1996-97 Louisiana Progress Profiles

District Composite Report

West Feliciana Parish

Published March 1998

Prepared by the
Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

This public document is published at a total cost of $15,259; 2,898 copies of this public document were published in the first printing at a cost of $15,259. The total cost of all printings of this document, including reprints, is $15,259. This document was published by the Louisiana Department of Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

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Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

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Introduction

The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards, District Composite Reports,* and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

> *"Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards."*
>
> —Bill Honig
>
> *Phi Delta Kappan*, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.

- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II 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.

- *Part 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). Part 3 presents three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).

- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present 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 high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, 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);
- a description of how data appear in the *School Report Cards;*
- 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 key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving *1996-97 School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.
- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and 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.

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 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable 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.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.

2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: 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, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. "The missing ingredient in most education indicator systems is analysis," notes Allen Odden. "Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change" (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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

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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.

Odden, A. (1990). Educational indicators in the United States: The need for analysis. *Educational Researcher. 19* (5), 24-29.

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

LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview 1-1
District Financial Overview..... 1-3

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 socioeconomic and demographic indicator presented.

Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes 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: includes those persons who have received a college, university, or professional degree.

- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.

- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below $15,000 and ends with $100,000 and above.

- *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."

- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.

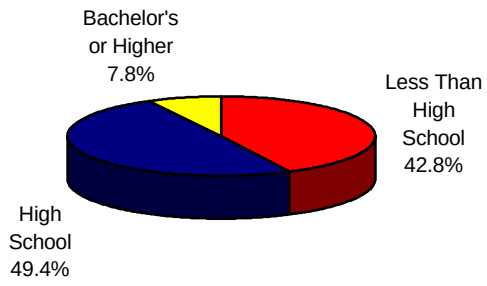
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was $12,674.

- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

West Feliciana Parish Socioeconomic and Demographic Overview

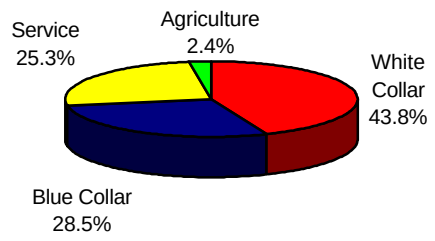
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



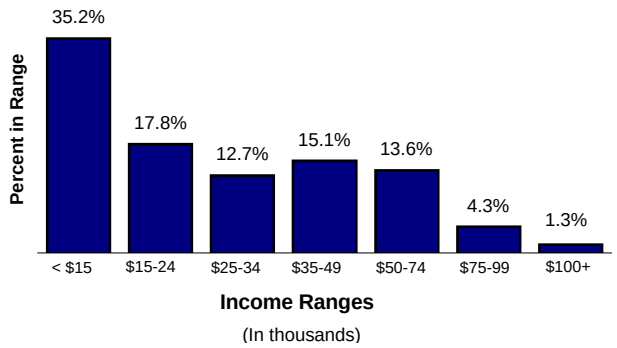
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



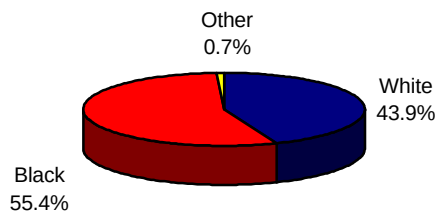
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<$15	$15-24	$25-34	$35-49	$50-74	$75-99	$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	22.0%	19.1%	14.8%
All Persons Living Below Poverty Level	33.8%	23.6%	13.5%
Teen Pregnancy Rate	19.4%	17.6%	12.8%

*Due to a large correctional facility located in this parish, data reported for population racial breakdown and education attainment levels may be misleading.

Source: US Bureau of Census, 1990
Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

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*—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.

- *Expenditures*—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*

  1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
  2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
  3. Facility Acquisition & 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: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary.* Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers,* which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* 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.

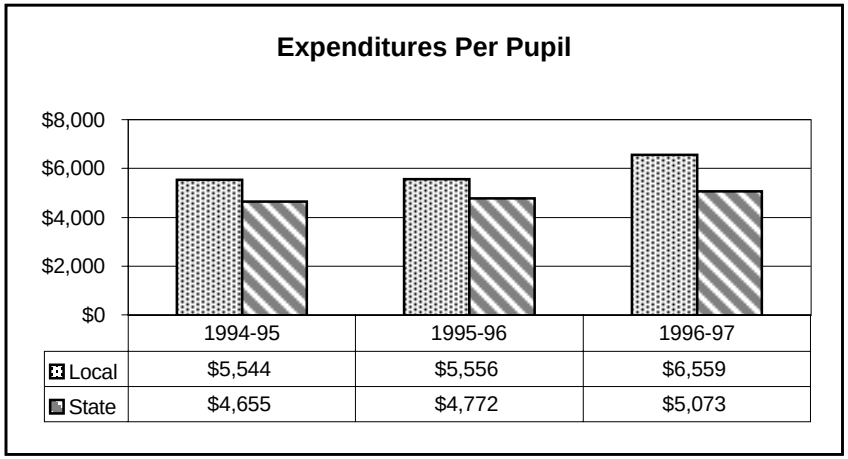
West Feliciana Parish Financial Profile

District Revenue by Source									
	1994-95			1995-96			1996-97		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$4,191,729	33.2%	35.2%	$4,449,947	34.7%	36.8%	$4,780,947	35.8%	37.4%
State	$6,708,071	53.2%	52.8%	$6,494,639	50.6%	50.9%	$6,715,127	50.2%	50.8%
Federal	$1,712,551	13.6%	12.1%	$1,892,994	14.7%	12.3%	$1,872,513	14.0%	11.8%
Total	**$12,612,351**	**100.0%**	**100.0%**	**$12,837,580**	**100.0%**	**100.0%**	**$13,368,587**	**100.0%**	**100.0%**

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
2,087	2,162	2,179

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	$6,043	$5,938	$6,135
State Average	$4,848	$4,981	$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	$20,196	$28,273	$26,566
1995-96	$20,196	$27,863	$26,800
1996-97	$21,446	$28,431	$29,025



District Expenditures by Category									
	1994-95			1995-96			1996-97		
Expenditure Category	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	$7,862,975	68.0%	68.1%	$8,292,684	69.0%	68.0%	$9,805,093	70.6%	68.2%
Non-Instructional Expenditures	$3,708,332	32.0%	31.9%	$3,719,413	31.0%	32.0%	$4,086,631	29.4%	31.8%
Subtotal	**$11,571,307**	**100.0%**	**100.0%**	**$12,012,097**	**100.0%**	**100.0%**	**$13,891,724**	**100.0%**	**100.0%**
Facility Acquisition & Construction Services	$0			$0			$401,012		
Total Expenditures (excluding debt services)	**$11,571,307**			**$12,012,097**			**$14,292,736**		

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 expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

	Schools in West Feliciana Parish					
	1991-92	**1992-93**	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Schools in West Feliciana Parish						
October 1 Membership	2,098	2,128	2,133	2,177	2,156	2,172
Number of Faculty	176	164	160	162	169	182

	Faculty with a Master's Degree or Higher											
	1991-92		**1992-93**		**1993-94**		**1994-95**		**1995-96**		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Faculty with a Master's Degree or Higher	53.76	93	54.66	88	55.41	87	54.09	86	56.63	94	53.63	96

	Class Size Characteristics for Grades K-12											
	1991-92		**1992-93**		**1993-94**		**1994-95**		**1995-96**		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Class Size Characteristics for Grades K-12												
Elementary Schools												
Class Size Range 1 - 20	~	~	~	~	24.72	22	25.42	15	22.08	17	33.98	35
Class Size Range 21 - 26	~	~	~	~	73.03	65	71.19	42	77.92	60	66.02	68
Class Size Range 27 or more	~	~	~	~	2.25	2	3.39	2	0.00	0	0.00	0
High Schools												
Class Size Range 1 - 20	~	~	~	~	41.30	95	29.18	68	33.06	80	35.88	94
Class Size Range 21 - 26	~	~	~	~	53.91	124	52.79	123	40.08	97	48.85	128
Class Size Range 27 or more	~	~	~	~	4.78	11	18.03	42	26.86	65	15.27	40
All Schools												
Class Size Range 1 - 20	63.56	218	38.41	126	36.68	117	28.42	83	30.41	97	35.34	129
Class Size Range 21 - 26	31.20	107	58.84	193	59.25	189	56.51	165	49.22	157	53.70	196
Class Size Range 27 or more	5.25	18	2.74	9	4.08	13	15.07	44	20.38	65	10.96	40

~ = Unavailable Data

District Indicator Summary Results

Student Participation

	Student Attendance					
	1991-92	**1992-93**[1]	**1993-94**	**1994-95**	**1995-96**[2]	**1996-97**
Percent of Student Attendance						
Elementary Schools	~	~	95.03	94.60	95.04	95.57
High Schools	~	~	93.21	92.62	92.34	92.50
All Schools	94.44	93.93	94.33	93.81	93.87	94.21

	Student Dropouts											
	1991-92		**1992-93**[3]		**1993-94**		**1994-95**		**1995-96**		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Student Dropouts												
Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.47	1	0.00	0
Grade 8	0.00	0	0.00	0	0.00	0	0.56	1	2.01	4	1.90	4
Grade 9	1.05	2	0.00	0	0.00	0	0.00	0	3.61	6	4.59	9
Grade 10	0.85	1	0.00	0	1.14	2	3.31	6	11.80	21	7.65	13
Grade 11	0.75	1	2.73	3	1.53	2	2.05	3	4.48	6	8.51	12
Grade 12	5.45	6	1.80	2	2.20	2	3.48	4	4.50	5	2.54	3

[1] A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.
[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
[3] In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

	Students Suspended and Expelled											
	1991-92		**1992-93**		**1993-94**		**1994-95**		**1995-96**[1]		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Students Suspended and Expelled												
Elementary Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	12.29	158
Suspended (Out of School)	~	~	~	~	0.52	7	1.25	16	1.90	28	1.40	18
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
High Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	25.51	263
Suspended (Out of School)	~	~	~	~	11.03	105	14.24	147	18.17	181	17.46	180
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.39	4
Expelled (Out of School)	~	~	~	~	0.53	5	1.07	11	0.90	9	0.00	0
All Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	18.18	421
Suspended (Out of School)	2.67	59	3.31	73	4.88	112	7.03	163	8.46	209	8.55	198
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.17	4
Expelled (Out of School)	0.09	2	0.09	2	0.22	5	0.47	11	0.36	9	0.00	0

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Percent of Students Passing CRT and Number of Students Tested											
	1991-92		**1992-93**		**1993-94**		**1994-95**		**1995-96**[1]		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	95	158	99	164	97	147	99	147	92	168	93	149
Mathematics	94	157	98	164	98	146	99	147	93	168	91	149
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	97	148	97	159	96	157	96	154	94	172	91	174
Mathematics	96	148	96	159	99	157	97	154	95	172	91	174
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	87	143	92	143	96	150	94	161	89	181	91	169
Mathematics	83	143	86	142	82	150	82	161	86	181	76	168
Graduation Exit Exam (GEE) Results												
Language Arts	92	100	83	108	87	116	89	131	84	132	90	135
Mathematics	82	101	72	108	85	117	81	134	79	130	83	134
Written Composition	87	99	83	101	91	116	97	128	98	131	96	130
Science	84	95	86	86	94	88	91	101	78	108	84	122
Social Studies	89	96	94	86	93	88	98	97	89	107	88	121

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

	Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
	1991-92	**1992-93**[2]	**1993-94**	**1994-95**	**1995-96**[1]	**1996-97**
Norm-referenced Test (NRT) Results - Grade 04						
Fourth Quarter	~	25.8	29.9	21.1	27.8	27.5
Third Quarter	~	27.7	31.8	25.2	30.2	24.2
Second Quarter	~	30.3	23.6	34.7	27.2	24.8
First Quarter	~	16.1	14.6	19.0	14.8	23.6
Median Percentile Rank	~	53.3	61.0	47.5	56.8	53.0
Norm-referenced Test (NRT) Results - Grade 06						
Fourth Quarter	~	18.2	22.4	14.4	15.5	17.3
Third Quarter	~	23.6	23.0	32.0	34.2	27.3
Second Quarter	~	39.9	36.2	39.9	37.4	38.8
First Quarter	~	18.2	18.4	13.7	12.9	16.5
Median Percentile Rank	~	44.3	48.6	48.0	49.7	46.3
Norm-referenced Test (NRT) Results - Grade 08						
Fourth Quarter	~	~	~	~	~	25.0
Third Quarter	~	~	~	~	~	30.0
Second Quarter	~	~	~	~	~	30.0
First Quarter	~	~	~	~	~	15.0
Median Percentile Rank	~	~	~	~	~	56.9

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
[2] In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.
~ = Unavailable Data

District Indicator Summary Results

College Readiness

	American College Test (ACT) Results					
	1991-92	**1992-93**	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Average Composite Score	18.3	18.1	19.1	18.1	18.7	18.7

	First-time College Freshmen Performance											
	1991-92		**1992-93**		**1993-94**		**1994-95**		**1995-96**		**1996-97**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Number of High School Graduates[1]		~		86		92		77		83		102
HS Graduates Who Were First-time College Freshmen	~	~	44.19	38	41.30	38	42.86	33	33.73	28	47.05	48
First-time Freshmen Enrolled in College Remedial Courses	~	~	42.11	16	52.63	20	36.36	12	32.14	9	41.66	20

[1] Represents graduates from the previous school year.
~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher..... 2-3
Class Size Characteristics 2-5

Table 1

Schools in West Feliciana Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
063001	**Bains Elementary School**						
	Grade Structure	2-6,S	2-6,S	2-6,S	2-6	2-6,NG	2-6
	October 1 Membership	725	750	752	733	746	728
	Number of Faculty	64	60	60	62	65	66
	Category	~	~	Elementary	Elementary	Elementary	Elementary
063002	**Tunica Elementary School**						
	Grade Structure	P,K-6	P,K-6	P,K-6	P,K-6	K-6	K-6
	October 1 Membership	199	182	178	183	156	161
	Number of Faculty	22	19	16	16	18	17
	Category	~	~	Elementary	Elementary	Elementary	Elementary
063003	**West Feliciana High School**						
	Grade Structure	7-12,NG	7-12,NG	7-12	7-12	7-12	7-12,NG
	October 1 Membership	783	811	814	862	948	980
	Number of Faculty	70	68	68	69	74	79
	Category	~	~	High	High	High	High
063005	**Bains Lower Elementary School**						
	Grade Structure	P,K-1	P,K-1	P,K-1	P,K-1	K-1	K-1
	October 1 Membership	391	385	389	399	306	303
	Number of Faculty	34	30	26	24	24	27
	Category	~	~	Elementary	Elementary	Elementary	Elementary
District							
	October 1 Membership	2,098	2,128	2,133	2,177	2,156	2,172
	Number of Faculty	176	164	160	162	169	182

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

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.

Organization

Table 2, 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 the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

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 staff (provided these individuals teach at least one class.)

Method of Calculation

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

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

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 2

Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063001	Bains Elementary School	54.69	35	50.00	30	46.67	28	51.61	32	52.31	34	53.03	35
063002	Tunica Elementary School	45.45	10	63.16	12	68.75	11	75.00	12	66.67	12	58.82	10
063003	West Feliciana High School	59.70	40	58.46	38	63.08	41	57.58	38	61.97	44	56.58	43
063005	Bains Lower Elementary School	41.18	14	43.33	13	42.31	11	41.67	10	41.67	10	40.74	11
District		53.76	93	54.66	88	55.41	87	54.09	86	56.63	94	53.63	96
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the 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 that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (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. Data are presented for all schools in the district that receive a *Report Card*, 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.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

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 identifiable 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.

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: Due to 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.

Data Source

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

References

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

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

LDE researchers have explored the relationship between school configuration and Report Card *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).*

Table 3a: Class Size Characteristics

Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063001	**Bains Elementary School**												
	Class Size Range 1 - 20	52.38	33	0.00	0	19.67	12	17.95	7	20.37	11	22.73	15
	Class Size Range 21 - 26	47.62	30	100.00	56	77.05	47	76.92	30	79.63	43	77.27	51
	Class Size Range 27 or more	0.00	0	0.00	0	3.28	2	5.13	2	0.00	0	0.00	0
063002	**Tunica Elementary School**												
	Class Size Range 1 - 20	62.50	10	36.36	4	50.00	5	50.00	4	60.00	6	50.00	4
	Class Size Range 21 - 26	31.25	5	63.64	7	50.00	5	50.00	4	40.00	4	50.00	4
	Class Size Range 27 or more	6.25	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
063005	**Bains Lower Elementary School**												
	Class Size Range 1 - 20	93.33	14	62.50	10	27.78	5	33.33	4	0.00	0	55.17	16
	Class Size Range 21 - 26	6.67	1	37.50	6	72.22	13	66.67	8	100.00	13	44.83	13
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	24.72	22	25.42	15	22.08	17	33.98	35
	Class Size Range 21 - 26	~	~	~	~	73.03	65	71.19	42	77.92	60	66.02	68
	Class Size Range 27 or more	~	~	~	~	2.25	2	3.39	2	0.00	0	0.00	0
District (All Schools)													
	Class Size Range 1 - 20	63.56	218	38.41	126	36.68	117	28.42	83	30.41	97	35.34	129
	Class Size Range 21 - 26	31.20	107	58.84	193	59.25	189	56.51	165	49.22	157	53.70	196
	Class Size Range 27 or more	5.25	18	2.74	9	4.08	13	15.07	44	20.38	65	10.96	40
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics

High Schools

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003 West Feliciana High School												
Class Size Range 1 - 20	64.66	161	45.71	112	41.30	95	29.18	68	33.06	80	35.88	94
Class Size Range 21 - 26	28.51	71	50.61	124	53.91	124	52.79	123	40.08	97	48.85	128
Class Size Range 27 or more	6.83	17	3.67	9	4.78	11	18.03	42	26.86	65	15.27	40
District (High Schools)												
Class Size Range 1 - 20	~	~	~	~	41.30	95	29.18	68	33.06	80	35.88	94
Class Size Range 21 - 26	~	~	~	~	53.91	124	52.79	123	40.08	97	48.85	128
Class Size Range 27 or more	~	~	~	~	4.78	11	18.03	42	26.86	65	15.27	40
District (All Schools)												
Class Size Range 1 - 20	63.56	218	38.41	126	36.68	117	28.42	83	30.41	97	35.34	129
Class Size Range 21 - 26	31.20	107	58.84	193	59.25	189	56.51	165	49.22	157	53.70	196
Class Size Range 27 or more	5.25	18	2.74	9	4.08	13	15.07	44	20.38	65	10.96	40
State (High Schools)												
Class Size Range 1 - 20	~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
Class Size Range 21 - 26	~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
Class Size Range 27 or more	~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)												
Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance 3-1
Student Dropouts 3-5
Students Suspended and Expelled 3-9

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.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card *indicators studied, student attendance yields the strongest positive relationship with average test scores. This 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).*

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, "a student is considered to be in attendance when he or she 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."

  "Students who meet the above criteria and are present at the school site for 26-50 percent 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 at least 51% 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 percent 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)*

  As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.
- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE 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.

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.

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: Due to 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 4a: Percent of Student Attendance

Elementary Schools

	1991-92	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97
063001 Bains Elementary School	96.07	95.57	95.99	95.59	95.41	95.97
063002 Tunica Elementary School	93.48	92.93	94.27	93.40	94.87	94.66
063005 Bains Lower Elementary School	93.47	93.23	93.58	93.33	94.24	95.09
District (Elementary Schools)	~	~	95.03	94.60	95.04	95.57
District (All Schools)	94.44	93.93	94.33	93.81	93.87	94.21
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.
[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 4c: Percent of Student Attendance

High Schools

	1991-92	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97
063003 West Feliciana High School	93.64	92.96	93.21	92.63	92.34	92.49
District (High Schools)	~	~	93.21	92.62	92.34	92.50
District (All Schools)	94.44	93.93	94.33	93.81	93.87	94.21
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.
[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

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

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

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).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as "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 exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death."

  "For purposes of applying the dropout definition, the following definitions also apply:

  1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
  2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
  3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It 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 cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE 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.

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

Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.

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

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

District-level Aggregation

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

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93[1]		1993-94		1994-95		1995-96[2]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003	**West Feliciana High School**												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.47	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.53	1	2.01	4	1.90	4
	Grade 9	1.05	2	0.00	0	0.00	0	0.00	0	3.61	6	4.59	9
	Grade 10	0.77	1	0.00	0	1.08	2	3.26	6	11.80	21	7.65	13
	Grade 11	0.75	1	2.70	3	1.35	2	2.01	3	4.48	6	8.51	12
	Grade 12	5.45	6	1.80	2	2.11	2	3.25	4	4.50	5	2.54	3
District													
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.47	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.56	1	2.01	4	1.90	4
	Grade 9	1.05	2	0.00	0	0.00	0	0.00	0	3.61	6	4.59	9
	Grade 10	0.85	1	0.00	0	1.14	2	3.31	6	11.80	21	7.65	13
	Grade 11	0.75	1	2.73	3	1.53	2	2.05	3	4.48	6	8.51	12
	Grade 12	5.45	6	1.80	2	2.20	2	3.48	4	4.50	5	2.54	3
	Grades 9 - 12	~	~	~	~	~	~	~	~	6.45	38	5.92	37
State													
	Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
	Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
	Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
	Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
	Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
	Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
	Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

[1] In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.
[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

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

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

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. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

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

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 secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.

Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.

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

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

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

District-level Aggregation

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

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

*Note: Due to 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 6a: Students Suspended and Expelled

Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96[2]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063001	**Bains Elementary School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	19.82	155
	Suspended (Out of School)	1.00	8	1.19	10	0.82	7	1.84	15	2.56	20	0.90	7
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
063002	**Tunica Elementary School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.56	1	2.53	5	1.08	2
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
063005	**Bains Lower Elementary School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.91	3
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.60	3	2.74	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.
[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 6a: Students Suspended and Expelled

Elementary Schools

	1991-92		1992-93		1993-94		1994-95		1995-96[2]		1996-97	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	12.29	158
Suspended (Out of School)	~	~	~	~	0.52	7	1.25	16	1.90	28	1.40	18
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	18.18	421
Suspended (Out of School)	2.67	59	3.31	73	4.88	112	7.03	163	8.46	209	8.55	198
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.17	4
Expelled (Out of School)	0.09	2	0.09	2	0.22	5	0.47	11	0.36	9	0.00	0
State[1] (Elementary Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.
[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 6c: Students Suspended and Expelled

High Schools

	1991-92		1992-93		1993-94		1994-95		1995-96[2]		1996-97	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003 West Feliciana High School												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	25.51	263
Suspended (Out of School)	5.71	51	6.99	63	10.16	105	13.75	147	18.17	181	17.46	180
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.39	4
Expelled (Out of School)	0.22	2	0.22	2	0.48	5	1.03	11	0.90	9	0.00	0
District (High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	25.51	263
Suspended (Out of School)	~	~	~	~	11.03	105	14.24	147	18.17	181	17.46	180
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.39	4
Expelled (Out of School)	~	~	~	~	0.53	5	1.07	11	0.90	9	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	18.18	421
Suspended (Out of School)	2.67	59	3.31	73	4.88	112	7.03	163	8.46	209	8.55	198
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.17	4
Expelled (Out of School)	0.09	2	0.09	2	0.22	5	0.47	11	0.36	9	0.00	0
State[1] (High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.
[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results..... 4-1
Norm-referenced Test (NRT) Results 4-7

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- Grade 7—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3

Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96[1]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063001	**Bains Elementary School**												
	Language Arts	96	132	99	146	97	131	99	128	90	135	96	124
	Mathematics	95	131	98	146	98	130	98	128	93	135	96	124
063002	**Tunica Elementary School**												
	Language Arts	88	26	100	18	100	16	100	19	100	33	76	25
	Mathematics	92	26	100	18	100	16	100	19	97	33	68	25
District													
	Language Arts	95	158	99	164	97	147	99	147	92	168	93	149
	Mathematics	94	157	98	164	98	146	99	147	93	168	91	149
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5

Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96[1]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063001	**Bains Elementary School**												
	Language Arts	96	131	98	135	96	137	98	135	94	156	93	148
	Mathematics	95	131	96	135	99	137	99	135	94	156	93	148
063002	**Tunica Elementary School**												
	Language Arts	100	17	92	24	95	20	84	19	100	16	81	26
	Mathematics	100	17	96	24	100	20	84	19	100	16	81	26
District													
	Language Arts	97	148	97	159	96	157	96	154	94	172	91	174
	Mathematics	96	148	96	159	99	157	97	154	95	172	91	174
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7

Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96[1]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003	**West Feliciana High School**												
	Language Arts	87	143	92	143	96	150	94	161	89	181	91	169
	Mathematics	83	143	86	142	82	150	82	161	86	181	76	168
District													
	Language Arts	87	143	92	143	96	150	94	161	89	181	91	169
	Mathematics	83	143	86	142	82	150	82	161	86	181	76	168
State													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results

Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96[1]		1996-97	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003	**West Feliciana High School**												
	Language Arts	92	100	83	108	87	116	89	131	84	132	90	135
	Mathematics	82	101	72	108	85	117	81	134	79	130	83	134
	Written Composition	87	99	83	101	91	116	97	128	98	131	96	130
	Science	84	95	86	86	94	88	91	101	78	108	84	122
	Social Studies	89	96	94	86	93	88	98	97	89	107	88	121
District													
	Language Arts	92	100	83	108	87	116	89	131	84	132	90	135
	Mathematics	82	101	72	108	85	117	81	134	79	130	83	134
	Written Composition	87	99	83	101	91	116	97	128	98	131	96	130
	Science	84	95	86	86	94	88	91	101	78	108	84	122
	Social Studies	89	96	94	86	93	88	98	97	89	107	88	121
State													
	Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
	Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
	Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
	Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
	Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The *1996-97 School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/ individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/ McGraw-Hill, test contractor for the CAT/5.

References

Galfo, A. J. (1975). *Interpreting Educational Research.* Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4

Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93[1]	1993-94	1994-95[2]	1995-96[3]	1996-97
063001	**Bains Elementary School**						
	Fourth Quarter	~	27.8	30.2	20.9	29.8	28.0
	Third Quarter	~	26.3	33.1	23.9	26.2	24.8
	Second Quarter	~	28.6	24.5	35.1	27.7	28.0
	First Quarter	~	17.3	12.2	20.1	16.3	19.2
	Median Percentile Rank	~	54.3	61.2	46.8	54.8	54.0
063002	**Tunica Elementary School**						
	Fourth Quarter	~	13.6	27.8	23.1	14.3	25.0
	Third Quarter	~	36.4	22.2	38.5	57.1	21.9
	Second Quarter	~	40.9	16.7	30.8	23.8	12.5
	First Quarter	~	9.1	33.3	7.7	4.8	40.6
	Median Percentile Rank	~	50.0	48.0	54.0	58.3	39.0
District							
	Fourth Quarter	~	25.8	29.9	21.1	27.8	27.5
	Third Quarter	~	27.7	31.8	25.2	30.2	24.2
	Second Quarter	~	30.3	23.6	34.7	27.2	24.8
	First Quarter	~	16.1	14.6	19.0	14.8	23.6
	Median Percentile Rank	~	53.3	61.0	47.5	56.8	53.0
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

[1] In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.
[2] The state 1994-95 NRT average for grade 4 does not include Allen Parish.
[3] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6

Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93[1]	1993-94	1994-95[2]	1995-96[3]	1996-97
063001	**Bains Elementary School**						
	Fourth Quarter	~	17.7	21.8	15.2	17.6	17.6
	Third Quarter	~	23.8	24.1	30.3	33.1	26.4
	Second Quarter	~	38.5	33.8	40.2	36.0	38.4
	First Quarter	~	20.0	20.3	14.4	13.2	17.6
	Median Percentile Rank	~	42.0	48.7	47.0	51.5	45.7
063002	**Tunica Elementary School**						
	Fourth Quarter	~	22.2	26.3	9.5	0.0	14.3
	Third Quarter	~	22.2	15.8	42.9	42.1	35.7
	Second Quarter	~	50.0	52.6	38.1	47.4	42.9
	First Quarter	~	5.6	5.3	9.5	10.5	7.1
	Median Percentile Rank	~	49.6	45.0	53.5	46.0	50.3
District							
	Fourth Quarter	~	18.2	22.4	14.4	15.5	17.3
	Third Quarter	~	23.6	23.0	32.0	34.2	27.3
	Second Quarter	~	39.9	36.2	39.9	37.4	38.8
	First Quarter	~	18.2	18.4	13.7	12.9	16.5
	Median Percentile Rank	~	44.3	48.6	48.0	49.7	46.3
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

[1] In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.
[2] The state 1994-95 NRT average for grade 4 does not include Allen Parish.
[3] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8

Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93[1]	1993-94	1994-95[2]	1995-96[3]	1996-97
063003	**West Feliciana High School**						
	Fourth Quarter	~	~	~	~	~	25.0
	Third Quarter	~	~	~	~	~	30.0
	Second Quarter	~	~	~	~	~	30.0
	First Quarter	~	~	~	~	~	15.0
	Median Percentile Rank	~	~	~	~	~	56.9
District							
	Fourth Quarter	~	~	~	~	~	25.0
	Third Quarter	~	~	~	~	~	30.0
	Second Quarter	~	~	~	~	~	30.0
	First Quarter	~	~	~	~	~	15.0
	Median Percentile Rank	~	~	~	~	~	56.9
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

[1] In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.
[2] The state 1994-95 NRT average for grade 4 does not include Allen Parish.
[3] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results 5-1
First-Time Freshman Performance 5-3

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown 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.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score 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.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

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

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results

Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
063003 West Feliciana High School	18.3	18.1	19.1	18.1	18.7	18.7
District (Public)	18.3	18.1	19.1	18.1	18.7	18.7
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the *1996-97 School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards *represent information on 1995-96 high school graduates.*

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution 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.

Formula Used to Calculate First-time College Freshmen Percentages

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

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

- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
- *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college 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 on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10

First-time College Freshmen Performance

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
063003 West Feliciana High School												
Number of High School Graduates[1]		~		86		92		77		83		102
HS Graduates Who Were First-time College Freshmen	~	~	44.19	38	41.30	38	42.86	33	33.73	28	47.06	48
First-time Freshmen Enrolled in College Remedial Courses	~	~	42.11	16	52.63	20	36.36	12	32.14	9	41.67	20
District (Public)												
Number of High School Graduates[1]		~		86		92		77		83		102
HS Graduates Who Were First-time College Freshmen	~	~	44.19	38	41.30	38	42.86	33	33.73	28	47.05	48
First-time Freshmen Enrolled in College Remedial Courses	~	~	42.11	16	52.63	20	36.36	12	32.14	9	41.66	20
State (Public)												
Number of High School Graduates[1]		~		33,593		33,772		34,937		36,275		36,407
HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

[1] Represents graduates from the previous school year.
~ = Unavailable data

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

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

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 identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

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.

day of attendance—a student is considered in attendance when he or she 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.

"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 at least 51% 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)

dropout—the National Center for Education Statistics (NCES) defines a dropout as "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 exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death."

"For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It 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).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution 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.

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

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

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

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

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

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

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/ schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

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

out-of-school suspension—student is 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.

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

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