First Quartile	29.4	26.8	26.1	25.5		
	Percentile Rank	44	46	47	47		
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0		
	Third Quartile	25.0	25.0	25.0	25.0		
	Second Quartile	25.0	25.0	25.0	25.0		
	First Quartile	25.0	25.0	25.0	25.0		
	Percentile Rank	50.0	50.0	50.0	50.0		

~ = Unavailable or insufficient 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 19e: 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
017001	**Arlington Prepatory Academy**						
	Fourth Quartile	0.0	0.0	~	~		
	Third Quartile	0.0	0.0	~	~		
	Second Quartile	0.0	100.0	~	~		
	First Quartile	100.0	0.0	~	~		
	Percentile Rank	14	31	~	~		
017004	**Baker High School**						
	Fourth Quartile	2.8	4.5	7.1	4.9		
	Third Quartile	17.4	16.7	17.1	22.0		
	Second Quartile	35.6	33.9	43.6	39.5		
	First Quartile	44.1	44.9	32.2	33.7		
	Percentile Rank	31	31	36	35		
017008	**Baton Rouge High School**						
	Fourth Quartile	45.7	56.7	56.9	50.2		
	Third Quartile	37.4	37.5	34.0	40.1		
	Second Quartile	14.1	5.5	8.2	9.5		
	First Quartile	2.8	0.3	1.0	0.3		
	Percentile Rank	73	78	79	77		
017010	**Belaire High School**						
	Fourth Quartile	5.7	5.7	7.0	5.2		
	Third Quartile	19.6	17.8	25.1	27.3		
	Second Quartile	38.4	39.3	45.1	42.3		
	First Quartile	36.3	37.2	22.8	25.3		
	Percentile Rank	36	34	41	39		
017016	**Broadmoor Senior High School**						
	Fourth Quartile	15.8	14.5	21.9	17.0		
	Third Quartile	24.9	24.0	32.8	19.6		
	Second Quartile	26.7	31.2	31.6	37.4		
	First Quartile	32.6	30.3	13.8	26.1		
	Percentile Rank	42	43	53	44		

~ = Unavailable or insufficient 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 19e: 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
017021	**Capitol Senior High School**						
	Fourth Quartile	0.0	0.0	2.5	1.4		
	Third Quartile	6.5	10.6	15.0	12.3		
	Second Quartile	31.2	35.9	32.5	44.2		
	First Quartile	62.3	53.5	50.0	42.0		
	Percentile Rank	21	25	26	30		
017023	**Central High School**						
	Fourth Quartile	25.6	23.4	22.7	22.7		
	Third Quartile	34.2	36.1	31.6	33.6		
	Second Quartile	25.9	24.3	31.3	33.6		
	First Quartile	14.3	16.2	14.4	10.2		
	Percentile Rank	56	55	54	56		
017025	**Baton Rouge Preparatory Academy**						
	Fourth Quartile	0.0	0.0	~	0.0		
	Third Quartile	0.0	0.0	~	0.0		
	Second Quartile	20.0	6.7	~	33.3		
	First Quartile	80.0	93.3	~	66.7		
	Percentile Rank	12	11	~	19		
017038	**Glen Oaks Senior High School**						
	Fourth Quartile	2.7	2.5	3.6	2.9		
	Third Quartile	11.4	15.6	24.3	26.2		
	Second Quartile	32.9	34.7	42.9	38.4		
	First Quartile	53.0	47.2	29.3	32.6		
	Percentile Rank	27	29	36	36		
017045	**Istrouma Senior High School**						
	Fourth Quartile	1.8	1.7	2.3	3.5		
	Third Quartile	13.2	11.4	11.6	16.3		
	Second Quartile	32.0	38.4	38.9	48.2		
	First Quartile	53.1	48.5	47.2	31.9		
	Percentile Rank	26	26	28	34		

~ = Unavailable or insufficient 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 19e: 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
017052	**Robert E. Lee High School**						
	Fourth Quartile	15.4	12.9	14.5	14.9		
	Third Quartile	24.3	17.0	28.9	24.8		
	Second Quartile	29.0	36.7	35.2	38.8		
	First Quartile	31.4	33.3	21.4	21.5		
	Percentile Rank	43	39	47	44		
017056	**McKinley Senior High School**						
	Fourth Quartile	36.5	38.1	44.8	29.6		
	Third Quartile	11.2	18.3	16.5	16.8		
	Second Quartile	25.7	21.3	17.0	25.0		
	First Quartile	26.5	22.3	21.6	28.6		
	Percentile Rank	55	59	62	52		
017063	**Northdale Alternative Magnet Academy**						
	Fourth Quartile	0.0	0.0	8.3	7.7		
	Third Quartile	0.0	0.0	8.3	7.7		
	Second Quartile	0.0	20.0	25.0	23.1		
	First Quartile	100.0	80.0	58.3	61.5		
	Percentile Rank	14	13	21	25		
017065	**Northeast High School**						
	Fourth Quartile	6.4	4.4	5.7	7.5		
	Third Quartile	25.6	20.6	22.9	29.9		
	Second Quartile	34.6	38.2	45.7	37.3		
	First Quartile	33.3	36.8	25.7	25.4		
	Percentile Rank	37	34	40	42		
017079	**Scotlandville Magnet High School**						
	Fourth Quartile	15.4	11.8	11.8	7.7		
	Third Quartile	30.2	33.9	25.8	31.4		
	Second Quartile	28.4	25.8	35.5	38.5		
	First Quartile	25.9	28.5	26.9	22.4		
	Percentile Rank	45	45	43	43		

~ = Unavailable or insufficient 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 19e: 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
017088	**Tara High School**						
	Fourth Quartile	15.1	13.0	18.8	16.7		
	Third Quartile	24.0	24.5	28.7	34.8		
	Second Quartile	30.9	31.1	29.1	38.3		
	First Quartile	29.9	31.4	23.4	10.2		
	Percentile Rank	43	40	48	53		
017092	**Valley Park School**						
	Fourth Quartile	4.0	2.0	0.0	0.0		
	Third Quartile	4.0	0.0	8.3	13.3		
	Second Quartile	20.0	31.4	29.2	26.7		
	First Quartile	72.0	66.7	62.5	60.0		
	Percentile Rank	17	17	21	23		
017102	**Woodlawn High School**						
	Fourth Quartile	20.6	21.3	24.7	16.9		
	Third Quartile	27.6	29.5	38.4	29.7		
	Second Quartile	30.5	29.5	25.5	29.7		
	First Quartile	21.4	19.7	11.4	23.7		
	Percentile Rank	49	50	57	48		
017104	**Zachary High School**						
	Fourth Quartile	24.4	24.9	24.0	14.5		
	Third Quartile	26.4	33.9	26.6	28.1		
	Second Quartile	30.0	26.2	31.4	30.1		
	First Quartile	19.2	15.0	17.9	27.3		
	Percentile Rank	52	55	52	45		

~ = Unavailable or insufficient 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 19e: 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	17.1	17.1	20.8	16.9		
	Third Quartile	22.5	23.7	26.2	27.1		
	Second Quartile	28.8	28.9	30.7	33.3		
	First Quartile	31.6	30.3	22.2	22.7		
	Percentile Rank	43	44	49	48		
State							
	Fourth Quartile	16.5	17.3	20.1	18.7		
	Third Quartile	24.8	26.2	29.1	27.7		
	Second Quartile	29.5	29.4	30.5	31.0		
	First Quartile	29.2	27.1	20.2	22.6		
	Percentile Rank	44	46	50	48		
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0		
	Third Quartile	25.0	25.0	25.0	25.0		
	Second Quartile	25.0	25.0	25.0	25.0		
	First Quartile	25.0	25.0	25.0	25.0		
	Percentile Rank	50.0	50.0	50.0	50.0		

~ = Unavailable or insufficient 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 course. A higher percentage of students enrolled in developmental courses suggests that a school is not adequately preparing its students for college or university coursework.

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 20 presents the 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 20: American College Test (ACT) Results

*Average Composite Scores**

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
017004	Baker High School	17.1	17.0	17.0	16.8		
017008	Baton Rouge High School	24.9	24.5	23.8	23.5		
017010	Belaire High School	18.2	18.4	18.2	17.0		
017016	Broadmoor Senior High School	19.3	19.2	19.3	19.4		
017021	Capitol Senior High School	15.2	15.2	15.2	15.1		
017023	Central High School	19.9	19.9	20.4	20.3		
017038	Glen Oaks Senior High School	15.5	15.9	16.3	16.2		
017045	Istrouma Senior High School	16.4	15.4	15.8	15.0		
017052	Robert E. Lee High School	18.6	19.4	18.6	18.8		
017056	McKinley Senior High School	20.3	21.0	20.2	22.9		
017063	Northdale Alternative Magnet Academy	~	15.4	~	~		
017065	Northeast High School	17.1	17.0	16.7	17.5		
017079	Scotlandville Magnet High School	21.4	21.5	21.1	19.0		
017088	Tara High School	19.2	19.0	19.7	19.2		
017102	Woodlawn High School	19.5	20.4	20.0	19.4		
017104	Zachary High School	19.6	19.8	20.1	20.3		
District (Public)		19.8	19.6	19.5	19.5		
State (Public and Nonpublic)		19.6	19.6	19.6	19.6		
Nation (Public and Nonpublic)		21.0	21.0	21.0	20.8		

~ = Unavailable or insufficient data

* The scores of schools with fewer than 10 students tested are not listed but are included in the district average.

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. The 1993 Louisiana Legislature believed that the FTF data made an important statement about the quality of secondary schooling. The 1993 Legislature mandated that the FTF information be incorporated into the *Progress Profile School Report Cards* so that information 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 2001, other First Time Freshmen reports have been prepared for the high schools. In addition, FTF information is included in DCRs when it is available.

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 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 courses, the high school should take action to improve the preparation and college-readiness of its students.

Data Presentation

Table 21 presents the number and/or percent of students who (1) were diploma graduates from the district's public schools that had grade 12 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 course during their first regular semester of college study. Comparison data are also presented at the district and state levels.

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 all public 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 course*—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental 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. The number of high school graduates is drawn from the Student Information System (SIS).

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 21

First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017001 Arlington Prepatory Academy												
Number of High School Graduates [1]		~		1		3		15				
HS Graduates Who Were First-Time College Freshmen	~	~	0.0	0	0.0	0	6.7	1				
First-Time Freshmen Enrolled in College Developmental Courses	~	~	0.0	0	0.0	0	100.0	1				
017004 Baker High School												
Number of High School Graduates [1]		145		153		184		160				
HS Graduates Who Were First-Time College Freshmen	47.6	69	37.9	58	45.1	83	40.0	64				
First-Time Freshmen Enrolled in College Developmental Courses	47.8	33	53.5	31	43.4	36	51.6	33				
017008 Baton Rouge High School												
Number of High School Graduates [1]		221		275		259		258				
HS Graduates Who Were First-Time College Freshmen	81.0	179	72.7	200	75.7	196	71.3	184				
First-Time Freshmen Enrolled in College Developmental Courses	4.5	8	6.5	13	7.1	14	9.2	17				
017010 Belaire High School												
Number of High School Graduates [1]		215		208		216		155				
HS Graduates Who Were First-Time College Freshmen	63.3	136	62.0	129	49.5	107	41.9	65				
First-Time Freshmen Enrolled in College Developmental Courses	29.4	40	37.2	48	34.6	37	24.6	16				
017016 Broadmoor Senior High School												
Number of High School Graduates [1]		153		192		228		245				
HS Graduates Who Were First-Time College Freshmen	60.1	92	56.3	108	48.2	110	55.9	137				
First-Time Freshmen Enrolled in College Developmental Courses	40.2	37	38.0	41	37.3	41	32.8	45				
017021 Capitol Senior High School												
Number of High School Graduates [1]		124		110		121		115				
HS Graduates Who Were First-Time College Freshmen	32.3	40	30.0	33	47.9	58	32.2	37				
First-Time Freshmen Enrolled in College Developmental Courses	50.0	20	39.4	13	72.4	42	51.3	19				
017023 Central High School												
Number of High School Graduates [1]		214		249		279		243				
HS Graduates Who Were First-Time College Freshmen	58.9	126	62.7	156	54.8	153	64.6	157				
First-Time Freshmen Enrolled in College Developmental Courses	32.5	41	34.6	54	25.5	39	28.0	44				
017025 Baton Rouge Preparatory Academy												
Number of High School Graduates [1]		~		1		3		16				
HS Graduates Who Were First-Time College Freshmen	~	~	0.0	0	0.0	0	0.0	0				
First-Time Freshmen Enrolled in College Developmental Courses	~	~	0.0	0	0.0	0	0.0	0				

~ = Unavailable or insufficient data

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

Table 21

First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017038 Glen Oaks Senior High School												
Number of High School Graduates [1]		236		170		209		192				
HS Graduates Who Were First-Time College Freshmen	47.9	113	45.9	78	44.5	93	39.1	75				
First-Time Freshmen Enrolled in College Developmental Courses	62.0	70	57.7	45	60.2	56	49.3	37				
017045 Istrouma Senior High School												
Number of High School Graduates [1]		191		140		152		147				
HS Graduates Who Were First-Time College Freshmen	32.5	62	20.7	29	27.6	42	27.9	41				
First-Time Freshmen Enrolled in College Developmental Courses	59.7	37	58.6	17	52.4	22	63.4	26				
017052 Robert E. Lee High School												
Number of High School Graduates [1]		192		146		216		209				
HS Graduates Who Were First-Time College Freshmen	53.1	102	56.2	82	50.0	108	45.5	95				
First-Time Freshmen Enrolled in College Developmental Courses	38.2	39	39.0	32	34.3	37	43.2	41				
017056 McKinley Senior High School												
Number of High School Graduates [1]		231		141		121		98				
HS Graduates Who Were First-Time College Freshmen	56.7	131	56.7	80	54.5	66	40.8	40				
First-Time Freshmen Enrolled in College Developmental Courses	19.1	25	26.3	21	21.2	14	25.0	10				
017063 Northdale Alternative Magnet Academy												
Number of High School Graduates [1]		31		24		32		38				
HS Graduates Who Were First-Time College Freshmen	19.4	6	8.3	2	12.5	4	18.4	7				
First-Time Freshmen Enrolled in College Developmental Courses	83.3	5	100.0	2	75.0	3	100.0	7				
017065 Northeast High School												
Number of High School Graduates [1]		76		80		66		74				
HS Graduates Who Were First-Time College Freshmen	21.0	16	26.3	21	27.3	18	23.0	17				
First-Time Freshmen Enrolled in College Developmental Courses	37.5	6	57.1	12	44.4	8	47.1	8				
017079 Scotlandville Magnet High School												
Number of High School Graduates [1]		175		220		183		163				
HS Graduates Who Were First-Time College Freshmen	73.7	129	78.2	172	72.1	132	52.1	85				
First-Time Freshmen Enrolled in College Developmental Courses	10.9	14	15.7	27	20.5	27	14.1	12				
017088 Tara High School												
Number of High School Graduates [1]		162		193		229		255				
HS Graduates Who Were First-Time College Freshmen	36.4	59	45.1	87	43.2	99	45.9	117				
First-Time Freshmen Enrolled in College Developmental Courses	49.2	29	34.5	30	32.3	32	28.2	33				

~ = Unavailable or insufficient data

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

Table 21

First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
017092 Valley Park School												
Number of High School Graduates [1]		~		5		3		14				
HS Graduates Who Were First-Time College Freshmen	~	~	0.0	0	0.0	0	7.1	1				
First-Time Freshmen Enrolled in College Developmental Courses	~	~	0.0	0	0.0	0	100.0	1				
017102 Woodlawn High School												
Number of High School Graduates [1]		220		179		208		201				
HS Graduates Who Were First-Time College Freshmen	54.5	120	52.0	93	52.9	110	64.7	130				
First-Time Freshmen Enrolled in College Developmental Courses	35.0	42	34.4	32	30.0	33	26.1	34				
017104 Zachary High School												
Number of High School Graduates [1]		249		204		193		237				
HS Graduates Who Were First-Time College Freshmen	54.6	136	57.3	117	64.8	125	56.1	133				
First-Time Freshmen Enrolled in College Developmental Courses	40.4	55	35.0	41	23.2	29	33.1	44				
017109 Baton Rouge Marine Institute, Inc.												
Number of High School Graduates [1]		10		~		~		~				
HS Graduates Who Were First-Time College Freshmen	0.0	0	~	~	~	~	~	~				
First-Time Freshmen Enrolled in College Developmental Courses	0.0	0	~	~	~	~	~	~				
District (Public)												
Number of High School Graduates [1]		2,845		2,691		2,905		2,835				
HS Graduates Who Were First-Time College Freshmen	53.3	1,516	53.7	1,445	51.8	1,504	48.9	1,386				
First-Time Freshmen Enrolled in College Developmental Courses	33.0	501	31.8	459	31.3	470	30.9	428				
State (Public)												
Number of High School Graduates [1]		38,360		38,038		38,959		38,314				
HS Graduates Who Were First-Time College Freshmen	42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299				
First-Time Freshmen Enrolled in College Developmental Courses	45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900				

~ = Unavailable or insufficient data

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

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. *alternate assessment*—The LEAP Alternate Assessment (LAA) is a performance-based, "on-demand" student assessment for students whose IEPs reflect significant modifications of the general education curriculum with an emphasis on functional and life skills. These students are working toward a Certificate of Achievement.

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

average classroom teacher's salary—The average of actual salaries, including Professional Improvement Program (PIP) payments, reported for all full-time and part-time classroom teachers (excluding rehired retirees and ROTC instructors), who were employed during any period of the school year by the public school districts.

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.

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.

certified teacher— certified teachers are defined as those teachers who meet the following criteria: 1) teach a K-8 core course (elementary studies, English Language Arts, mathematics, science, or social studies); 2) hold an A, B, or C certificate; and 3)are certificated in all the K-8 core courses that they teach or have been certified in accordance with the 12-hour rule.

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 unduplicated count of students enrolled in a school or district for at least one school day during the course of the school year.

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 course—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental 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.

district performance score (DPS)—an aggregate of the school performance data in the district. It is an actual roll–up of the student-level School Performance Score (SPS) data from one year.

district responsibility index (DRI)— The District Responsibility Index (DRI) is a score comprised of four indicators (School Improvement, LEAP 21 Passing Rate, Summer School, and Certified Teachers). The DRI is used to 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.

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 and non-reported summer dropouts).

eight-and-a-halfers—-Term often used in reference to Option 2 students.

*elementary and Secondary Membership—T*he number of pre-kindergaten (PK), grades K-12 , and non-graded (NG) students in membership as of October 2, 2001. This number includes regular education and pre-kindergarten students and does not include special education preschool students and infants.

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),

- *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).

Individualized Education Programs (IEPs)— Written statements developed, reviewed, and revised in a meeting in accordance with §440–-445 for each student with a disability.

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.

limited english proficient (LEP)— A Limited English Proficient student is an individual A)who –(1) was not born in the US or whose native langague is a language other than English and comes from an environment where a language other than English is dominant; or (2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency; or (3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and B) who– has sufficient difficulty speaking, reading, writing, or undertanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (P.L. 103–382, Title VII, Part E, Section 7501 [8])

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:

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.

low-performing schools— Those schools with the Performance Labels, *Academically Unacceptable* or *Academically Below the State Average*.

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 2 membership—total number of students enrolled in a school on October 2 of the current school year.

Option 2 students— 8th grade students who passed at the Approaching Basic or above achievement level either the English Language Arts or Mathematics component of LEAP 21 and participated in both the

summer remediation program offered by the LEA and the summer testing. Students in Option 2 participate in a transitional program on the high school campus. They retake the 8th-grade component of LEAP 21 previously failed and all parts of The Iowa Tests at the 9th-grade level.

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.