1999-2000 District Composite Report

Livingston 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. The School Accountability System, replacing the old *Progress Profiles* program, is one that is dually focused by featuring assessment of school performance and emphasizing school improvement. The Accountability system in its second year of operation has been successful in prompting focus on accountability and school improvement efforts, thereby fostering an increased awareness of the importance of these efforts to our state. The resulting accountability reports have become an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana.

The development and production of the accountability reports are overseen by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources. The accountability reports were 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 accountability reports 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.

Accountability Reports

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

1. *School Report Cards* are tailored to the needs of parents and the general public, as well as school administrators and other key personnel. Given the differences in perspective audiences as well as the differences in the intended use of this information, two School Report Cards are developed and disseminated on an annual basis. The School Report Card for Parents is written with the average parent and others of the general public in mind. The School Report Card for Principals, written to convey school level information to school administrators, is somewhat more technical in content. Both School Report Cards provide an excellent overview of the school's performance and progress toward achieving the State's established ten- and twenty-year goals. Copies of the report cards are delivered to the principals for distribution to all parents.

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

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

To understand the content of the *District Composite Report*, a thorough introduction of the school accountability system and its implementation is necessary.

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). Schools containing grades 9-12, or what is better known as the high school grades, will be captured by the new high school accountability model, which is expected to be implemented in the fall of 2001. Under the accountability system, each school's effectiveness and progress are measured based on results from statewide testing programs (LEAP 21 and The Iowa Tests), school attendance, and the dropout data. The accountability system is based on a two-year accountability cycle; this year's data reflect an interim year.

The School Performance Scores (SPS) released in the fall of 2000 were calculated for 1,173 schools using the 1999-2000 test data with the 1998-1999 attendance and dropout data. The 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. A school must have both types of test data (at least one grade of LEAP 21 and one grade of The Iowa Tests) to receive an SPS.

A school that does not meet this requirement must be either "paired" or "shared" with another school in the district. Once the identification of the "pairing or sharing" arrangements has been made, this decision is binding for 10 years. If a school is lacking grade level test results from either the criterion-referenced test (CRT) or norm-referenced test (NRT), but not both, it must "share" with another school that has at least one grade level of that particular test. In this case, the shared test results (one grade only) from the second school will be used in formulating the SPS for the first school. Each school will have a unique and separate SPS. When a school has no test data at all or has an insufficient number of students taking the tests, it will then be "paired" with another school. *Pairing* will mean that in formulating the SPS, all test results, attendance, and dropouts of the paired schools are combined together. The schools will essentially receive the same SPS.

The annually-calculated SPS is a strong indicator of school performance. The maximum upper range for the SPS is between 236.4 and 266.7, depending on each school's grade levels that take The Iowa Tests. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the State's 20-year goal. Once the SPS for each accountability school 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 in the 2008-2009 school year. There are five accountability cycles between now and the year 2009. We are currently in accountability cycle one with the schools expected to meet their first two-year growth target in 2001.

Based on the 1998-1999 SPS, each school was assigned a performance category. Since this year (1999-2000) represents an interim year for accountability cycle one, new school performance categories will not be assigned until next year. Therefore, the 1998-1999 baseline performance categories and SPS ranges presented below are still valid.

1998-1999 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 the State Average	69.4 – 99.9
Academically Below the State Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

Longitudinal Analysis: Tracking School Progress Over Time

Up to six years of data (the current year and the five previous years) are presented in the *District Composite Report*. Each year, this report is updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and the *Louisiana State Education Progress Report*, on the other hand, present only the most current year of data, giving parents and policymakers a very concise and current snapshot of education performance.

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

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

To facilitate longitudinal and cross-sectional tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not be available for a school, the tilde symbol (~) will be displayed. There are also some tables for which the presence of data is "not applicable" because of the design requirements of the accountability model and the phasing in of the new criterion-referenced tests. In these cases, the notation "N/A" will be displayed.

1998-99 As Baseline Year

The 1998-1999 school year has become a new baseline year for this report for several reasons. First, it was the year when the first phase of the statewide school accountability system went into effect and when each public school with a grade in the K-8 range received a School Performance Score and a School Performance Category. Secondly, the newly designed criterion-referenced testing program (LEAP 21) went into effect for students in grades 4 and 8. In addition, the type of tests given at the elementary and middle school grades also changed. In previous years students in grades 3, 5, and 7 took the old CRT while students in grades 4, 6, and 8 took The Iowa Tests. In 1998-99, students in grades 4 and 8 began taking the new CRT while students in grades 3, 5, 6, 7, and 9 took The Iowa Tests. And finally, the *Developmental Reading Assessment* (*DRA*) was given for the first time statewide. This testing schedule allowed educators across the state to measure students' reading abilities uniformly. For these reasons, this report starts with the 1998-99 school year as its first year and the 1999-2000 school year as its second year. Longitudinal data for the prior years are still accessible through the 1997-1998 *District Composite Reports* available on the LDE web site (www.louisianaschools.net).

School Categorization

School category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level. The indicators with category averages include class size, attendance, suspension and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons. The 1,173 Louisiana public schools have been placed into one of the four categories of *Elementary, Middle/Junior High, High,* and *Combination.* The specific definition for each school category is provided in Part 2 of this report.

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 in the accountability reports. Prior to release and publication, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The accountability program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

Organization of this Report

As mentioned earlier, this report is intended to be used as a diagnostic and analysis tool. To facilitate analysis of the information contained, this report has been organized into five sections, each encompassing a series of related educational indicators.

- *Section 1. District Summary.* The summary tables in this section offer district-level information for all indicators including the school accountability results. In addition to quick-reference tables on various indicators, district socioeconomic, demographic, and financial data are also included to give a more complete picture of Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Section 1, therefore, presents socioeconomic and financial indicators ranging from parish per capita income and unemployment rates to district revenue, expenditures, and average teacher salaries.

- *Section 2. School Characteristics and Accountability Information.* The context within which students are educated and the level of educational resources available to them impact learning and performance results. Section 2 provides a quick summary of each school's accountability results (i.e., school performance score, school performance 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.

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

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

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

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

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

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

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Section 1. District Summary

District Summary Overview 1-1
District Indicator Summary Results 1-2
Parish Socioeconomic And Demographic Profile 1-12
District Financial Profile 1-14

District Summary Overview

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

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

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

District Indicator Summary Results

This section presents the district-level results for the four groups of education indicators. The overall objective of this section is to provide the readers with a brief summary of the district's performance in the four areas as described below.

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

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

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

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

District Indicator Summary Results

School Characteristics and Accountability Information

Table 1a: Schools in Livingston Parish	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Total Number of Schools	36	36				
October 1 Membership	19,184	19,412				
Number of Faculty	1,260	1,301				

Table 1b: Schools by Performance Category	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
School of Academic Excellence	0.0	0	N/A	N/A								
School of Academic Distinction	0.0	0	N/A	N/A								
School of Academic Achievement	24.1	7	N/A	N/A								
Academically Above the State Average	75.9	22	N/A	N/A								
Academically Below the State Average	0.0	0	N/A	N/A								
Academically Unacceptable School	0.0	0	N/A	N/A								
Number of Schools*	100.0	29	N/A	N/A								

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

Table 1c: Faculty Degree Data	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	34.1	430	34.4	447								

~ = Unavailable Data

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

District Indicator Summary Results

School Characteristics and Accountability Information

Table 1d: 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*
Elementary Schools												
Class Size Range 1 - 20	48.9	423	52.8	465								
Class Size Range 21 - 26	44.3	383	36.1	318								
Class Size Range 27 or more	6.8	59	11.0	97								
Middle/Jr. High Schools												
Class Size Range 1 - 20	14.0	109	20.5	184								
Class Size Range 21 - 26	36.3	283	43.1	387								
Class Size Range 27 or more	49.7	387	36.3	326								
High Schools												
Class Size Range 1 - 20	29.9	368	36.9	438								
Class Size Range 21 - 26	44.7	551	43.9	521								
Class Size Range 27 or more	25.5	314	19.3	229								
Combination Schools												
Class Size Range 1 - 20	65.2	148	63.6	154								
Class Size Range 21 - 26	27.8	63	30.6	74								
Class Size Range 27 or more	7.1	16	5.8	14								
All Schools												
Class Size Range 1 - 20	33.8	1,048	38.7	1,241								
Class Size Range 21 - 26	41.2	1,280	40.5	1,300								
Class Size Range 27 or more	25.0	776	20.8	666								

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Table 2a: Student Attendance	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	Percent	*Percent*	*Percent*	*Percent*	*Percent*	*Percent*
Elementary Schools	94.7	95.3				
Middle/Jr. High Schools	93.1	94.0				
High Schools	91.4	92.6				
Combination Schools	93.5	94.9				
All Schools	93.4	94.3				

Table 2b: Student Dropouts	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 7	0.5	8	~	~								
Grade 8	0.5	8	~	~								
Grade 9	3.1	59	~	~								
Grade 10	3.3	51	~	~								
Grade 11	3.4	43	~	~								
Grade 12	1.2	13	~	~								
Grades 9 - 12	2.9	166	~	~								

~ = Unavailable Data

District Indicator Summary Results

Student Participation

	Table 2c: Students Suspended and Expelled											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Elementary Schools												
Suspended (In School)	0.1	7	0.0	2								
Suspended (Out of School)	3.1	298	3.8	370								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.1	6	0.2	15								
Middle/Jr. High Schools												
Suspended (In School)	0.0	0	0.0	0								
Suspended (Out of School)	15.1	669	16.0	689								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.7	30	0.7	31								
High Schools												
Suspended (In School)	0.0	0	0.0	1								
Suspended (Out of School)	16.1	913	14.3	815								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	1.3	74	1.1	63								
Combination Schools												
Suspended (In School)	0.0	0	0.0	0								
Suspended (Out of School)	8.3	107	10.4	129								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.5	6	0.3	4								
All Schools												
Suspended (In School)	0.0	7	0.0	3								
Suspended (Out of School)	9.6	1,981	9.5	1,987								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.6	116	0.5	113								

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Table 3a: Developmental Reading Assessment Spring Results											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 02												
Students Assessed		1,413		1,455								
Students Reading Below Their Grade Level	17.2	243	15.2	221								
Students Reading On Their Grade Level	42.5	601	33.6	489								
Students Reading Above Their Grade Level	40.3	569	51.2	745								
Grade 03												
Students Assessed		1,333		1,427								
Students Reading Below Their Grade Level	22.7	303	18.9	269								
Students Reading On Their Grade Level	34.7	462	34.1	486								
Students Reading Above Their Grade Level	42.6	568	47.1	672								

	Table 3b: LEAP 21 Test Results											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 4 English Language Arts												
Advanced	1.9	28	1.6	24								
Proficient	20.7	306	20.9	309								
Basic	50.5	748	49.6	734								
Approaching Basic	18.0	266	19.7	292								
Unsatisfactory	9.0	133	8.1	120								
Grade 4 Mathematics												
Advanced	2.0	29	1.8	27								
Proficient	14.3	212	14.9	220								
Basic	48.4	716	50.3	745								
Approaching Basic	21.8	323	20.5	304								
Unsatisfactory	13.5	200	12.4	184								

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Table 3b: LEAP 21 Test Results											
	1998-99		**1999-00**		**2000-01**		**2001-02**		**2002-03**		**2003-04**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Grade 4 Science												
Advanced	N/A	N/A	2.2	32								
Proficient	N/A	N/A	18.9	280								
Basic	N/A	N/A	56.5	835								
Approaching Basic	N/A	N/A	18.7	277								
Unsatisfactory	N/A	N/A	3.7	54								
Grade 4 Social Studies												
Advanced	N/A	N/A	0.9	14								
Proficient	N/A	N/A	15.4	228								
Basic	N/A	N/A	58.6	866								
Approaching Basic	N/A	N/A	17.2	254								
Unsatisfactory	N/A	N/A	7.8	116								
Grade 8 English Language Arts												
Advanced	1.1	16	1.3	20								
Proficient	16.8	246	20.6	312								
Basic	42.1	614	48.9	742								
Approaching Basic	31.2	456	25.6	388								
Unsatisfactory	8.8	128	3.6	54								
Grade 8 Mathematics												
Advanced	1.8	26	4.2	64								
Proficient	7.1	103	7.8	119								
Basic	51.8	755	53.6	812								
Approaching Basic	21.7	316	19.8	300								
Unsatisfactory	17.6	257	14.6	221								
Grade 8 Science												
Advanced	N/A	N/A	1.1	17								
Proficient	N/A	N/A	26.5	401								
Basic	N/A	N/A	41.9	635								
Approaching Basic	N/A	N/A	22.0	334								
Unsatisfactory	N/A	N/A	8.5	129								

~ = Unavailable Data

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

District Indicator Summary Results

Student Achievement

Table 3b: LEAP 21 Test Results

Grade 8 Social Studies	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Advanced	N/A	N/A	0.5	8								
Proficient	N/A	N/A	18.2	276								
Basic	N/A	N/A	54.9	832								
Approaching Basic	N/A	N/A	16.9	256								
Unsatisfactory	N/A	N/A	9.5	144								

Table 3c: Graduation Exit Examination (GEE) Results
Percent of Students Passing 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*
English Language Arts	94	1,120	89	1,275								
Mathematics	81	967	83	1,273								
Written Composition	97	1,129	96	1,229								
Science	90	920	87	1,078								
Social Studies	94	960	91	1,077								

~ = Unavailable Data

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

District Indicator Summary Results

Student Achievement

Table 3d: The Iowa Test Results
Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03							
	Fourth Quartile	25.9	30.5				
	Third Quartile	36.3	34.2				
	Second Quartile	26.6	27.1				
	First Quartile	11.2	8.3				
	Percentile Rank	59	62				
Grade 05							
	Fourth Quartile	27.3	27.5				
	Third Quartile	32.8	39.7				
	Second Quartile	30.4	27.1				
	First Quartile	9.5	5.8				
	Percentile Rank	60	61				
Grade 06							
	Fourth Quartile	25.1	29.3				
	Third Quartile	36.2	33.5				
	Second Quartile	28.4	29.6				
	First Quartile	10.3	7.6				
	Percentile Rank	58	61				
Grade 07							
	Fourth Quartile	27.6	29.5				
	Third Quartile	35.7	35.9				
	Second Quartile	28.8	27.7				
	First Quartile	7.9	6.8				
	Percentile Rank	60	61				
Grade 09							
	Fourth Quartile	21.5	26.9				
	Third Quartile	30.6	38.0				
	Second Quartile	31.1	25.8				
	First Quartile	16.8	9.4				
	Percentile Rank	52	59				

~ = Unavailable Data

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

District Indicator Summary Results

College Readiness

	Table 4a: American College Test (ACT) Results					
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
ACT Average Composite Score	20.2	19.8				

	Table 4b: 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]		941		925								
HS Graduates Who Were First-Time College Freshmen	41.5	391	44.4	411								
First-Time Freshmen Enrolled in College Developmental Courses	34.3	134	27.3	112								

[1] Represents graduates from the previous school year

~ = Unavailable Data

Parish Socioeconomic And Demographic Profile

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

Definitions

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

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

- *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). These data are supplied by the Northeast Louisiana University, Center for Business and Economic Research.

- *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."

- *Teen Pregnancy Rate* is the total number of teenage girls under the age of 19 divided by the total number of pregnant women. These data are supplied by the Louisiana Department of Health and Hospitals.

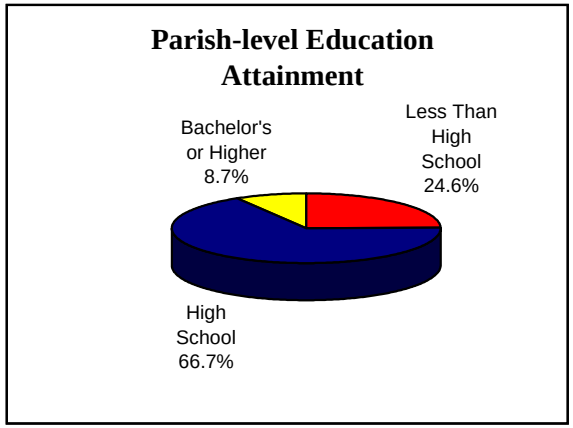
- *Single Parent Household Rate* is the number of single parent households divided by the total number of households. These data are supplied by the 1990 Bureau of the Census.

- *Unemployment rate* is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This information is considered the official unemployment rate and is typically cited in comparisons. These data are supplied by the Department of Labor.

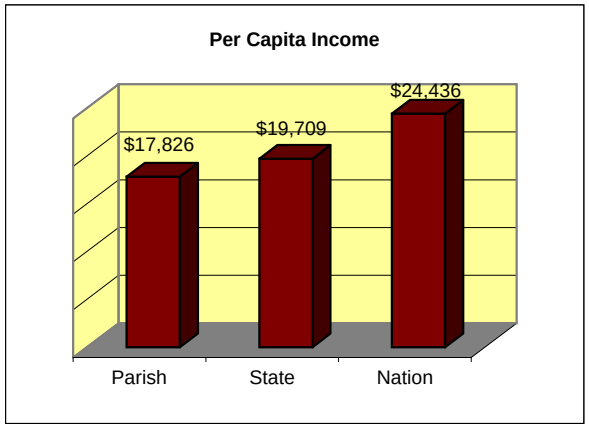
- *Poverty Threshold* is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was $12,674.

Livingston Parish Socioeconomic and Demographic Overview

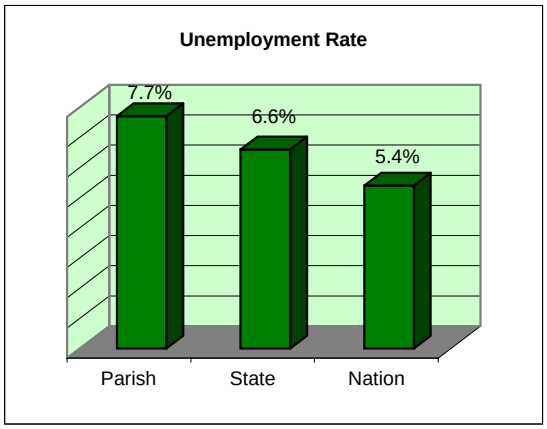
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator 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.



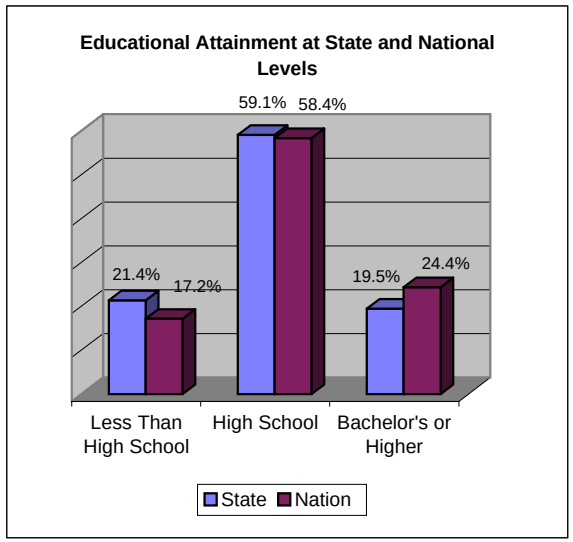
Source: US Bureau of Census, 1990.



Sources: University of Louisiana at Monroe, Center for Business and Economic Research, 1996.



Sources: Bureau of Labor and Statistics, U.S. Dept of Labor, 1996.



Source: US Census Current Population Report, March 1998.

Population by Race

	White	Black	Other
Parish	94.0%	5.6%	0.5%
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Source: US Bureau of Census, 1990.

Teen Pregnancy

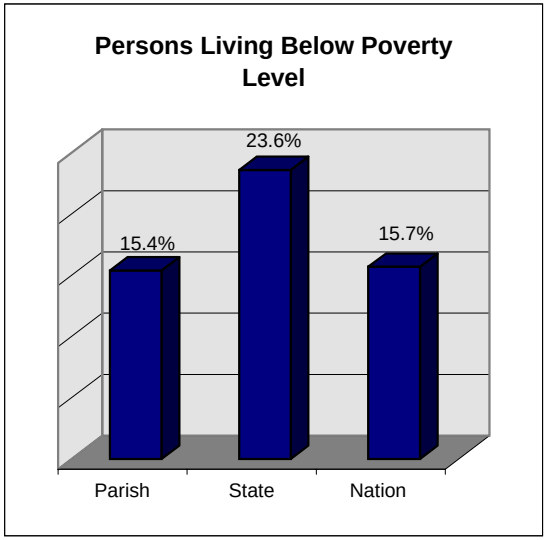
	Parish	State	Nation
Teen Pregnancy Rate	16.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

Single Parenthood

	Parish	State	Nation
Single Parent Households	13.1%	19.1%	14.8%

Source: US Bureau of Census, 1990.



Source: University of Louisiana at Monroe, Center for Business and Economic Research, 1993.

District Financial Profile

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

Definitions

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

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

Note: Some districts' financial data may be adjusted after the publication of this report because of audits. The financial information in this section is based on the December 1, 1999, figures provided by the Office of Management and Finance, LDE.

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

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

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

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

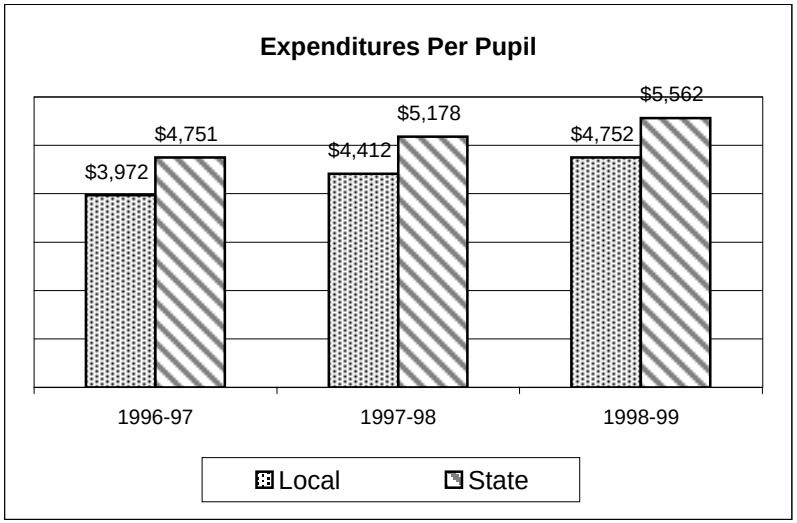
Livingston Parish Financial Profile

District Revenue by Source									
	1996-97			1997-98			1998-99		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$24,057,732	27.8%	37.4%	$24,262,087	25.4%	37.6%	$25,634,438	25.1%	37.4%
State	$55,546,444	64.2%	50.8%	$63,542,808	66.6%	51.0%	$69,167,102	67.7%	50.9%
Federal	$6,852,794	7.9%	11.8%	$7,608,299	8.0%	11.4%	$7,304,747	7.2%	11.6%
Total	**$86,456,970**	**100.0%**	**100.0%**	**$95,413,194**	**100.0%**	**100.0%**	**$102,106,287**	**100.0%**	**100.0%**

Adjusted October 1 Student Membership		
1996-97	1997-98	1998-99
18,444	18,754	19,185

Revenues Per Pupil			
	1996-97	1997-98	1998-99
Local Average	$4,688	$5,088	$5,322
State Average	$5,296	$5,818	$6,171

Teacher Salaries		
Year	Local Average Salary	State Average Salary
1996-97	$28,208	$29,025
1997-98	$31,137	$31,131
1998-99	$32,513	$32,384



Notes:

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

Section 2. School Characteristics And Accountability Information

School Characteristics and Accountability Information Overview 2-1
School Characteristics and Accountability Information 2-2
Faculty with a Master's Degree or Higher 2-18
Class Size Characteristics 2-21

School Characteristics and Accountability Information Overview

This section focuses on school accountability results as well as on key educational "input" indicators and resources available at the school level. The first part of this section presents specific accountability information such as the school performance score for each year, the school performance category for the current accountability cycle, the two-year growth target, and the pairing and sharing status of the school. Additional information identifying the school type, school grade structure, membership figures, and the number of faculty are also included.

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

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

To help the reader comprehend the accountability results more effectively, a thorough discussion of Louisiana's accountability model is presented within the "School Characteristics and Accountability Information" section of this report.

References

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

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

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

School Characteristics and Accountability Information

School Definition

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

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

School Categorization

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

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

The number of schools included in the State's and districts' averages has increased this year beyond what is typically due to the opening of new schools and restructuring of others. This increase is part of an ongoing effort by the LDE to include all eligible schools in the accountability model. Specifically, the number of schools at the district and state levels has increased as several alternative schools have been added to the school selection process. Several university laboratory and charter schools have also been added to the state calculations.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 for 1998-99, its longitudinal data for 1998-99 would appear in the high school category. But if Central High School underwent a change in grade structure and had grades K-12 for 1999-00, its longitudinal data for 1999-00 would appear in the combination school category. The high school section would refer to the combination school section for data from 1999-00, and the combination school section would refer to the high school section for data from 1998-99.

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). Schools containing grades 9-12, or what is better known as the high school grades, will be captured by the new high school accountability model, which is expected to be implemented in the fall of 2001. Under the accountability system, each school's effectiveness and progress are measured based on results from statewide testing programs (LEAP 21 and The Iowa Tests), school attendance, and the dropout data. The accountability system is based on a two-year accountability cycle; this year's data reflect an interim year.

School Performance Scores (SPS) were calculated for 1,173 schools using the 1999-2000 test data with the 1998-1999 attendance and dropout data. The 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. A school must have both types of test data (at least one grade of LEAP 21 and one grade of The Iowa Tests) to receive an SPS.

A school that does not meet this requirement must be either "paired" or "shared" with another school in the district. Once the identification of the "pairing or sharing" arrangements has been made, this decision is binding for 10 years. If a school lacks grade level test results from either the CRT or NRT test, but not both, it must "share" with another school that has at least one grade level of that particular test. In this case, the shared test results (one grade only) from the second school will be used in formulating the SPS for the first school. Each school will have a unique and separate SPS. When a school has no test data at all or has an insufficient number of students taking the tests, it will then be "paired" with another school. *Pairing* will mean that in formulating the SPS, all test results, attendance, and dropouts of the paired schools are combined together. The schools will essentially receive the same SPS.

The SPS is calculated yearly. The maximum upper range for the SPS is between 236.4 and 266.7, depending on each school's grade levels that take The Iowa Tests. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the State's 20-year goal. Once the SPS for each accountability school 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 in 2008-2009 school year. There are five accountability cycles between now and the year 2009. We are currently in Accountability Cycle One with the schools expected to meet their first two-year growth target in 2001.

Based on the 1998-1999 SPS, each school was assigned a performance category. Since 1999-00 represents an interim year for accountability cycle one, new school performance categories will not be assigned until next year. Therefore, the 1998-1999 baseline performance categories and SPS ranges presented below are still valid.

1998-1999 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 the State Average	69.4 – 99.9
Academically Below the State Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

Definitions

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

- *Grade structure* refers to the various educational grade levels that a school contains and for which instruction is provided (i.e. K-8, or Kindergarten grade through Grade 8).
- *October 1 Membership* is the total number of students enrolled in a school on October 1 of the current school year.
- *Number of Faculty* is the total number of school-based instructional personnel employed at a school.
- *School Type* is the classification of schools into one of the following four categories of schools. The categories are elementary, middle/junior high, high, or combination schools.
- *School Performance Score (SPS)* is the primary measure of a school's overall performance. (See the introduction section for more detail.)

- *School Performance Category* is the category that describes a school's level of performance based on its SPS. (See the introduction section for more detail.)
- *Two-year SPS Goal* is the school performance score a school must make every two years to reach the State's 10 year and 20 year goals.
- *Baseline* is the level of school performance against which progress is measured; the baseline determines the school's growth target.

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032001	**Albany Lower Elementary School**						
	Grade Structure	PK,K-2	PK,K-2				
	October 1 Membership	450	445				
	Number of Faculty	32	35				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	95.2	92.3				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	100.2	N/A				
	Paired and/or Shared Status	Yes	Yes				
032002	**Albany High School**						
	Grade Structure	9-12	9-12				
	October 1 Membership	468	450				
	Number of Faculty	30	30				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
032004	**Denham Springs Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	381	363				
	Number of Faculty	27	27				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	85.9	98				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	90.9	N/A				
	Paired and/or Shared Status	No	No				

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

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032005	**Denham Springs High School**						
	Grade Structure	10-12	10-12				
	October 1 Membership	1,258	1,344				
	Number of Faculty	78	80				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
032006	**Denham Springs Junior High School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	826	840				
	Number of Faculty	44	49				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	85.9	96.2				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	90.9	N/A				
	Paired and/or Shared Status	No	No				
032007	**Doyle Elementary School**						
	Grade Structure	K-6	K-6				
	October 1 Membership	482	499				
	Number of Faculty	31	33				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	92.7	101.4				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	97.7	N/A				
	Paired and/or Shared Status	No	No				

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

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032008	**Doyle High School**						
	Grade Structure	7-12	7-12				
	October 1 Membership	408	417				
	Number of Faculty	31	30				
	School Type	High	High				
	School Performance Score (SPS)	75.5	95.3				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	80.5	N/A				
	Paired and/or Shared Status	No	No				
032009	**French Settlement High School**						
	Grade Structure	7-12	7-12				
	October 1 Membership	402	386				
	Number of Faculty	28	29				
	School Type	High	High				
	School Performance Score (SPS)	101.0	103.5				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	106.0	N/A				
	Paired and/or Shared Status	No	No				
032010	**Freshwater Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	451	474				
	Number of Faculty	32	32				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	100.8	96.7				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	105.8	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032011	**Frost School**						
	Grade Structure	K-8	K-8				
	October 1 Membership	324	339				
	Number of Faculty	23	23				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	82.3	90.5				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	87.3	N/A				
	Paired and/or Shared Status	No	No				
032012	**Holden High School**						
	Grade Structure	K-12	K-12				
	October 1 Membership	648	658				
	Number of Faculty	47	47				
	School Type	Combination	Combination				
	School Performance Score (SPS)	92.9	107.7				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	97.9	N/A				
	Paired and/or Shared Status	No	No				
032013	**Live Oak Lower Elementary School**						
	Grade Structure	K-2	K-2				
	October 1 Membership	648	667				
	Number of Faculty	42	42				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	107.2	106.9				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	112.2	N/A				
	Paired and/or Shared Status	Yes	Yes				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032014	**Live Oak High School**						
	Grade Structure	9-12	9-12				
	October 1 Membership	752	745				
	Number of Faculty	46	51				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
032015	**Live Oak Middle School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	678	642				
	Number of Faculty	38	40				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	102.0	105.4				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	107.0	N/A				
	Paired and/or Shared Status	No	No				
032016	**Pine Ridge School**						
	Grade Structure	K-12	K-12				
	October 1 Membership	105	88				
	Number of Faculty	20	20				
	School Type	Combination	Combination				
	School Performance Score (SPS)	~	39.3				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032017	**Maurepas School**						
	Grade Structure	K-12	K-12				
	October 1 Membership	378	345				
	Number of Faculty	26	27				
	School Type	Combination	Combination				
	School Performance Score (SPS)	79.4	83.9				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	84.4	N/A				
	Paired and/or Shared Status	No	No				
032018	**Northside Elementary School**						
	Grade Structure	K-5	PK,K-5				
	October 1 Membership	499	495				
	Number of Faculty	32	33				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	92.4	93.6				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	97.4	N/A				
	Paired and/or Shared Status	No	No				
032019	**Seventh Ward Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	394	377				
	Number of Faculty	25	27				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	87.9	94.6				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	92.9	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032020	**Southside Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	420	445				
	Number of Faculty	32	33				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	102.3	107.6				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	107.3	N/A				
	Paired and/or Shared Status	No	No				
032021	**Southside Junior High School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	861	804				
	Number of Faculty	49	49				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	93.6	104				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	98.6	N/A				
	Paired and/or Shared Status	No	No				
032022	**Springfield Elementary School**						
	Grade Structure	K-4	K-4				
	October 1 Membership	492	487				
	Number of Faculty	37	39				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	79.1	79.8				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	84.1	N/A				
	Paired and/or Shared Status	No	No				

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032023	**Springfield High School**						
	Grade Structure	9-12	9-12				
	October 1 Membership	309	313				
	Number of Faculty	25	25				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
032024	**Walker High School**						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,028	1,080				
	Number of Faculty	61	63				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
032025	**Walker Junior High School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	397	403				
	Number of Faculty	25	27				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	83.5	90.4				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	88.5	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032026	**Walker Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	610	647				
	Number of Faculty	42	45				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	79.3	76.6				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	84.3	N/A				
	Paired and/or Shared Status	No	No				
032027	**Westside Junior High School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	557	588				
	Number of Faculty	31	32				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	86.9	92.2				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	91.9	N/A				
	Paired and/or Shared Status	No	No				
032028	**French Settlement Elementary School**						
	Grade Structure	K-6	K-6				
	October 1 Membership	401	416				
	Number of Faculty	27	26				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	86.8	82.6				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	91.8	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032031	**Levi Milton Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	633	679				
	Number of Faculty	39	41				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	86.7	94.6				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	91.7	N/A				
	Paired and/or Shared Status	No	No				
032032	**Albany Middle School**						
	Grade Structure	6-8	6-8				
	October 1 Membership	386	373				
	Number of Faculty	24	26				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	85.0	101.8				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	90.0	N/A				
	Paired and/or Shared Status	No	No				
032033	**Lewis Vincent Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	467	490				
	Number of Faculty	32	35				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	105.8	101.4				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	110.8	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032037	**Live Oak Upper Elementary School**						
	Grade Structure	3-5	3-5				
	October 1 Membership	569	587				
	Number of Faculty	34	36				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	107.2	106.9				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	112.2	N/A				
	Paired and/or Shared Status	Yes	Yes				
032038	**Springfield Middle School**						
	Grade Structure	5-8	5-8				
	October 1 Membership	357	354				
	Number of Faculty	26	25				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	82.9	94.8				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	87.9	N/A				
	Paired and/or Shared Status	No	No				
032039	**Albany Upper Elementary School**						
	Grade Structure	3-5	3-5				
	October 1 Membership	373	421				
	Number of Faculty	25	23				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	95.2	92.3				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	100.2	N/A				
	Paired and/or Shared Status	Yes	Yes				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032040	**South Walker Elementary School**						
	Grade Structure	K-5	K-5				
	October 1 Membership	659	680				
	Number of Faculty	43	46				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	92.7	95.9				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	97.7	N/A				
	Paired and/or Shared Status	No	No				
032041	**Eastside Elementary**						
	Grade Structure	K-5	K-5				
	October 1 Membership	522	519				
	Number of Faculty	38	39				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	99.8	103.8				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	104.8	N/A				
	Paired and/or Shared Status	No	No				
032042	**Denham Springs Freshman High School**						
	Grade Structure	9	9				
	October 1 Membership	591	552				
	Number of Faculty	38	36				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

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

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

Table 5

School Characteristics and Accountability Information of Livingston Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District												
Total Number of Schools		36		36								
October 1 Membership		19,184		19,412								
Number of Faculty		1,260		1,301								
Schools by Performance Category	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
School of Academic Excellence	0.0	0	N/A	N/A								
School of Academic Distinction	0.0	0	N/A	N/A								
School of Academic Achievement	24.1	7	N/A	N/A								
Academically Above the State Average	75.9	22	N/A	N/A								
Academically Below the State Average	0.0	0	N/A	N/A								
Academically Unacceptable School	0.0	0	N/A	N/A								
Number of Schools†	100.0	29	N/A	N/A								
State												
Total Number of Schools		1,507		1,533								
October 1 Membership		766,274		755,207								
Number of Faculty		53,933		55,432								
Schools by Performance Category	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
School of Academic Excellence	0.1	1	N/A	N/A								
School of Academic Distinction	1.3	15	N/A	N/A								
School of Academic Achievement	7.9	94	N/A	N/A								
Academically Above the State Average	44.0	524	N/A	N/A								
Academically Below the State Average	42.0	500	N/A	N/A								
Academically Unacceptable School	4.8	57	N/A	N/A								
Number of Schools†	100.0	1,191	N/A	N/A								

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

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

Faculty with a Master's Degree or Higher

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

Data Presentation

Table 6, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Definition

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

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

Data Sources

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

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

Method of Calculation

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 6

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*
032001	Albany Lower Elementary School	46.9	15	48.6	17								
032002	Albany High School	50.0	15	50.0	15								
032004	Denham Springs Elementary School	33.3	9	37.0	10								
032005	Denham Springs High School	48.7	38	50.0	40								
032006	Denham Springs Junior High School	38.6	17	40.8	20								
032007	Doyle Elementary School	25.8	8	30.3	10								
032008	Doyle High School	22.6	7	23.3	7								
032009	French Settlement High School	32.1	9	34.5	10								
032010	Freshwater Elementary School	53.1	17	50.0	16								
032011	Frost School	34.8	8	26.1	6								
032012	Holden High School	55.3	26	53.2	25								
032013	Live Oak Lower Elementary School	28.6	12	33.3	14								
032014	Live Oak High School	30.4	14	27.5	14								
032015	Live Oak Middle School	15.8	6	15.0	6								
032016	Pine Ridge School	35.0	7	30.0	6								
032017	Maurepas School	46.2	12	40.7	11								
032018	Northside Elementary School	18.8	6	18.2	6								
032019	Seventh Ward Elementary School	40.0	10	48.1	13								
032020	Southside Elementary School	34.4	11	36.4	12								
032021	Southside Junior High School	22.4	11	18.4	9								
032022	Springfield Elementary School	29.7	11	33.3	13								
032023	Springfield High School	40.0	10	48.0	12								
032024	Walker High School	27.9	17	27.0	17								
032025	Walker Junior High School	32.0	8	25.9	7								
032026	Walker Elementary School	31.0	13	28.9	13								
032027	Westside Junior High School	25.8	8	34.4	11								
032028	French Settlement Elementary School	29.6	8	26.9	7								
032031	Levi Milton Elementary School	25.6	10	34.1	14								
032032	Albany Middle School	45.8	11	42.3	11								
032033	Lewis Vincent Elementary School	46.9	15	34.3	12								
032037	Live Oak Upper Elementary School	20.6	7	25.0	9								
032038	Springfield Middle School	30.8	8	28.0	7								
032039	Albany Upper Elementary School	44.0	11	43.5	10								
032040	South Walker Elementary School	23.3	10	26.1	12								
032041	Eastside Elementary	28.9	11	25.6	10								
032042	Denham Springs Freshman High School	36.8	14	41.7	15								

~ = Unavailable Data

Table 6

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*
District	34.1	430	34.4	447								
State	39.1	21,090	38.0	21,056								

~ = Unavailable Data

Class Size Characteristics

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

Data Presentation

Tables 7a, 7b, 7c, and 7d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. This report provides the class size information for grades K-12, non-graded by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Definition

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

Method of Calculation

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

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

Data Source

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

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

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

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

Table 7a: 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*
032001	**Albany Lower Elementary School**												
	Class Size Range 1 - 20	100.0	21	100.0	22								
032004	**Denham Springs Elementary School**												
	Class Size Range 1 - 20	35.6	21	38.7	24								
	Class Size Range 21 - 26	61.0	36	56.5	35								
	Class Size Range 27 or more	3.4	2	4.8	3								
032007	**Doyle Elementary School**												
	Class Size Range 1 - 20	49.0	25	54.8	17								
	Class Size Range 21 - 26	51.0	26	35.5	11								
	Class Size Range 27 or more	~	~	9.7	3								
032010	**Freshwater Elementary School**												
	Class Size Range 1 - 20	50.0	20	26.9	14								
	Class Size Range 21 - 26	25.0	10	32.7	17								
	Class Size Range 27 or more	25.0	10	40.4	21								
032011	**Frost School**												
	Class Size Range 1 - 20	48.3	14	84.1	37								
	Class Size Range 21 - 26	13.8	4	15.9	7								
	Class Size Range 27 or more	37.9	11	~	~								
032013	**Live Oak Lower Elementary School**												
	Class Size Range 1 - 20	88.6	31	80.6	29								
	Class Size Range 21 - 26	11.4	4	19.4	7								
032018	**Northside Elementary School**												
	Class Size Range 1 - 20	56.7	34	36.5	23								
	Class Size Range 21 - 26	43.3	26	28.6	18								
	Class Size Range 27 or more	~	~	34.9	22								
032019	**Seventh Ward Elementary School**												
	Class Size Range 1 - 20	84.2	32	72.2	70								
	Class Size Range 21 - 26	15.8	6	27.8	27								
032020	**Southside Elementary School**												
	Class Size Range 1 - 20	35.7	10	51.8	14								
	Class Size Range 21 - 26	60.7	17	48.2	13								
	Class Size Range 27 or more	3.6	1	~	~								
032022	**Springfield Elementary School**												
	Class Size Range 1 - 20	55.6	15	74.1	20								
	Class Size Range 21 - 26	40.7	11	25.9	7								
	Class Size Range 27 or more	3.7	1	~	~								

~ = Unavailable Data

Table 7a: 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*
032026	**Walker Elementary School**												
	Class Size Range 1 - 20	35.8	24	71.4	15								
	Class Size Range 21 - 26	64.2	43	28.6	6								
032028	**French Settlement Elementary School**												
	Class Size Range 1 - 20	64.5	49	25.6	10								
	Class Size Range 21 - 26	29.0	22	38.5	15								
	Class Size Range 27 or more	6.6	5	35.9	14								
032031	**Levi Milton Elementary School**												
	Class Size Range 1 - 20	41.4	12	24.3	9								
	Class Size Range 21 - 26	58.6	17	67.6	25								
	Class Size Range 27 or more	~	~	8.1	3								
032033	**Lewis Vincent Elementary School**												
	Class Size Range 1 - 20	31.5	17	32.1	18								
	Class Size Range 21 - 26	61.1	33	33.9	19								
	Class Size Range 27 or more	7.4	4	33.9	19								
032037	**Live Oak Upper Elementary School**												
	Class Size Range 1 - 20	43.0	43	54.4	62								
	Class Size Range 21 - 26	39.0	39	35.1	40								
	Class Size Range 27 or more	18.0	18	10.5	12								
032039	**Albany Upper Elementary School**												
	Class Size Range 1 - 20	8.3	2	5.6	1								
	Class Size Range 21 - 26	91.7	22	94.4	17								
032040	**South Walker Elementary School**												
	Class Size Range 1 - 20	17.9	10	43.8	28								
	Class Size Range 21 - 26	69.6	39	56.3	36								
	Class Size Range 27 or more	12.5	7	~	~								
032041	**Eastside Elementary**												
	Class Size Range 1 - 20	60.6	43	74.3	52								
	Class Size Range 21 - 26	39.4	28	25.7	18								

~ = Unavailable Data

Table 7a: Class Size Characteristics

Elementary Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Elementary Schools)												
Class Size Range 1 - 20	48.9	423	52.8	465								
Class Size Range 21 - 26	44.3	383	36.1	318								
Class Size Range 27 or more	6.8	59	11.0	97								
District (All Schools)												
Class Size Range 1 - 20	33.8	1,048	38.7	1,241								
Class Size Range 21 - 26	41.2	1,280	40.5	1,300								
Class Size Range 27 or more	25.0	776	20.8	666								
State (Elementary Schools)												
Class Size Range 1 - 20	36.5	11,901	44.1	15,027								
Class Size Range 21 - 26	50.4	16,434	43.1	14,713								
Class Size Range 27 or more	13.1	4,285	12.8	4,368								
State (All Schools)												
Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7b: 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*
032006	**Denham Springs Junior High School**												
	Class Size Range 1 - 20	8.1	12	6.5	11								
	Class Size Range 21 - 26	15.4	23	25.4	43								
	Class Size Range 27 or more	76.5	114	68.1	115								
032015	**Live Oak Middle School**												
	Class Size Range 1 - 20	15.9	20	33.5	53								
	Class Size Range 21 - 26	34.1	43	38.0	60								
	Class Size Range 27 or more	50.0	63	28.5	45								
032021	**Southside Junior High School**												
	Class Size Range 1 - 20	3.8	6	12.4	24								
	Class Size Range 21 - 26	44.7	71	62.7	121								
	Class Size Range 27 or more	51.6	82	24.9	48								
032025	**Walker Junior High School**												
	Class Size Range 1 - 20	26.3	25	22.0	22								
	Class Size Range 21 - 26	51.6	49	52.0	52								
	Class Size Range 27 or more	22.1	21	26.0	26								
032027	**Westside Junior High School**												
	Class Size Range 1 - 20	~	~	10.6	11								
	Class Size Range 21 - 26	32.6	30	30.8	32								
	Class Size Range 27 or more	67.4	62	58.7	61								
032032	**Albany Middle School**												
	Class Size Range 1 - 20	28.4	27	36.1	30								
	Class Size Range 21 - 26	48.4	46	37.3	31								
	Class Size Range 27 or more	23.2	22	26.5	22								
032038	**Springfield Middle School**												
	Class Size Range 1 - 20	30.2	19	36.7	33								
	Class Size Range 21 - 26	33.3	21	53.3	48								
	Class Size Range 27 or more	36.5	23	10.0	9								

~ = Unavailable Data

Table 7b: 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*
District (Middle/Jr. High Schools)												
Class Size Range 1 - 20	14.0	109	20.5	184								
Class Size Range 21 - 26	36.3	283	43.1	387								
Class Size Range 27 or more	49.7	387	36.3	326								
District (All Schools)												
Class Size Range 1 - 20	33.8	1,048	38.7	1,241								
Class Size Range 21 - 26	41.2	1,280	40.5	1,300								
Class Size Range 27 or more	25.0	776	20.8	666								
State (Middle/Jr. High Schools)												
Class Size Range 1 - 20	29.8	9,029	32.1	9,961								
Class Size Range 21 - 26	39.6	11,994	39.3	12,189								
Class Size Range 27 or more	30.7	9,294	28.6	8,849								
State (All Schools)												
Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7c: 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*
032002	**Albany High School**												
	Class Size Range 1 - 20	29.4	30	38.1	40								
	Class Size Range 21 - 26	30.4	31	30.5	32								
	Class Size Range 27 or more	40.2	41	31.4	33								
032005	**Denham Springs High School**												
	Class Size Range 1 - 20	24.6	70	23.8	72								
	Class Size Range 21 - 26	46.5	132	57.6	174								
	Class Size Range 27 or more	28.9	82	18.5	56								
032008	**Doyle High School**												
	Class Size Range 1 - 20	43.9	50	58.6	65								
	Class Size Range 21 - 26	47.4	54	29.7	33								
	Class Size Range 27 or more	8.8	10	11.7	13								
032009	**French Settlement High School**												
	Class Size Range 1 - 20	46.7	50	51.3	60								
	Class Size Range 21 - 26	52.3	56	46.2	54								
	Class Size Range 27 or more	0.9	1	2.6	3								
032014	**Live Oak High School**												
	Class Size Range 1 - 20	30.8	52	46.1	82								
	Class Size Range 21 - 26	32.0	54	37.6	67								
	Class Size Range 27 or more	37.3	63	16.3	29								
032023	**Springfield High School**												
	Class Size Range 1 - 20	46.3	44	44.7	42								
	Class Size Range 21 - 26	51.6	49	48.9	46								
	Class Size Range 27 or more	2.1	2	6.4	6								
032024	**Walker High School**												
	Class Size Range 1 - 20	22.0	50	24.5	36								
	Class Size Range 21 - 26	39.2	89	24.5	36								
	Class Size Range 27 or more	38.8	88	51.0	75								
032042	**Denham Springs Freshman High School**												
	Class Size Range 1 - 20	16.3	22	30.6	41								
	Class Size Range 21 - 26	63.7	86	59.0	79								
	Class Size Range 27 or more	20.0	27	10.4	14								

~ = Unavailable Data

Table 7c: 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	29.9	368	36.9	438								
Class Size Range 21 - 26	44.7	551	43.9	521								
Class Size Range 27 or more	25.5	314	19.3	229								
District (All Schools)												
Class Size Range 1 - 20	33.8	1,048	38.7	1,241								
Class Size Range 21 - 26	41.2	1,280	40.5	1,300								
Class Size Range 27 or more	25.0	776	20.8	666								
State (High Schools)												
Class Size Range 1 - 20	37.5	18,477	39.1	19,814								
Class Size Range 21 - 26	31.8	15,697	31.2	15,786								
Class Size Range 27 or more	30.7	15,144	29.7	15,009								
State (All Schools)												
Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7d: Class Size Characteristics

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032012	**Holden High School**												
	Class Size Range 1 - 20	57.9	73	54.4	68								
	Class Size Range 21 - 26	39.7	50	40.8	51								
	Class Size Range 27 or more	2.4	3	4.8	6								
032016	**Pine Ridge School**												
	Class Size Range 1 - 20	100.0	21	100.0	10								
032017	**Maurepas School**												
	Class Size Range 1 - 20	67.5	54	71.0	76								
	Class Size Range 21 - 26	16.3	13	21.5	23								
	Class Size Range 27 or more	16.3	13	7.5	8								
District (Combination Schools)													
	Class Size Range 1 - 20	65.2	148	63.6	154								
	Class Size Range 21 - 26	27.8	63	30.6	74								
	Class Size Range 27 or more	7.1	16	5.8	14								
District (All Schools)													
	Class Size Range 1 - 20	33.8	1,048	38.7	1,241								
	Class Size Range 21 - 26	41.2	1,280	40.5	1,300								
	Class Size Range 27 or more	25.0	776	20.8	666								
State (Combination Schools)													
	Class Size Range 1 - 20	62.6	4,925	64.8	4,737								
	Class Size Range 21 - 26	27.0	2,122	27.6	2,014								
	Class Size Range 27 or more	10.4	816	7.7	560								
State (All Schools)													
	Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
	Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
	Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Section 3. Student Participation

Student Participation Overview 3-1
Student Attendance 3-2
Students Suspended and Expelled 3-8
Student Dropouts 3-20

Student Participation Overview

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

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

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

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

References

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

Student Attendance

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

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

Data Presentation

This report presents the percent of student attendance for all grades (K-12, non-graded) in the school, district, and state, based on the school category. Tables 8a, 8b, 8c, and 8d—Student Attendance— present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

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

Definitions

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

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

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

Method of Calculation

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

Data Sources

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

References

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

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

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

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

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

District-level Aggregation

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

State-level Aggregation

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

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

Table 8a: Percent of Student Attendance

Elementary Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032001	Albany Lower Elementary School	93.8	94.6				
032004	Denham Springs Elementary School	95.6	95.2				
032007	Doyle Elementary School	93.8	94.6				
032010	Freshwater Elementary School	95.2	96.9				
032011	Frost School	92.5	92.7				
032013	Live Oak Lower Elementary School	94.7	95.4				
032018	Northside Elementary School	94.9	95.2				
032019	Seventh Ward Elementary School	96.5	95.5				
032020	Southside Elementary School	94.7	95.7				
032022	Springfield Elementary School	93.5	94.7				
032026	Walker Elementary School	94.0	94.5				
032027	Westside Junior High School	92.4	93.6				
032028	French Settlement Elementary School	94.5	95.5				
032031	Levi Milton Elementary School	95.9	96.1				
032033	Lewis Vincent Elementary School	95.5	95.8				
032037	Live Oak Upper Elementary School	95.0	95.9				
032039	Albany Upper Elementary School	95.7	95.9				
032040	South Walker Elementary School	94.1	94.6				
032041	Eastside Elementary	95.4	95.5				
District (Elementary Schools)		94.7	95.3				
District (All Schools)		93.4	94.3				
State (Elementary Schools)		95.2	95.5				
State (All Schools)		93.5	94.0				

~ = Unavailable Data

Table 8b: Percent of Student Attendance

Middle/Jr. High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032006	Denham Springs Junior High School	91.9	93.4				
032015	Live Oak Middle School	93.4	94.5				
032021	Southside Junior High School	93.9	94.5				
032025	Walker Junior High School	92.4	93.9				
032027	Westside Junior High School	92.4	93.6				
032032	Albany Middle School	93.2	93.8				
032038	Springfield Middle School	95.6	94.7				
District (Middle/Jr. High Schools)		93.1	94.0				
District (All Schools)		93.4	94.3				
State (Middle/Jr. High Schools)		92.8	93.4				
State (All Schools)		93.5	94.0				

~ = Unavailable Data

Table 8c: Percent of Student Attendance

High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032002	Albany High School	91.4	92.6				
032005	Denham Springs High School	91.5	92.0				
032008	Doyle High School	91.7	93.6				
032009	French Settlement High School	91.0	92.6				
032014	Live Oak High School	90.8	92.5				
032023	Springfield High School	92.8	92.2				
032024	Walker High School	91.6	92.8				
032042	Denham Springs Freshman High School	91.0	93.3				
District (High Schools)		91.4	92.6				
District (All Schools)		93.4	94.3				
State (High Schools)		90.9	91.5				
State (All Schools)		93.5	94.0				

~ = Unavailable Data

Table 8d: Percent of Student Attendance

Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032012 Holden High School	93.7	96.2				
032016 Pine Ridge School	89.4	86.4				
032017 Maurepas School	94.2	94.6				
District (Combination Schools)	93.5	94.9				
District (All Schools)	93.4	94.3				
State (Combination Schools)	94.1	94.0				
State (All Schools)	93.5	94.0				

~ = Unavailable Data

Students Suspended and Expelled

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

Data Presentation

Tables 9a, 9b, 9c, and 9d present the number and percent of students suspended and the number and percent of students expelled for each school in the district. School category statistics are provided at the district and state level for comparison purposes. Schools are listed by category and in site code order. It should be pointed out that the "students suspended" number reflects the number of students at the school site who were suspended at least once during the school year (unduplicated count).

Definitions

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

Method of Calculation

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

Data Sources

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

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

References

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

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

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

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

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

District-level Aggregation

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

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

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

Table 9a: 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*
032001	**Albany Lower Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	2.0	9	2.7	13								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032004	**Denham Springs Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	4.7	21	3.5	15								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032007	**Doyle Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	3.7	20	3.9	21								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.2	1								
032010	**Freshwater Elementary School**												
	Suspended (In School)	0.0	0	0.2	1								
	Suspended (Out of School)	2.1	11	3.8	20								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.2	1								
032011	**Frost School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	3.9	14	9.5	36								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.5	2								
032013	**Live Oak Lower Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	1.3	9	0.7	5								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032018	**Northside Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	4.6	27	6.3	35								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.4	2								

~ = Unavailable Data

Table 9a: 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*
032019	**Seventh Ward Elementary School**												
	Suspended (In School)	0.4	2	0.0	0								
	Suspended (Out of School)	2.9	13	1.7	7								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032020	**Southside Elementary School**												
	Suspended (In School)	0.2	1	0.0	0								
	Suspended (Out of School)	2.8	14	4.6	24								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.2	1								
032022	**Springfield Elementary School**												
	Suspended (In School)	0.7	4	0.2	1								
	Suspended (Out of School)	6.6	36	10.8	57								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.4	2								
032026	**Walker Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	0.4	3	1.6	12								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032027	**Westside Junior High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	16.4	102	13.8	92								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.2	1	0.0	0								
032028	**French Settlement Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	5.3	24	5.4	25								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	1.3	6	0.9	4								
032031	**Levi Milton Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	2.4	17	2.5	19								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: 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*
032033	**Lewis Vincent Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	0.8	4	1.7	9								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032037	**Live Oak Upper Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	2.1	13	2.4	15								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032039	**Albany Upper Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	4.3	18	4.6	21								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032040	**South Walker Elementary School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	4.4	34	3.2	25								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.1	1								
032041	**Eastside Elementary**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	2.0	12	2.3	14								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.2	1								

~ = Unavailable Data

Table 9a: 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)	0.1	7	0.0	2								
Suspended (Out of School)	3.1	298	3.8	370								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.1	6	0.2	15								
District (All Schools)												
Suspended (In School)	0.0	7	0.0	3								
Suspended (Out of School)	9.6	1,981	9.5	1,987								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.6	116	0.5	113								
State (Elementary Schools)												
Suspended (In School)	3.4	12,975	3.6	14,134								
Suspended (Out of School)	5.1	19,705	5.0	19,639								
Expelled (In School)	0.1	190	0.1	350								
Expelled (Out of School)	0.1	214	0.1	228								
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115								
Suspended (Out of School)	10.5	82,290	9.6	74,907								
Expelled (In School)	0.2	1,779	0.3	2,127								
Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9b: 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*
032006	**Denham Springs Junior High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	13.7	129	14.6	138								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.5	5	0.6	6								
032015	**Live Oak Middle School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	14.7	109	18.9	132								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.8	6	1.0	7								
032021	**Southside Junior High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	14.6	141	15.7	137								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	1.7	16	1.1	10								
032025	**Walker Junior High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	19.0	86	13.7	61								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	1.1	5								
032027	**Westside Junior High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	16.4	102	13.8	92								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.2	1	0.0	0								
032032	**Albany Middle School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	11.4	49	16.4	68								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.2	1	0.0	0								
032038	**Springfield Middle School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	14.3	59	18.2	69								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.2	1	0.8	3								

~ = Unavailable Data

Table 9b: 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)	0.0	0	0.0	0								
Suspended (Out of School)	15.1	669	16.0	689								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.7	30	0.7	31								
District (All Schools)												
Suspended (In School)	0.0	7	0.0	3								
Suspended (Out of School)	9.6	1,981	9.5	1,987								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.6	116	0.5	113								
State (Middle/Jr. High Schools)												
Suspended (In School)	16.4	21,735	15.7	22,378								
Suspended (Out of School)	19.4	25,751	16.5	23,542								
Expelled (In School)	0.6	756	0.6	918								
Expelled (Out of School)	1.1	1,482	0.8	1,151								
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115								
Suspended (Out of School)	10.5	82,290	9.6	74,907								
Expelled (In School)	0.2	1,779	0.3	2,127								
Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9c: 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*
032002	**Albany High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	20.2	104	17.4	85								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.8	4	0.8	4								
032005	**Denham Springs High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	12.4	168	13.0	185								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.6	8	1.5	22								
032008	**Doyle High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	12.9	59	18.1	84								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.7	3	0.6	3								
032009	**French Settlement High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	20.5	91	20.5	86								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	2.5	11	1.4	6								
032014	**Live Oak High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	14.7	120	10.6	84								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	1.2	10	0.8	6								
032023	**Springfield High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	18.6	65	22.8	81								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	1.1	4	0.8	3								
032024	**Walker High School**												
	Suspended (In School)	0.0	0	0.1	1								
	Suspended (Out of School)	13.1	146	8.9	105								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.4	4	0.3	4								

~ = Unavailable Data

Table 9c: 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*
032042	**Denham Springs Freshman High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	23.7	163	17.3	110								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	4.3	30	2.4	15								
District (High Schools)													
	Suspended (In School)	0.0	0	0.0	1								
	Suspended (Out of School)	16.1	913	14.3	815								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	1.3	74	1.1	63								
District (All Schools)													
	Suspended (In School)	0.0	7	0.0	3								
	Suspended (Out of School)	9.6	1,981	9.5	1,987								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.6	116	0.5	113								
State (High Schools)													
	Suspended (In School)	11.8	27,296	12.3	26,567								
	Suspended (Out of School)	14.9	34,314	13.5	29,224								
	Expelled (In School)	0.3	701	0.4	810								
	Expelled (Out of School)	0.8	1,797	0.6	1,317								
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115								
	Suspended (Out of School)	10.5	82,290	9.6	74,907								
	Expelled (In School)	0.2	1,779	0.3	2,127								
	Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9d: Students Suspended and Expelled

Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032012	**Holden High School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	9.7	68	9.3	66								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.6	4	0.0	0								
032016	**Pine Ridge School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	4.4	6	20.2	26								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
032017	**Maurepas School**												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	7.2	33	9.2	37								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.4	2	1.0	4								

~ = Unavailable Data

Table 9d: Students Suspended and Expelled

Combination Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Combination Schools)												
Suspended (In School)	0.0	0	0.0	0								
Suspended (Out of School)	8.3	107	10.4	129								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.5	6	0.3	4								
District (All Schools)												
Suspended (In School)	0.0	7	0.0	3								
Suspended (Out of School)	9.6	1,981	9.5	1,987								
Expelled (In School)	0.0	0	0.0	0								
Expelled (Out of School)	0.6	116	0.5	113								
State (Combination Schools)												
Suspended (In School)	3.9	1,712	5.3	2,173								
Suspended (Out of School)	7.3	3,185	8.0	3,238								
Expelled (In School)	0.3	133	0.1	50								
Expelled (Out of School)	0.3	128	0.4	156								
State (All Schools)												
Suspended (In School)	8.1	63,578	8.3	65,115								
Suspended (Out of School)	10.5	82,290	9.6	74,907								
Expelled (In School)	0.2	1,779	0.3	2,127								
Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Student Dropouts

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

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

Data Presentation

Table 10, Student Dropouts, presents by grade level the number and percent of students who have dropped out of school for grades 7-12. District and state percents are also presented for the various grade levels. Data are presented by school site code for all schools in the district whose grade structure includes grade seven or higher. As found throughout this publication, district and state numbers and percents are offered for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported non-reported summer dropouts).
- *Dropout*—the National Center for Education Statistics (NCES, 1999) defines a dropout in the following manner. A *school dropout* is an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions:
    - death;
    - temporary absence due to suspension or illness; or
    - transfer to another public school district*, private school, or state- or district-approved education program.

    For the purpose of this definition,

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

    * Refers to a district outside Louisiana.

Method of Calculation

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

Data Sources

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

References

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

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

Formulas Used to Calculate Percent of Student Dropouts

(Grades 7-12)

School-level Aggregation

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

District-level Aggregation

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

State-level Aggregation

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

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032002	**Albany High School**												
	Grade 10	1.6	2	~	~								
	Grade 12	1.0	1	~	~								
032005	**Denham Springs High School**												
	Grade 9	40.0	2	~	~								
	Grade 10	2.3	13	~	~								
	Grade 11	0.7	3	~	~								
032006	**Denham Springs Junior High School**												
	Grade 8	0.3	1	~	~								
032008	**Doyle High School**												
	Grade 7	1.2	1	~	~								
	Grade 10	2.4	2	~	~								
	Grade 11	2.1	1	~	~								
032009	**French Settlement High School**												
	Grade 11	1.3	1	~	~								
032012	**Holden High School**												
	Grade 10	2.2	1	~	~								
	Grade 12	2.6	1	~	~								
032014	**Live Oak High School**												
	Grade 9	5.1	13	~	~								
	Grade 10	7.2	17	~	~								
	Grade 11	9.6	18	~	~								
	Grade 12	5.9	9	~	~								
032015	**Live Oak Middle School**												
	Grade 7	1.3	3	~	~								
	Grade 8	1.2	3	~	~								
032016	**Pine Ridge School**												
	Grade 8	5.3	1	~	~								
	Grade 9	12.5	1	~	~								
	Grade 12	4.8	1	~	~								
032017	**Maurepas School**												
	Grade 9	8.3	4	~	~								
	Grade 10	2.9	1	~	~								
	Grade 11	5.9	1	~	~								

~ = Unavailable Data

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032021	**Southside Junior High School**												
	Grade 7	0.9	3	~	~								
032023	**Springfield High School**												
	Grade 9	0.9	1	~	~								
	Grade 10	1.8	2	~	~								
	Grade 11	3.7	3	~	~								
	Grade 12	1.9	1	~	~								
032024	**Walker High School**												
	Grade 9	3.0	12	~	~								
	Grade 10	4.4	13	~	~								
	Grade 11	6.6	16	~	~								
032025	**Walker Junior High School**												
	Grade 8	0.6	1	~	~								
032027	**Westside Junior High School**												
	Grade 8	0.5	1	~	~								
032032	**Albany Middle School**												
	Grade 7	0.6	1	~	~								
032038	**Springfield Middle School**												
	Grade 8	1.1	1	~	~								
032042	**Denham Springs Freshman High School**												
	Grade 9	3.8	26	~	~								

~ = Unavailable Data

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Grade 7	0.5	8	~	~								
	Grade 8	0.5	8	~	~								
	Grade 9	3.1	59	~	~								
	Grade 10	3.3	51	~	~								
	Grade 11	3.4	43	~	~								
	Grade 12	1.2	13	~	~								
	Grades 9 - 12	2.9	166	~	~								
State													
	Grade 7	2.1	1,309	~	~								
	Grade 8	2.9	1,703	~	~								
	Grade 9	10.3	7,181	~	~								
	Grade 10	9.6	5,572	~	~								
	Grade 11	8.5	4,185	~	~								
	Grade 12	8.8	3,985	~	~								
	Grades 9 - 12	9.4	20,923	~	~								

~ = Unavailable Data

Section 4. Student Achievement

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Criterion-Referenced Test (CRT) – LEAP 21 Test Results 4-12
Criterion-Referenced Test (CRT) – GEE Results 4-46
Norm-Referenced Test (NRT) – The Iowa Tests Results..... 4-50

Student Achievement Overview

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

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

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

The third part of this section presents the results of the Graduation Exit Examination (GEE), another Louisiana criterion-referenced test. The GEE is administered to students in grades 10 and 11. Students must pass all five components of the GEE to graduate from a public high school in Louisiana in addition to having 23 Carnegie units of academic credit.

The fourth part of this section presents the results of the Louisiana norm-referenced test, The Iowa Tests, administered to students in grades 3, 5, 6, 7, and 9. The Iowa Tests are a nationally normed, standardized achievement test battery. For all tests included in the Student Achievement section, results are shown for all public schools in the district with available scores. The district and state results are presented for comparison purposes.

Developmental Reading Assessment Results

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

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

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

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

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

Data Presentation

Tables 11a and 11b present the spring *Developmental Reading Assessment* spring 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.

Method of Calculation

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

Data Source

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

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

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

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

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

Table 11a: Developmental Reading Assessment Spring Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032001 Albany Lower Elementary School												
Students Assessed		129		121								
Students Reading Below Their Grade Level	24.8	32	25.6	31								
Students Reading On Their Grade Level	36.4	47	29.8	36								
Students Reading Above Their Grade Level	38.8	50	44.6	54								
032004 Denham Springs Elementary School												
Students Assessed		56		55								
Students Reading Below Their Grade Level	12.5	7	3.6	2								
Students Reading On Their Grade Level	19.6	11	36.4	20								
Students Reading Above Their Grade Level	67.9	38	60.0	33								
032007 Doyle Elementary School												
Students Assessed		79		81								
Students Reading Below Their Grade Level	16.5	13	22.2	18								
Students Reading On Their Grade Level	31.6	25	21.0	17								
Students Reading Above Their Grade Level	51.9	41	56.8	46								
032010 Freshwater Elementary School												
Students Assessed		70		69								
Students Reading Below Their Grade Level	12.9	9	11.6	8								
Students Reading On Their Grade Level	34.3	24	33.3	23								
Students Reading Above Their Grade Level	52.9	37	55.1	38								
032011 Frost School												
Students Assessed		30		41								
Students Reading Below Their Grade Level	26.7	8	12.2	5								
Students Reading On Their Grade Level	40.0	12	19.5	8								
Students Reading Above Their Grade Level	33.3	10	68.3	28								
032012 Holden High School												
Students Assessed		56		50								
Students Reading Below Their Grade Level	12.5	7	6.0	3								
Students Reading On Their Grade Level	46.4	26	40.0	20								
Students Reading Above Their Grade Level	41.1	23	54.0	27								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032013 Live Oak Lower Elementary School												
Students Assessed		175		217								
Students Reading Below Their Grade Level	11.4	20	6.9	15								
Students Reading On Their Grade Level	47.4	83	28.6	62								
Students Reading Above Their Grade Level	41.1	72	64.5	140								
032016 Pine Ridge School												
Students Assessed		~		3								
Students Reading Below Their Grade Level	~	~	100.0	3								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								
032017 Maurepas School												
Students Assessed		32		19								
Students Reading Below Their Grade Level	21.9	7	21.0	4								
Students Reading On Their Grade Level	68.8	22	52.6	10								
Students Reading Above Their Grade Level	9.4	3	26.3	5								
032018 Northside Elementary School												
Students Assessed		79		69								
Students Reading Below Their Grade Level	27.8	22	14.5	10								
Students Reading On Their Grade Level	45.6	36	43.5	30								
Students Reading Above Their Grade Level	26.6	21	42.0	29								
032019 Seventh Ward Elementary School												
Students Assessed		59		57								
Students Reading Below Their Grade Level	25.4	15	15.8	9								
Students Reading On Their Grade Level	32.2	19	22.8	13								
Students Reading Above Their Grade Level	42.4	25	61.4	35								
032020 Southside Elementary School												
Students Assessed		57		66								
Students Reading Below Their Grade Level	10.5	6	30.3	20								
Students Reading On Their Grade Level	54.4	31	39.4	26								
Students Reading Above Their Grade Level	35.1	20	30.3	20								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022 Springfield Elementary School												
Students Assessed		104		113								
Students Reading Below Their Grade Level	25.0	26	28.3	32								
Students Reading On Their Grade Level	28.8	30	29.2	33								
Students Reading Above Their Grade Level	46.2	48	42.5	48								
032026 Walker Elementary School												
Students Assessed		97		104								
Students Reading Below Their Grade Level	23.7	23	23.1	24								
Students Reading On Their Grade Level	39.2	38	37.5	39								
Students Reading Above Their Grade Level	37.1	36	39.4	41								
032028 French Settlement Elementary School												
Students Assessed		56		57								
Students Reading Below Their Grade Level	19.6	11	21.0	12								
Students Reading On Their Grade Level	41.1	23	33.3	19								
Students Reading Above Their Grade Level	39.3	22	45.6	26								
032031 Levi Milton Elementary School												
Students Assessed		91		93								
Students Reading Below Their Grade Level	12.1	11	4.3	4								
Students Reading On Their Grade Level	58.2	53	39.8	37								
Students Reading Above Their Grade Level	29.7	27	55.9	52								
032033 Lewis Vincent Elementary School												
Students Assessed		67		67								
Students Reading Below Their Grade Level	3.0	2	6.0	4								
Students Reading On Their Grade Level	61.2	41	34.3	23								
Students Reading Above Their Grade Level	35.8	24	59.7	40								
032037 Live Oak Upper Elementary School												
Students Assessed		~		0								
Students Reading Below Their Grade Level	~	~	0.0	0								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032039 Albany Upper Elementary School												
Students Assessed		~		0								
Students Reading Below Their Grade Level	~	~	0.0	0								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								
032040 South Walker Elementary School												
Students Assessed		90		106								
Students Reading Below Their Grade Level	11.1	10	10.4	11								
Students Reading On Their Grade Level	48.9	44	42.5	45								
Students Reading Above Their Grade Level	40.0	36	47.2	50								
032041 Eastside Elementary												
Students Assessed		86		67								
Students Reading Below Their Grade Level	16.3	14	9.0	6								
Students Reading On Their Grade Level	41.9	36	41.8	28								
Students Reading Above Their Grade Level	41.9	36	49.3	33								
District												
Students Assessed		1,413		1,455								
Students Reading Below Their Grade Level	17.2	243	15.2	221								
Students Reading On Their Grade Level	42.5	601	33.6	489								
Students Reading Above Their Grade Level	40.3	569	51.2	745								
State (Public)												
Students Assessed		54,246		54,108								
Students Reading Below Their Grade Level	23.5	12,737	22.3	12,038								
Students Reading On Their Grade Level	41.4	22,460	37.7	20,393								
Students Reading Above Their Grade Level	35.1	19,049	40.1	21,677								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032001 Albany Lower Elementary School												
Students Assessed		~		0								
Students Reading Below Their Grade Level	~	~	0.0	0								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								
032004 Denham Springs Elementary School												
Students Assessed		59		54								
Students Reading Below Their Grade Level	28.8	17	16.7	9								
Students Reading On Their Grade Level	23.7	14	11.1	6								
Students Reading Above Their Grade Level	47.5	28	72.2	39								
032007 Doyle Elementary School												
Students Assessed		41		71								
Students Reading Below Their Grade Level	17.1	7	9.9	7								
Students Reading On Their Grade Level	34.1	14	31.0	22								
Students Reading Above Their Grade Level	48.8	20	59.2	42								
032010 Freshwater Elementary School												
Students Assessed		65		73								
Students Reading Below Their Grade Level	10.8	7	21.9	16								
Students Reading On Their Grade Level	23.1	15	26.0	19								
Students Reading Above Their Grade Level	66.2	43	52.0	38								
032011 Frost School												
Students Assessed		44		32								
Students Reading Below Their Grade Level	47.7	21	15.6	5								
Students Reading On Their Grade Level	13.6	6	43.8	14								
Students Reading Above Their Grade Level	38.6	17	40.6	13								
032012 Holden High School												
Students Assessed		58		56								
Students Reading Below Their Grade Level	22.4	13	7.1	4								
Students Reading On Their Grade Level	29.3	17	42.9	24								
Students Reading Above Their Grade Level	48.3	28	50.0	28								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032013 Live Oak Lower Elementary School												
Students Assessed		~		0								
Students Reading Below Their Grade Level	~	~	0.0	0								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								
032016 Pine Ridge School												
Students Assessed		~		1								
Students Reading Below Their Grade Level	~	~	100.0	1								
Students Reading On Their Grade Level	~	~	0.0	0								
Students Reading Above Their Grade Level	~	~	0.0	0								
032017 Maurepas School												
Students Assessed		32		31								
Students Reading Below Their Grade Level	43.8	14	22.6	7								
Students Reading On Their Grade Level	34.4	11	48.4	15								
Students Reading Above Their Grade Level	21.9	7	29.0	9								
032018 Northside Elementary School												
Students Assessed		74		79								
Students Reading Below Their Grade Level	20.3	15	22.8	18								
Students Reading On Their Grade Level	47.3	35	24.0	19								
Students Reading Above Their Grade Level	32.4	24	53.2	42								
032019 Seventh Ward Elementary School												
Students Assessed		49		55								
Students Reading Below Their Grade Level	18.4	9	21.8	12								
Students Reading On Their Grade Level	40.8	20	38.2	21								
Students Reading Above Their Grade Level	40.8	20	40.0	22								
032020 Southside Elementary School												
Students Assessed		55		67								
Students Reading Below Their Grade Level	21.8	12	11.9	8								
Students Reading On Their Grade Level	34.5	19	40.3	27								
Students Reading Above Their Grade Level	43.6	24	47.8	32								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022 Springfield Elementary School												
Students Assessed		80		96								
Students Reading Below Their Grade Level	28.8	23	37.5	36								
Students Reading On Their Grade Level	42.5	34	19.8	19								
Students Reading Above Their Grade Level	28.8	23	42.7	41								
032026 Walker Elementary School												
Students Assessed		93		95								
Students Reading Below Their Grade Level	29.0	27	25.3	24								
Students Reading On Their Grade Level	49.5	46	31.6	30								
Students Reading Above Their Grade Level	21.5	20	43.2	41								
032028 French Settlement Elementary School												
Students Assessed		51		57								
Students Reading Below Their Grade Level	56.9	29	21.0	12								
Students Reading On Their Grade Level	7.8	4	22.8	13								
Students Reading Above Their Grade Level	35.3	18	56.1	32								
032031 Levi Milton Elementary School												
Students Assessed		100		104								
Students Reading Below Their Grade Level	20.0	20	22.1	23								
Students Reading On Their Grade Level	32.0	32	37.5	39								
Students Reading Above Their Grade Level	48.0	48	40.4	42								
032033 Lewis Vincent Elementary School												
Students Assessed		78		65								
Students Reading Below Their Grade Level	10.3	8	4.6	3								
Students Reading On Their Grade Level	50.0	39	56.9	37								
Students Reading Above Their Grade Level	39.7	31	38.5	25								
032037 Live Oak Upper Elementary School												
Students Assessed		180		185								
Students Reading Below Their Grade Level	18.9	34	15.7	29								
Students Reading On Their Grade Level	27.2	49	37.8	70								
Students Reading Above Their Grade Level	53.9	97	46.5	86								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3

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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032039 Albany Upper Elementary School												
Students Assessed		105		135								
Students Reading Below Their Grade Level	24.8	26	25.2	34								
Students Reading On Their Grade Level	34.3	36	34.8	47								
Students Reading Above Their Grade Level	41.0	43	40.0	54								
032040 South Walker Elementary School												
Students Assessed		90		93								
Students Reading Below Their Grade Level	14.4	13	10.8	10								
Students Reading On Their Grade Level	37.8	34	32.3	30								
Students Reading Above Their Grade Level	47.8	43	57.0	53								
032041 Eastside Elementary												
Students Assessed		79		78								
Students Reading Below Their Grade Level	10.1	8	14.1	11								
Students Reading On Their Grade Level	46.8	37	43.6	34								
Students Reading Above Their Grade Level	43.0	34	42.3	33								
District												
Students Assessed		1,333		1,427								
Students Reading Below Their Grade Level	22.7	303	18.9	269								
Students Reading On Their Grade Level	34.7	462	34.1	486								
Students Reading Above Their Grade Level	42.6	568	47.1	672								
State (Public)												
Students Assessed		53,469		54,201								
Students Reading Below Their Grade Level	30.3	16,185	24.5	13,274								
Students Reading On Their Grade Level	37.1	19,815	37.9	20,553								
Students Reading Above Their Grade Level	32.7	17,469	37.6	20,374								

~ = Unavailable data

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

The **LEAP for the 21st Century** tests (or **LEAP 21**), Louisiana's new criterion-referenced tests (CRTs) measure how well a student has mastered the State content standards. These tests, which are administered to students in grades 4 and 8, will be phased in at the high school level beginning in the spring of 2001. The old high school CRT, or the Graduation Exit Examination (GEE), is not yet administered in its new format. The old GEE will continue to be given until the new format is completely phased in. The old and new high school exit exams are further explained in the next part of the Student Achievement section. The LEAP 21 English Language Arts and Mathematics tests were first administered in the spring of 1999 with the initial administration of the Science and Social Studies tests in the spring of 2000.

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

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

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

All students take the LEAP 21 tests, except for students whose Individual Education Plans (IEPs) indicate that they have met the participation criteria for alternate assessment or for out-of-level assessment, which began in the 1999-2000 school year. Also, Limited English Proficient (LEP) students who are determined to be eligible for a deferment from testing are not required to take the tests.

Data Presentation

Tables 12a–12h provide LEAP 21 test results for grades 4 and 8. The tables reflect both the number and percent of students who score at each

achievement level for each subject area. Furthermore, the data presented are LEAP 21 scores for all students included in the accountability LEAP 21 index score at each school. As a result, the data in the *District Composite Report* may not match the data contained in reports issued by the testing contractor.

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

Definition

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

Data Source

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

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032004	**Denham Springs Elementary School**												
	Advanced	1.8	1	0.0	0								
	Proficient	16.4	9	21.7	15								
	Basic	47.3	26	44.9	31								
	Approaching Basic	23.6	13	27.5	19								
	Unsatisfactory	10.9	6	5.8	4								
032007	**Doyle Elementary School**												
	Advanced	0.0	0	3.7	2								
	Proficient	18.6	11	18.5	10								
	Basic	62.7	37	46.3	25								
	Approaching Basic	11.9	7	25.9	14								
	Unsatisfactory	6.8	4	5.6	3								
032010	**Freshwater Elementary School**												
	Advanced	2.3	2	0.0	0								
	Proficient	22.1	19	16.3	13								
	Basic	51.2	44	53.8	43								
	Approaching Basic	11.6	10	18.8	15								
	Unsatisfactory	12.8	11	11.3	9								
032011	**Frost School**												
	Advanced	0.0	0	2.2	1								
	Proficient	17.1	6	24.4	11								
	Basic	45.7	16	51.1	23								
	Approaching Basic	25.7	9	15.6	7								
	Unsatisfactory	11.4	4	6.7	3								
032012	**Holden High School**												
	Advanced	0.0	0	1.8	1								
	Proficient	18.2	8	21.4	12								
	Basic	52.3	23	55.4	31								
	Approaching Basic	22.7	10	17.9	10								
	Unsatisfactory	6.8	3	3.6	2								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032016	**Pine Ridge School**												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	0.0	0								
	Approaching Basic	~	~	0.0	0								
	Unsatisfactory	~	~	0.0	0								
032017	**Maurepas School**												
	Advanced	6.3	2	2.9	1								
	Proficient	6.3	2	8.8	3								
	Basic	46.9	15	32.4	11								
	Approaching Basic	25.0	8	26.5	9								
	Unsatisfactory	15.6	5	29.4	10								
032018	**Northside Elementary School**												
	Advanced	4.9	4	1.3	1								
	Proficient	22.2	18	21.3	16								
	Basic	46.9	38	48.0	36								
	Approaching Basic	19.8	16	21.3	16								
	Unsatisfactory	6.2	5	8.0	6								
032019	**Seventh Ward Elementary School**												
	Advanced	0.0	0	5.4	3								
	Proficient	10.0	6	14.3	8								
	Basic	61.7	37	60.7	34								
	Approaching Basic	18.3	11	16.1	9								
	Unsatisfactory	10.0	6	3.6	2								
032020	**Southside Elementary School**												
	Advanced	1.5	1	2.8	2								
	Proficient	24.2	16	26.8	19								
	Basic	51.5	34	50.7	36								
	Approaching Basic	21.2	14	14.1	10								
	Unsatisfactory	1.5	1	5.6	4								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022	**Springfield Elementary School**												
	Advanced	0.0	0	1.1	1								
	Proficient	12.0	10	21.1	19								
	Basic	48.2	40	48.9	44								
	Approaching Basic	28.9	24	21.1	19								
	Unsatisfactory	10.8	9	7.8	7								
032026	**Walker Elementary School**												
	Advanced	2.2	2	1.1	1								
	Proficient	19.1	17	11.8	11								
	Basic	41.6	37	49.5	46								
	Approaching Basic	22.5	20	24.7	23								
	Unsatisfactory	14.6	13	12.9	12								
032028	**French Settlement Elementary School**												
	Advanced	1.5	1	0.0	0								
	Proficient	22.4	15	10.2	6								
	Basic	41.8	28	49.2	29								
	Approaching Basic	23.9	16	25.4	15								
	Unsatisfactory	10.4	7	15.3	9								
032031	**Levi Milton Elementary School**												
	Advanced	1.0	1	1.7	2								
	Proficient	13.4	13	24.3	28								
	Basic	51.5	50	47.0	54								
	Approaching Basic	18.6	18	21.7	25								
	Unsatisfactory	15.5	15	5.2	6								
032033	**Lewis Vincent Elementary School**												
	Advanced	2.4	2	1.1	1								
	Proficient	27.7	23	28.7	25								
	Basic	51.8	43	40.2	35								
	Approaching Basic	10.8	9	25.3	22								
	Unsatisfactory	7.2	6	4.6	4								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032037	**Live Oak Upper Elementary School**												
	Advanced	3.7	7	1.0	2								
	Proficient	31.2	59	28.1	54								
	Basic	48.7	92	52.6	101								
	Approaching Basic	10.6	20	13.5	26								
	Unsatisfactory	5.8	11	4.7	9								
032039	**Albany Upper Elementary School**												
	Advanced	2.1	3	3.5	4								
	Proficient	22.6	33	19.1	22								
	Basic	51.4	75	55.7	64								
	Approaching Basic	17.8	26	12.2	14								
	Unsatisfactory	6.2	9	9.6	11								
032040	**South Walker Elementary School**												
	Advanced	0.8	1	0.0	0								
	Proficient	19.3	23	16.8	18								
	Basic	51.3	61	49.5	53								
	Approaching Basic	16.8	20	24.3	26								
	Unsatisfactory	11.8	14	9.3	10								
032041	**Eastside Elementary**												
	Advanced	1.1	1	2.4	2								
	Proficient	20.0	18	23.2	19								
	Basic	57.8	52	47.6	39								
	Approaching Basic	16.7	15	15.9	13								
	Unsatisfactory	4.4	4	11.0	9								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	1.9	28	1.6	24								
	Proficient	20.7	306	20.9	309								
	Basic	50.5	748	49.6	734								
	Approaching Basic	18.0	266	19.7	292								
	Unsatisfactory	9.0	133	8.1	120								
State													
	Advanced	1.4	797	1.8	1,002								
	Proficient	14.7	8,451	14.4	8,114								
	Basic	39.0	22,376	39.4	22,230								
	Approaching Basic	24.1	13,845	24.8	13,993								
	Unsatisfactory	20.7	11,872	19.7	11,111								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032004	**Denham Springs Elementary School**												
	Advanced	0.0	0	0.0	0								
	Proficient	3.6	2	18.8	13								
	Basic	47.3	26	44.9	31								
	Approaching Basic	27.3	15	24.6	17								
	Unsatisfactory	21.8	12	11.6	8								
032007	**Doyle Elementary School**												
	Advanced	0.0	0	1.9	1								
	Proficient	11.9	7	18.5	10								
	Basic	49.2	29	59.3	32								
	Approaching Basic	23.7	14	14.8	8								
	Unsatisfactory	15.3	9	5.6	3								
032010	**Freshwater Elementary School**												
	Advanced	4.7	4	0.0	0								
	Proficient	12.8	11	10.0	8								
	Basic	48.8	42	52.5	42								
	Approaching Basic	20.9	18	17.5	14								
	Unsatisfactory	12.8	11	20.0	16								
032011	**Frost School**												
	Advanced	0.0	0	2.2	1								
	Proficient	11.4	4	13.3	6								
	Basic	45.7	16	57.8	26								
	Approaching Basic	22.9	8	15.6	7								
	Unsatisfactory	20.0	7	11.1	5								
032012	**Holden High School**												
	Advanced	0.0	0	3.6	2								
	Proficient	13.6	6	26.8	15								
	Basic	56.8	25	53.6	30								
	Approaching Basic	27.3	12	10.7	6								
	Unsatisfactory	2.3	1	5.4	3								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032016	**Pine Ridge School**												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	0.0	0								
	Approaching Basic	~	~	0.0	0								
	Unsatisfactory	~	~	0.0	0								
032017	**Maurepas School**												
	Advanced	3.1	1	2.9	1								
	Proficient	9.4	3	5.9	2								
	Basic	34.4	11	61.8	21								
	Approaching Basic	31.3	10	17.6	6								
	Unsatisfactory	21.9	7	11.8	4								
032018	**Northside Elementary School**												
	Advanced	0.0	0	0.0	0								
	Proficient	14.8	12	8.1	6								
	Basic	43.2	35	54.1	40								
	Approaching Basic	33.3	27	24.3	18								
	Unsatisfactory	8.6	7	13.5	10								
032019	**Seventh Ward Elementary School**												
	Advanced	0.0	0	3.6	2								
	Proficient	10.0	6	14.3	8								
	Basic	51.7	31	46.4	26								
	Approaching Basic	26.7	16	23.2	13								
	Unsatisfactory	11.7	7	12.5	7								
032020	**Southside Elementary School**												
	Advanced	1.5	1	1.4	1								
	Proficient	16.7	11	21.1	15								
	Basic	65.2	43	56.3	40								
	Approaching Basic	10.6	7	9.9	7								
	Unsatisfactory	6.1	4	11.3	8								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022	**Springfield Elementary School**												
	Advanced	1.2	1	0.0	0								
	Proficient	9.6	8	13.3	12								
	Basic	53.0	44	51.1	46								
	Approaching Basic	14.5	12	23.3	21								
	Unsatisfactory	21.7	18	12.2	11								
032026	**Walker Elementary School**												
	Advanced	1.1	1	0.0	0								
	Proficient	10.1	9	8.6	8								
	Basic	39.3	35	46.2	43								
	Approaching Basic	23.6	21	22.6	21								
	Unsatisfactory	25.8	23	22.6	21								
032028	**French Settlement Elementary School**												
	Advanced	0.0	0	0.0	0								
	Proficient	7.5	5	5.0	3								
	Basic	43.3	29	35.0	21								
	Approaching Basic	20.9	14	35.0	21								
	Unsatisfactory	28.4	19	25.0	15								
032031	**Levi Milton Elementary School**												
	Advanced	2.1	2	3.5	4								
	Proficient	9.4	9	7.0	8								
	Basic	45.8	44	51.3	59								
	Approaching Basic	17.7	17	22.6	26								
	Unsatisfactory	25.0	24	15.7	18								
032033	**Lewis Vincent Elementary School**												
	Advanced	3.6	3	3.4	3								
	Proficient	25.3	21	5.7	5								
	Basic	44.6	37	52.9	46								
	Approaching Basic	19.3	16	27.6	24								
	Unsatisfactory	7.2	6	10.3	9								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032037	**Live Oak Upper Elementary School**												
	Advanced	3.2	6	2.1	4								
	Proficient	23.8	45	23.4	45								
	Basic	51.3	97	50.0	96								
	Approaching Basic	15.9	30	17.2	33								
	Unsatisfactory	5.8	11	7.3	14								
032039	**Albany Upper Elementary School**												
	Advanced	2.7	4	4.3	5								
	Proficient	13.7	20	14.8	17								
	Basic	49.3	72	42.6	49								
	Approaching Basic	26.7	39	28.7	33								
	Unsatisfactory	7.5	11	9.6	11								
032040	**South Walker Elementary School**												
	Advanced	3.4	4	0.0	0								
	Proficient	17.6	21	15.9	17								
	Basic	49.6	59	56.1	60								
	Approaching Basic	17.6	21	18.7	20								
	Unsatisfactory	11.8	14	9.3	10								
032041	**Eastside Elementary**												
	Advanced	2.2	2	3.7	3								
	Proficient	13.3	12	26.8	22								
	Basic	45.6	41	45.1	37								
	Approaching Basic	28.9	26	11.0	9								
	Unsatisfactory	10.0	9	13.4	11								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	2.0	29	1.8	27								
	Proficient	14.3	212	14.9	220								
	Basic	48.4	716	50.3	745								
	Approaching Basic	21.8	323	20.5	304								
	Unsatisfactory	13.5	200	12.4	184								
State													
	Advanced	1.7	1,003	1.6	884								
	Proficient	7.8	4,473	10.0	5,631								
	Basic	31.7	18,157	37.2	20,980								
	Approaching Basic	24.0	13,755	23.0	12,981								
	Unsatisfactory	34.8	19,931	28.3	15,960								

~ = Unavailable Data

Table 12c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032004	**Denham Springs Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	18.8	13								
	Basic	N/A	N/A	63.8	44								
	Approaching Basic	N/A	N/A	17.4	12								
	Unsatisfactory	N/A	N/A	0.0	0								
032007	**Doyle Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	18.5	10								
	Basic	N/A	N/A	61.1	33								
	Approaching Basic	N/A	N/A	18.5	10								
	Unsatisfactory	N/A	N/A	1.9	1								
032010	**Freshwater Elementary School**												
	Advanced	N/A	N/A	2.5	2								
	Proficient	N/A	N/A	17.5	14								
	Basic	N/A	N/A	55.0	44								
	Approaching Basic	N/A	N/A	15.0	12								
	Unsatisfactory	N/A	N/A	10.0	8								
032011	**Frost School**												
	Advanced	N/A	N/A	2.2	1								
	Proficient	N/A	N/A	17.8	8								
	Basic	N/A	N/A	66.7	30								
	Approaching Basic	N/A	N/A	8.9	4								
	Unsatisfactory	N/A	N/A	4.4	2								
032012	**Holden High School**												
	Advanced	N/A	N/A	1.8	1								
	Proficient	N/A	N/A	16.1	9								
	Basic	N/A	N/A	57.1	32								
	Approaching Basic	N/A	N/A	23.2	13								
	Unsatisfactory	N/A	N/A	1.8	1								

~ = Unavailable Data

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

Table 12c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032016	**Pine Ridge School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	0.0	0								
	Approaching Basic	N/A	N/A	0.0	0								
	Unsatisfactory	N/A	N/A	0.0	0								
032017	**Maurepas School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	11.8	4								
	Basic	N/A	N/A	50.0	17								
	Approaching Basic	N/A	N/A	35.3	12								
	Unsatisfactory	N/A	N/A	2.9	1								
032018	**Northside Elementary School**												
	Advanced	N/A	N/A	1.4	1								
	Proficient	N/A	N/A	16.2	12								
	Basic	N/A	N/A	60.8	45								
	Approaching Basic	N/A	N/A	17.6	13								
	Unsatisfactory	N/A	N/A	4.1	3								
032019	**Seventh Ward Elementary School**												
	Advanced	N/A	N/A	5.4	3								
	Proficient	N/A	N/A	19.6	11								
	Basic	N/A	N/A	53.6	30								
	Approaching Basic	N/A	N/A	16.1	9								
	Unsatisfactory	N/A	N/A	5.4	3								
032020	**Southside Elementary School**												
	Advanced	N/A	N/A	1.4	1								
	Proficient	N/A	N/A	16.9	12								
	Basic	N/A	N/A	66.2	47								
	Approaching Basic	N/A	N/A	14.1	10								
	Unsatisfactory	N/A	N/A	1.4	1								

~ = Unavailable Data

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

Table 12c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022	**Springfield Elementary School**												
	Advanced	N/A	N/A	2.2	2								
	Proficient	N/A	N/A	15.7	14								
	Basic	N/A	N/A	53.9	48								
	Approaching Basic	N/A	N/A	23.6	21								
	Unsatisfactory	N/A	N/A	4.5	4								
032026	**Walker Elementary School**												
	Advanced	N/A	N/A	4.3	4								
	Proficient	N/A	N/A	10.8	10								
	Basic	N/A	N/A	52.7	49								
	Approaching Basic	N/A	N/A	26.9	25								
	Unsatisfactory	N/A	N/A	5.4	5								
032028	**French Settlement Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	10.2	6								
	Basic	N/A	N/A	49.2	29								
	Approaching Basic	N/A	N/A	27.1	16								
	Unsatisfactory	N/A	N/A	13.6	8								
032031	**Levi Milton Elementary School**												
	Advanced	N/A	N/A	2.6	3								
	Proficient	N/A	N/A	20.0	23								
	Basic	N/A	N/A	55.7	64								
	Approaching Basic	N/A	N/A	20.9	24								
	Unsatisfactory	N/A	N/A	0.9	1								
032033	**Lewis Vincent Elementary School**												
	Advanced	N/A	N/A	3.4	3								
	Proficient	N/A	N/A	25.3	22								
	Basic	N/A	N/A	57.5	50								
	Approaching Basic	N/A	N/A	13.8	12								
	Unsatisfactory	N/A	N/A	0.0	0								

~ = Unavailable Data

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

Table 12c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032037	**Live Oak Upper Elementary School**												
	Advanced	N/A	N/A	2.1	4								
	Proficient	N/A	N/A	28.6	55								
	Basic	N/A	N/A	55.7	107								
	Approaching Basic	N/A	N/A	11.5	22								
	Unsatisfactory	N/A	N/A	2.1	4								
032039	**Albany Upper Elementary School**												
	Advanced	N/A	N/A	4.3	5								
	Proficient	N/A	N/A	20.9	24								
	Basic	N/A	N/A	52.2	60								
	Approaching Basic	N/A	N/A	20.0	23								
	Unsatisfactory	N/A	N/A	2.6	3								
032040	**South Walker Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	17.8	19								
	Basic	N/A	N/A	57.0	61								
	Approaching Basic	N/A	N/A	21.5	23								
	Unsatisfactory	N/A	N/A	3.7	4								
032041	**Eastside Elementary**												
	Advanced	N/A	N/A	2.4	2								
	Proficient	N/A	N/A	17.1	14								
	Basic	N/A	N/A	54.9	45								
	Approaching Basic	N/A	N/A	19.5	16								
	Unsatisfactory	N/A	N/A	6.1	5								

~ = Unavailable Data

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

Table 12c: LEAP 21 Test Results - Grade 4 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	2.2	32								
	Proficient	N/A	N/A	18.9	280								
	Basic	N/A	N/A	56.5	835								
	Approaching Basic	N/A	N/A	18.7	277								
	Unsatisfactory	N/A	N/A	3.7	54								
State													
	Advanced	N/A	N/A	1.1	638								
	Proficient	N/A	N/A	10.9	6,156								
	Basic	N/A	N/A	39.6	22,330								
	Approaching Basic	N/A	N/A	30.1	16,990								
	Unsatisfactory	N/A	N/A	18.2	10,288								

~ = Unavailable Data

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

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032004	**Denham Springs Elementary School**												
	Advanced	N/A	N/A	1.4	1								
	Proficient	N/A	N/A	17.4	12								
	Basic	N/A	N/A	56.5	39								
	Approaching Basic	N/A	N/A	21.7	15								
	Unsatisfactory	N/A	N/A	2.9	2								
032007	**Doyle Elementary School**												
	Advanced	N/A	N/A	3.7	2								
	Proficient	N/A	N/A	20.4	11								
	Basic	N/A	N/A	59.3	32								
	Approaching Basic	N/A	N/A	11.1	6								
	Unsatisfactory	N/A	N/A	5.6	3								
032010	**Freshwater Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	12.5	10								
	Basic	N/A	N/A	57.5	46								
	Approaching Basic	N/A	N/A	12.5	10								
	Unsatisfactory	N/A	N/A	17.5	14								
032011	**Frost School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.9	4								
	Basic	N/A	N/A	64.4	29								
	Approaching Basic	N/A	N/A	20.0	9								
	Unsatisfactory	N/A	N/A	6.7	3								
032012	**Holden High School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	19.6	11								
	Basic	N/A	N/A	64.3	36								
	Approaching Basic	N/A	N/A	10.7	6								
	Unsatisfactory	N/A	N/A	5.4	3								

~ = Unavailable Data

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

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032016	**Pine Ridge School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	0.0	0								
	Approaching Basic	N/A	N/A	0.0	0								
	Unsatisfactory	N/A	N/A	0.0	0								
032017	**Maurepas School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.8	3								
	Basic	N/A	N/A	47.1	16								
	Approaching Basic	N/A	N/A	29.4	10								
	Unsatisfactory	N/A	N/A	14.7	5								
032018	**Northside Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.1	6								
	Basic	N/A	N/A	67.6	50								
	Approaching Basic	N/A	N/A	13.5	10								
	Unsatisfactory	N/A	N/A	10.8	8								
032019	**Seventh Ward Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	12.5	7								
	Basic	N/A	N/A	50.0	28								
	Approaching Basic	N/A	N/A	30.4	17								
	Unsatisfactory	N/A	N/A	7.1	4								
032020	**Southside Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	23.9	17								
	Basic	N/A	N/A	53.5	38								
	Approaching Basic	N/A	N/A	18.3	13								
	Unsatisfactory	N/A	N/A	4.2	3								

~ = Unavailable Data

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

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032022	**Springfield Elementary School**												
	Advanced	N/A	N/A	1.1	1								
	Proficient	N/A	N/A	6.7	6								
	Basic	N/A	N/A	51.7	46								
	Approaching Basic	N/A	N/A	29.2	26								
	Unsatisfactory	N/A	N/A	11.2	10								
032026	**Walker Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	9.7	9								
	Basic	N/A	N/A	65.6	61								
	Approaching Basic	N/A	N/A	15.1	14								
	Unsatisfactory	N/A	N/A	9.7	9								
032028	**French Settlement Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	5.1	3								
	Basic	N/A	N/A	54.2	32								
	Approaching Basic	N/A	N/A	18.6	11								
	Unsatisfactory	N/A	N/A	22.0	13								
032031	**Levi Milton Elementary School**												
	Advanced	N/A	N/A	0.9	1								
	Proficient	N/A	N/A	10.4	12								
	Basic	N/A	N/A	59.1	68								
	Approaching Basic	N/A	N/A	28.7	33								
	Unsatisfactory	N/A	N/A	0.9	1								
032033	**Lewis Vincent Elementary School**												
	Advanced	N/A	N/A	2.3	2								
	Proficient	N/A	N/A	31.0	27								
	Basic	N/A	N/A	55.2	48								
	Approaching Basic	N/A	N/A	9.2	8								
	Unsatisfactory	N/A	N/A	2.3	2								

~ = Unavailable Data

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

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032037	**Live Oak Upper Elementary School**												
	Advanced	N/A	N/A	1.0	2								
	Proficient	N/A	N/A	27.1	52								
	Basic	N/A	N/A	61.5	118								
	Approaching Basic	N/A	N/A	6.8	13								
	Unsatisfactory	N/A	N/A	3.6	7								
032039	**Albany Upper Elementary School**												
	Advanced	N/A	N/A	3.5	4								
	Proficient	N/A	N/A	15.7	18								
	Basic	N/A	N/A	53.9	62								
	Approaching Basic	N/A	N/A	19.1	22								
	Unsatisfactory	N/A	N/A	7.8	9								
032040	**South Walker Elementary School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	9.3	10								
	Basic	N/A	N/A	57.9	62								
	Approaching Basic	N/A	N/A	21.5	23								
	Unsatisfactory	N/A	N/A	11.2	12								
032041	**Eastside Elementary**												
	Advanced	N/A	N/A	1.2	1								
	Proficient	N/A	N/A	12.2	10								
	Basic	N/A	N/A	67.1	55								
	Approaching Basic	N/A	N/A	9.8	8								
	Unsatisfactory	N/A	N/A	9.8	8								

~ = Unavailable Data

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

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Advanced	N/A	N/A	0.9	14								
	Proficient	N/A	N/A	15.4	228								
	Basic	N/A	N/A	58.6	866								
	Approaching Basic	N/A	N/A	17.2	254								
	Unsatisfactory	N/A	N/A	7.8	116								
State													
	Advanced	N/A	N/A	0.9	495								
	Proficient	N/A	N/A	10.1	5,702								
	Basic	N/A	N/A	42.2	23,775								
	Approaching Basic	N/A	N/A	23.0	12,986								
	Unsatisfactory	N/A	N/A	23.8	13,426								

~ = Unavailable Data

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

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032006	**Denham Springs Junior High School**												
	Advanced	0.0	0	1.0	3								
	Proficient	12.3	33	20.3	61								
	Basic	43.9	118	51.2	154								
	Approaching Basic	34.2	92	25.6	77								
	Unsatisfactory	9.7	26	2.0	6								
032008	**Doyle High School**												
	Advanced	4.8	4	0.0	0								
	Proficient	19.3	16	20.6	13								
	Basic	30.1	25	47.6	30								
	Approaching Basic	33.7	28	30.2	19								
	Unsatisfactory	12.0	10	1.6	1								
032009	**French Settlement High School**												
	Advanced	0.0	0	6.1	4								
	Proficient	20.8	11	15.2	10								
	Basic	41.5	22	56.1	37								
	Approaching Basic	37.7	20	19.7	13								
	Unsatisfactory	0.0	0	3.0	2								
032011	**Frost School**												
	Advanced	0.0	0	0.0	0								
	Proficient	6.7	2	8.8	3								
	Basic	53.3	16	50.0	17								
	Approaching Basic	26.7	8	38.2	13								
	Unsatisfactory	13.3	4	2.9	1								
032012	**Holden High School**												
	Advanced	2.6	1	0.0	0								
	Proficient	10.5	4	31.6	12								
	Basic	44.7	17	63.2	24								
	Approaching Basic	34.2	13	5.3	2								
	Unsatisfactory	7.9	3	0.0	0								

~ = Unavailable Data

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032015	**Live Oak Middle School**												
	Advanced	0.5	1	1.9	4								
	Proficient	26.8	59	22.5	47								
	Basic	41.4	91	49.3	103								
	Approaching Basic	23.2	51	22.5	47								
	Unsatisfactory	8.2	18	3.8	8								
032016	**Pine Ridge School**												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	23.5	4								
	Approaching Basic	~	~	41.2	7								
	Unsatisfactory	~	~	35.3	6								
032017	**Maurepas School**												
	Advanced	2.9	1	0.0	0								
	Proficient	5.9	2	10.0	3								
	Basic	38.2	13	46.7	14								
	Approaching Basic	47.1	16	40.0	12								
	Unsatisfactory	5.9	2	3.3	1								
032021	**Southside Junior High School**												
	Advanced	1.5	4	2.8	7								
	Proficient	20.3	53	23.2	59								
	Basic	44.8	117	47.2	120								
	Approaching Basic	25.3	66	23.6	60								
	Unsatisfactory	8.0	21	3.1	8								
032025	**Walker Junior High School**												
	Advanced	0.0	0	0.8	1								
	Proficient	11.5	16	18.9	25								
	Basic	47.5	66	34.8	46								
	Approaching Basic	32.4	45	37.1	49								
	Unsatisfactory	8.6	12	8.3	11								

~ = Unavailable Data

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032027	**Westside Junior High School**												
	Advanced	2.0	3	0.5	1								
	Proficient	19.0	29	19.2	35								
	Basic	35.9	55	47.3	86								
	Approaching Basic	30.7	47	25.8	47								
	Unsatisfactory	12.4	19	7.1	13								
032032	**Albany Middle School**												
	Advanced	1.9	2	0.0	0								
	Proficient	11.1	12	26.7	35								
	Basic	43.5	47	54.2	71								
	Approaching Basic	37.0	40	17.6	23								
	Unsatisfactory	6.5	7	1.5	2								
032038	**Springfield Middle School**												
	Advanced	0.0	0	0.0	0								
	Proficient	12.5	9	11.8	9								
	Basic	37.5	27	52.6	40								
	Approaching Basic	41.7	30	34.2	26								
	Unsatisfactory	8.3	6	1.3	1								
District													
	Advanced	1.1	16	1.3	20								
	Proficient	16.8	246	20.6	312								
	Basic	42.1	614	48.9	742								
	Approaching Basic	31.2	456	25.6	388								
	Unsatisfactory	8.8	128	3.6	54								
State													
	Advanced	1.1	577	1.2	615								
	Proficient	11.2	6,035	14.1	7,512								
	Basic	31.5	17,005	38.9	20,777								
	Approaching Basic	35.9	19,358	33.1	17,652								
	Unsatisfactory	20.3	10,928	12.8	6,829								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032006	**Denham Springs Junior High School**												
	Advanced	0.7	2	3.3	10								
	Proficient	6.4	17	8.0	24								
	Basic	54.7	146	56.8	171								
	Approaching Basic	21.7	58	19.6	59								
	Unsatisfactory	16.5	44	12.3	37								
032008	**Doyle High School**												
	Advanced	2.4	2	3.2	2								
	Proficient	4.8	4	6.3	4								
	Basic	36.1	30	49.2	31								
	Approaching Basic	30.1	25	23.8	15								
	Unsatisfactory	26.5	22	17.5	11								
032009	**French Settlement High School**												
	Advanced	5.7	3	7.6	5								
	Proficient	7.5	4	10.6	7								
	Basic	69.8	37	66.7	44								
	Approaching Basic	9.4	5	7.6	5								
	Unsatisfactory	7.5	4	7.6	5								
032011	**Frost School**												
	Advanced	0.0	0	0.0	0								
	Proficient	3.3	1	2.9	1								
	Basic	53.3	16	41.2	14								
	Approaching Basic	23.3	7	35.3	12								
	Unsatisfactory	20.0	6	20.6	7								
032012	**Holden High School**												
	Advanced	2.6	1	5.3	2								
	Proficient	2.6	1	7.9	3								
	Basic	50.0	19	63.2	24								
	Approaching Basic	31.6	12	18.4	7								
	Unsatisfactory	13.2	5	5.3	2								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032015	**Live Oak Middle School**												
	Advanced	4.5	10	3.8	8								
	Proficient	10.9	24	7.7	16								
	Basic	56.4	124	56.9	119								
	Approaching Basic	14.5	32	20.6	43								
	Unsatisfactory	13.6	30	11.0	23								
032016	**Pine Ridge School**												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	0.0	0								
	Approaching Basic	~	~	11.8	2								
	Unsatisfactory	~	~	88.2	15								
032017	**Maurepas School**												
	Advanced	2.9	1	0.0	0								
	Proficient	5.9	2	3.3	1								
	Basic	38.2	13	43.3	13								
	Approaching Basic	35.3	12	30.0	9								
	Unsatisfactory	17.6	6	23.3	7								
032021	**Southside Junior High School**												
	Advanced	1.2	3	6.3	16								
	Proficient	8.5	22	10.6	27								
	Basic	53.1	138	52.0	132								
	Approaching Basic	20.8	54	16.5	42								
	Unsatisfactory	16.5	43	14.6	37								
032025	**Walker Junior High School**												
	Advanced	0.7	1	2.3	3								
	Proficient	7.9	11	8.3	11								
	Basic	48.2	67	44.7	59								
	Approaching Basic	25.9	36	25.0	33								
	Unsatisfactory	17.3	24	19.7	26								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032027	**Westside Junior High School**												
	Advanced	0.7	1	7.7	14								
	Proficient	7.8	12	6.6	12								
	Basic	48.4	74	45.6	83								
	Approaching Basic	24.8	38	18.7	34								
	Unsatisfactory	18.3	28	21.4	39								
032032	**Albany Middle School**												
	Advanced	0.9	1	0.0	0								
	Proficient	4.6	5	6.9	9								
	Basic	47.2	51	61.8	81								
	Approaching Basic	22.2	24	17.6	23								
	Unsatisfactory	25.0	27	13.7	18								
032038	**Springfield Middle School**												
	Advanced	1.4	1	5.3	4								
	Proficient	0.0	0	5.3	4								
	Basic	55.6	40	53.9	41								
	Approaching Basic	18.1	13	23.7	18								
	Unsatisfactory	25.0	18	11.8	9								
District													
	Advanced	1.8	26	4.2	64								
	Proficient	7.1	103	7.8	119								
	Basic	51.8	755	53.6	812								
	Approaching Basic	21.7	316	19.8	300								
	Unsatisfactory	17.6	257	14.6	221								
State													
	Advanced	1.3	713	2.6	1,370								
	Proficient	4.4	2,359	4.8	2,575								
	Basic	33.3	17,927	38.8	20,718								
	Approaching Basic	21.3	11,498	21.5	11,478								
	Unsatisfactory	39.7	21,360	32.2	17,193								

~ = Unavailable Data

Table 12g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032006	**Denham Springs Junior High School**												
	Advanced	N/A	N/A	2.7	8								
	Proficient	N/A	N/A	22.6	68								
	Basic	N/A	N/A	43.9	132								
	Approaching Basic	N/A	N/A	26.2	79								
	Unsatisfactory	N/A	N/A	4.7	14								
032008	**Doyle High School**												
	Advanced	N/A	N/A	1.6	1								
	Proficient	N/A	N/A	27.0	17								
	Basic	N/A	N/A	42.9	27								
	Approaching Basic	N/A	N/A	23.8	15								
	Unsatisfactory	N/A	N/A	4.8	3								
032009	**French Settlement High School**												
	Advanced	N/A	N/A	3.0	2								
	Proficient	N/A	N/A	24.2	16								
	Basic	N/A	N/A	56.1	37								
	Approaching Basic	N/A	N/A	10.6	7								
	Unsatisfactory	N/A	N/A	6.1	4								
032011	**Frost School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.8	3								
	Basic	N/A	N/A	50.0	17								
	Approaching Basic	N/A	N/A	26.5	9								
	Unsatisfactory	N/A	N/A	14.7	5								
032012	**Holden High School**												
	Advanced	N/A	N/A	2.6	1								
	Proficient	N/A	N/A	21.1	8								
	Basic	N/A	N/A	47.4	18								
	Approaching Basic	N/A	N/A	18.4	7								
	Unsatisfactory	N/A	N/A	10.5	4								

~ = Unavailable Data

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

Table 12g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032015	**Live Oak Middle School**												
	Advanced	N/A	N/A	0.5	1								
	Proficient	N/A	N/A	32.1	67								
	Basic	N/A	N/A	41.1	86								
	Approaching Basic	N/A	N/A	21.5	45								
	Unsatisfactory	N/A	N/A	4.8	10								
032016	**Pine Ridge School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	11.8	2								
	Approaching Basic	N/A	N/A	41.2	7								
	Unsatisfactory	N/A	N/A	47.1	8								
032017	**Maurepas School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	13.3	4								
	Basic	N/A	N/A	33.3	10								
	Approaching Basic	N/A	N/A	33.3	10								
	Unsatisfactory	N/A	N/A	20.0	6								
032021	**Southside Junior High School**												
	Advanced	N/A	N/A	0.8	2								
	Proficient	N/A	N/A	36.2	92								
	Basic	N/A	N/A	37.0	94								
	Approaching Basic	N/A	N/A	18.9	48								
	Unsatisfactory	N/A	N/A	7.1	18								
032025	**Walker Junior High School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	15.9	21								
	Basic	N/A	N/A	42.4	56								
	Approaching Basic	N/A	N/A	26.5	35								
	Unsatisfactory	N/A	N/A	15.2	20								

~ = Unavailable Data

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

Table 12g: LEAP 21 Test Results - Grade 8 Science

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032027	**Westside Junior High School**												
	Advanced	N/A	N/A	1.1	2								
	Proficient	N/A	N/A	26.8	49								
	Basic	N/A	N/A	37.7	69								
	Approaching Basic	N/A	N/A	20.2	37								
	Unsatisfactory	N/A	N/A	14.2	26								
032032	**Albany Middle School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	30.5	40								
	Basic	N/A	N/A	44.3	58								
	Approaching Basic	N/A	N/A	17.6	23								
	Unsatisfactory	N/A	N/A	7.6	10								
032038	**Springfield Middle School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	21.3	16								
	Basic	N/A	N/A	41.3	31								
	Approaching Basic	N/A	N/A	25.3	19								
	Unsatisfactory	N/A	N/A	12.0	9								
District													
	Advanced	N/A	N/A	1.1	17								
	Proficient	N/A	N/A	26.5	401								
	Basic	N/A	N/A	41.9	635								
	Approaching Basic	N/A	N/A	22.0	334								
	Unsatisfactory	N/A	N/A	8.5	129								
State													
	Advanced	N/A	N/A	0.6	309								
	Proficient	N/A	N/A	14.6	7,766								
	Basic	N/A	N/A	30.5	16,274								
	Approaching Basic	N/A	N/A	27.7	14,769								
	Unsatisfactory	N/A	N/A	26.6	14,176								

~ = Unavailable Data

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

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032006	**Denham Springs Junior High School**												
	Advanced	N/A	N/A	0.7	2								
	Proficient	N/A	N/A	17.9	54								
	Basic	N/A	N/A	55.8	168								
	Approaching Basic	N/A	N/A	16.6	50								
	Unsatisfactory	N/A	N/A	9.0	27								
032008	**Doyle High School**												
	Advanced	N/A	N/A	1.6	1								
	Proficient	N/A	N/A	22.2	14								
	Basic	N/A	N/A	58.7	37								
	Approaching Basic	N/A	N/A	14.3	9								
	Unsatisfactory	N/A	N/A	3.2	2								
032009	**French Settlement High School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	25.8	17								
	Basic	N/A	N/A	57.6	38								
	Approaching Basic	N/A	N/A	15.2	10								
	Unsatisfactory	N/A	N/A	1.5	1								
032011	**Frost School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.9	1								
	Basic	N/A	N/A	47.1	16								
	Approaching Basic	N/A	N/A	29.4	10								
	Unsatisfactory	N/A	N/A	20.6	7								
032012	**Holden High School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	21.1	8								
	Basic	N/A	N/A	52.6	20								
	Approaching Basic	N/A	N/A	18.4	7								
	Unsatisfactory	N/A	N/A	7.9	3								

~ = Unavailable Data

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

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032015	**Live Oak Middle School**												
	Advanced	N/A	N/A	0.5	1								
	Proficient	N/A	N/A	15.3	32								
	Basic	N/A	N/A	64.6	135								
	Approaching Basic	N/A	N/A	13.9	29								
	Unsatisfactory	N/A	N/A	5.7	12								
032016	**Pine Ridge School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	23.5	4								
	Approaching Basic	N/A	N/A	41.2	7								
	Unsatisfactory	N/A	N/A	35.3	6								
032017	**Maurepas School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	6.7	2								
	Basic	N/A	N/A	46.7	14								
	Approaching Basic	N/A	N/A	26.7	8								
	Unsatisfactory	N/A	N/A	20.0	6								
032021	**Southside Junior High School**												
	Advanced	N/A	N/A	0.4	1								
	Proficient	N/A	N/A	20.5	52								
	Basic	N/A	N/A	53.1	135								
	Approaching Basic	N/A	N/A	18.1	46								
	Unsatisfactory	N/A	N/A	7.9	20								
032025	**Walker Junior High School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	14.4	19								
	Basic	N/A	N/A	48.5	64								
	Approaching Basic	N/A	N/A	23.5	31								
	Unsatisfactory	N/A	N/A	13.6	18								

~ = Unavailable Data

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

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies

Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
032027	**Westside Junior High School**												
	Advanced	N/A	N/A	0.5	1								
	Proficient	N/A	N/A	15.3	28								
	Basic	N/A	N/A	51.4	94								
	Approaching Basic	N/A	N/A	16.9	31								
	Unsatisfactory	N/A	N/A	15.8	29								
032032	**Albany Middle School**												
	Advanced	N/A	N/A	1.5	2								
	Proficient	N/A	N/A	29.8	39								
	Basic	N/A	N/A	54.2	71								
	Approaching Basic	N/A	N/A	7.6	10								
	Unsatisfactory	N/A	N/A	6.9	9								
032038	**Springfield Middle School**												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	13.3	10								
	Basic	N/A	N/A	53.3	40								
	Approaching Basic	N/A	N/A	20.0	15								
	Unsatisfactory	N/A	N/A	13.3	10								
District													
	Advanced	N/A	N/A	0.5	8								
	Proficient	N/A	N/A	18.2	276								
	Basic	N/A	N/A	54.9	832								
	Approaching Basic	N/A	N/A	16.9	256								
	Unsatisfactory	N/A	N/A	9.5	144								
State													
	Advanced	N/A	N/A	0.6	293								
	Proficient	N/A	N/A	10.1	5,360								
	Basic	N/A	N/A	40.9	21,809								
	Approaching Basic	N/A	N/A	23.7	12,625								
	Unsatisfactory	N/A	N/A	24.7	13,179								

~ = Unavailable Data

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

Criterion-Referenced Test (CRT) – GEE Results

The criterion-referenced test (CRT) given at the secondary level is the **Graduation Exit Examination** (**GEE**). The GEE measures the extent to which students meet State-established, grade-level skill requirements in the five GEE subject area components. The English Language Arts (ELA), Mathematics, and Written Composition components are initially administered to students at the 10th grade level. However, the first opportunity for students to take the Science and Social Studies components of the GEE is not presented until the 11th grade level.

To graduate from a Louisiana public high school, 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 five test components have at least two opportunities per year to retake those components, with remedial instruction offered prior to the retest.

All students are required to take the GEE to receive a regular diploma. Scores are reported in the *District Composite Report* for all students who took the GEE for the first time during the spring administration of each year. Since 1995-1996, the *District Composite Report* has reported scores based on all students taking the tests; therefore, previous years' data are not comparable.

The ELA, Mathematics, and Written Composition components of the old GEE were administered for the last time to initial test takers in the spring of 2000. In the spring of 2001, the Science and Social Studies components will be administered to initial test takers for the last time as well.

The new high school CRT is the Graduation Exit Examination for the 21st Century (GEE 21). It will have only four subject area tests: ELA, Mathematics, Science, and Social Studies. The GEE 21 will be of the same rigor as the LEAP 21 administered in grades 4 and 8. The first cohort of students to take the GEE 21 will need to pass only the ELA and Mathematics tests to graduate. In addition to meeting this requirement, subsequent cohorts will have to pass either the Science or the Social Studies tests also. The phasing in of the GEE 21 will begin in the spring of 2001 when the ELA and Mathematics tests are first administered to first-time tenth graders. The Science and Social Studies tests will be administered to first-time eleventh graders beginning in the spring of 2002.

Data Presentation

Table 13 provides the GEE results for first-time GEE test takers. The table presents the GEE results in school site code order for each high school in the district. Also, comparison data are presented for the district and the state. The tables reflect both the number and percent of students passing each GEE subject area component.

Definition

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

Data Source

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

Table 13: Graduation Exit Examination (GEE) Results

Percent of Students Passing 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*
032002	**Albany High School**												
	English Language Arts	95	87	84	122								
	Mathematics	77	71	76	121								
	Written Composition	97	88	94	120								
	Science	78	73	84	85								
	Social Studies	87	82	88	85								
032005	**Denham Springs High School**												
	English Language Arts	96	395	92	437								
	Mathematics	84	347	87	435								
	Written Composition	98	405	97	422								
	Science	92	369	91	373								
	Social Studies	95	385	94	373								
032008	**Doyle High School**												
	English Language Arts	92	54	83	60								
	Mathematics	83	49	68	59								
	Written Composition	95	54	98	52								
	Science	91	32	81	58								
	Social Studies	94	33	86	58								
032009	**French Settlement High School**												
	English Language Arts	96	54	90	73								
	Mathematics	75	42	88	73								
	Written Composition	95	53	100	73								
	Science	91	50	98	45								
	Social Studies	95	52	96	45								
032012	**Holden High School**												
	English Language Arts	95	37	100	50								
	Mathematics	85	33	96	50								
	Written Composition	97	38	100	50								
	Science	97	34	74	38								
	Social Studies	94	33	82	38								

~ = Unavailable Data

Table 13: Graduation Exit Examination (GEE) Results

Percent of Students Passing 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*
032014	**Live Oak High School**												
	English Language Arts	94	178	87	178								
	Mathematics	86	162	80	178								
	Written Composition	98	180	96	168								
	Science	91	133	89	172								
	Social Studies	97	140	92	172								
032017	**Maurepas School**												
	English Language Arts	84	26	95	20								
	Mathematics	65	20	90	20								
	Written Composition	100	31	100	18								
	Science	77	10	72	29								
	Social Studies	92	12	72	29								
032023	**Springfield High School**												
	English Language Arts	83	70	86	76								
	Mathematics	63	52	84	76								
	Written Composition	89	71	93	73								
	Science	75	43	82	67								
	Social Studies	75	43	88	67								
032024	**Walker High School**												
	English Language Arts	96	219	88	259								
	Mathematics	84	191	80	261								
	Written Composition	96	209	95	253								
	Science	94	176	84	211								
	Social Studies	96	180	90	210								

~ = Unavailable Data

Table 13: Graduation Exit Examination (GEE) Results

Percent of Students Passing 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*
District													
	English Language Arts	94	1,120	89	1,275								
	Mathematics	81	967	83	1,273								
	Written Composition	97	1,129	96	1,229								
	Science	90	920	87	1,078								
	Social Studies	94	960	91	1,077								
State													
	English Language Arts	85	39,311	81	46,255								
	Mathematics	74	33,871	74	46,180								
	Written Composition	93	41,421	93	44,655								
	Science	80	33,056	81	40,745								
	Social Studies	88	36,496	87	40,686								

~ = Unavailable Data

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

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. In 1998, the 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**).

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

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

The *ITED* consists of seven tests: Vocabulary, Ability to Interpret Literary Materials, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Analysis of Social Studies Materials, Analysis of Science Materials, and Uses of Sources of Information. For the *ITED*, a Content Area Reading score is computed based on questions from the tests on Literary Materials, Science, and Social Studies. This score is combined with the Vocabulary test score to obtain the Reading Total score. The *Iowa Tests of Educational Development* Composite score is the average of the Reading Total and the scores for the other six tests.

In spring 2000, approximately 283,000 public school students were given the on-level test. Among them, 194,000 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*, Form M. Approximately 51,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M.

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

Data Presentation

Tables 14a–14e present NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are shown for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

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

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

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

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

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

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

Definition

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

Data Source

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

Table 14a: The Iowa Tests Results - Grade 3

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032004	**Denham Springs Elementary School**						
	Fourth Quartile	25.9	41.2				
	Third Quartile	27.6	35.3				
	Second Quartile	37.9	15.7				
	First Quartile	8.6	7.8				
	Percentile Rank	59	70				
032007	**Doyle Elementary School**						
	Fourth Quartile	28.2	51.5				
	Third Quartile	46.2	27.9				
	Second Quartile	17.9	17.6				
	First Quartile	7.7	2.9				
	Percentile Rank	65	75				
032010	**Freshwater Elementary School**						
	Fourth Quartile	30.3	33.3				
	Third Quartile	40.9	33.3				
	Second Quartile	24.2	23.6				
	First Quartile	4.5	9.7				
	Percentile Rank	65	64				
032011	**Frost School**						
	Fourth Quartile	18.4	10.3				
	Third Quartile	39.5	34.5				
	Second Quartile	26.3	41.4				
	First Quartile	15.8	13.8				
	Percentile Rank	56	45				
032012	**Holden High School**						
	Fourth Quartile	19.6	25.5				
	Third Quartile	31.4	34.0				
	Second Quartile	31.4	36.2				
	First Quartile	17.6	4.3				
	Percentile Rank	54	57				

~ = Unavailable Data

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

Table 14a: The Iowa Tests Results - Grade 3

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032017	**Maurepas School**						
	Fourth Quartile	26.7	7.7				
	Third Quartile	20.0	26.9				
	Second Quartile	26.7	38.5				
	First Quartile	26.7	26.9				
	Percentile Rank	48	41				
032018	**Northside Elementary School**						
	Fourth Quartile	22.4	37.0				
	Third Quartile	38.8	41.1				
	Second Quartile	28.4	15.1				
	First Quartile	10.4	6.8				
	Percentile Rank	57	64				
032019	**Seventh Ward Elementary School**						
	Fourth Quartile	9.4	27.7				
	Third Quartile	37.7	25.5				
	Second Quartile	32.1	38.3				
	First Quartile	20.8	8.5				
	Percentile Rank	47	57				
032020	**Southside Elementary School**						
	Fourth Quartile	22.2	46.0				
	Third Quartile	44.4	28.6				
	Second Quartile	31.5	22.2				
	First Quartile	1.9	3.2				
	Percentile Rank	61	70				
032022	**Springfield Elementary School**						
	Fourth Quartile	13.8	9.8				
	Third Quartile	30.8	31.7				
	Second Quartile	36.9	32.9				
	First Quartile	18.5	25.6				
	Percentile Rank	48	42				

~ = Unavailable Data

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

Table 14a: The Iowa Tests Results - Grade 3

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032026	**Walker Elementary School**						
	Fourth Quartile	23.0	14.0				
	Third Quartile	40.2	33.7				
	Second Quartile	23.0	34.9				
	First Quartile	13.8	17.4				
	Percentile Rank	55	48				
032028	**French Settlement Elementary School**						
	Fourth Quartile	24.5	26.8				
	Third Quartile	36.7	37.5				
	Second Quartile	26.5	28.6				
	First Quartile	12.2	7.1				
	Percentile Rank	57	61				
032031	**Levi Milton Elementary School**						
	Fourth Quartile	26.5	25.0				
	Third Quartile	33.3	33.3				
	Second Quartile	31.4	37.5				
	First Quartile	8.8	4.2				
	Percentile Rank	59	59				
032033	**Lewis Vincent Elementary School**						
	Fourth Quartile	33.3	49.2				
	Third Quartile	29.2	27.0				
	Second Quartile	23.6	22.2				
	First Quartile	13.9	1.6				
	Percentile Rank	62	72				
032037	**Live Oak Upper Elementary School**						
	Fourth Quartile	31.9	38.5				
	Third Quartile	41.6	36.8				
	Second Quartile	19.9	21.3				
	First Quartile	6.6	3.4				
	Percentile Rank	65	70				

~ = Unavailable Data

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

Table 14a: The Iowa Tests Results - Grade 3

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032039	**Albany Upper Elementary School**						
	Fourth Quartile	29.7	23.0				
	Third Quartile	32.7	34.9				
	Second Quartile	24.8	31.7				
	First Quartile	12.9	10.3				
	Percentile Rank	61	57				
032040	**South Walker Elementary School**						
	Fourth Quartile	27.2	31.6				
	Third Quartile	33.7	37.9				
	Second Quartile	26.1	26.3				
	First Quartile	13.0	4.2				
	Percentile Rank	57	64				
032041	**Eastside Elementary**						
	Fourth Quartile	33.3	30.8				
	Third Quartile	40.0	41.0				
	Second Quartile	21.3	21.8				
	First Quartile	5.3	6.4				
	Percentile Rank	67	65				

~ = Unavailable Data

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

Table 14a: The Iowa Tests Results - Grade 3

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	25.9	30.5				
	Third Quartile	36.3	34.2				
	Second Quartile	26.6	27.1				
	First Quartile	11.2	8.3				
	Percentile Rank	59	62				
State							
	Fourth Quartile	16.5	19.1				
	Third Quartile	25.8	25.4				
	Second Quartile	29.1	31.0				
	First Quartile	28.6	24.4				
	Percentile Rank	45	47				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

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

Table 14b: The Iowa Tests Results - Grade 5

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032004	**Denham Springs Elementary School**						
	Fourth Quartile	26.9	20.0				
	Third Quartile	25.0	45.0				
	Second Quartile	30.8	30.0				
	First Quartile	17.3	5.0				
	Percentile Rank	55	59				
032007	**Doyle Elementary School**						
	Fourth Quartile	29.3	17.6				
	Third Quartile	25.9	51.0				
	Second Quartile	32.8	25.5				
	First Quartile	12.1	5.9				
	Percentile Rank	57	58				
032010	**Freshwater Elementary School**						
	Fourth Quartile	33.9	41.6				
	Third Quartile	45.2	39.0				
	Second Quartile	14.5	18.2				
	First Quartile	6.5	1.3				
	Percentile Rank	67	71				
032011	**Frost School**						
	Fourth Quartile	11.5	15.2				
	Third Quartile	26.9	27.3				
	Second Quartile	53.8	36.4				
	First Quartile	7.7	21.2				
	Percentile Rank	49	49				
032012	**Holden High School**						
	Fourth Quartile	23.8	17.9				
	Third Quartile	33.3	35.9				
	Second Quartile	38.1	33.3				
	First Quartile	4.8	12.8				
	Percentile Rank	60	53				

~ = Unavailable Data

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

Table 14b: The Iowa Tests Results - Grade 5

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032017	**Maurepas School**						
	Fourth Quartile	14.8	15.0				
	Third Quartile	40.7	40.0				
	Second Quartile	29.6	30.0				
	First Quartile	14.8	15.0				
	Percentile Rank	53	50				
032018	**Northside Elementary School**						
	Fourth Quartile	19.0	34.2				
	Third Quartile	36.5	42.1				
	Second Quartile	33.3	21.1				
	First Quartile	11.1	2.6				
	Percentile Rank	58	65				
032019	**Seventh Ward Elementary School**						
	Fourth Quartile	22.6	13.0				
	Third Quartile	35.5	35.2				
	Second Quartile	33.9	40.7				
	First Quartile	8.1	11.1				
	Percentile Rank	59	51				
032020	**Southside Elementary School**						
	Fourth Quartile	32.8	39.0				
	Third Quartile	31.0	52.5				
	Second Quartile	27.6	8.5				
	First Quartile	8.6	0.0				
	Percentile Rank	61	71				
032026	**Walker Elementary School**						
	Fourth Quartile	20.5	12.8				
	Third Quartile	24.7	34.9				
	Second Quartile	35.6	39.5				
	First Quartile	19.2	12.8				
	Percentile Rank	52	49				

~ = Unavailable Data

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

Table 14b: The Iowa Tests Results - Grade 5

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032028	**French Settlement Elementary School**						
	Fourth Quartile	30.6	27.9				
	Third Quartile	36.1	37.7				
	Second Quartile	33.3	31.1				
	First Quartile	0.0	3.3				
	Percentile Rank	65	60				
032031	**Levi Milton Elementary School**						
	Fourth Quartile	21.9	28.1				
	Third Quartile	39.5	29.2				
	Second Quartile	26.3	33.7				
	First Quartile	12.3	9.0				
	Percentile Rank	58	58				
032033	**Lewis Vincent Elementary School**						
	Fourth Quartile	32.3	32.9				
	Third Quartile	40.3	46.1				
	Second Quartile	22.6	18.4				
	First Quartile	4.8	2.6				
	Percentile Rank	66	66				
032037	**Live Oak Upper Elementary School**						
	Fourth Quartile	39.0	37.4				
	Third Quartile	25.0	40.2				
	Second Quartile	29.3	21.3				
	First Quartile	6.7	1.1				
	Percentile Rank	66	68				
032038	**Springfield Middle School**						
	Fourth Quartile	19.1	8.3				
	Third Quartile	27.9	38.3				
	Second Quartile	39.7	38.3				
	First Quartile	13.2	15.0				
	Percentile Rank	54	48				

~ = Unavailable Data

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

Table 14b: The Iowa Tests Results - Grade 5

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032039	**Albany Upper Elementary School**						
	Fourth Quartile	26.8	19.8				
	Third Quartile	30.9	39.7				
	Second Quartile	32.0	32.2				
	First Quartile	10.3	8.3				
	Percentile Rank	58	54				
032040	**South Walker Elementary School**						
	Fourth Quartile	23.9	35.1				
	Third Quartile	40.9	41.2				
	Second Quartile	29.5	22.7				
	First Quartile	5.7	1.0				
	Percentile Rank	61	66				
032041	**Eastside Elementary**						
	Fourth Quartile	34.8	38.4				
	Third Quartile	33.3	38.4				
	Second Quartile	24.6	23.3				
	First Quartile	7.2	0.0				
	Percentile Rank	63	68				

~ = Unavailable Data

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

Table 14b: The Iowa Tests Results - Grade 5

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	27.3	27.5				
	Third Quartile	32.8	39.7				
	Second Quartile	30.4	27.1				
	First Quartile	9.5	5.8				
	Percentile Rank	60	61				
State							
	Fourth Quartile	16.2	17.6				
	Third Quartile	23.4	25.5				
	Second Quartile	30.8	31.7				
	First Quartile	29.6	25.2				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

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

Table 14c: The Iowa Tests Results - Grade 6

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032006	**Denham Springs Junior High School**						
	Fourth Quartile	18.8	27.8				
	Third Quartile	34.8	33.9				
	Second Quartile	28.0	27.8				
	First Quartile	18.4	10.6				
	Percentile Rank	51	60				
032007	**Doyle Elementary School**						
	Fourth Quartile	36.1	35.6				
	Third Quartile	39.3	30.5				
	Second Quartile	14.8	28.8				
	First Quartile	9.8	5.1				
	Percentile Rank	65	64				
032011	**Frost School**						
	Fourth Quartile	22.6	12.0				
	Third Quartile	29.0	28.0				
	Second Quartile	32.3	52.0				
	First Quartile	16.1	8.0				
	Percentile Rank	53	49				
032012	**Holden High School**						
	Fourth Quartile	18.4	13.3				
	Third Quartile	52.6	60.0				
	Second Quartile	21.1	24.4				
	First Quartile	7.9	2.2				
	Percentile Rank	60	62				
032015	**Live Oak Middle School**						
	Fourth Quartile	35.3	34.1				
	Third Quartile	33.0	33.0				
	Second Quartile	26.5	28.4				
	First Quartile	5.1	4.5				
	Percentile Rank	65	65				

~ = Unavailable Data

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

Table 14c: The Iowa Tests Results - Grade 6

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032016	**Pine Ridge School**						
	Fourth Quartile	~	0.0				
	Third Quartile	~	0.0				
	Second Quartile	~	50.0				
	First Quartile	~	50.0				
	Percentile Rank	~	28				
032017	**Maurepas School**						
	Fourth Quartile	6.7	25.9				
	Third Quartile	26.7	29.6				
	Second Quartile	60.0	40.7				
	First Quartile	6.7	3.7				
	Percentile Rank	50	58				
032021	**Southside Junior High School**						
	Fourth Quartile	23.3	31.3				
	Third Quartile	38.2	39.7				
	Second Quartile	28.5	23.4				
	First Quartile	10.0	5.6				
	Percentile Rank	58	64				
032025	**Walker Junior High School**						
	Fourth Quartile	21.1	24.0				
	Third Quartile	38.9	35.2				
	Second Quartile	31.6	32.0				
	First Quartile	8.4	8.8				
	Percentile Rank	57	58				
032027	**Westside Junior High School**						
	Fourth Quartile	18.6	29.1				
	Third Quartile	41.0	23.3				
	Second Quartile	28.6	33.7				
	First Quartile	11.8	14.0				
	Percentile Rank	56	57				

~ = Unavailable Data

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

Table 14c: The Iowa Tests Results - Grade 6

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032028	**French Settlement Elementary School**						
	Fourth Quartile	22.7	37.2				
	Third Quartile	36.4	34.9				
	Second Quartile	31.8	23.3				
	First Quartile	9.1	4.7				
	Percentile Rank	58	66				
032032	**Albany Middle School**						
	Fourth Quartile	35.5	33.0				
	Third Quartile	29.0	30.0				
	Second Quartile	29.0	33.0				
	First Quartile	6.5	4.0				
	Percentile Rank	62	63				
032038	**Springfield Middle School**						
	Fourth Quartile	22.7	29.5				
	Third Quartile	33.3	29.5				
	Second Quartile	34.8	34.4				
	First Quartile	9.1	6.6				
	Percentile Rank	58	61				

~ = Unavailable Data

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

Table 14c: The Iowa Tests Results - Grade 6

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	25.1	29.3				
	Third Quartile	36.2	33.5				
	Second Quartile	28.4	29.6				
	First Quartile	10.3	7.6				
	Percentile Rank	58	61				
State							
	Fourth Quartile	15.9	18.3				
	Third Quartile	24.6	24.8				
	Second Quartile	31.4	32.3				
	First Quartile	28.1	24.7				
	Percentile Rank	45	47				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

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

Table 14d: The Iowa Tests Results - Grade 7

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032006	**Denham Springs Junior High School**						
	Fourth Quartile	31.1	20.1				
	Third Quartile	35.1	31.1				
	Second Quartile	25.1	31.1				
	First Quartile	8.8	17.8				
	Percentile Rank	62	52				
032008	**Doyle High School**						
	Fourth Quartile	18.6	36.5				
	Third Quartile	40.7	28.6				
	Second Quartile	32.2	25.4				
	First Quartile	8.5	9.5				
	Percentile Rank	55	62				
032009	**French Settlement High School**						
	Fourth Quartile	27.9	22.6				
	Third Quartile	41.2	43.4				
	Second Quartile	25.0	30.2				
	First Quartile	5.9	3.8				
	Percentile Rank	64	60				
032011	**Frost School**						
	Fourth Quartile	6.1	21.2				
	Third Quartile	42.4	27.3				
	Second Quartile	36.4	45.5				
	First Quartile	15.2	6.1				
	Percentile Rank	47	56				
032012	**Holden High School**						
	Fourth Quartile	25.7	34.2				
	Third Quartile	37.1	47.4				
	Second Quartile	34.3	18.4				
	First Quartile	2.9	0.0				
	Percentile Rank	61	67				

~ = Unavailable Data

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

Table 14d: The Iowa Tests Results - Grade 7

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032015	**Live Oak Middle School**						
	Fourth Quartile	33.7	42.5				
	Third Quartile	32.6	36.5				
	Second Quartile	29.5	19.5				
	First Quartile	4.2	1.5				
	Percentile Rank	64	69				
032016	**Pine Ridge School**						
	Fourth Quartile	~	33.3				
	Third Quartile	~	33.3				
	Second Quartile	~	33.3				
	First Quartile	~	0.0				
	Percentile Rank	~	55				
032017	**Maurepas School**						
	Fourth Quartile	6.9	6.3				
	Third Quartile	37.9	50.0				
	Second Quartile	37.9	31.3				
	First Quartile	17.2	12.5				
	Percentile Rank	44	45				
032021	**Southside Junior High School**						
	Fourth Quartile	34.6	30.5				
	Third Quartile	36.8	41.2				
	Second Quartile	25.1	23.9				
	First Quartile	3.5	4.4				
	Percentile Rank	65	64				
032025	**Walker Junior High School**						
	Fourth Quartile	19.6	30.2				
	Third Quartile	34.8	34.0				
	Second Quartile	30.4	31.1				
	First Quartile	15.2	4.7				
	Percentile Rank	55	61				

~ = Unavailable Data

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

Table 14d: The Iowa Tests Results - Grade 7

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032027	**Westside Junior High School**						
	Fourth Quartile	26.1	22.8				
	Third Quartile	33.8	34.8				
	Second Quartile	29.9	35.4				
	First Quartile	10.2	7.0				
	Percentile Rank	59	58				
032032	**Albany Middle School**						
	Fourth Quartile	27.1	38.8				
	Third Quartile	33.1	29.1				
	Second Quartile	33.9	25.2				
	First Quartile	5.9	6.8				
	Percentile Rank	59	65				
032038	**Springfield Middle School**						
	Fourth Quartile	17.0	24.6				
	Third Quartile	39.6	44.6				
	Second Quartile	30.2	30.8				
	First Quartile	13.2	0.0				
	Percentile Rank	56	63				

~ = Unavailable Data

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

Table 14d: The Iowa Tests Results - Grade 7

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	27.6	29.5				
	Third Quartile	35.7	35.9				
	Second Quartile	28.8	27.7				
	First Quartile	7.9	6.8				
	Percentile Rank	60	61				
State							
	Fourth Quartile	15.2	17.0				
	Third Quartile	24.1	26.1				
	Second Quartile	31.4	30.0				
	First Quartile	29.4	26.8				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

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

Table 14e: The Iowa Tests Results - Grade 9

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032002	**Albany High School**						
	Fourth Quartile	23.5	26.2				
	Third Quartile	25.2	34.6				
	Second Quartile	26.9	24.3				
	First Quartile	24.4	15.0				
	Percentile Rank	50	56				
032008	**Doyle High School**						
	Fourth Quartile	14.9	28.4				
	Third Quartile	29.9	27.2				
	Second Quartile	35.8	25.9				
	First Quartile	19.4	18.5				
	Percentile Rank	48	54				
032009	**French Settlement High School**						
	Fourth Quartile	11.4	23.2				
	Third Quartile	37.1	37.5				
	Second Quartile	34.3	32.1				
	First Quartile	17.1	7.1				
	Percentile Rank	50	57				
032012	**Holden High School**						
	Fourth Quartile	24.0	33.3				
	Third Quartile	44.0	33.3				
	Second Quartile	24.0	27.3				
	First Quartile	8.0	6.1				
	Percentile Rank	58	64				
032014	**Live Oak High School**						
	Fourth Quartile	21.2	30.4				
	Third Quartile	32.9	43.8				
	Second Quartile	32.4	23.2				
	First Quartile	13.5	2.6				
	Percentile Rank	52	64				

~ = Unavailable Data

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

Table 14e: The Iowa Tests Results - Grade 9

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032017	**Maurepas School**						
	Fourth Quartile	20.0	14.3				
	Third Quartile	12.0	32.1				
	Second Quartile	60.0	39.3				
	First Quartile	8.0	14.3				
	Percentile Rank	47	50				
032023	**Springfield High School**						
	Fourth Quartile	12.7	10.0				
	Third Quartile	25.4	33.3				
	Second Quartile	52.1	33.3				
	First Quartile	9.9	23.3				
	Percentile Rank	48	44				
032024	**Walker High School**						
	Fourth Quartile	15.4	30.0				
	Third Quartile	29.6	39.1				
	Second Quartile	30.8	25.9				
	First Quartile	24.1	4.9				
	Percentile Rank	47	61				
032042	**Denham Springs Freshman High School**						
	Fourth Quartile	28.1	26.5				
	Third Quartile	31.2	38.9				
	Second Quartile	26.6	24.6				
	First Quartile	14.2	10.0				
	Percentile Rank	57	60				

~ = Unavailable Data

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

Table 14e: The Iowa Tests Results - Grade 9

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

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	21.5	26.9				
	Third Quartile	30.6	38.0				
	Second Quartile	31.1	25.8				
	First Quartile	16.8	9.4				
	Percentile Rank	52	59				
State							
	Fourth Quartile	16.5	17.3				
	Third Quartile	24.8	26.2				
	Second Quartile	29.5	29.4				
	First Quartile	29.2	27.1				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

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

Section 5. College Readiness

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College Readiness Overview

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

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

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

American College Test (ACT) Results

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

Data Presentation

Table 15 presents average ACT composite scores for each public school in the district having both a twelfth grade and student ACT scores. Schools are shown in school site code order. Comparison data are presented for the district, state, and nation.

Method of Calculation

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

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

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

Data Source

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

References

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

Table 15: American College Test (ACT) Results

Average Composite Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
032002	Albany High School	19.3	19.3				
032005	Denham Springs High School	20.8	20.2				
032008	Doyle High School	19.4	20.8				
032009	French Settlement High School	20.4	18.4				
032012	Holden High School	21.4	20.8				
032014	Live Oak High School	20.2	19.6				
032017	Maurepas School	18.2	17.4				
032023	Springfield High School	18.7	18.1				
032024	Walker High School	20.1	19.8				
District (Public)		20.2	19.8				
State (Public and Nonpublic)		19.6	19.6				
Nation (Public and Nonpublic)		21.0	21.0				

~ = Unavailable Data

First-Time College Freshmen Performance

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

Since FTF data are provided for only public schools that have grade 12 diploma graduates and such schools may not have received Accountability Reports this year, other reports have been prepared for the high schools. In addition, the information is included in this DCR. Parents can request the FTF information from the high school, or parents may view the FTF findings over the Department's web site.

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

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

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

Data Presentation

Table 16 presents the number and/or percent of students who (1) were diploma graduates from Louisiana public schools and (2) enrolled as full-time first-time freshmen during the following fall semester at any of the State's two- or four-year public and private universities. In this report, all FTF graduated and then enrolled in a Louisiana college/university by the following fall semester. Thus, these recent graduates made an immediate transition to a college or university. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one developmental/remedial course during their first regular semester of college study.

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

Definitions

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

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

Method of Calculation

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

Data Source

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

References

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

Formulas Used to Calculate First-time College Freshmen Percentages

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

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

Table 16

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*
032002 Albany High School												
Number of High School Graduates[1]		85		93								
HS Graduates Who Were First-time College Freshmen	30.6	26	36.6	34								
First-time Freshmen Enrolled in College Developmental Course	61.5	16	14.7	5								
032005 Denham Springs High School												
Number of High School Graduates[1]		328		292								
HS Graduates Who Were First-time College Freshmen	47.6	156	57.9	169								
First-time Freshmen Enrolled in College Developmental Course	28.2	44	29.6	50								
032008 Doyle High School												
Number of High School Graduates[1]		40		44								
HS Graduates Who Were First-time College Freshmen	30.0	12	38.6	17								
First-time Freshmen Enrolled in College Developmental Course	33.3	4	29.4	5								
032009 French Settlement High School												
Number of High School Graduates[1]		45		51								
HS Graduates Who Were First-time College Freshmen	37.8	17	37.3	19								
First-time Freshmen Enrolled in College Developmental Course	58.8	10	31.6	6								
032012 Holden High School												
Number of High School Graduates[1]		30		32								
HS Graduates Who Were First-time College Freshmen	40.0	12	28.1	9								
First-time Freshmen Enrolled in College Developmental Course	25.0	3	33.3	3								
032014 Live Oak High School												
Number of High School Graduates[1]		145		151								
HS Graduates Who Were First-time College Freshmen	42.1	61	48.3	73								
First-time Freshmen Enrolled in College Developmental Course	36.1	22	24.7	18								
032016 Pine Ridge School												
Number of High School Graduates[1]		2		1								
HS Graduates Who Were First-time College Freshmen	0.0	0	0.0	0								
First-time Freshmen Enrolled in College Developmental Course	0.0	0	0.0	0								
032017 Maurepas School												
Number of High School Graduates[1]		35		18								
HS Graduates Who Were First-time College Freshmen	40.0	14	33.3	6								
First-time Freshmen Enrolled in College Developmental Course	50.0	7	33.3	2								

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

Table 16

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*
032023 Springfield High School												
Number of High School Graduates[1]		41		56								
HS Graduates Who Were First-time College Freshmen	46.3	19	26.8	15								
First-time Freshmen Enrolled in College Developmental Course	57.9	11	26.7	4								
032024 Walker High School												
Number of High School Graduates[1]		190		187								
HS Graduates Who Were First-time College Freshmen	39.0	74	36.9	69								
First-time Freshmen Enrolled in College Developmental Course	23.0	17	27.5	19								
District (Public)												
Number of High School Graduates[1]		941		925								
HS Graduates Who Were First-time College Freshmen	41.5	391	44.4	411								
First-time Freshmen Enrolled in College Developmental Course	34.3	134	27.3	112								
State (Public)												
Number of High School Graduates[1]		38,360		38,038								
HS Graduates Who Were First-time College Freshmen	42.7	16,382	42.2	16,055								
First-time Freshmen Enrolled in College Developmental Course	45.6	7,472	41.7	6,691								

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

debt services—servicing the debt of the LEA, including payments of both principal and interest. Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

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

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

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

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

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

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

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

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

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

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

growth label - assigned to a school based upon the school's success in reaching its Growth Target; recognizes improvement. The Growth Labels are as follows:

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

growth target—represents the progress a school must make every two years to reach the State's 10- and 20-year goals.

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

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

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

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

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

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

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

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

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

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.

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

school performance category—the official declaration of school performance in relation to the State's 10-year and 20-year accountability goals. The Performance Categories are as follows:

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

school performance score (SPS)—is the primary measure of a school's overall performance. (See the introduction section for more detail.)

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