

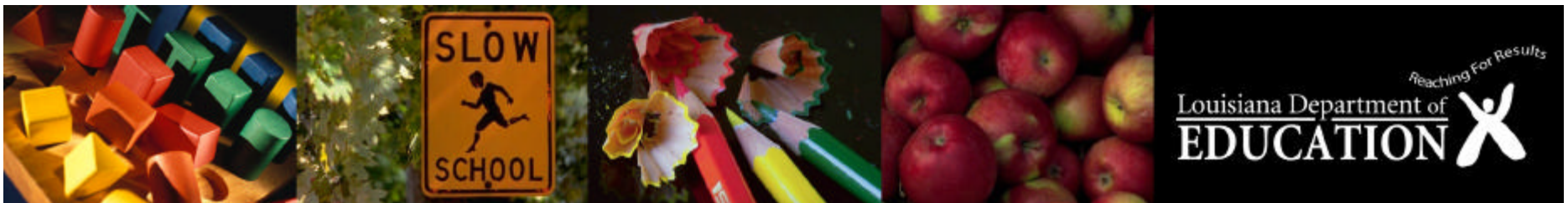
APRIL 2005

2003 - 2004

STATE OF LOUISIANA SUBGROUP COMPONENT REPORT



Cecil J. Picard
State Superintendent of Education



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2003-2004 Louisiana Subgroup Component Report

User's Guide

Under the *No Child Left Behind (NCLB) Act* of 2001, all states are required to have an accountability system and to focus on subgroups. The purpose of this report is to explain why Louisiana did or did not make Adequate Yearly Progress (AYP) for the Subgroup Component in 2003-2004. This report also provides other information about the state, such as the professional qualifications of teachers.

How is the state evaluated?

The state is evaluated on Subgroup AYP based on three different levels (grade clusters): elementary (K-5), middle (6-8), and high school (9-12).

How does the state make Adequate Yearly Progress (AYP) for (or pass) the Subgroup Component?

Each grade cluster must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate for elementary and middle schools and non-dropout rate for high schools). For the state to pass the subgroup component, each subgroup of students within each grade cluster had to pass the subgroup component, and each grade cluster as a whole had to meet the criteria for status or improvement on the additional academic indicator.

Which grades and assessments are included?

The Subgroup Component is evaluated for students who meet the inclusion criteria in grades 4, 8, and 10. The Louisiana Alternate Assessment (LAA) results for students with disabilities, those who were not eligible to take the LEAP or GEE, are included in the Subgroup Component calculations if those students were in grades 4, 8, or 10.

What are the subgroups? The nine subgroups that are evaluated for AYP are denoted in this report

with a checkmark. These subgroups include: African American/Black, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic, White, students with disabilities, limited English proficiency, and economically disadvantaged (students eligible to receive free or reduced price lunch). The ninth subgroup is an "All Students" subgroup made up of all students in the state who meet the inclusion criteria. Data for other subgroups that are not required to make AYP (students without disabilities, non-economically disadvantaged, male, and female) are also provided in this report for your information.

What are the inclusion criteria for students?

Students are included in the Subgroup Component if they meet the inclusion criteria; they had to be enrolled for a full academic year and tested at that grade level for the first time. Only students in grades 4, 8, and 10 were used in the test participation and academic performance evaluations. All students in a subgroup were used in the additional academic indicator evaluations.

What is the minimum number of students?

Ten or more students meeting the inclusion criteria are required for subgroup evaluation. Subgroups with fewer than 10 students automatically make AYP. Subgroups with at least 10 but fewer than 40 students are not evaluated for test participation but are evaluated for academic performance and the additional academic indicator. A ~ denotes too few students. "N/A" denotes no students for a subgroup or that no students in a subgroup met the inclusion criteria. Shaded cells indicate data that were not available or not required for evaluation.

Table 1 provides an overall picture of the Subgroup Component for Louisiana. At the top, a "Yes" or "No" indicates whether the state made AYP for its

Subgroup Component. For each subgroup, the table indicates whether AYP was met, with a "Yes" or "No" separately for English Language Arts (ELA) and Math by grade cluster.

The following tables provide further details about why the state did or did not make AYP.

Tables 2A-2C contain the number and percent of students tested and not tested by subgroups for ELA and Math separately by grade cluster. The percent tested is defined as the Participation Rate for the state. To make AYP, each subgroup should have a 95% participation rate. All students are required to participate in the annual standards-based assessments. A ~ denotes that there are fewer than 40 students in the test population. If a subgroup's participation rate is less than 95% for the current year, an average of the current year and the prior year or the current year plus the two prior years is calculated. If either average meets or exceeds 95%, then the subgroup meets its participation rate and the current year's rate will be displayed in italics. If the test participation criterion is met, academic performance is then evaluated.

Tables 3A-3C report information that compares the proficiency percent of each subgroup with the state's Annual Measurable Objective (AMO) for ELA and Math separately by grade cluster. *Proficiency* is defined as scoring at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP, GEE, and/or LAA. Those subgroups with "Yes" met the State's AMO for that subject, while subgroups with "No" did not make the required AMO. The AMOs were determined using 2001-2002 test data. The AMO for ELA is 36.9%, and the AMO for Math is 30.1%.

Tables 4A-4C disaggregate subgroup achievement at each LEAP/GEE/LAA achievement level for ELA and Math separately by grade cluster. Counts and percentages are given for each subgroup at each of the five achievement levels. These levels, from lowest to highest, are *Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced*.

Table 5 reports a 2-year trend of LEAP/GEE/LAA ELA and Math results by grade cluster.

If the academic performance AMOs are not met, a subgroup can still make AYP if it satisfies the two requirements of **Safe Harbor**: decrease the percent of non-proficient students by 10% from the previous year AND meet requirements for the additional academic indicator.

Tables 6A-6C report the proficiency percent by subgroup for 2002-2003 and 2003-2004 separately for ELA and Math by grade cluster. These tables also show whether the Safe Harbor goal (decreasing the non-proficiency percent by 10% from 2002-2003) was met.

Tables 7A-7C disaggregate data used to determine the additional academic indicator by grade cluster. For elementary and middle school students, the additional academic indicator is based on attendance. The AMO for the attendance rate is 90%. For high school students, the additional academic indicator is the non-dropout rate. The non-dropout rate shows how well the state keeps its students from dropping out. The AMO for the non-dropout rate is 90%. For both the attendance and

non-dropout rates two years of data are reported (2001-2002 and 2002-2003). In addition, a "Yes" or "No" indicates whether the subgroup met the requirements for the additional academic indicator (met the AMO or showed 0.1 growth). All students HAD to meet requirements for the additional academic indicator for the state to make AYP for its Subgroup Component.

Table 8 lists the number of schools in each district and the state that were identified for School Improvement (SI), formerly called Corrective Actions (CA). Schools that do not meet performance and growth requirements are identified for SI. In this report there are five levels of SI (SI 2 through SI 6) with only four levels possible this year. Remedies and consequences increase as schools move through the levels and are additive in nature.

Table 9 reports the professional qualifications of teachers from high poverty, low poverty, and all schools in the state. High and low poverty schools were determined by sorting all schools in the state, from high to low poverty (percent of students eligible to receive free or reduced price lunches). Based on statewide enrollment, the high poverty schools are the top 25%, and low poverty schools are the bottom 25%. The numbers and percentages of teachers with emergency and permanent credentials are reported. Permanent credentials include standard certificates and practitioner licenses. All other teachers are considered to have nonstandard (emergency) credentials. In addition, the numbers and percentages of core classes taught/not taught by

Highly Qualified Teachers are reported. Core classes include English language arts, mathematics, science, social studies, foreign languages, and the arts courses at grades 1-12. Teachers that meet the "Highly Qualified" requirements, as defined by NCLB, are those teachers that have full state certification and have demonstrated competency in each core academic subject they teach. For the data presented in this report, "Highly Qualified" was determined on a class-by-class basis.

Confidence intervals were used at three points in the Subgroup Component evaluation to ensure high levels of reliability for the subgroup data: the AMO status test (Tables 3A-3C), the 10% reduction in non-proficiency (Tables 6A-6C), and the additional academic indicator status test (Tables 7A-7C). An * denotes a subgroup that met requirements based on a confidence interval.

For more details, please visit the Louisiana Department of Education's website at www.louisianaschools.net to view other accountability reports and *Bulletin 111: Louisiana School, District, and State Accountability policy*.

Contact the Louisiana Department of Education toll free by telephone at 1-877-453-2721.

State of Louisiana

Table 1. Did Louisiana Make Adequate Yearly Progress (AYP) For Its Subgroup Component?

NO

All of these subgroups had to make Adequate Yearly Progress (AYP) for the state to make AYP for its Subgroup Component.

Subgroups	English Language Arts			Math		
	Made AYP?			Made AYP?		
	Elementary	Middle	High	Elementary	Middle	High
All Students	YES	YES	YES	YES	YES	YES
African American/Black	YES	NO	YES	YES	YES	YES
American Indian/Native Alaskan	YES	YES	YES	YES	YES	YES
Asian/Pacific Islander	YES	YES	YES	YES	YES	YES
Hispanic	YES	YES	YES	YES	YES	YES
White	YES	YES	YES	YES	YES	YES
Students with Disabilities	NO	NO	NO	YES	NO	NO
Limited English Proficiency	YES	YES	YES	YES	YES	YES
Economically Disadvantaged	YES	YES	YES	YES	YES	YES

Subgroups with fewer than 10 students automatically make AYP.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

The following tables will explain why Louisiana did or did not make AYP for its Subgroup Component.

State of Louisiana

Table 2A. Number and Percent of Elementary School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the indicated subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested ¹		Not Tested		Tested ¹		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	51,971	100.0	8	0.0	51,949	100.0	12	0.0
African American/Black	✓	25,381	100.0	6	0.0	25,368	100.0	9	0.0
American Indian/Native Alaskan	✓	366	100.0	0	0.0	366	100.0	0	0.0
Asian/Pacific Islander	✓	624	100.0	0	0.0	624	100.0	0	0.0
Hispanic	✓	898	100.0	0	0.0	898	100.0	0	0.0
White	✓	24,702	100.0	2	0.0	24,693	100.0	3	0.0
Other									
Students with Disabilities	✓	7,862	99.9	6	0.1	7,857	99.9	8	0.1
Students without Disabilities		44,109	100.0	2	0.0	44,092	100.0	4	0.0
Limited English Proficiency	✓	614	100.0	0	0.0	614	100.0	0	0.0
Economically Disadvantaged	✓	35,316	100.0	8	0.0	35,298	100.0	12	0.0
Non-Economically Disadvantaged		16,655	100.0	0	0.0	16,651	100.0	0	0.0
Migrant									
Male		26,409	100.0	6	0.0	26,392	100.0	10	0.0
Female		25,562	100.0	2	0.0	25,557	100.0	2	0.0

A ~ denotes that there are fewer than 40 students in the test population.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

¹The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate will be shown in italics.

Note : This student population includes those students in grade 4 that were enrolled the full academic year and were eligible to be tested for the first time.

State of Louisiana

Table 2B. Number and Percent of Middle School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the indicated subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested ¹		Not Tested		Tested ¹		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	48,674	99.8	74	0.2	48,651	99.8	82	0.2
African American/Black	✓	21,843	99.7	57	0.3	21,822	99.7	66	0.3
American Indian/Native Alaskan	✓	320	100.0	0	0.0	320	100.0	0	0.0
Asian/Pacific Islander	✓	645	100.0	0	0.0	645	100.0	0	0.0
Hispanic	✓	810	99.9	1	0.1	810	99.9	1	0.1
White	✓	25,056	99.9	16	0.1	25,054	99.9	15	0.1
Other									
Students with Disabilities	✓	6,553	99.6	24	0.4	6,535	99.6	29	0.4
Students without Disabilities		42,121	99.9	50	0.1	42,116	99.9	53	0.1
Limited English Proficiency	✓	402	100.0	0	0.0	402	100.0	0	0.0
Economically Disadvantaged	✓	28,298	99.8	48	0.2	28,271	99.8	57	0.2
Non-Economically Disadvantaged		20,376	99.9	26	0.1	20,380	99.9	25	0.1
Migrant									
Male		24,432	99.8	47	0.2	24,412	99.8	54	0.2
Female		24,242	99.9	27	0.1	24,239	99.9	28	0.1

A ~ denotes that there are fewer than 40 students in the test population.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

¹The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate will be shown in italics.

Note : This student population includes those students in grade 8 that were enrolled the full academic year and were eligible to be tested for the first time.

State of Louisiana

Table 2C. Number and Percent of High School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the indicated subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested ¹		Not Tested		Tested ¹		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	43,088	99.5	237	0.5	43,022	99.4	238	0.6
African American/Black	✓	18,277	99.0	181	1.0	18,255	99.0	177	1.0
American Indian/Native Alaskan	✓	277	98.9	3	1.1	277	99.3	2	0.7
Asian/Pacific Islander	✓	738	99.7	2	0.3	738	99.9	1	0.1
Hispanic	✓	694	100.0	0	0.0	691	99.7	2	0.3
White	✓	23,102	99.8	51	0.2	23,061	99.8	56	0.2
Other									
Students with Disabilities	✓	4,331	98.5	66	1.5	4,318	98.6	60	1.4
Students without Disabilities		38,757	99.6	171	0.4	38,704	99.5	178	0.5
Limited English Proficiency	✓	385	99.7	1	0.3	382	99.7	1	0.3
Economically Disadvantaged	✓	19,713	99.3	145	0.7	19,674	99.3	139	0.7
Non-Economically Disadvantaged		23,375	99.6	92	0.4	23,348	99.6	99	0.4
Migrant									
Male		20,530	99.4	133	0.6	20,498	99.3	141	0.7
Female		22,558	99.5	104	0.5	22,524	99.6	97	0.4

A ~ denotes that there are fewer than 40 students in the test population.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

¹The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate will be shown in italics.

Note : This student population includes those students in grade 10 that were enrolled the full academic year and were eligible to be tested for the first time.

State of Louisiana

Table 3A. Subgroups' Proficiency Status¹ And the State's Annual Measurable Objective (AMO) For Elementary School Students

To make AYP for Louisiana's Subgroup Component, all the indicated subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 6A and 7A).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? ²	Proficiency Percent	Subgroup Met AMO? ²
All Students	✓	63.1	YES	57.3	YES
African American/Black	✓	49.9	YES	40.1	YES
American Indian/Native Alaskan	✓	64.8	YES	63.1	YES
Asian/Pacific Islander	✓	76.9	YES	79.2	YES
Hispanic	✓	68.8	YES	62.6	YES
White	✓	76.0	YES	74.2	YES
Other					
Students with Disabilities	✓	32.4	NO	31.6	YES
Students without Disabilities		68.5		61.9	
Limited English Proficiency	✓	60.9	YES	58.9	YES
Economically Disadvantaged	✓	54.4	YES	47.7	YES
Non-Economically Disadvantaged		81.5		77.8	
Migrant					
Male		57.9		57.2	
Female		68.4		57.4	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO because it was within the confidence interval.

¹ Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP.

² English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

State of Louisiana

**Table 3B. Subgroups' Proficiency Status¹
And the State's Annual Measurable Objective (AMO)
For Middle School Students**

To make AYP for Louisiana's Subgroup Component, all the indicated subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 6B and 7B).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? ²	Proficiency Percent	Subgroup Met AMO? ²
All Students	✓	50.4	YES	60.1	YES
African American/Black	✓	35.4	NO	41.4	YES
American Indian/Native Alaskan	✓	52.5	YES	57.8	YES
Asian/Pacific Islander	✓	62.7	YES	79.5	YES
Hispanic	✓	54.2	YES	59.6	YES
White	✓	63.0	YES	75.9	YES
Other					
Students with Disabilities	✓	13.0	NO	23.0	NO
Students without Disabilities		56.2		65.9	
Limited English Proficiency	✓	36.3	*	56.5	YES
Economically Disadvantaged	✓	39.3	YES	48.6	YES
Non-Economically Disadvantaged		65.8		76.0	
Migrant					
Male		42.1		59.6	
Female		58.7		60.6	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO because it was within the confidence interval.

¹ Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP.

² English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

State of Louisiana

Table 3C. Subgroups' Proficiency Status¹ And the State's Annual Measurable Objective (AMO) For High School Students

To make AYP for Louisiana's Subgroup Component, all the indicated subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 6C and 7C).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? ²	Proficiency Percent	Subgroup Met AMO? ²
All Students	✓	61.5	YES	62.6	YES
African American/Black	✓	44.3	YES	44.7	YES
American Indian/Native Alaskan	✓	63.5	YES	63.9	YES
Asian/Pacific Islander	✓	72.3	YES	82.7	YES
Hispanic	✓	60.1	YES	60.6	YES
White	✓	74.9	YES	76.2	YES
Other					
Students with Disabilities	✓	22.4	NO	25.1	NO
Students without Disabilities		65.9		66.8	
Limited English Proficiency	✓	40.7	YES	55.4	YES
Economically Disadvantaged	✓	48.5	YES	50.4	YES
Non-Economically Disadvantaged		72.5		72.9	
Migrant					
Male		55.1		64.2	
Female		67.4		61.2	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO because it was within the confidence interval.

¹ Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the GEE.

² English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

State of Louisiana

Table 4A. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For Elementary School Students

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	8,448	16.3	10,744	20.7	20,996	40.4	10,231	19.7	1,537	3.0
	African American/Black	6,146	24.2	6,563	25.9	9,475	37.3	2,940	11.6	255	1.0
	American Indian/Native Alaskan	52	14.2	77	21.0	154	42.1	70	19.1	13	3.6
	Asian/Pacific Islander	53	8.6	90	14.5	240	38.8	189	30.5	47	7.6
	Hispanic	107	11.9	173	19.3	362	40.4	226	25.2	28	3.1
	White	2,090	8.5	3,841	15.6	10,765	43.6	6,806	27.6	1,194	4.8
	Other										
	Students with Disabilities	3,539	45.0	1,777	22.6	1,849	23.5	586	7.5	110	1.4
	Students without Disabilities	4,909	11.1	8,967	20.3	19,147	43.4	9,645	21.9	1,427	3.2
	Limited English Proficiency	98	16.4	136	22.7	245	40.9	112	18.7	8	1.3
	Economically Disadvantaged	7,463	21.1	8,644	24.5	13,990	39.6	4,769	13.5	439	1.2
	Non-Economically Disadvantaged	985	5.9	2,100	12.6	7,006	42.1	5,462	32.8	1,098	6.6
	Migrant										
	Male	5,444	20.6	5,684	21.5	10,265	38.9	4,435	16.8	574	2.2
	Female	3,004	11.8	5,060	19.8	10,731	42.0	5,796	22.7	963	3.8
Math	All Students	10,879	20.9	11,289	21.7	20,883	40.2	7,722	14.9	1,161	2.2
	African American/Black	8,263	32.6	6,935	27.3	8,396	33.1	1,625	6.4	147	0.6
	American Indian/Native Alaskan	60	16.4	75	20.5	160	43.7	65	17.8	6	1.6
	Asian/Pacific Islander	45	7.3	84	13.6	264	42.6	178	28.8	48	7.8
	Hispanic	139	15.5	196	21.9	396	44.2	142	15.8	23	2.6
	White	2,372	9.6	3,999	16.2	11,667	47.3	5,712	23.1	937	3.8
	Other										
	Students with Disabilities	3,572	45.5	1,798	22.9	1,911	24.3	511	6.5	64	0.8
	Students without Disabilities	7,307	16.6	9,491	21.5	18,972	43.0	7,211	16.4	1,097	2.5
	Limited English Proficiency	111	18.5	135	22.5	254	42.4	88	14.7	11	1.8
	Economically Disadvantaged	9,544	27.0	8,928	25.3	13,145	37.3	3,303	9.4	367	1.0
	Non-Economically Disadvantaged	1,335	8.0	2,361	14.2	7,738	46.5	4,419	26.5	794	4.8
	Migrant										
	Male	5,790	21.9	5,492	20.8	10,303	39.0	4,143	15.7	657	2.5
	Female	5,089	19.9	5,797	22.7	10,580	41.4	3,579	14.0	504	2.0

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

State of Louisiana

Table 4B. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For Middle School Students

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	6,657	13.7	17,480	35.9	19,209	39.5	4,926	10.1	386	0.8
	African American/Black	4,748	21.7	9,358	42.8	6,538	29.9	1,098	5.0	101	0.5
	American Indian/Native Alaskan	36	11.3	116	36.3	144	45.0	23	7.2	1	0.3
	Asian/Pacific Islander	58	9.1	181	28.3	242	37.8	135	21.1	24	3.8
	Hispanic	101	12.6	265	33.2	338	42.3	91	11.4	4	0.5
	White	1,714	6.8	7,560	30.2	11,947	47.7	3,579	14.3	256	1.0
	Other										
	Students with Disabilities	3,625	55.3	2,074	31.6	603	9.2	162	2.5	89	1.4
	Students without Disabilities	3,032	7.2	15,406	36.6	18,606	44.2	4,764	11.3	297	0.7
	Limited English Proficiency	92	23.8	154	39.9	112	29.0	27	7.0	1	0.3
	Economically Disadvantaged	5,348	18.9	11,812	41.8	9,393	33.2	1,602	5.7	131	0.5
	Non-Economically Disadvantaged	1,309	6.4	5,668	27.8	9,816	48.2	3,324	16.3	255	1.3
	Migrant										
	Male	4,503	18.4	9,630	39.4	8,477	34.7	1,675	6.9	139	0.6
	Female	2,154	8.9	7,850	32.4	10,732	44.3	3,251	13.4	247	1.0
Math	All Students	9,229	19.0	10,171	20.9	25,117	51.6	2,987	6.1	1,131	2.3
	African American/Black	6,833	31.3	5,947	27.3	8,477	38.8	425	1.9	140	0.6
	American Indian/Native Alaskan	64	20.0	71	22.2	162	50.6	18	5.6	5	1.6
	Asian/Pacific Islander	49	7.7	82	12.8	339	53.0	88	13.8	82	12.8
	Hispanic	129	16.1	194	24.3	409	51.2	50	6.3	17	2.1
	White	2,154	8.6	3,877	15.5	15,730	62.8	2,406	9.6	887	3.5
	Other										
	Students with Disabilities	3,693	56.5	1,337	20.5	1,297	19.8	124	1.9	84	1.3
	Students without Disabilities	5,536	13.1	8,834	21.0	23,820	56.6	2,863	6.8	1,047	2.5
	Limited English Proficiency	97	25.1	71	18.4	187	48.4	21	5.4	10	2.6
	Economically Disadvantaged	7,360	26.0	7,155	25.3	12,608	44.6	883	3.1	253	0.9
	Non-Economically Disadvantaged	1,869	9.2	3,016	14.8	12,509	61.4	2,104	10.3	878	4.3
	Migrant										
	Male	4,979	20.4	4,883	20.0	12,316	50.5	1,598	6.5	628	2.6
	Female	4,250	17.5	5,288	21.8	12,801	52.8	1,389	5.7	503	2.1

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

State of Louisiana

Table 4C. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For High School Students

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	7,372	17.1	9,197	21.4	17,502	40.6	7,998	18.6	1,005	2.3
	African American/Black	5,154	28.2	5,029	27.5	6,313	34.5	1,625	8.9	156	0.9
	American Indian/Native Alaskan	34	12.3	67	24.2	127	45.8	45	16.2	4	1.4
	Asian/Pacific Islander	95	13.0	108	14.8	292	39.9	199	27.2	38	5.2
	Hispanic	134	19.4	141	20.5	266	38.6	135	19.6	13	1.9
	White	1,955	8.5	3,852	16.7	10,504	45.5	5,994	25.9	794	3.4
	Other										
	Students with Disabilities	2,602	60.1	758	17.5	569	13.1	266	6.1	136	3.1
	Students without Disabilities	4,770	12.3	8,439	21.8	16,933	43.7	7,732	20.0	869	2.2
	Limited English Proficiency	145	39.1	75	20.2	115	31.0	35	9.4	1	0.3
	Economically Disadvantaged	4,948	25.1	5,197	26.4	7,325	37.2	2,033	10.3	202	1.0
	Non-Economically Disadvantaged	2,424	10.4	4,000	17.1	10,177	43.5	5,965	25.5	803	3.4
	Migrant										
	Male	4,367	21.3	4,854	23.7	7,909	38.5	3,000	14.6	393	1.9
	Female	3,005	13.3	4,343	19.3	9,593	42.5	4,998	22.2	612	2.7
Math	All Students	9,462	22.0	6,617	15.4	16,484	38.3	6,792	15.8	3,653	8.5
	African American/Black	6,541	35.8	3,547	19.4	6,226	34.1	1,499	8.2	442	2.4
	American Indian/Native Alaskan	52	18.8	48	17.3	129	46.6	30	10.8	18	6.5
	Asian/Pacific Islander	65	8.9	62	8.5	234	32.0	181	24.7	190	26.0
	Hispanic	154	22.4	116	16.9	267	38.9	90	13.1	59	8.6
	White	2,650	11.5	2,844	12.3	9,628	41.8	4,992	21.6	2,944	12.8
	Other										
	Students with Disabilities	2,607	60.4	627	14.5	696	16.1	268	6.2	120	2.8
	Students without Disabilities	6,855	17.7	5,990	15.5	15,788	40.8	6,524	16.9	3,533	9.1
	Limited English Proficiency	108	29.3	56	15.2	122	33.2	61	16.6	21	5.7
	Economically Disadvantaged	6,098	31.0	3,652	18.6	7,155	36.4	2,062	10.5	699	3.6
	Non-Economically Disadvantaged	3,364	14.4	2,965	12.7	9,329	40.0	4,730	20.3	2,954	12.7
	Migrant										
	Male	4,408	21.5	2,924	14.3	7,712	37.6	3,435	16.8	2,012	9.8
	Female	5,054	22.4	3,693	16.4	8,772	39.0	3,357	14.9	1,641	7.3

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

State of Louisiana

Table 5. Percent of Students Proficient¹ by Grade Cluster

Year	English Language Arts			Math		
	Elementary	Middle	High	Elementary	Middle	High
2003	60.9	53.6	53.4	59.6	51.5	59.5
2004	63.1	50.4	61.5	57.3	60.1	62.6

A ~ denotes that there were fewer than 10 test takers or that there were no grade data available for calculating AYP.

¹ Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP and/or GEE.

State of Louisiana

Table 6A. Subgroup Growth from 2003 to 2004 for Elementary School Students

Even if one of the required subgroups did not make the AMO¹ (see Table 3A), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal and met requirements for the additional academic indicator (see Table 7A).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?	Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?
All Students	✓	60.9	63.1		59.6	57.3	
African American/Black	✓	46.7	49.9		42.9	40.1	
American Indian/Native Alaskan	✓	59.5	64.8		59.8	63.1	
Asian/Pacific Islander	✓	73.2	76.9		78.6	79.2	
Hispanic	✓	67.3	68.8		66.4	62.6	
White	✓	74.9	76.0		76.1	74.2	
Other							
Students with Disabilities	✓	30.5	32.4	NO	34.2	31.6	
Students without Disabilities		66.4	68.5		64.2	61.9	
Limited English Proficiency	✓	56.2	60.9		60.4	58.9	
Economically Disadvantaged	✓	51.8	54.4		50.1	47.7	
Non-Economically Disadvantaged		79.5	81.5		79.2	77.8	
Migrant							
Male		55.8	57.9		58.8	57.2	
Female		66.2	68.4		60.5	57.4	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO or met their Safe Harbor Goal because it was within the confidence interval.

¹English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

²Proficiency is determined by the percent of students at *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP.

State of Louisiana

Table 6B. Subgroup Growth from 2003 to 2004 for Middle School Students

Even if one of the required subgroups did not make the AMO¹ (see Table 3B), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal and met requirements for the additional academic indicator (see Table 7B).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?	Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?
All Students	✓	53.6	50.4		51.5	60.1	
African American/Black	✓	34.0	35.4	NO	30.9	41.4	
American Indian/Native Alaskan	✓	54.9	52.5		50.7	57.8	
Asian/Pacific Islander	✓	65.3	62.7		73.0	79.5	
Hispanic	✓	56.1	54.2		53.7	59.6	
White	✓	70.9	63.0		69.6	75.9	
Other							
Students with Disabilities	✓	16.9	13.0	NO	18.9	23.0	NO
Students without Disabilities		59.6	56.2		56.9	65.9	
Limited English Proficiency	✓	36.3	36.3		46.7	56.5	
Economically Disadvantaged	✓	40.4	39.3		38.3	48.6	
Non-Economically Disadvantaged		71.6	65.8		69.7	76.0	
Migrant							
Male		48.7	42.1		51.8	59.6	
Female		58.4	58.7		51.3	60.6	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO or met their Safe Harbor Goal because it was within the confidence interval.

¹English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

²Proficiency is determined by the percent of students at *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP.

State of Louisiana

Table 6C. Subgroup Growth from 2003 to 2004 for High School Students

Even if one of the required subgroups did not make the AMO¹ (see Table 3C), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal and met requirements for the additional academic indicator (see Table 7C).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?	Proficiency ² Percent 2003	Proficiency ² Percent 2004	Safe Harbor Goal Met?
All Students	✓	53.4	61.5		59.5	62.6	
African American/Black	✓	34.3	44.3		38.7	44.7	
American Indian/Native Alaskan	✓	55.7	63.5		62.9	63.9	
Asian/Pacific Islander	✓	64.0	72.3		81.9	82.7	
Hispanic	✓	48.3	60.1		55.8	60.6	
White	✓	68.6	74.9		75.7	76.2	
Other							
Students with Disabilities	✓	17.1	22.4	NO	23.0	25.1	NO
Students without Disabilities		57.3	65.9		63.4	66.8	
Limited English Proficiency	✓	31.0	40.7		52.1	55.4	
Economically Disadvantaged	✓	38.5	48.5		45.2	50.4	
Non-Economically Disadvantaged		66.1	72.5		71.6	72.9	
Migrant							
Male		48.2	55.1		62.2	64.2	
Female		58.3	67.4		57.0	61.2	

A ~ denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the AMO or met their Safe Harbor Goal because it was within the confidence interval.

¹English Language Arts AMO is 36.9%, and the Math AMO is 30.1%.

²Proficiency is determined by the percent of students at *Basic*, *Mastery*, or *Advanced* achievement levels on the GEE.

State of Louisiana

Table 7A. Additional Academic Indicator¹ Used In Determining AYP For Elementary School Students

Even if one of the required subgroups did not make the AMO (see Table 3A), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal (see Table 6A) and met requirements for the additional academic indicator (either met the AMO² or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2001-2002	2002-2003	Met AMO ² or Growth?
All Students ³	✓	95.4	94.9	YES
African American/Black	✓	95.5	95.0	
American Indian/Native Alaskan	✓	94.1	93.4	
Asian/Pacific Islander	✓	97.1	96.8	
Hispanic	✓	95.7	95.3	
White	✓	95.2	94.7	
Other				
Students with Disabilities	✓	94.4	94.0	
Students without Disabilities		95.5	95.0	
Limited English Proficiency	✓	96.6	96.1	
Economically Disadvantaged	✓	95.1	94.6	
Non-Economically Disadvantaged		96.0	95.5	
Migrant				
Male		95.3	94.8	
Female		95.5	95.0	

A – denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the additional academic indicator AMO because it was within the confidence interval.

¹The additional academic indicator for grades K through 5 students will be based on the attendance rate.

²The attendance rate AMO is 90%.

³ All Students HAD to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.

State of Louisiana

Table 7B. Additional Academic Indicator¹ Used In Determining AYP For Middle School Students

Even if one of the required subgroups did not make the AMO (see Table 3B), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal (see Table 6B) and met requirements for the additional academic indicator (either met the AMO² or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2001-2002	2002-2003	Met AMO ² or Growth?
All Students ³	✓	93.3	93.1	
African American/Black	✓	92.7	92.6	
American Indian/Native Alaskan	✓	91.7	91.2	
Asian/Pacific Islander	✓	96.4	96.5	
Hispanic	✓	94.4	93.9	
White	✓	93.8	93.5	
Other				
Students with Disabilities	✓	90.7	90.5	
Students without Disabilities		93.7	93.5	
Limited English Proficiency	✓	95.3	95.1	
Economically Disadvantaged	✓	92.6	92.4	
Non-Economically Disadvantaged		94.3	94.1	
Migrant				
Male		93.1	92.8	
Female		93.5	93.3	

A – denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the additional academic indicator AMO because it was within the confidence interval.

¹The additional academic indicator for grades 6 through 8 students will be based on the attendance rate.

²The attendance rate AMO is 90%.

³ All Students HAD to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.

State of Louisiana

Table 7C. Additional Academic Indicator¹ Used In Determining AYP For High School Students

Even if one of the required subgroups did not make the AMO (see Table 3C), Louisiana can still make AYP for its Subgroup Component if the subgroup reached its Safe Harbor Goal (see Table 6C) and met requirements for the additional academic indicator (either met the AMO² or showed 0.1 growth).

Subgroups	Required for AYP	Non-Dropout Rate		
		2001-2002	2002-2003	Met AMO ² or Growth?
All Students ³	✓	93.5	93.0	
African American/Black	✓	91.3	90.5	
American Indian/Native Alaskan	✓	93.1	91.8	
Asian/Pacific Islander	✓	95.3	96.5	
Hispanic	✓	93.8	93.4	
White	✓	95.3	95.0	
Other				
Students with Disabilities	✓	91.7	91.0	
Students without Disabilities		93.7	93.2	
Limited English Proficiency	✓	92.6	92.7	
Economically Disadvantaged	✓	94.5	93.3	
Non-Economically Disadvantaged		92.8	92.8	
Migrant				
Male		92.6	92.1	
Female		94.4	93.9	

A – denotes that there are fewer than 10 test takers.

N/A denotes no students for that subgroup or that there were no subgroup data available for calculating AYP.

An * denotes that the subgroup met the additional academic indicator AMO because it was within the confidence interval.

¹The additional academic indicator for grades 9 through 12 students will be based on the non-dropout rate.

²The non-dropout rate AMO is 90%.

³ *All Students **HAD** to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.*

State of Louisiana

Table 8. Schools in School Improvement (SI)

School Improvement Status for Districts						
District Name	School Improvement Level					Total Schools in SI
	SI 2	SI 3	SI 4	SI 5	SI 6	
Acadia Parish						0
Allen Parish						0
Ascension Parish						0
Assumption Parish						0
Avoyelles Parish						0
Beauregard Parish						0
Bienville Parish						0
Bossier Parish						0
Caddo Parish		1				1
Calcasieu Parish						0
Caldwell Parish						0
Cameron Parish						0
Catahoula Parish						0
Claiborne Parish						0
Concordia Parish						0
DeSoto Parish						0
East Baton Rouge Parish	2	1	1			4
East Carroll Parish						0
East Feliciana Parish						0
Evangeline Parish						0
Franklin Parish						0
Grant Parish						0
Iberia Parish						0
Iberville Parish						0
Jackson Parish						0
Jefferson Parish	5	1				6

Source: Louisiana Department of Education
 Division of Planning, Analysis and Information Resources
 April 2005

State of Louisiana

Table 8. Schools in School Improvement (SI)

School Improvement Status for Districts						
District Name	School Improvement Level					Total Schools in SI
	SI 2	SI 3	SI 4	SI 5	SI 6	
Jefferson Davis Parish						0
Lafayette Parish	1					1
Lafourche Parish						0
LaSalle Parish						0
Lincoln Parish						0
Livingston Parish						0
Madison Parish						0
Morehouse Parish	2					2
Natchitoches Parish						0
Orleans Parish	14	26	10	5		55
Ouachita Parish						0
Plaquemines Parish						0
Pointe Coupee Parish	1	1				2
Rapides Parish						0
Red River Parish						0
Richland Parish						0
Sabine Parish						0
St. Bernard Parish						0
St. Charles Parish						0
St. Helena Parish						0
St. James Parish						0
St. John the Baptist Parish						0
St. Landry Parish						0
St. Martin Parish						0
St. Mary Parish						0
St. Tammany Parish						0

Source: Louisiana Department of Education
 Division of Planning, Analysis and Information Resources
 April 2005

State of Louisiana

Table 8. Schools in School Improvement (SI)

School Improvement Status for Districts						
District Name	School Improvement Level					Total Schools in SI
	SI 2	SI 3	SI 4	SI 5	SI 6	
Tangipahoa Parish	1	2				3
Tensas Parish						0
Terrebonne Parish						0
Union Parish						0
Vermilion Parish						0
Vernon Parish						0
Washington Parish						0
Webster Parish						0
West Baton Rouge Parish						0
West Carroll Parish						0
West Feliciana Parish						0
Winn Parish						0
City of Monroe School District	1					1
City of Bogalusa School District						0
Marine Institutes of Louisiana	5					5
State Total	32	32	11	5	0	80

Note: Schools that do not meet performance and growth requirements are placed in School Improvement (SI). This year's report includes only schools identified for federal AYP SI ranges (SI 2 to SI 6). The higher the SI level, the more support and assistance the school receives from the district and the state.

A complete list of all schools in SI by district is available at the Louisiana Department of Education website at www.louisianaschools.net under the School Accountability, School Report Cards section. Select any Subgroup Component Report within the district and go to Table 8.

State of Louisiana

Table 9. Professional Qualifications of Teachers in Louisiana¹

	TEACHERS				CLASSES			
	Teachers with Emergency Credentials		Teachers with Permanent Credentials		Classes <u>Not</u> Taught by Highly Qualified Teachers ²		Classes Taught by Highly Qualified Teachers ²	
	#	%	#	%	#	%	#	%
High Poverty Schools	853	9.6	8,036	90.4	3,040	13.5	19,498	86.5
Low Poverty Schools	386	4.4	8,355	95.6	2,588	6.9	34,737	93.1
All Schools	2,359	6.5	33,933	93.5	11,580	9.5	110,639	90.5

¹Classes reported under Special Education course codes were not evaluated for this report.

²For the data presented in this report, "Highly Qualified" was determined on a class-by-class basis.