1998-99 District Composite Report

Iberia Parish

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Introduction

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

The Children First Act through its *Progress Profiles* program also became the impetus toward the introduction of the statewide school accountability system, which was implemented in fall of 1999. As a result, the *Progress Profiles* have turned into an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana.

The Progress Profiles program is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources. This program was founded on the premise that educational improvement is most successful when parents, school staff, and policymakers 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 policymakers, 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, the Department of Education has provided three levels of reporting.

1. *School Report Cards* are tailored to the needs of parents and the general public. In September 1999, the first edition of the accountability reports were issued for 1,188 public schools with grades in the K-8 range, which included elementary, middle/junior high, and combination schools statewide. Copies of the report cards were delivered to the principals for distribution to all parents.
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 policymakers longitudinal data on all indicators including the accountability performance results.
3. The *Louisiana State Education Progress 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 accountability results and other 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 analyses of data where feasible. It serves as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.

Organization of this Report

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

- *Part 1. District Summary.* The summary tables in this section offer district-level information for all indicators including the school accountability results. In addition to quick-reference tables on various indicators, district socioeconomic and demographic data and financial information are also included to give a more complete picture of Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. **Part 1, 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 and Accountability Information*. The context within which students are educated and the level of educational resources available to them impact learning and performance results. Part 2 provides a quick summary of each school's accountability results (i.e., school performance score, school performance category, and two year growth target). This section also focuses on key educational "inputs" and resources at the school level: i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.

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

- *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. This report presents two indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

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

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

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

School Accountability System

The school accountability system was implemented in the fall of 1999, with an initial focus on schools containing grade levels kindergarten through eighth (K-8). This phase of the accountability system encompassed 1,188 public schools out of a total of 1,507. The accountability program examined each school's progress based on statewide testing programs (LEAP 21 and *The Iowa Tests*) and on school attendance and dropout data.

School Performance Scores (SPS) were calculated for all 1,188 schools using the 1998-99 test data with the 1997-98 attendance and dropout data. SPS for each school is a weighted composite index, using 60% weight for the LEAP 21 tests, 30% weight for *The Iowa Tests*, and a total of 10% for the attendance and dropout results.

Based on its SPS, each school was assigned a performance category, as described on the following table. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the 20-year goal.

Once the SPS for each accountability school was calculated, a two-year Growth Target was set, defining the minimum expected growth that a school must achieve in order to be on track for meeting the State's 10-year goal.

School Performance Category Assignment

School Performance Category	SPS Range
School of Academic Excellence	150.0 or Above
School of Academic Distinction	125.0 – 149.9
School of Academic Achievement	100.0 – 124.9
Academically Above Average	69.4 – 99.9
Academically Below Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

School Categorization

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 statewide comparison statistics also are provided.

The 1,507 Louisiana public schools have been placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and which 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.

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,
- unemployment rate,
- per capita income,
- 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, the Louisiana Department of Health and Hospitals, and University of Louisiana at Monroe, Center for Business and Economic Research.

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 the *Louisiana State Education Progress Report*, on the other hand, present only the most current year of data so that parents and policymakers 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.

1998-99 As Baseline Year

1998-99 has become a new baseline year for several reasons. First it was the year when the first phase of the newly established school accountability system went into effect and each public school with a grade in the K-8 range received a performance score and a performance label. Secondly, the newly designed criterion-referenced testing program (LEAP 21) went into effect for students in grades 4 and 8. And finally, *The Iowa Tests*, the newly adopted norm-referenced tests, were administered for the first time at grades 3, 5, and 7. For these reasons, this report starts with the 1998-99 school year as its first year. The profiles data for the prior years are still accessible through the 1997-98 *District Composite Report*.

To facilitate longitudinal and cross indicator tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not available for a school, the tilde symbol (~) will be displayed.

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 possibility for misunderstanding, the LDE has made every effort 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 several years. The LDE has executed an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each *Progress Profiles* report.

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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's socioeconomic and demographic indicator presented.

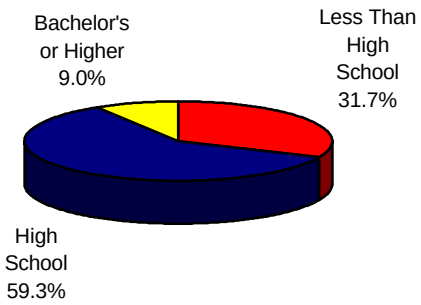
Definitions

- *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 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 and Other: 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.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This figure is considered the official unemployment rate and is typically cited in comparisons.

Iberia Parish Socioeconomic and Demographic Overview

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

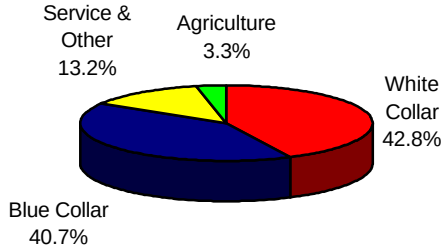
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

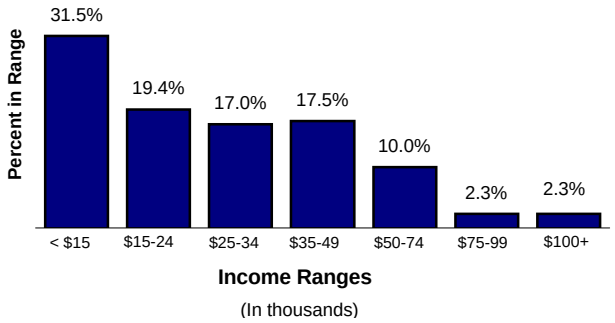
Labor Force



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

Source: US Bureau of Census, 1990.

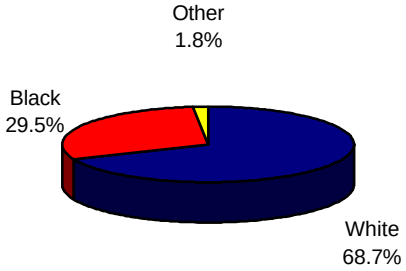
Household Income Distribution



	<$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%

Source: US Bureau of Census, 1990.

Population by Race



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

Source: US Bureau of Census, 1990.

Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	24.0%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	19.2%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income [1]	$17,799	$19,709	$24,436
Unemployment Rate [2]	6.2%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US. Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	21.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

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

Definitions

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

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

  1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
  2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
  3. Facility Acquisition & 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.

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

Note: Some districts' financial data may be adjusted after the publication of this report because of audits. The financial information in this section is based on the December 1, 1998, 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.

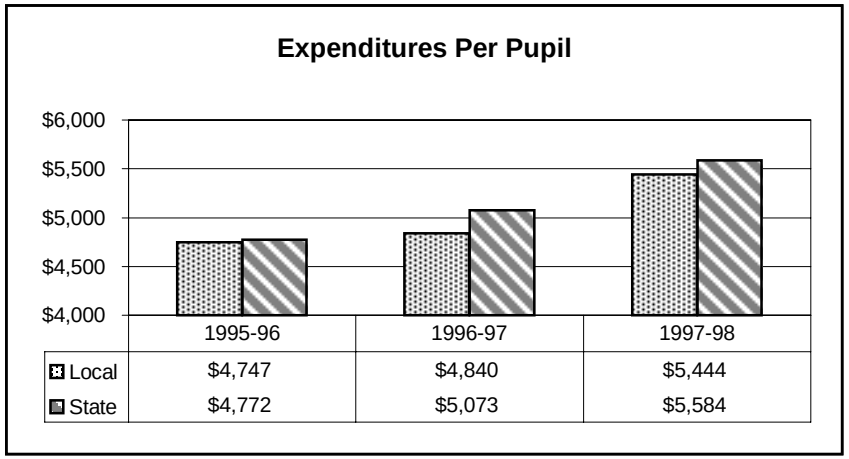
Iberia Parish Financial Profile

District Revenue by Source									
	1995-96			1996-97			1997-98		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$24,239,644	31.3%	36.8%	$26,363,785	32.3%	37.4%	$29,767,689	32.7%	37.6%
State	$42,411,192	54.7%	50.9%	$46,574,033	57.0%	50.8%	$50,992,531	56.0%	51.0%
Federal	$10,859,819	14.0%	12.3%	$8,717,570	10.7%	11.8%	$10,251,479	11.3%	11.4%
Total	**$77,510,655**	**100.0%**	**100.0%**	**$81,655,388**	**100.0%**	**100.0%**	**$91,011,699**	**100.0%**	**100.0%**

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
15,537	15,329	15,222

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	$4,989	$5,327	$5,979
State Average	$4,981	$5,296	$5,818

Teacher Salaries		
Year	Local Average Salary	State Average Salary
1995-96	$23,853	$26,800
1996-97	$27,484	$29,025
1997-98	$31,138	$31,131



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 Iberia Parish					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
Schools in Iberia Parish						
Total Number of Schools	33					
October 1 Membership	15,072					
Number of Faculty	937					

	Accountability Results											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
Schools by Performance Category	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
School of Academic Excellence	0.0	0										
School of Academic Distinction	0.0	0										
School of Academic Achievement	3.6	1										
Academically Above Average	42.9	12										
Academically Below Average	53.6	15										
Academically Unacceptable School	0.0	0										
Number of Schools*	100.0	28										

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

	Faculty with a Master's Degree or Higher											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Faculty with a Master's Degree or Higher	31.48	295										

~ = Unavailable Data

District Indicator Summary Results

School Characteristics

	Class Size Characteristics for Grades K-12											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	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	33.64	185										
Class Size Range 21 - 26	57.82	318										
Class Size Range 27 or more	8.55	47										
Middle/Jr. High Schools												
Class Size Range 1 - 20	41.01	269										
Class Size Range 21 - 26	35.98	236										
Class Size Range 27 or more	23.02	151										
High Schools												
Class Size Range 1 - 20	32.91	393										
Class Size Range 21 - 26	30.90	369										
Class Size Range 27 or more	36.18	432										
All Schools												
Class Size Range 1 - 20	35.29	847										
Class Size Range 21 - 26	38.46	923										
Class Size Range 27 or more	26.25	630										

~ = Unavailable Data

District Indicator Summary Results

Student Participation

	Student Attendance					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
Percent of Student Attendance						
Elementary Schools	95.72					
Middle/Jr. High Schools	92.85					
High Schools	92.80					
Combination Schools	100.00					
All Schools	94.43					

~ = Unavailable Data

District Indicator Summary Results

Student Participation

	Students Suspended and Expelled											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Students Suspended and Expelled												
Elementary Schools												
Suspended (In School)	0.09	8										
Suspended (Out of School)	4.89	425										
Expelled (In School)	0.00	0										
Expelled (Out of School)	0.01	1										
Middle/Jr. High Schools												
Suspended (In School)	31.11	760										
Suspended (Out of School)	13.59	332										
Expelled (In School)	0.33	8										
Expelled (Out of School)	1.35	33										
High Schools												
Suspended (In School)	23.53	1,122										
Suspended (Out of School)	9.04	431										
Expelled (In School)	0.04	2										
Expelled (Out of School)	0.38	18										
All Schools												
Suspended (In School)	11.92	1,887										
Suspended (Out of School)	7.49	1,186										
Expelled (In School)	0.06	10										
Expelled (Out of School)	0.33	52										

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Developmental Reading Assessment Results											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Developmental Reading Assessment Results - Grade 02												
Students Assessed		1,204										
Students Reading Below Their Grade Level	65.95	794										
Students Reading On Their Grade Level	22.34	269										
Students Reading Above Their Grade Level	11.71	141										
Developmental Reading Assessment Results - Grade 03												
Students Assessed		1,127										
Students Reading Below Their Grade Level	40.55	457										
Students Reading On Their Grade Level	43.57	491										
Students Reading Above Their Grade Level	15.88	179										

	Percent and Number of Students by Proficiency Level											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
LEAP 21 Test Results - Grade 4 English Language Arts												
Advanced	1.3	15										
Proficient	10.2	114										
Basic	39.2	438										
Approaching Basic	28.2	315										
Unsatisfactory	21.0	234										

	Percent and Number of Students by Proficiency Level											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
LEAP 21 Test Results - Grade 4 Mathematics												
Advanced	1.1	12										
Proficient	5.6	63										
Basic	30.4	340										
Approaching Basic	28.1	314										
Unsatisfactory	34.7	388										

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Percent and Number of Students by Proficiency Level											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
LEAP 21 Test Results - Grade 8 English Language Arts												
Advanced	0.6	7										
Proficient	7.9	88										
Basic	32.6	364										
Approaching Basic	41.3	461										
Unsatisfactory	17.5	195										

	Percent and Number of Students by Proficiency Level											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
LEAP 21 Test Results - Grade 8 Mathematics												
Advanced	1.2	13										
Proficient	3.3	37										
Basic	31.1	345										
Approaching Basic	23.4	260										
Unsatisfactory	41.0	455										

	Percent of Students Passing GEE and Number of Students Tested											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Graduation Exit Examination (GEE) Results												
English Language Arts	90	759										
Mathematics	79	660										
Written Composition	95	794										
Science	81	612										
Social Studies	89	680										

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
Norm-referenced Test (NRT) Results - Grade 03						
Fourth Quartile	13.5					
Third Quartile	24.2					
Second Quartile	29.8					
First Quartile	32.5					
Percentile Rank	42.0					
Norm-referenced Test (NRT) Results - Grade 05						
Fourth Quartile	13.6					
Third Quartile	21.6					
Second Quartile	34.4					
First Quartile	30.3					
Percentile Rank	42.0					
Norm-referenced Test (NRT) Results - Grade 06						
Fourth Quartile	15.4					
Third Quartile	25.4					
Second Quartile	35.2					
First Quartile	23.9					
Percentile Rank	46.0					
Norm-referenced Test (NRT) Results - Grade 07						
Fourth Quartile	11.7					
Third Quartile	19.9					
Second Quartile	37.9					
First Quartile	30.5					
Percentile Rank	41.0					
Norm-referenced Test (NRT) Results - Grade 09						
Fourth Quartile	9.7					
Third Quartile	20.5					
Second Quartile	35.3					
First Quartile	34.4					
Percentile Rank	37.0					

[1] Represents graduates from the previous school year

~ = Unavailable Data

District Indicator Summary Results

College Readiness

	American College Test (ACT) Results					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
ACT Average Composite Score	19.0					

	First-time College Freshmen Performance											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Number of High School Graduates[1]		675										
HS Graduates Who Were First-time College Freshmen	40.74	275										
First-time Freshmen Enrolled in College Remedial Courses	43.27	119										

[1] Represents graduates from the previous school year

~ = Unavailable Data

Part 2. School Characteristics And Accountability Information

Faculty with a Master's Degree or Higher 2-11
Class Size Characteristics 2-13

Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023001	**Anderson Middle School**						
	Grade Structure	7-8,NG					
	October 1 Membership	619					
	Number of Faculty	40					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	49.8					
	School Performance Category *	5					
	Two Year Growth Target	59.0					
023002	**Avery Island Elementary School**						
	Grade Structure	K-6					
	October 1 Membership	136					
	Number of Faculty	11					
	School Type	Elementary					
	School Performance Score (SPS)	63.9					
	School Performance Category *	5					
	Two Year Growth Target	70.7					
023003	**Bank Avenue Elementary School**						
	Grade Structure	5-6,NG					
	October 1 Membership	314					
	Number of Faculty	17					
	School Type	Elementary					
	School Performance Score (SPS)	65.4					
	School Performance Category *	5					
	Two Year Growth Target	72.0					
023004	**Canal Street Elementary School**						
	Grade Structure	PK,K-2,NG					
	October 1 Membership	262					
	Number of Faculty	14					
	School Type	Elementary					
	School Performance Score (SPS)	60.3					
	School Performance Category *	5					
	Two Year Growth Target	67.9					

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* 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
4 = Academically Above Average 5 = Academically Below Average 6 = Academically Unacceptable School

Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023005	**Center Street Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	486					
	Number of Faculty	30					
	School Type	Elementary					
	School Performance Score (SPS)	56.0					
	School Performance Category *	5					
	Two Year Growth Target	64.2					
023006	**Coteau Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	588					
	Number of Faculty	30					
	School Type	Elementary					
	School Performance Score (SPS)	80.9					
	School Performance Category *	4					
	Two Year Growth Target	85.9					
023007	**Delcambre High School**						
	Grade Structure	6-12,NG					
	October 1 Membership	532					
	Number of Faculty	36					
	School Type	High					
	School Performance Score (SPS)	84.6					
	School Performance Category *	4					
	Two Year Growth Target	89.6					
023008	**Dodson Street Elementary School**						
	Grade Structure	K-6					
	October 1 Membership	375					
	Number of Faculty	24					
	School Type	Elementary					
	School Performance Score (SPS)	91.9					
	School Performance Category *	4					
	Two Year Growth Target	96.9					

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Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023009	**Grand Marais Elementary School**						
	Grade Structure	PK,K-2,NG					
	October 1 Membership	253					
	Number of Faculty	11					
	School Type	Elementary					
	School Performance Score (SPS)	70.1					
	School Performance Category *	4					
	Two Year Growth Target	75.8					
023010	**Hopkins Street Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	417					
	Number of Faculty	22					
	School Type	Elementary					
	School Performance Score (SPS)	42.2					
	School Performance Category *	5					
	Two Year Growth Target	52.7					
023012	**Jeanerette Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	433					
	Number of Faculty	25					
	School Type	Elementary					
	School Performance Score (SPS)	46.8					
	School Performance Category *	5					
	Two Year Growth Target	57.0					
023013	**Jeanerette Middle School**						
	Grade Structure	7-8,NG					
	October 1 Membership	294					
	Number of Faculty	17					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	44.0					
	School Performance Category *	5					
	Two Year Growth Target	54.8					

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4 = Academically Above Average 5 = Academically Below Average 6 = Academically Unacceptable School

Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023015	**Jeanerette Senior High School**						
	Grade Structure	9-12,NG					
	October 1 Membership	495					
	Number of Faculty	30					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
023016	**Johnston Street Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	355					
	Number of Faculty	24					
	School Type	Elementary					
	School Performance Score (SPS)	42.9					
	School Performance Category *	5					
	Two Year Growth Target	53.4					
023017	**Lee Street Elementary School**						
	Grade Structure	3-4					
	October 1 Membership	116					
	Number of Faculty	7					
	School Type	Elementary					
	School Performance Score (SPS)	82.4					
	School Performance Category *	4					
	Two Year Growth Target	87.4					
023018	**Live Oak School Pre-Kindergarten Center**						
	Grade Structure	PK,NG					
	October 1 Membership	104					
	Number of Faculty	6					
	School Type	Combination					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					

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Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023019	**Loreauville Elementary School**						
	Grade Structure	PK,K-6,NG					
	October 1 Membership	507					
	Number of Faculty	28					
	School Type	Elementary					
	School Performance Score (SPS)	62.7					
	School Performance Category *	5					
	Two Year Growth Target	69.8					
023020	**Loreauville High School**						
	Grade Structure	7-12,NG					
	October 1 Membership	425					
	Number of Faculty	31					
	School Type	High					
	School Performance Score (SPS)	70.0					
	School Performance Category *	4					
	Two Year Growth Target	75.8					
023021	**Magnolia Elementary School**						
	Grade Structure	K-2,NG					
	October 1 Membership	231					
	Number of Faculty	18					
	School Type	Elementary					
	School Performance Score (SPS)	82.4					
	School Performance Category *	4					
	Two Year Growth Target	87.4					
023022	**Westgate High High School**						
	Grade Structure	9,NG					
	October 1 Membership	930					
	Number of Faculty	55					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					

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Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023024	**New Iberia Senior High School**						
	Grade Structure	10-12,NG					
	October 1 Membership	2,002					
	Number of Faculty	105					
	School Type	High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					
023025	**North Lewis Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	559					
	Number of Faculty	34					
	School Type	Elementary					
	School Performance Score (SPS)	104.2					
	School Performance Category *	3					
	Two Year Growth Target	109.2					
023026	**North Street Elementary**						
	Grade Structure	K-6,NG					
	October 1 Membership	402					
	Number of Faculty	28					
	School Type	Elementary					
	School Performance Score (SPS)	79.1					
	School Performance Category *	4					
	Two Year Growth Target	84.1					
023027	**Park Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	255					
	Number of Faculty	22					
	School Type	Elementary					
	School Performance Score (SPS)	46.7					
	School Performance Category *	5					
	Two Year Growth Target	56.1					

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Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023028	**Peebles Elementary School**						
	Grade Structure	3-6,NG					
	October 1 Membership	317					
	Number of Faculty	18					
	School Type	Elementary					
	School Performance Score (SPS)	70.1					
	School Performance Category *	4					
	Two Year Growth Target	75.8					
023029	**Pesson Addition Elementary School**						
	Grade Structure	K-4					
	October 1 Membership	450					
	Number of Faculty	26					
	School Type	Elementary					
	School Performance Score (SPS)	73.2					
	School Performance Category *	4					
	Two Year Growth Target	78.3					
023030	**Delcambre Elementary School**						
	Grade Structure	PK,K-5,NG					
	October 1 Membership	521					
	Number of Faculty	29					
	School Type	Elementary					
	School Performance Score (SPS)	62.0					
	School Performance Category *	5					
	Two Year Growth Target	69.3					
023033	**St. Charles Street Elementary School**						
	Grade Structure	3-6,NG					
	October 1 Membership	282					
	Number of Faculty	20					
	School Type	Elementary					
	School Performance Score (SPS)	60.3					
	School Performance Category *	5					
	Two Year Growth Target	67.9					

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4 = Academically Above Average 5 = Academically Below Average 6 = Academically Unacceptable School

Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023034	**Daspit Road Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	555					
	Number of Faculty	35					
	School Type	Elementary					
	School Performance Score (SPS)	91.9					
	School Performance Category *	4					
	Two Year Growth Target	96.9					
023035	**Sugarland Elementary School**						
	Grade Structure	K-6,NG					
	October 1 Membership	497					
	Number of Faculty	32					
	School Type	Elementary					
	School Performance Score (SPS)	66.0					
	School Performance Category *	5					
	Two Year Growth Target	72.4					
023036	**Belle Place Middle School**						
	Grade Structure	7-8,NG					
	October 1 Membership	588					
	Number of Faculty	40					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	79.4					
	School Performance Category *	4					
	Two Year Growth Target	84.4					
023037	**Iberia Parish Career Center**						
	Grade Structure	7-9					
	October 1 Membership	3					
	Number of Faculty	26					
	School Type	Middle/Jr. High					
	School Performance Score (SPS)	~					
	School Performance Category *	~					
	Two Year Growth Target	~					

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4 = Academically Above Average 5 = Academically Below Average 6 = Academically Unacceptable School

Table 1

School Characteristics and Accountability Information of Iberia Parish

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
023038	**Iberia Middle School**												
	Grade Structure	7-8,NG											
	October 1 Membership	769											
	Number of Faculty	46											
	School Type	Middle/Jr. High											
	School Performance Score (SPS)	66.8											
	School Performance Category *	5											
	Two Year Growth Target	73.0											
District													
	Total Number of Schools	33											
	October 1 Membership	15,072											
	Number of Faculty	937											
	Schools by Performance Category	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
	School of Academic Excellence	0.0	0										
	School of Academic Distinction	0.0	0										
	School of Academic Achievement	3.6	1										
	Academically Above Average	42.9	12										
	Academically Below Average	53.6	15										
	Academically Unacceptable School	0.0	0										
	Number of Schools*	100.0	28										
State													
	Total Number of Schools	1,507											
	October 1 Membership	766,274											
	Number of Faculty	49,298											
	Schools by Performance Category	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
	School of Academic Excellence	0.1	1										
	School of Academic Distinction	1.3	15										
	School of Academic Achievement	7.9	94										
	Academically Above Average	44.0	524										
	Academically Below Average	42.0	500										
	Academically Unacceptable School	4.8	57										
	Number of Schools*	100.0	1,191										

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

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Faculty with a Master's Degree or Higher

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

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 each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation

This report 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 submitted to the LDE via the *Profile of Educational Personnel* (PEP).

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

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

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

Table 2

Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023001	Anderson Middle School	42.50	17										
023002	Avery Island Elementary School	36.36	4										
023003	Bank Avenue Elementary School	29.41	5										
023004	Canal Street Elementary School	28.57	4										
023005	Center Street Elementary School	20.00	6										
023006	Coteau Elementary School	26.67	8										
023007	Delcambre High School	38.89	14										
023008	Dodson Street Elementary School	29.17	7										
023009	Grand Marais Elementary School	54.55	6										
023010	Hopkins Street Elementary School	27.27	6										
023012	Jeanerette Elementary School	16.00	4										
023013	Jeanerette Middle School	41.18	7										
023015	Jeanerette Senior High School	36.67	11										
023016	Johnston Street Elementary School	33.33	8										
023017	Lee Street Elementary School	42.86	3										
023018	Live Oak School Pre-Kindergarten Center	16.67	1										
023019	Loreauville Elementary School	17.86	5										
023020	Loreauville High School	35.48	11										
023021	Magnolia Elementary School	16.67	3										
023022	Westgate High High School	41.82	23										
023024	New Iberia Senior High School	44.76	47										
023025	North Lewis Elementary School	35.29	12										
023026	North Street Elementary	39.29	11										
023027	Park Elementary School	27.27	6										
023028	Peebles Elementary School	27.78	5										
023029	Pesson Addition Elementary School	26.92	7										
023030	Delcambre Elementary School	17.24	5										
023033	St. Charles Street Elementary School	25.00	5										
023034	Daspit Road Elementary School	22.86	8										
023035	Sugarland Elementary School	15.63	5										
023036	Belle Place Middle School	27.50	11										
023037	Iberia Parish Career Center	26.92	7										
023038	Iberia Middle School	28.26	13										
District		31.48	295										
State		42.05	20,732										

~ = 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 in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

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 each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Data Presentation

This report provides the 1998-99 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 as identified by a specific ASR course code.

Method of Calculation

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

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

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

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

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

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

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002	**Avery Island Elementary School**												
	Class Size Range 1 - 20	80.00	8										
	Class Size Range 21 - 26	20.00	2										
023003	**Bank Avenue Elementary School**												
	Class Size Range 21 - 26	78.57	33										
	Class Size Range 27 or more	21.43	9										
023004	**Canal Street Elementary School**												
	Class Size Range 1 - 20	20.00	2										
	Class Size Range 21 - 26	80.00	8										
023005	**Center Street Elementary School**												
	Class Size Range 1 - 20	38.46	10										
	Class Size Range 21 - 26	61.54	16										
023006	**Coteau Elementary School**												
	Class Size Range 1 - 20	24.24	8										
	Class Size Range 21 - 26	69.70	23										
	Class Size Range 27 or more	6.06	2										
023008	**Dodson Street Elementary School**												
	Class Size Range 1 - 20	24.24	8										
	Class Size Range 21 - 26	54.55	18										
	Class Size Range 27 or more	21.21	7										
023009	**Grand Marais Elementary School**												
	Class Size Range 1 - 20	10.00	1										
	Class Size Range 21 - 26	90.00	9										
023010	**Hopkins Street Elementary School**												
	Class Size Range 1 - 20	41.18	7										
	Class Size Range 21 - 26	52.94	9										
	Class Size Range 27 or more	5.88	1										
023012	**Jeanerette Elementary School**												
	Class Size Range 1 - 20	50.00	10										
	Class Size Range 21 - 26	40.00	8										
	Class Size Range 27 or more	10.00	2										
023016	**Johnston Street Elementary School**												
	Class Size Range 1 - 20	58.33	14										
	Class Size Range 21 - 26	41.67	10										

~ = Unavailable Data

Table 3a: Class Size Characteristics

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023017	**Lee Street Elementary School**												
	Class Size Range 1 - 20	75.00	3										
	Class Size Range 21 - 26	25.00	1										
023019	**Loreauville Elementary School**												
	Class Size Range 1 - 20	50.00	13										
	Class Size Range 21 - 26	46.15	12										
	Class Size Range 27 or more	3.85	1										
023021	**Magnolia Elementary School**												
	Class Size Range 1 - 20	91.67	11										
	Class Size Range 21 - 26	8.33	1										
023025	**North Lewis Elementary School**												
	Class Size Range 1 - 20	18.42	7										
	Class Size Range 21 - 26	73.68	28										
	Class Size Range 27 or more	7.89	3										
023026	**North Street Elementary**												
	Class Size Range 1 - 20	32.65	16										
	Class Size Range 21 - 26	63.27	31										
	Class Size Range 27 or more	4.08	2										
023027	**Park Elementary School**												
	Class Size Range 1 - 20	73.68	14										
	Class Size Range 21 - 26	15.79	3										
	Class Size Range 27 or more	10.53	2										
023028	**Peebles Elementary School**												
	Class Size Range 1 - 20	22.22	4										
	Class Size Range 21 - 26	66.67	12										
	Class Size Range 27 or more	11.11	2										
023029	**Pesson Addition Elementary School**												
	Class Size Range 1 - 20	28.57	6										
	Class Size Range 21 - 26	71.43	15										
023030	**Delcambre Elementary School**												
	Class Size Range 1 - 20	35.71	10										
	Class Size Range 21 - 26	21.43	6										
	Class Size Range 27 or more	42.86	12										

~ = Unavailable Data

Table 3a: Class Size Characteristics

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023033	**St. Charles Street Elementary School**												
	Class Size Range 1 - 20	50.00	7										
	Class Size Range 21 - 26	35.71	5										
	Class Size Range 27 or more	14.29	2										
023034	**Daspit Road Elementary School**												
	Class Size Range 1 - 20	27.27	15										
	Class Size Range 21 - 26	69.09	38										
	Class Size Range 27 or more	3.64	2										
023035	**Sugarland Elementary School**												
	Class Size Range 1 - 20	26.83	11										
	Class Size Range 21 - 26	73.17	30										
District (Elementary Schools)													
	Class Size Range 1 - 20	33.64	185										
	Class Size Range 21 - 26	57.82	318										
	Class Size Range 27 or more	8.55	47										
District (All Schools)													
	Class Size Range 1 - 20	35.29	847										
	Class Size Range 21 - 26	38.46	923										
	Class Size Range 27 or more	26.25	630										
State (Elementary Schools)													
	Class Size Range 1 - 20	36.48	11,901										
	Class Size Range 21 - 26	50.38	16,434										
	Class Size Range 27 or more	13.14	4,285										
State (All Schools)													
	Class Size Range 1 - 20	36.91	44,332										
	Class Size Range 21 - 26	38.50	46,247										
	Class Size Range 27 or more	24.59	29,539										

~ = Unavailable Data

Table 3b: Class Size Characteristics

Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023001	**Anderson Middle School**												
	Class Size Range 1 - 20	44.78	60										
	Class Size Range 21 - 26	45.52	61										
	Class Size Range 27 or more	9.70	13										
023013	**Jeanerette Middle School**												
	Class Size Range 1 - 20	80.20	81										
	Class Size Range 21 - 26	15.84	16										
	Class Size Range 27 or more	3.96	4										
023036	**Belle Place Middle School**												
	Class Size Range 1 - 20	24.06	32										
	Class Size Range 21 - 26	34.59	46										
	Class Size Range 27 or more	41.35	55										
023037	**Iberia Parish Career Center**												
	Class Size Range 1 - 20	72.73	64										
	Class Size Range 21 - 26	27.27	24										
023038	**Iberia Middle School**												
	Class Size Range 1 - 20	16.00	32										
	Class Size Range 21 - 26	44.50	89										
	Class Size Range 27 or more	39.50	79										
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	41.01	269										
	Class Size Range 21 - 26	35.98	236										
	Class Size Range 27 or more	23.02	151										
District (All Schools)													
	Class Size Range 1 - 20	35.29	847										
	Class Size Range 21 - 26	38.46	923										
	Class Size Range 27 or more	26.25	630										
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	29.78	9,029										
	Class Size Range 21 - 26	39.56	11,994										
	Class Size Range 27 or more	30.66	9,294										
State (All Schools)													
	Class Size Range 1 - 20	36.91	44,332										
	Class Size Range 21 - 26	38.50	46,247										
	Class Size Range 27 or more	24.59	29,539										

~ = Unavailable Data

Table 3c: Class Size Characteristics

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023007	**Delcambre High School**												
	Class Size Range 1 - 20	44.29	62										
	Class Size Range 21 - 26	39.29	55										
	Class Size Range 27 or more	16.43	23										
023015	**Jeanerette Senior High School**												
	Class Size Range 1 - 20	51.27	81										
	Class Size Range 21 - 26	26.58	42										
	Class Size Range 27 or more	22.15	35										
023020	**Loreauville High School**												
	Class Size Range 1 - 20	42.86	57										
	Class Size Range 21 - 26	38.35	51										
	Class Size Range 27 or more	18.80	25										
023022	**Westgate High High School**												
	Class Size Range 1 - 20	31.64	81										
	Class Size Range 21 - 26	31.25	80										
	Class Size Range 27 or more	37.11	95										
023024	**New Iberia Senior High School**												
	Class Size Range 1 - 20	22.09	112										
	Class Size Range 21 - 26	27.81	141										
	Class Size Range 27 or more	50.10	254										

~ = Unavailable Data

Table 3c: Class Size Characteristics

High Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (High Schools)												
Class Size Range 1 - 20	32.91	393										
Class Size Range 21 - 26	30.90	369										
Class Size Range 27 or more	36.18	432										
District (All Schools)												
Class Size Range 1 - 20	35.29	847										
Class Size Range 21 - 26	38.46	923										
Class Size Range 27 or more	26.25	630										
State (High Schools)												
Class Size Range 1 - 20	37.47	18,477										
Class Size Range 21 - 26	31.83	15,697										
Class Size Range 27 or more	30.71	15,144										
State (All Schools)												
Class Size Range 1 - 20	36.91	44,332										
Class Size Range 21 - 26	38.50	46,247										
Class Size Range 27 or more	24.59	29,539										

~ = Unavailable Data

Part 3. Student Participation

Student Attendance 3-1
Students Suspended and Expelled..... 3-7

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.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

Data Presentation

This report presents the percent of student attendance for the school, district, and state, based on the school category.

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.

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

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

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

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

Table 4a: Percent of Student Attendance

Elementary Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023002	Avery Island Elementary School	96.31					
023003	Bank Avenue Elementary School	94.45					
023004	Canal Street Elementary School	96.30					
023005	Center Street Elementary School	95.23					
023006	Coteau Elementary School	95.65					
023008	Dodson Street Elementary School	97.08					
023009	Grand Marais Elementary School	96.69					
023010	Hopkins Street Elementary School	96.91					
023012	Jeanerette Elementary School	95.87					
023016	Johnston Street Elementary School	93.75					
023017	Lee Street Elementary School	94.87					
023019	Loreauville Elementary School	95.63					
023021	Magnolia Elementary School	94.78					
023025	North Lewis Elementary School	95.96					
023026	North Street Elementary	95.05					
023027	Park Elementary School	95.59					
023028	Peebles Elementary School	96.33					
023029	Pesson Addition Elementary School	95.82					
023030	Delcambre Elementary School	94.92					
023033	St. Charles Street Elementary School	95.96					
023034	Daspit Road Elementary School	96.52					
023035	Sugarland Elementary School	95.75					
District (Elementary Schools)		95.72					
District (All Schools)		94.43					
State (Elementary Schools)		95.15					
State (All Schools)		93.53					

~ = Unavailable Data

Table 4b: Percent of Student Attendance

Middle/Jr. High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023001 Anderson Middle School	92.34					
023013 Jeanerette Middle School	91.43					
023036 Belle Place Middle School	92.87					
023037 Iberia Parish Career Center	100.00					
023038 Iberia Middle School	93.58					
District (Middle/Jr. High Schools)	92.85					
District (All Schools)	94.43					
State (Middle/Jr. High Schools)	92.85					
State (All Schools)	93.53					

~ = Unavailable Data

Table 4c: Percent of Student Attendance

High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023007	Delcambre High School	93.88					
023015	Jeanerette Senior High School	90.74					
023020	Loreauville High School	94.06					
023022	Westgate High High School	91.45					
023024	New Iberia Senior High School	93.37					
023037	Iberia Parish Career Center	100.00					
District (High Schools)		92.80					
District (All Schools)		94.43					
State (High Schools)		90.87					
State (All Schools)		93.53					

~ = Unavailable Data

Table 4d: Percent of Student Attendance

Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023018 Live Oak School Pre-Kindergarten Center	96.59					
District (Combination Schools)	100.00					
District (All Schools)	94.43					
State (Combination Schools)	94.11					
State (All Schools)	93.53					

~ = Unavailable Data

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

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. 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

This report presents the 1998-99 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*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- *In-school Suspension*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- *Out-of-school Expulsion*—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—a student temporarily prohibited from participating in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

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 in elementary or combination (K-12) schools.

Method of Calculation

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

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the 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: Because of school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002	**Avery Island Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	2.00	3										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023003	**Bank Avenue Elementary School**												
	Suspended (In School)	0.55	2										
	Suspended (Out of School)	22.65	82										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023005	**Center Street Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	2.88	16										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023006	**Coteau Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	0.78	5										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023009	**Grand Marais Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	0.38	1										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023010	**Hopkins Street Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	10.96	56										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023012	**Jeanerette Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	14.14	69										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										

~ = Unavailable Data

Table 6a: Students Suspended and Expelled

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023016	**Johnston Street Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	15.58	67										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.23	1										
023017	**Lee Street Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	5.00	7										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023019	**Loreauville Elementary School**												
	Suspended (In School)	0.93	5										
	Suspended (Out of School)	0.93	5										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023025	**North Lewis Elementary School**												
	Suspended (In School)	0.16	1										
	Suspended (Out of School)	3.45	21										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023026	**North Street Elementary**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	6.08	27										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023027	**Park Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	0.81	3										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023028	**Peebles Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	5.31	18										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										

~ = Unavailable Data

Table 6a: Students Suspended and Expelled

Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023029	**Pesson Addition Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	0.93	5										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023030	**Delcambre Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	2.41	13										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023033	**St. Charles Street Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	3.19	10										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023034	**Daspit Road Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	1.17	7										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023035	**Sugarland Elementary School**												
	Suspended (In School)	0.00	0										
	Suspended (Out of School)	2.93	18										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										

~ = Unavailable Data

Table 6a: Students Suspended and Expelled

Elementary Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)												
Suspended (In School)	0.09	8										
Suspended (Out of School)	4.89	425										
Expelled (In School)	0.00	0										
Expelled (Out of School)	0.01	1										
District (All Schools)												
Suspended (In School)	11.92	1,887										
Suspended (Out of School)	7.49	1,186										
Expelled (In School)	0.06	10										
Expelled (Out of School)	0.33	52										
State (Elementary Schools)												
Suspended (In School)	3.36	12,975										
Suspended (Out of School)	5.10	19,705										
Expelled (In School)	0.05	190										
Expelled (Out of School)	0.06	214										
State (All Schools)												
Suspended (In School)	8.14	63,578										
Suspended (Out of School)	10.54	82,290										
Expelled (In School)	0.23	1,779										
Expelled (Out of School)	0.46	3,601										

~ = Unavailable Data

Table 6b: Students Suspended and Expelled

Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023001	**Anderson Middle School**												
	Suspended (In School)	38.46	265										
	Suspended (Out of School)	23.08	159										
	Expelled (In School)	0.58	4										
	Expelled (Out of School)	2.90	20										
023013	**Jeanerette Middle School**												
	Suspended (In School)	40.43	133										
	Suspended (Out of School)	17.63	58										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023036	**Belle Place Middle School**												
	Suspended (In School)	28.46	181										
	Suspended (Out of School)	10.22	65										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.94	6										
023038	**Iberia Middle School**												
	Suspended (In School)	22.04	186										
	Suspended (Out of School)	6.04	51										
	Expelled (In School)	0.47	4										
	Expelled (Out of School)	0.83	7										

~ = Unavailable Data

Table 6b: Students Suspended and Expelled

Middle/Jr. High Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Middle/Jr. High Schools)												
Suspended (In School)	31.11	760										
Suspended (Out of School)	13.59	332										
Expelled (In School)	0.33	8										
Expelled (Out of School)	1.35	33										
District (All Schools)												
Suspended (In School)	11.92	1,887										
Suspended (Out of School)	7.49	1,186										
Expelled (In School)	0.06	10										
Expelled (Out of School)	0.33	52										
State (Middle/Jr. High Schools)												
Suspended (In School)	16.35	21,735										
Suspended (Out of School)	19.38	25,751										
Expelled (In School)	0.57	756										
Expelled (Out of School)	1.12	1,482										
State (All Schools)												
Suspended (In School)	8.14	63,578										
Suspended (Out of School)	10.54	82,290										
Expelled (In School)	0.23	1,779										
Expelled (Out of School)	0.46	3,601										

~ = Unavailable Data

Table 6c: Students Suspended and Expelled

High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023007	**Delcambre High School**												
	Suspended (In School)	15.32	87										
	Suspended (Out of School)	2.29	13										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.00	0										
023015	**Jeanerette Senior High School**												
	Suspended (In School)	30.68	166										
	Suspended (Out of School)	16.08	87										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.92	5										
023020	**Loreauville High School**												
	Suspended (In School)	27.03	120										
	Suspended (Out of School)	8.11	36										
	Expelled (In School)	0.23	1										
	Expelled (Out of School)	0.23	1										
023022	**Westgate High High School**												
	Suspended (In School)	25.91	277										
	Suspended (Out of School)	14.03	150										
	Expelled (In School)	0.00	0										
	Expelled (Out of School)	0.84	9										
023024	**New Iberia Senior High School**												
	Suspended (In School)	22.12	473										
	Suspended (Out of School)	6.88	147										
	Expelled (In School)	0.05	1										
	Expelled (Out of School)	0.14	3										

~ = Unavailable Data

Table 6c: Students Suspended and Expelled

High Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (High Schools)												
Suspended (In School)	23.53	1,122										
Suspended (Out of School)	9.04	431										
Expelled (In School)	0.04	2										
Expelled (Out of School)	0.38	18										
District (All Schools)												
Suspended (In School)	11.92	1,887										
Suspended (Out of School)	7.49	1,186										
Expelled (In School)	0.06	10										
Expelled (Out of School)	0.33	52										
State (High Schools)												
Suspended (In School)	11.84	27,296										
Suspended (Out of School)	14.88	34,314										
Expelled (In School)	0.30	701										
Expelled (Out of School)	0.78	1,797										
State (All Schools)												
Suspended (In School)	8.14	63,578										
Suspended (Out of School)	10.54	82,290										
Expelled (In School)	0.23	1,779										
Expelled (Out of School)	0.46	3,601										

~ = Unavailable Data

Part 4. Student Achievement

Developmental Reading Assessment Results 4-1
Criterion-referenced Test (CRT) – LEAP 21 Test Results..... 4-11
Criterion-referenced Test (CRT) – GEE Results 4-25
Norm-referenced Test (NRT) – Iowa Tests Results..... 4-29

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this skill acquisition is not an easy task for some children because of a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Focusing on this important issue, the Louisiana Legislature funded a K-3 reading and mathematics initiative in its 1997 and 1998 legislative sessions.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each public school in the district, with schools listed in site code order. District and state results are presented for comparison purposes.

Definition

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

- all regular education students enrolled as of October 1, 1998;
- all special education students whose IEPs designate that they are in a specially designed, regular instructional program;
- all Limited English Proficient (LEP) students who were enrolled in and who completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- students in alternative programs or placements who are addressing regular curriculum standards; and
- all disabled students according to Section 504.

Assessment Instruments

This year's results were based on Louisiana's new ***Developmental Reading Assessment (DRA*)** program, a uniform examination used statewide for the first time in the 1998-99 school year. The tests are an essential part of the K-3 Reading and Mathematics Initiative, designed both to identify students at-risk of reading failure and to provide individualized instruction. Two major aspects of reading which are critical to independence as a reader are evaluated by the DRA, which is administered to each individual student; (a) accuracy of oral reading, and (b) comprehension through reading and re-telling of narrative stories.

In the 1998-99 school year, first-grade students were assessed in the spring semester only, while second- and third-grade students were assessed both in the fall and spring semesters. The results shown in this report are based on assessment in fall of 1998.

Method of Calculation

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

Data Sources

The Reading Level data are based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

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

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

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

Table 7a: Developmental Reading Assessment Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002 Avery Island Elementary School												
Students Assessed		19										
Students Reading Below Their Grade Level	31.58	6										
Students Reading On Their Grade Level	52.63	10										
Students Reading Above Their Grade Level	15.79	3										
023004 Canal Street Elementary School												
Students Assessed		79										
Students Reading Below Their Grade Level	82.28	65										
Students Reading On Their Grade Level	17.72	14										
Students Reading Above Their Grade Level	0.00	0										
023005 Center Street Elementary School												
Students Assessed		68										
Students Reading Below Their Grade Level	70.59	48										
Students Reading On Their Grade Level	13.24	9										
Students Reading Above Their Grade Level	16.18	11										
023006 Coteau Elementary School												
Students Assessed		91										
Students Reading Below Their Grade Level	58.24	53										
Students Reading On Their Grade Level	40.66	37										
Students Reading Above Their Grade Level	1.10	1										
023008 Dodson Street Elementary School												
Students Assessed		57										
Students Reading Below Their Grade Level	57.89	33										
Students Reading On Their Grade Level	29.82	17										
Students Reading Above Their Grade Level	12.28	7										
023009 Grand Marais Elementary School												
Students Assessed		73										
Students Reading Below Their Grade Level	39.73	29										
Students Reading On Their Grade Level	36.99	27										
Students Reading Above Their Grade Level	23.29	17										

~ = Unavailable data

Table 7a: Developmental Reading Assessment Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023010 Hopkins Street Elementary School												
Students Assessed		54										
Students Reading Below Their Grade Level	72.22	39										
Students Reading On Their Grade Level	24.07	13										
Students Reading Above Their Grade Level	3.70	2										
023012 Jeanerette Elementary School												
Students Assessed		68										
Students Reading Below Their Grade Level	79.41	54										
Students Reading On Their Grade Level	11.76	8										
Students Reading Above Their Grade Level	8.82	6										
023016 Johnston Street Elementary School												
Students Assessed		54										
Students Reading Below Their Grade Level	94.44	51										
Students Reading On Their Grade Level	5.56	3										
Students Reading Above Their Grade Level	0.00	0										
023019 Loreauville Elementary School												
Students Assessed		79										
Students Reading Below Their Grade Level	60.76	48										
Students Reading On Their Grade Level	8.86	7										
Students Reading Above Their Grade Level	30.38	24										
023021 Magnolia Elementary School												
Students Assessed		69										
Students Reading Below Their Grade Level	75.36	52										
Students Reading On Their Grade Level	21.74	15										
Students Reading Above Their Grade Level	2.90	2										
023025 North Lewis Elementary School												
Students Assessed		77										
Students Reading Below Their Grade Level	55.84	43										
Students Reading On Their Grade Level	24.68	19										
Students Reading Above Their Grade Level	19.48	15										

~ = Unavailable data

Table 7a: Developmental Reading Assessment Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023026 North Street Elementary												
Students Assessed		57										
Students Reading Below Their Grade Level	80.70	46										
Students Reading On Their Grade Level	7.02	4										
Students Reading Above Their Grade Level	12.28	7										
023027 Park Elementary School												
Students Assessed		29										
Students Reading Below Their Grade Level	79.31	23										
Students Reading On Their Grade Level	20.69	6										
Students Reading Above Their Grade Level	0.00	0										
023029 Pesson Addition Elementary School												
Students Assessed		99										
Students Reading Below Their Grade Level	61.62	61										
Students Reading On Their Grade Level	16.16	16										
Students Reading Above Their Grade Level	22.22	22										
023030 Delcambre Elementary School												
Students Assessed		85										
Students Reading Below Their Grade Level	48.24	41										
Students Reading On Their Grade Level	48.24	41										
Students Reading Above Their Grade Level	3.53	3										
023034 Daspit Road Elementary School												
Students Assessed		84										
Students Reading Below Their Grade Level	72.62	61										
Students Reading On Their Grade Level	10.71	9										
Students Reading Above Their Grade Level	16.67	14										
023035 Sugarland Elementary School												
Students Assessed		62										
Students Reading Below Their Grade Level	66.13	41										
Students Reading On Their Grade Level	22.58	14										
Students Reading Above Their Grade Level	11.29	7										

~ = Unavailable data

Table 7a: Developmental Reading Assessment Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District												
Students Assessed		1,204										
Students Reading Below Their Grade Level	65.95	794										
Students Reading On Their Grade Level	22.34	269										
Students Reading Above Their Grade Level	11.71	141										
State (Public)												
Students Assessed		58,615										
Students Reading Below Their Grade Level	56.36	33,038										
Students Reading On Their Grade Level	29.53	17,307										
Students Reading Above Their Grade Level	14.11	8,270										

~ = Unavailable data

Table 7b: Developmental Reading Assessment Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002 Avery Island Elementary School												
Students Assessed		24										
Students Reading Below Their Grade Level	33.33	8										
Students Reading On Their Grade Level	45.83	11										
Students Reading Above Their Grade Level	20.83	5										
023005 Center Street Elementary School												
Students Assessed		60										
Students Reading Below Their Grade Level	41.67	25										
Students Reading On Their Grade Level	50.00	30										
Students Reading Above Their Grade Level	8.33	5										
023006 Coteau Elementary School												
Students Assessed		102										
Students Reading Below Their Grade Level	43.14	44										
Students Reading On Their Grade Level	43.14	44										
Students Reading Above Their Grade Level	13.73	14										
023008 Dodson Street Elementary School												
Students Assessed		49										
Students Reading Below Their Grade Level	28.57	14										
Students Reading On Their Grade Level	69.39	34										
Students Reading Above Their Grade Level	2.04	1										
023010 Hopkins Street Elementary School												
Students Assessed		51										
Students Reading Below Their Grade Level	64.71	33										
Students Reading On Their Grade Level	27.45	14										
Students Reading Above Their Grade Level	7.84	4										
023012 Jeanerette Elementary School												
Students Assessed		64										
Students Reading Below Their Grade Level	64.06	41										
Students Reading On Their Grade Level	34.38	22										
Students Reading Above Their Grade Level	1.56	1										

~ = Unavailable data

Table 7b: Developmental Reading Assessment Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023016 Johnston Street Elementary School												
Students Assessed		31										
Students Reading Below Their Grade Level	64.52	20										
Students Reading On Their Grade Level	29.03	9										
Students Reading Above Their Grade Level	6.45	2										
023017 Lee Street Elementary School												
Students Assessed		62										
Students Reading Below Their Grade Level	41.94	26										
Students Reading On Their Grade Level	43.55	27										
Students Reading Above Their Grade Level	14.52	9										
023019 Loreauville Elementary School												
Students Assessed		69										
Students Reading Below Their Grade Level	36.23	25										
Students Reading On Their Grade Level	28.99	20										
Students Reading Above Their Grade Level	34.78	24										
023025 North Lewis Elementary School												
Students Assessed		92										
Students Reading Below Their Grade Level	11.96	11										
Students Reading On Their Grade Level	43.48	40										
Students Reading Above Their Grade Level	44.57	41										
023026 North Street Elementary												
Students Assessed		51										
Students Reading Below Their Grade Level	37.25	19										
Students Reading On Their Grade Level	35.29	18										
Students Reading Above Their Grade Level	27.45	14										
023027 Park Elementary School												
Students Assessed		26										
Students Reading Below Their Grade Level	80.77	21										
Students Reading On Their Grade Level	15.38	4										
Students Reading Above Their Grade Level	3.85	1										

~ = Unavailable data

Table 7b: Developmental Reading Assessment Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023028 Peebles Elementary School												
Students Assessed		70										
Students Reading Below Their Grade Level	47.14	33										
Students Reading On Their Grade Level	35.71	25										
Students Reading Above Their Grade Level	17.14	12										
023029 Pesson Addition Elementary School												
Students Assessed		90										
Students Reading Below Their Grade Level	30.00	27										
Students Reading On Their Grade Level	41.11	37										
Students Reading Above Their Grade Level	28.89	26										
023030 Delcambre Elementary School												
Students Assessed		79										
Students Reading Below Their Grade Level	40.51	32										
Students Reading On Their Grade Level	48.10	38										
Students Reading Above Their Grade Level	11.39	9										
023033 St. Charles Street Elementary School												
Students Assessed		60										
Students Reading Below Their Grade Level	51.67	31										
Students Reading On Their Grade Level	48.33	29										
Students Reading Above Their Grade Level	0.00	0										
023034 Daspit Road Elementary School												
Students Assessed		76										
Students Reading Below Their Grade Level	10.53	8										
Students Reading On Their Grade Level	84.21	64										
Students Reading Above Their Grade Level	5.26	4										
023035 Sugarland Elementary School												
Students Assessed		71										
Students Reading Below Their Grade Level	54.93	39										
Students Reading On Their Grade Level	35.21	25										
Students Reading Above Their Grade Level	9.86	7										

~ = Unavailable data

Table 7b: Developmental Reading Assessment Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District												
Students Assessed		1,127										
Students Reading Below Their Grade Level	40.55	457										
Students Reading On Their Grade Level	43.57	491										
Students Reading Above Their Grade Level	15.88	179										
State (Public)												
Students Assessed		57,625										
Students Reading Below Their Grade Level	34.48	19,869										
Students Reading On Their Grade Level	45.72	26,348										
Students Reading Above Their Grade Level	19.80	11,418										

~ = Unavailable data

Criterion-referenced Test (CRT) – LEAP 21 Test Results

The ***LEAP for the 21st Century*** *tests* (or **LEAP 21**), the State's new *criterion*-referenced testing (CRT) program, are administered to students in grades 4 and 8, and will be phased in at the high school level. These tests measure how well a student has mastered the State's new content standards. The high school CRT is commonly known as the Graduation Exit Examination (GEE). Not yet administered in its new format, the current GEE will continue to be given until the new format is phased in. The GEE will be further explained in the next section.

All students take the CRT, except for students who have met participation criteria for alternate assessment as indicated on their Individual Education Plan (IEP). Since 1995-96, CRT scores have been reported for both regular and special education students. The new LEAP 21 tests implemented for the first time in the spring of 1999 to the 4th and 8th graders, differ from the previous CRT tests in the areas described below.

- These tests are aligned with the new state content standards, which by law must be as rigorous as the National Assessment of Educational Progress (NAEP) tests.
  - The new English language arts tests have longer reading passages and a greater variety of item types. Some open-ended questions require written responses to what the students read, and students in each grade must write a composition in response to a writing prompt.
  - The new mathematics tests also reflect greater difficulty, with a broader and more challenging range of test items and problem types. For example, there are open-ended problems as well as problems with more than one solution and/or more than one path to a solution.

- Students will no longer receive a simple "pass/fail," but instead will receive one of five achievement ratings:
  - *Advanced*-demonstrates superior performance beyond the proficient level of mastery.
  - *Proficient*-demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
  - *Basic*-demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
  - *Approaching Basic*-partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
  - *Unsatisfactory*-does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

Organization

Tables 8a–8d provide CRT results for grades 4 and 8 for the English language arts and mathematics tests. Table 9 in the next section provides GEE results for first-time GEE test takers.

The tables reflect both the number and percent of students scoring at each proficiency level for each subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving established criteria; LEAP 21 CRT results show the number and percent of Louisiana students in each one of the five proficiency levels described above.

Data Source

The CRT results are based on student-level data tapes provided to the LDE by Data Recognition Corporation (DRC), the test contractor for the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) for grades 4 and 8.

Table 8a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002	**Avery Island Elementary School**												
	Advanced	0.0	0										
	Proficient	9.5	2										
	Basic	33.3	7										
	Approaching Basic	28.6	6										
	Unsatisfactory	28.6	6										
023005	**Center Street Elementary School**												
	Advanced	0.0	0										
	Proficient	4.8	3										
	Basic	32.3	20										
	Approaching Basic	30.6	19										
	Unsatisfactory	32.3	20										
023006	**Coteau Elementary School**												
	Advanced	0.0	0										
	Proficient	8.4	7										
	Basic	53.0	44										
	Approaching Basic	28.9	24										
	Unsatisfactory	9.6	8										
023008	**Dodson Street Elementary School**												
	Advanced	2.1	1										
	Proficient	18.8	9										
	Basic	50.0	24										
	Approaching Basic	12.5	6										
	Unsatisfactory	16.7	8										
023010	**Hopkins Street Elementary School**												
	Advanced	0.0	0										
	Proficient	1.9	1										
	Basic	32.7	17										
	Approaching Basic	23.1	12										
	Unsatisfactory	42.3	22										
023012	**Jeanerette Elementary School**												
	Advanced	0.0	0										
	Proficient	3.3	2										
	Basic	27.9	17										
	Approaching Basic	26.2	16										
	Unsatisfactory	42.6	26										

~ = Unavailable Data

Table 8a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023016	**Johnston Street Elementary School**												
	Advanced	0.0	0										
	Proficient	5.4	2										
	Basic	18.9	7										
	Approaching Basic	40.5	15										
	Unsatisfactory	35.1	13										
023017	**Lee Street Elementary School**												
	Advanced	5.6	3										
	Proficient	20.4	11										
	Basic	33.3	18										
	Approaching Basic	29.6	16										
	Unsatisfactory	11.1	6										
023019	**Loreauville Elementary School**												
	Advanced	0.0	0										
	Proficient	4.2	3										
	Basic	41.7	30										
	Approaching Basic	30.6	22										
	Unsatisfactory	23.6	17										
023025	**North Lewis Elementary School**												
	Advanced	6.6	5										
	Proficient	25.0	19										
	Basic	40.8	31										
	Approaching Basic	19.7	15										
	Unsatisfactory	7.9	6										
023026	**North Street Elementary**												
	Advanced	4.2	2										
	Proficient	22.9	11										
	Basic	33.3	16										
	Approaching Basic	35.4	17										
	Unsatisfactory	4.2	2										
023027	**Park Elementary School**												
	Advanced	0.0	0										
	Proficient	6.5	2										
	Basic	19.4	6										
	Approaching Basic	38.7	12										
	Unsatisfactory	35.5	11										

~ = Unavailable Data

Table 8a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023028	**Peebles Elementary School**												
	Advanced	0.0	0										
	Proficient	5.5	5										
	Basic	49.5	45										
	Approaching Basic	24.2	22										
	Unsatisfactory	20.9	19										
023029	**Pesson Addition Elementary School**												
	Advanced	2.2	2										
	Proficient	13.3	12										
	Basic	44.4	40										
	Approaching Basic	24.4	22										
	Unsatisfactory	15.6	14										
023030	**Delcambre Elementary School**												
	Advanced	1.2	1										
	Proficient	8.4	7										
	Basic	30.1	25										
	Approaching Basic	34.9	29										
	Unsatisfactory	25.3	21										
023033	**St. Charles Street Elementary School**												
	Advanced	0.0	0										
	Proficient	2.6	2										
	Basic	44.9	35										
	Approaching Basic	32.1	25										
	Unsatisfactory	20.5	16										
023034	**Daspit Road Elementary School**												
	Advanced	1.4	1										
	Proficient	18.3	13										
	Basic	47.9	34										
	Approaching Basic	25.4	18										
	Unsatisfactory	7.0	5										
023035	**Sugarland Elementary School**												
	Advanced	0.0	0										
	Proficient	5.4	3										
	Basic	39.3	22										
	Approaching Basic	32.1	18										
	Unsatisfactory	23.2	13										

~ = Unavailable Data

Table 8a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	1.3	15										
	Proficient	10.2	114										
	Basic	39.2	438										
	Approaching Basic	28.2	315										
	Unsatisfactory	21.0	234										
State													
	Advanced	1.4	797										
	Proficient	14.7	8,451										
	Basic	39.0	22,376										
	Approaching Basic	24.1	13,845										
	Unsatisfactory	20.7	11,872										

~ = Unavailable Data

Table 8b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023002	**Avery Island Elementary School**												
	Advanced	0.0	0										
	Proficient	0.0	0										
	Basic	23.8	5										
	Approaching Basic	28.6	6										
	Unsatisfactory	47.6	10										
023005	**Center Street Elementary School**												
	Advanced	0.0	0										
	Proficient	8.1	5										
	Basic	14.5	9										
	Approaching Basic	37.1	23										
	Unsatisfactory	40.3	25										
023006	**Coteau Elementary School**												
	Advanced	0.0	0										
	Proficient	7.2	6										
	Basic	39.8	33										
	Approaching Basic	32.5	27										
	Unsatisfactory	20.5	17										
023008	**Dodson Street Elementary School**												
	Advanced	0.0	0										
	Proficient	10.4	5										
	Basic	50.0	24										
	Approaching Basic	20.8	10										
	Unsatisfactory	18.8	9										
023010	**Hopkins Street Elementary School**												
	Advanced	0.0	0										
	Proficient	1.9	1										
	Basic	15.4	8										
	Approaching Basic	15.4	8										
	Unsatisfactory	67.3	35										
023012	**Jeanerette Elementary School**												
	Advanced	0.0	0										
	Proficient	0.0	0										
	Basic	16.4	10										
	Approaching Basic	19.7	12										
	Unsatisfactory	63.9	39										

~ = Unavailable Data

Table 8b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023016	**Johnston Street Elementary School**												
	Advanced	0.0	0										
	Proficient	2.7	1										
	Basic	21.6	8										
	Approaching Basic	16.2	6										
	Unsatisfactory	59.5	22										
023017	**Lee Street Elementary School**												
	Advanced	5.6	3										
	Proficient	16.7	9										
	Basic	29.6	16										
	Approaching Basic	18.5	10										
	Unsatisfactory	29.6	16										
023019	**Loreauville Elementary School**												
	Advanced	0.0	0										
	Proficient	0.0	0										
	Basic	20.8	15										
	Approaching Basic	38.9	28										
	Unsatisfactory	40.3	29										
023025	**North Lewis Elementary School**												
	Advanced	6.6	5										
	Proficient	19.7	15										
	Basic	39.5	30										
	Approaching Basic	22.4	17										
	Unsatisfactory	11.8	9										
023026	**North Street Elementary**												
	Advanced	6.3	3										
	Proficient	2.1	1										
	Basic	41.7	20										
	Approaching Basic	25.0	12										
	Unsatisfactory	25.0	12										
023027	**Park Elementary School**												
	Advanced	0.0	0										
	Proficient	3.2	1										
	Basic	16.1	5										
	Approaching Basic	29.0	9										
	Unsatisfactory	51.6	16										

~ = Unavailable Data

Table 8b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023028	**Peebles Elementary School**												
	Advanced	0.0	0										
	Proficient	4.3	4										
	Basic	29.3	27										
	Approaching Basic	26.1	24										
	Unsatisfactory	40.2	37										
023029	**Pesson Addition Elementary School**												
	Advanced	1.1	1										
	Proficient	2.2	2										
	Basic	26.7	24										
	Approaching Basic	38.9	35										
	Unsatisfactory	31.1	28										
023030	**Delcambre Elementary School**												
	Advanced	0.0	0										
	Proficient	3.6	3										
	Basic	27.7	23										
	Approaching Basic	33.7	28										
	Unsatisfactory	34.9	29										
023033	**St. Charles Street Elementary School**												
	Advanced	0.0	0										
	Proficient	0.0	0										
	Basic	30.8	24										
	Approaching Basic	37.2	29										
	Unsatisfactory	32.1	25										
023034	**Daspit Road Elementary School**												
	Advanced	0.0	0										
	Proficient	11.3	8										
	Basic	40.8	29										
	Approaching Basic	29.6	21										
	Unsatisfactory	18.3	13										
023035	**Sugarland Elementary School**												
	Advanced	0.0	0										
	Proficient	3.6	2										
	Basic	53.6	30										
	Approaching Basic	16.1	9										
	Unsatisfactory	26.8	15										

~ = Unavailable Data

Table 8b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	1.1	12										
	Proficient	5.6	63										
	Basic	30.4	340										
	Approaching Basic	28.1	314										
	Unsatisfactory	34.7	388										
State													
	Advanced	1.7	1,003										
	Proficient	7.8	4,473										
	Basic	31.7	18,157										
	Approaching Basic	24.0	13,755										
	Unsatisfactory	34.8	19,931										

~ = Unavailable Data

Table 8c: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023001	**Anderson Middle School**												
	Advanced	0.0	0										
	Proficient	2.9	7										
	Basic	22.2	53										
	Approaching Basic	42.3	101										
	Unsatisfactory	32.6	78										
023007	**Delcambre High School**												
	Advanced	0.0	0										
	Proficient	6.3	5										
	Basic	48.1	38										
	Approaching Basic	43.0	34										
	Unsatisfactory	2.5	2										
023013	**Jeanerette Middle School**												
	Advanced	0.0	0										
	Proficient	2.9	4										
	Basic	15.4	21										
	Approaching Basic	50.0	68										
	Unsatisfactory	31.6	43										
023020	**Loreauville High School**												
	Advanced	0.0	0										
	Proficient	1.5	1										
	Basic	43.9	29										
	Approaching Basic	45.5	30										
	Unsatisfactory	9.1	6										
023036	**Belle Place Middle School**												
	Advanced	1.6	4										
	Proficient	14.4	37										
	Basic	42.4	109										
	Approaching Basic	33.5	86										
	Unsatisfactory	8.2	21										
023038	**Iberia Middle School**												
	Advanced	0.9	3										
	Proficient	9.9	34										
	Basic	33.3	114										
	Approaching Basic	41.8	143										
	Unsatisfactory	14.0	48										

~ = Unavailable Data

Table 8c: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	0.6	7										
	Proficient	7.9	88										
	Basic	32.6	364										
	Approaching Basic	41.3	461										
	Unsatisfactory	17.5	195										
State													
	Advanced	1.1	577										
	Proficient	11.2	6,035										
	Basic	31.5	17,005										
	Approaching Basic	35.9	19,358										
	Unsatisfactory	20.3	10,928										

~ = Unavailable Data

Table 8d: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023001	**Anderson Middle School**												
	Advanced	0.4	1										
	Proficient	0.4	1										
	Basic	24.9	59										
	Approaching Basic	21.5	51										
	Unsatisfactory	52.7	125										
023007	**Delcambre High School**												
	Advanced	2.6	2										
	Proficient	5.1	4										
	Basic	43.6	34										
	Approaching Basic	32.1	25										
	Unsatisfactory	16.7	13										
023013	**Jeanerette Middle School**												
	Advanced	0.7	1										
	Proficient	0.0	0										
	Basic	13.3	18										
	Approaching Basic	17.0	23										
	Unsatisfactory	68.9	93										
023020	**Loreauville High School**												
	Advanced	0.0	0										
	Proficient	0.0	0										
	Basic	40.0	26										
	Approaching Basic	35.4	23										
	Unsatisfactory	24.6	16										
023036	**Belle Place Middle School**												
	Advanced	1.9	5										
	Proficient	5.4	14										
	Basic	36.2	93										
	Approaching Basic	24.5	63										
	Unsatisfactory	31.9	82										
023038	**Iberia Middle School**												
	Advanced	1.2	4										
	Proficient	5.3	18										
	Basic	33.6	115										
	Approaching Basic	21.9	75										
	Unsatisfactory	38.0	130										

~ = Unavailable Data

Table 8d: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Proficiency Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	1.2	13										
	Proficient	3.3	37										
	Basic	31.1	345										
	Approaching Basic	23.4	260										
	Unsatisfactory	41.0	455										
State													
	Advanced	1.3	713										
	Proficient	4.4	2,359										
	Basic	33.3	17,927										
	Approaching Basic	21.3	11,498										
	Unsatisfactory	39.7	21,360										

~ = Unavailable Data

The Criterion-referenced Tests in this state are part of the Louisiana Educational Assessment Program (LEAP); they 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).

To graduate from public high school, Louisiana students must accumulate 23 Carnegie units of academic credit and pass all five components of the GEE. Students who do not achieve the performance standards for any of the test components have at least two opportunities per year to retake those portions; in addition, they are offered remedial instruction prior to retaking test sections. GEE results reported in this publication are for first-time test takers.

The Written Composition, English Language Arts, and Mathematics components of the GEE are initially administered to students at the 10th grade level. The first opportunity for students to take the Science and Social Studies components of the GEE is at the 11th grade level.

These tests are administered to all students with the exception of special education students who have met the participation criteria for Alternate Assessment. The Progress Profiles Program reports scores for all students taking the tests. This format reflects the same reporting format used by the LEAP.

In Louisiana, the GEE provides a measure of the extent to which students meet State-established, grade-level skill requirements in English language arts, mathematics, written composition, science, and social studies.

Organization

Table 9 provides the GEE results for first-time GEE test takers. The table presents the GEE results for each high school in the district in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the 1998-99 number and percent of students who met or exceeded standards for the respective grade levels.

Definition

GEE results show the number and percent of Louisiana students who met or exceeded state curriculum content standards. 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 Source

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

Table 9: Graduation Exit Examination (GEE) Results

Percent and Number of Students Passing

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023007	**Delcambre High School**												
	English Language Arts	93	50										
	Mathematics	83	45										
	Written Composition	100	51										
	Science	95	63										
	Social Studies	95	63										
023015	**Jeanerette Senior High School**												
	English Language Arts	83	79										
	Mathematics	70	66										
	Written Composition	93	87										
	Science	70	66										
	Social Studies	84	78										
023020	**Loreauville High School**												
	English Language Arts	92	69										
	Mathematics	76	57										
	Written Composition	96	68										
	Science	82	45										
	Social Studies	96	53										
023024	**New Iberia Senior High School**												
	English Language Arts	90	561										
	Mathematics	80	492										
	Written Composition	95	588										
	Science	81	438										
	Social Studies	89	486										

~ = Unavailable Data

Table 9: Graduation Exit Examination (GEE) Results

Percent and Number of Students Passing

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	English Language Arts	90	759										
	Mathematics	79	660										
	Written Composition	95	794										
	Science	81	612										
	Social Studies	89	680										
State													
	English Language Arts	85	39,311										
	Mathematics	74	33,871										
	Written Composition	93	41,421										
	Science	80	33,056										
	Social Studies	88	36,496										

~ = 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, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1998, the test administered to Louisiana students changed from the *California Achievement Test* to the *Iowa Tests of Basic Skills* (ITBS) and the *Iowa Tests of Educational Development* (ITED).

In 1999, the complete batteries of the *ITBS*, Form M, were administered to approximately 235,000 Louisiana public school students in grades 3, 5, 6, and 7. Approximately 60,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M. With items in a traditional multiple choice format, *The Iowa Tests* assessed student performance in reading, language, mathematics, spelling, study skills, science, and social studies.

At grades 3, 5, 6, and 7, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grade 9 the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 3; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literary Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests.

These tests are administered to all students with the exception of special education students who have met the participation criteria for Alternate Assessment. Scores are reported for all students not requiring accommodations to the standardized administration procedures.

Organization

Tables 10a to 10e present 1998-99 NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are presented for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 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, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Norm-referenced Test (NRT) – Iowa Tests Results

Definition

Norm-referenced tests (NRT). These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, the test contractor for The Iowa Tests.

Table 10a: Norm-referenced Test (NRT) Results - Grade 3

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023002	**Avery Island Elementary School**						
	Fourth Quartile	25.0					
	Third Quartile	20.0					
	Second Quartile	20.0					
	First Quartile	35.0					
	Percentile Rank	51.0					
023005	**Center Street Elementary School**						
	Fourth Quartile	8.5					
	Third Quartile	17.0					
	Second Quartile	23.4					
	First Quartile	51.1					
	Percentile Rank	33.0					
023006	**Coteau Elementary School**						
	Fourth Quartile	11.1					
	Third Quartile	26.7					
	Second Quartile	42.2					
	First Quartile	20.0					
	Percentile Rank	45.0					
023008	**Dodson Street Elementary School**						
	Fourth Quartile	32.6					
	Third Quartile	37.0					
	Second Quartile	17.4					
	First Quartile	13.0					
	Percentile Rank	62.0					
023010	**Hopkins Street Elementary School**						
	Fourth Quartile	0.0					
	Third Quartile	15.8					
	Second Quartile	34.2					
	First Quartile	50.0					
	Percentile Rank	23.0					

~ = Unavailable Data

Table 10a: Norm-referenced Test (NRT) Results - Grade 3

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023012	**Jeanerette Elementary School**						
	Fourth Quartile	3.4					
	Third Quartile	11.9					
	Second Quartile	28.8					
	First Quartile	55.9					
	Percentile Rank	25.0					
023016	**Johnston Street Elementary School**						
	Fourth Quartile	5.0					
	Third Quartile	0.0					
	Second Quartile	20.0					
	First Quartile	75.0					
	Percentile Rank	18.0					
023017	**Lee Street Elementary School**						
	Fourth Quartile	15.3					
	Third Quartile	27.1					
	Second Quartile	30.5					
	First Quartile	27.1					
	Percentile Rank	43.0					
023019	**Loreauville Elementary School**						
	Fourth Quartile	11.9					
	Third Quartile	16.9					
	Second Quartile	45.8					
	First Quartile	25.4					
	Percentile Rank	39.0					
023025	**North Lewis Elementary School**						
	Fourth Quartile	26.7					
	Third Quartile	37.2					
	Second Quartile	19.8					
	First Quartile	16.3					
	Percentile Rank	59.0					

~ = Unavailable Data

Table 10a: Norm-referenced Test (NRT) Results - Grade 3

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023026	**North Street Elementary**						
	Fourth Quartile	4.9					
	Third Quartile	4.9					
	Second Quartile	51.2					
	First Quartile	39.0					
	Percentile Rank	33.0					
023027	**Park Elementary School**						
	Fourth Quartile	4.0					
	Third Quartile	12.0					
	Second Quartile	48.0					
	First Quartile	36.0					
	Percentile Rank	31.0					
023028	**Peebles Elementary School**						
	Fourth Quartile	33.3					
	Third Quartile	35.3					
	Second Quartile	17.6					
	First Quartile	13.7					
	Percentile Rank	63.0					
023029	**Pesson Addition Elementary School**						
	Fourth Quartile	6.9					
	Third Quartile	40.3					
	Second Quartile	31.9					
	First Quartile	20.8					
	Percentile Rank	44.0					
023030	**Delcambre Elementary School**						
	Fourth Quartile	4.9					
	Third Quartile	23.0					
	Second Quartile	21.3					
	First Quartile	50.8					
	Percentile Rank	32.0					

~ = Unavailable Data

Table 10a: Norm-referenced Test (NRT) Results - Grade 3

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023033	**St. Charles Street Elementary School**						
	Fourth Quartile	2.0					
	Third Quartile	16.0					
	Second Quartile	24.0					
	First Quartile	58.0					
	Percentile Rank	26.0					
023034	**Daspit Road Elementary School**						
	Fourth Quartile	27.6					
	Third Quartile	34.2					
	Second Quartile	25.0					
	First Quartile	13.2					
	Percentile Rank	59.0					
023035	**Sugarland Elementary School**						
	Fourth Quartile	7.0					
	Third Quartile	15.5					
	Second Quartile	32.4					
	First Quartile	45.1					
	Percentile Rank	34.0					

~ = Unavailable Data

Table 10a: Norm-referenced Test (NRT) Results - Grade 3

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	13.5					
	Third Quartile	24.2					
	Second Quartile	29.8					
	First Quartile	32.5					
	Percentile Rank	42.0					
State							
	Fourth Quartile	16.5					
	Third Quartile	25.8					
	Second Quartile	29.1					
	First Quartile	28.6					
	Percentile Rank	45.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Table 10b: Norm-referenced Test (NRT) Results - Grade 5

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023002	**Avery Island Elementary School**						
	Fourth Quartile	5.9					
	Third Quartile	29.4					
	Second Quartile	52.9					
	First Quartile	11.8					
	Percentile Rank	49.0					
023003	**Bank Avenue Elementary School**						
	Fourth Quartile	9.1					
	Third Quartile	18.2					
	Second Quartile	31.8					
	First Quartile	40.9					
	Percentile Rank	37.0					
023005	**Center Street Elementary School**						
	Fourth Quartile	11.1					
	Third Quartile	18.5					
	Second Quartile	33.3					
	First Quartile	37.0					
	Percentile Rank	36.0					
023006	**Coteau Elementary School**						
	Fourth Quartile	25.5					
	Third Quartile	30.9					
	Second Quartile	38.2					
	First Quartile	5.5					
	Percentile Rank	59.0					
023008	**Dodson Street Elementary School**						
	Fourth Quartile	25.0					
	Third Quartile	27.5					
	Second Quartile	35.0					
	First Quartile	12.5					
	Percentile Rank	57.0					

~ = Unavailable Data

Table 10b: Norm-referenced Test (NRT) Results - Grade 5

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023010	**Hopkins Street Elementary School**						
	Fourth Quartile	2.3					
	Third Quartile	7.0					
	Second Quartile	30.2					
	First Quartile	60.5					
	Percentile Rank	23.0					
023012	**Jeanerette Elementary School**						
	Fourth Quartile	3.7					
	Third Quartile	11.1					
	Second Quartile	37.0					
	First Quartile	48.1					
	Percentile Rank	27.0					
023016	**Johnston Street Elementary School**						
	Fourth Quartile	10.3					
	Third Quartile	13.8					
	Second Quartile	41.4					
	First Quartile	34.5					
	Percentile Rank	34.0					
023019	**Loreauville Elementary School**						
	Fourth Quartile	14.5					
	Third Quartile	33.3					
	Second Quartile	29.0					
	First Quartile	23.2					
	Percentile Rank	47.0					
023025	**North Lewis Elementary School**						
	Fourth Quartile	31.6					
	Third Quartile	36.8					
	Second Quartile	29.8					
	First Quartile	1.8					
	Percentile Rank	65.0					

~ = Unavailable Data

Table 10b: Norm-referenced Test (NRT) Results - Grade 5

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023026	**North Street Elementary**						
	Fourth Quartile	13.0					
	Third Quartile	20.4					
	Second Quartile	37.0					
	First Quartile	29.6					
	Percentile Rank	41.0					
023027	**Park Elementary School**						
	Fourth Quartile	0.0					
	Third Quartile	7.1					
	Second Quartile	46.4					
	First Quartile	46.4					
	Percentile Rank	26.0					
023028	**Peebles Elementary School**						
	Fourth Quartile	8.6					
	Third Quartile	22.4					
	Second Quartile	34.5					
	First Quartile	34.5					
	Percentile Rank	39.0					
023030	**Delcambre Elementary School**						
	Fourth Quartile	17.8					
	Third Quartile	16.4					
	Second Quartile	37.0					
	First Quartile	28.8					
	Percentile Rank	43.0					
023033	**St. Charles Street Elementary School**						
	Fourth Quartile	4.3					
	Third Quartile	13.0					
	Second Quartile	23.9					
	First Quartile	58.7					
	Percentile Rank	27.0					

~ = Unavailable Data

Table 10b: Norm-referenced Test (NRT) Results - Grade 5

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023034	**Daspit Road Elementary School**						
	Fourth Quartile	29.7					
	Third Quartile	39.1					
	Second Quartile	29.7					
	First Quartile	1.6					
	Percentile Rank	64.0					
023035	**Sugarland Elementary School**						
	Fourth Quartile	7.7					
	Third Quartile	15.4					
	Second Quartile	41.5					
	First Quartile	35.4					
	Percentile Rank	36.0					
District							
	Fourth Quartile	13.6					
	Third Quartile	21.6					
	Second Quartile	34.4					
	First Quartile	30.3					
	Percentile Rank	42.0					
State							
	Fourth Quartile	16.2					
	Third Quartile	23.4					
	Second Quartile	30.8					
	First Quartile	29.6					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Table 10c: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023002	**Avery Island Elementary School**						
	Fourth Quartile	23.5					
	Third Quartile	23.5					
	Second Quartile	41.2					
	First Quartile	11.8					
	Percentile Rank	49.0					
023003	**Bank Avenue Elementary School**						
	Fourth Quartile	8.3					
	Third Quartile	22.6					
	Second Quartile	42.1					
	First Quartile	27.1					
	Percentile Rank	39.0					
023005	**Center Street Elementary School**						
	Fourth Quartile	5.9					
	Third Quartile	19.6					
	Second Quartile	45.1					
	First Quartile	29.4					
	Percentile Rank	37.0					
023006	**Coteau Elementary School**						
	Fourth Quartile	18.8					
	Third Quartile	31.3					
	Second Quartile	33.3					
	First Quartile	16.7					
	Percentile Rank	50.0					
023007	**Delcambre High School**						
	Fourth Quartile	17.8					
	Third Quartile	21.9					
	Second Quartile	39.7					
	First Quartile	20.5					
	Percentile Rank	47.0					

~ = Unavailable Data

Table 10c: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023008	**Dodson Street Elementary School**						
	Fourth Quartile	27.7					
	Third Quartile	34.0					
	Second Quartile	34.0					
	First Quartile	4.3					
	Percentile Rank	60.0					
023010	**Hopkins Street Elementary School**						
	Fourth Quartile	5.1					
	Third Quartile	10.3					
	Second Quartile	38.5					
	First Quartile	46.2					
	Percentile Rank	27.0					
023012	**Jeanerette Elementary School**						
	Fourth Quartile	9.1					
	Third Quartile	29.1					
	Second Quartile	38.2					
	First Quartile	23.6					
	Percentile Rank	42.0					
023016	**Johnston Street Elementary School**						
	Fourth Quartile	3.1					
	Third Quartile	6.3					
	Second Quartile	31.3					
	First Quartile	59.4					
	Percentile Rank	27.0					
023019	**Loreauville Elementary School**						
	Fourth Quartile	14.9					
	Third Quartile	29.8					
	Second Quartile	34.0					
	First Quartile	21.3					
	Percentile Rank	49.0					

~ = Unavailable Data

Table 10c: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023025	**North Lewis Elementary School**						
	Fourth Quartile	53.1					
	Third Quartile	32.8					
	Second Quartile	9.4					
	First Quartile	4.7					
	Percentile Rank	74.0					
023026	**North Street Elementary**						
	Fourth Quartile	10.9					
	Third Quartile	26.1					
	Second Quartile	45.7					
	First Quartile	17.4					
	Percentile Rank	46.0					
023027	**Park Elementary School**						
	Fourth Quartile	0.0					
	Third Quartile	18.5					
	Second Quartile	29.6					
	First Quartile	51.9					
	Percentile Rank	30.0					
023028	**Peebles Elementary School**						
	Fourth Quartile	20.0					
	Third Quartile	27.7					
	Second Quartile	38.5					
	First Quartile	13.8					
	Percentile Rank	53.0					
023033	**St. Charles Street Elementary School**						
	Fourth Quartile	15.9					
	Third Quartile	26.1					
	Second Quartile	33.3					
	First Quartile	24.6					
	Percentile Rank	45.0					

~ = Unavailable Data

Table 10c: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023034	**Daspit Road Elementary School**						
	Fourth Quartile	20.6					
	Third Quartile	39.7					
	Second Quartile	34.9					
	First Quartile	4.8					
	Percentile Rank	59.0					
023035	**Sugarland Elementary School**						
	Fourth Quartile	1.6					
	Third Quartile	20.6					
	Second Quartile	27.0					
	First Quartile	50.8					
	Percentile Rank	30.0					
District							
	Fourth Quartile	15.4					
	Third Quartile	25.4					
	Second Quartile	35.2					
	First Quartile	23.9					
	Percentile Rank	46.0					
State							
	Fourth Quartile	15.9					
	Third Quartile	24.6					
	Second Quartile	31.4					
	First Quartile	28.1					
	Percentile Rank	45.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Table 10d: Norm-referenced Test (NRT) Results - Grade 7

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023001	**Anderson Middle School**						
	Fourth Quartile	6.2					
	Third Quartile	16.1					
	Second Quartile	38.4					
	First Quartile	39.3					
	Percentile Rank	34.0					
023007	**Delcambre High School**						
	Fourth Quartile	18.3					
	Third Quartile	25.6					
	Second Quartile	40.2					
	First Quartile	15.9					
	Percentile Rank	49.0					
023013	**Jeanerette Middle School**						
	Fourth Quartile	5.3					
	Third Quartile	8.8					
	Second Quartile	30.7					
	First Quartile	55.3					
	Percentile Rank	28.0					
023020	**Loreauville High School**						
	Fourth Quartile	6.5					
	Third Quartile	23.4					
	Second Quartile	40.3					
	First Quartile	29.9					
	Percentile Rank	39.0					
023036	**Belle Place Middle School**						
	Fourth Quartile	19.5					
	Third Quartile	24.2					
	Second Quartile	38.3					
	First Quartile	18.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Table 10d: Norm-referenced Test (NRT) Results - Grade 7

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023037	**Iberia Parish Career Center**						
	Fourth Quartile	0.0					
	Third Quartile	0.0					
	Second Quartile	20.0					
	First Quartile	80.0					
	Percentile Rank	16.0					
023038	**Iberia Middle School**						
	Fourth Quartile	11.7					
	Third Quartile	21.3					
	Second Quartile	39.0					
	First Quartile	28.0					
	Percentile Rank	42.0					
District							
	Fourth Quartile	11.7					
	Third Quartile	19.9					
	Second Quartile	37.9					
	First Quartile	30.5					
	Percentile Rank	41.0					
State							
	Fourth Quartile	15.2					
	Third Quartile	24.1					
	Second Quartile	31.4					
	First Quartile	29.4					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Table 10e: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023007	**Delcambre High School**						
	Fourth Quartile	16.9					
	Third Quartile	33.9					
	Second Quartile	25.4					
	First Quartile	23.7					
	Percentile Rank	47.0					
023015	**Jeanerette Senior High School**						
	Fourth Quartile	2.4					
	Third Quartile	13.5					
	Second Quartile	31.0					
	First Quartile	53.2					
	Percentile Rank	25.0					
023020	**Loreauville High School**						
	Fourth Quartile	8.5					
	Third Quartile	22.0					
	Second Quartile	49.2					
	First Quartile	20.3					
	Percentile Rank	41.0					
023022	**Westgate High High School**						
	Fourth Quartile	10.7					
	Third Quartile	20.8					
	Second Quartile	35.6					
	First Quartile	32.9					
	Percentile Rank	38.0					
023037	**Iberia Parish Career Center**						
	Fourth Quartile	0.0					
	Third Quartile	0.0					
	Second Quartile	50.0					
	First Quartile	50.0					
	Percentile Rank	29.0					

~ = Unavailable Data

Table 10e: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	9.7					
	Third Quartile	20.5					
	Second Quartile	35.3					
	First Quartile	34.4					
	Percentile Rank	37.0					
State							
	Fourth Quartile	16.5					
	Third Quartile	24.8					
	Second Quartile	29.5					
	First Quartile	29.2					
	Percentile Rank	44.0					
Nation							
	Fourth Quartile	25.0					
	Third Quartile	25.0					
	Second Quartile	25.0					
	First Quartile	25.0					
	Percentile Rank	50.0					

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results..... 5-1
First-Time Freshmen 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 11, 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

A college readiness indicator that includes ACT information is presented on all public schools that have a twelfth grade. The *District Composite Report* presents the 1998-99 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 11: American College Test (ACT) Results

Average Composite Scores

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
023007 Delcambre High School	19.9					
023015 Jeanerette Senior High School	17.4					
023020 Loreauville High School	18.9					
023024 New Iberia Senior High School	19.2					
District (Public)	19.0					
State (Public and Nonpublic)	19.6					
Nation (Public and Nonpublic)	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 12, 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

The college readiness indicator that includes first-time college freshmen information is presented on all public schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1998-99 school year represent information on 1997-98 high school graduates. Further, the district results may reflect data from additional schools, which were open during the 1997-98 school year. Finally, the State results are based on public schools that had diploma graduates in 1997-98.

Definitions

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

Formula Used to Calculate First-time College Freshmen Percentages

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

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

and correspondence study) to be considered a first-time freshman.

- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
- *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 12

First-time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
023007 Delcambre High School												
Number of High School Graduates[1]		46										
HS Graduates Who Were First-time College Freshmen	47.83	22										
First-time Freshmen Enrolled in College Remedial Course	31.82	7										
023015 Jeanerette Senior High School												
Number of High School Graduates[1]		84										
HS Graduates Who Were First-time College Freshmen	30.95	26										
First-time Freshmen Enrolled in College Remedial Course	34.62	9										
023020 Loreauville High School												
Number of High School Graduates[1]		52										
HS Graduates Who Were First-time College Freshmen	28.85	15										
First-time Freshmen Enrolled in College Remedial Course	53.33	8										
023024 New Iberia Senior High School												
Number of High School Graduates[1]		493										
HS Graduates Who Were First-time College Freshmen	43.00	212										
First-time Freshmen Enrolled in College Remedial Course	44.81	95										
District (Public)												
Number of High School Graduates[1]		675										
HS Graduates Who Were First-time College Freshmen	40.74	275										
First-time Freshmen Enrolled in College Remedial Course	43.27	119										
State (Public)												
Number of High School Graduates[1]		38,360										
HS Graduates Who Were First-time College Freshmen	42.71	16,382										
First-time Freshmen Enrolled in College Remedial Course	45.61	7,472										

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

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.

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

combination school category—any school whose grade structure falls within the K-12 range and which is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12; K-3, combined with 9-12; and 4-6, combined with 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 met or exceeded 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—when a student "(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips." (Bulletin 741)

"Students who meet the above criteria and are present at the school site for 26-50% of the student's instructional day shall be credited with a half day's attendance. Those who meet the above criteria and are present for 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—"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." (NCES, 1993)

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

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program 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 K-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional 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 who 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 SBESE-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 6-12 range and which includes grades in the 10-12 range, or any school that contains only grade 9.

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

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

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

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/ schools; 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 the 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—a student temporarily prohibited from participation in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

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

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

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.