

2002-2003 District Composite Report

Terrebonne Parish

Published April 2004

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This public document is published at a total cost of \$3065.24; three hundred thirty (330) copies of this public document were published in the first printing at a cost of \$3065.24. The total cost of all printings of this document, including reprints, is \$3065.24. This document was published by the Louisiana Department of Education, Office of Management and Finance, Division of Planning, Analysis and Information Resources; Post Office Box 94064; Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

TABLE OF CONTENTS

Introduction	i
Section 1. District Summary	
District Indicator Summary Results	1-1
Parish Socioeconomic And Demographic Profile	1-24
District Financial Profile.....	1-27
Section 2. School Characteristics And Accountability Information	
School Characteristics and Accountability Information	2-1
Faculty with a Master's Degree or Higher.....	2-50
Teacher Quality.....	2-53
Class Size Characteristics	2-56
Section 3. Student Participation	
Student Attendance	3-1
Student Suspensions and Expulsions.....	3-7
Student Retention.....	3-18
Student Dropouts	3-24
Section 4. Student Achievement	
Criterion-Referenced Test (CRT) – LEAP 21 Test Results	4-1
Criterion-Referenced Test (CRT) – GEE 21 Results.....	4-35
Norm-Referenced Test (NRT) – The Iowa Tests Results.....	4-48
Section 5. College Readiness	
American College Test (ACT) Results	5-1
First-Time College Freshmen Performance	5-3
Glossary	6-1

KEY TO TABLES

Table 1a: District Indicator Results - Public Schools	1-2
Table 1b: District Indicator Results - Schools by Performance Label	1-2
Table 1c: District Indicator Results - Schools By Growth Label	1-3
Table 1d: District Indicator Results - Schools By Level School Improvement	1-4
Table 1e: District Indicator Results - Reward Data	1-5
Table 1f: District Indicator Results - District Accountability and Subgroup Performance Scores	1-5
Table 1g: District Indicator Results - AYP Status Data	1-7
Table 1h: District Indicator Results - Faculty Degree Data	1-7
Table 1i: District Indicator Results - Teacher Quality	1-7
Table 1j: District Indicator Results - Class Size Characteristics	1-8
Table 2a: District Indicator Results - Student Attendance	1-10
Table 2b: District Indicator Results - Student Suspensions and Expulsions	1-11
Table 2c: District Indicator Results - Student Retention	1-13
Table 2d: District Indicator Results - Student Dropouts	1-14
Table 3a: District Indicator Results - LEAP 21 Test Results	1-15
Table 3b: District Indicator Results - Graduation Exit Examination (GEE 21) Results	1-19
Table 3c: District Indicator Results - The Iowa Test Results	1-21
Table 4a: District Indicator Results - American College Test (ACT) Results	1-23
Table 4b: District Indicator Results - First-Time College Freshmen Performance	1-23
Figure 5: Parish Socioeconomic and Demographic Profile	1-26
Figure 6: District Financial Profile	1-28
Table 7: School Characteristics and Accountability Information	2-7
Table 8: Faculty with a Master's Degree or Higher	2-51
Table 9: Teacher Quality: Percent and Number of Core Classes Taught by Highly Qualified Teachers	2-54
Table 10a: Class Size Characteristics - Elementary Schools	2-57
Table 10b: Class Size Characteristics - Middle/Jr. High Schools	2-62
Table 10c: Class Size Characteristics - High Schools	2-65
Table 10d: Class Size Characteristics - Combination Schools	2-67
Table 11a: Percent of Student Attendance - Elementary Schools	3-3
Table 11b: Percent of Student Attendance - Middle/Jr. High Schools	3-4
Table 11c: Percent of Student Attendance - High Schools	3-5

KEY TO TABLES (continued)

Table 11d: Percent of Student Attendance - Combination Schools	3-6
Table 12a: Student Suspensions and Expulsions - Elementary Schools	3-9
Table 12b: Student Suspensions and Expulsions - Middle/Jr. High Schools	3-13
Table 12c: Student Suspensions and Expulsions - High Schools	3-15
Table 12d: Student Suspensions and Expulsions - Combination Schools	3-17
Table 13: Student Retention	3-20
Table 14: Student Dropouts	3-26
Table 15a: LEAP 21 Test Results - Grade 4 English Language Arts	4-3
Table 15b: LEAP 21 Test Results - Grade 4 Mathematics	4-8
Table 15c: LEAP 21 Test Results - Grade 4 Science	4-13
Table 15d: LEAP 21 Test Results - Grade 4 Social Studies	4-18
Table 15e: LEAP 21 Test Results - Grade 8 English Language Arts	4-23
Table 15f: LEAP 21 Test Results - Grade 8 Mathematics	4-26
Table 15g: LEAP 21 Test Results - Grade 8 Science	4-29
Table 15h: LEAP 21 Test Results - Grade 8 Social Studies	4-32
Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts	4-36
Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics	4-39
Table 16c: Graduation Exit Examination (GEE 21) Results - Science	4-42
Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies	4-45
Table 17a: The Iowa Tests Results - Grade 3	4-50
Table 17b: The Iowa Tests Results - Grade 5	4-55
Table 17c: The Iowa Tests Results - Grade 6	4-60
Table 17d: The Iowa Tests Results - Grade 7	4-65
Table 17e: The Iowa Tests Results - Grade 9	4-69
Table 18: American College Test (ACT) Results	5-2
Table 19: First-Time College Freshmen Performance	5-5

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 resulted in the publication of the *Progress Profiles* (*School Report Cards*, *District Composite Report*, and the *Louisiana State Education Progress Report*) with three main objectives: (1) to provide information about schools to parents and the general public, (2) to provide a basis for educational planning, and (3) to increase educational accountability at all levels.

The Children First Act, through its *Progress Profiles* program, also became the impetus toward the introduction of the statewide school accountability system, which was implemented in 1998-1999. The Louisiana School Accountability System, replacing the old *Progress Profiles* program, is focused on analysis and assessment of school performance with heavy emphasis on school improvement.

In its fifth year, the school accountability system has been successful in its mission, particularly in raising awareness of the importance of this initiative to our state. Furthermore, the end product of this system, the annual accountability reports, has become an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana. With the induction of the new Louisiana District Accountability System in 2001-2002, two years of district-level accountability reports have been released and have added to the strength of the Louisiana accountability model.

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

implementation of accountability and high standards, annual academic assessments, and consequences for schools that fail to educate disadvantaged students (United States Department of Education, NCLB of 2001).

Fortunately, the existing Louisiana School and District Accountability System meets many of the requirements of the new law. The state of Louisiana was already engaged in annual assessments of its students, reporting on student groups, assessing adequate yearly progress, helping low performing schools via corrective action and technical and professional assistance, as well as rewarding high performing and growing schools. However, Louisiana had to modify and/or expand some of its existing system to come into full compliance with the new federal law. Since the signing of the NCLB law, the Louisiana Department of Education (LDE) has moved aggressively toward its implementation. All states were required to submit “Accountability Workbooks” to the U.S. Department of Education by January 31, 2003. Louisiana’s “Accountability Workbook” maintained most aspects of the original accountability system while incorporating additional elements as required by NCLB. Following the peer review and revision process, Louisiana’s “Accountability Workbook” was approved by the USDOE on May 17, 2003.

The new aspects of the Louisiana School and District Accountability System were reflected in the 2002-2003 school accountability release on November 20, 2003. *Education Week*, a nationally renowned K-12 education publication, ranked Louisiana’s standards and accountability programs as the best in the country as part of its *Quality Counts 2004 Report*. With every state in the nation focusing on accountability because of NCLB, this is an indication that Louisiana is at the cutting edge in education reform.

Key Facets of the Louisiana School and District Accountability System

There are five key facets to Louisiana’s School and District Accountability System, as shown below.

Key Facets of the Louisiana School and District Accountability System



Facet 1—Challenging Curriculum and Content Standards. In the ongoing effort to raise educational performance, the Louisiana Department of Education (LDE) substantially upgraded the curriculum for public school students via the content standards in all major subject areas beginning in 1997. In order to be prepared for the demands of the classroom and for the fiercely-competitive job market, students must demonstrate competency in certain foundation skills (communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship). These foundation skills form the base for all content standards, which reflect the essential concepts and skills students are expected to know and perform. The content standards are specified for grade ranges (e.g., K-4, 5-8, and 9-12) and are further delineated through benchmarks. The content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, and linguistically and culturally diverse students.

In February of 2004, Louisiana released the Grade-Level Expectations (GLEs) for English language arts, mathematics, science and social studies in grades PK through 12. A GLE is a statement that defines what all students should be able to do at the end of a grade level, thus adding further definition to the content standards and benchmarks. The state's assessment programs will fully reflect the GLEs beginning in the spring of 2006.

Facet 2—Assessment Program. A new, rigorous assessment program for Louisiana students began in spring of 1999. Additional assessments for high school students and students with significant disabilities have been added in recent years. The assessment program includes:

- The criterion-referenced tests (CRT), or the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) tests, measure how well students master the state's content standards. The LEAP 21 tests are administered to students in 4th and 8th grades. In the spring of 2000, the English Language Arts (ELA) and the Mathematics LEAP 21 tests became high stakes tests: no 4th or 8th grade student scoring at the *Unsatisfactory* achievement level on the ELA or Mathematics test could be promoted fully to the next grade. The ELA and Mathematics tests of the new high school CRT, the Graduation Exit Examination for the 21st Century (GEE 21), were implemented in spring of 2001. The Science and Social Studies GEE 21 tests were implemented in the spring of 2002. To graduate from a Louisiana public school, a student who was a first-time 10th grader in 2000-2001 was required to score at the *Approaching Basic* achievement level or above on both the ELA and Mathematics tests. Students who were first-time 10th graders in 2001-2002 and thereafter must also score *Approaching Basic* or above on either the Science or the Social Studies test.
- The norm-referenced tests (NRT), or The Iowa Tests, compare the performance of Louisiana students to the performance of students nationally. The Iowa Tests are administered to students in grades 3, 5, 6, 7, 8 (for Option 2 students, or grade 8 repeaters on a high school campus), and 9 and to Options (PreGED/Skills) Program students.
- The LEAP Alternate Assessment (LAA) evaluates the progress of students with significant disabilities who do not participate in the typical statewide assessments (the CRT and NRT). The LAA test results were included in the school accountability results for the first time in the 2002-2003.

Facet 3—School and District Performance Monitoring and Reporting. Beginning with the 2002-2003 school accountability release, every public school was evaluated in two areas to determine if Adequate Yearly Progress (AYP) had been made. The first area is the School Performance Score (SPS) Component. Each public school is assigned an SPS on an annual basis indicating the academic status of its

students. The SPS for each school is a weighted composite index, using

SPS Indicators with Corresponding Weighting Factors



indicators and weighting factors as outlined below. To make AYP for the SPS Component, a school had to have an SPS of 45 or above. Schools are assigned Performance Labels based on the SPS and Growth Labels based on the amount of growth achieved. In prior years, the school accountability model was comprised of two-year cycles, thus labels were assigned every other year, or once per cycle. Beginning in 2002-2003, the school accountability system became an annual determination of school performance and progress; therefore, labels will be assigned every year. The second area evaluated is the Subgroup Component. To make AYP for the Subgroup Component, each subgroup must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate or non-dropout rate) for all required subgroups. These subgroups include five ethnicity subgroups, students with disabilities, limited English proficient students, economically disadvantaged students, and all students in the school.

Each district receives a District Performance Score (DPS) using the same indicators and weighting factors as the SPS. The DPS is a roll-up of the student-level SPS data for a given year. Every other year, districts receive a District Responsibility Index (DRI) and the corresponding DRI Label. The DRI focuses on responsibilities of local school boards and district administrators and is comprised of four indicators (School Improvement, LEAP 21 Passing Rate, Summer School, and Certified Teachers). District-level subgroup performance is

evaluated through the Subgroup Performance Scores (GPS) roll-up of the student-level SPS data by subgroup. Beginning with the 2002-2003 release of district accountability results, districts will be evaluated to determine if AYP is made for the district-level subgroup component. This DCR will be released before that data is available.

Facet 4—Assistance to Low Performing Schools and Districts. School Improvement (SI), formerly called Corrective Actions (CA), is a facet of the accountability system intended to help low performing and stagnant schools improve. A school that does not meet performance and growth requirements will enter or move further into School Improvement. A school in School Improvement shall receive additional support and assistance with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. There are six levels of School Improvement, SI 1 through SI 6. Only the first four levels are applicable in 2002-2003.

Movement into and among the different levels of School Improvement is essentially dependent on the school's SPS, whether AYP was made for the Subgroup Component, the amount of growth relative to the Growth Target, and the school's prior SI/CA status. The type of remedies required for a given level of SI depends on the Title I status of the school and are additive in nature as a school moves to higher SI levels.

Districts that receive the lowest DRI Label, *Unsatisfactory*, shall become subject to an operational audit. If the district receives the Unsatisfactory label again within two years, the State Board of Elementary and Secondary Education (SBESE) shall have the authority to act on the audit findings. The SBESE and the Louisiana Department of Education are currently developing procedures for assisting low-performing districts, such as training in data interpretation and improvement planning and dialogue with districts over problematic areas.

For a more detailed description of the rules and regulations which apply to School Improvement, please refer to *Bulletin 111: Louisiana School, District, and State Accountability Policy*, which can be found on the LDE's website at www.louisianaschools.net/lde/bese/home.html.

Facet 5—Recognition and Rewards. The LDE closely monitors the progress of schools against short-term goals, the Growth Targets, as

well as the long-term 2014 goal. Schools showing adequate progress by meeting or surpassing their Growth Targets are recognized with positive Growth Labels. Schools receive monetary rewards if they also show growth for two subgroups: high poverty students and students with disabilities. Reward amounts are calculated on a per pupil basis. Districts do not receive rewards but are recognized for their successes through their labels.

More information on the school accountability system can be found in Section 2, and more information on the district accountability system can be found in Section 1.

Public Reporting of Educational and Accountability Data

To offer the most comprehensive overview possible and to serve the specific needs of varied audiences, the LDE has provided three levels of reporting. Given the differences in perspective audiences as well as the differences in the intended use of this information, all levels of these reports are developed and disseminated on an annual basis.

1. *School and District Accountability Reports* are tailored to the needs of parents and the general public, as well as school and district administrators and other key personnel. Based on the NCLB requirements, all states are required to produce a state report card for every public school. Currently in Louisiana, this state report card is a combination of four reports, each created to meet the needs of different audiences. First, the *School Report Card for Parents* is written with the average parent and others of the general public in mind. It provides the highlights of the school accountability results, including the Subgroup Component. Copies of the *School Report Card for Parents* are delivered to the principals for distribution to all parents. Second, the *School Accountability Report Card for Principals*, is written to convey school level information to school administrators and faculty. It is more technical in content to provide information needed when planning school improvement efforts. Both School Report Cards provide an excellent overview of the school's performance and progress toward achieving the state's 2014 goal. Third, the *School Accountability Results Report* contains two tables (a summary of school accountability results by district and state and a listing of school-level information by district). This report is used by the media at the time of the data release, and the spreadsheet versions of this report on the web are useful to researchers wanting to further analyze the school

accountability data. Finally, the *Subgroup Component Report* describes for each school the Subgroup Component of the accountability model. In addition, a report of the Subgroup Performance Scores (GPS) by school is provided on the web.

In May 2002, the first district-wide accountability scores were released, as well as the *District Report Card*, which provides an overview of the district's performance. The *Superintendent's Diagnostic Report* provides the details of the District Responsibility Index calculations for use by district administrators. A report of various rankings (e.g., District Performance Score ranking, growth ranking) of the public school districts is contained on the web. A report of district-level Subgroup Performance Scores (GPS) is also included on the web.

2. *District Composite Reports* (DCRs) are produced for all 66 Louisiana public school districts on an annual basis. The most detailed and comprehensive of the three levels of reporting, these reports contain longitudinal data on all indicators, including the accountability performance results. The DCRs are intended to serve as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.
3. The *Louisiana State Education Progress Report* is best suited to the needs of the general reader. It provides a succinct overview of the major characteristics of Louisiana education based on accountability results and the supporting analysis of the various indicators.

Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this risk, the LDE has made every effort to ensure the reliability and validity of the data reported in the accountability reports. Prior to release and publication, LDE and district staff examine each indicator through a meticulous data correction and verification process. The accountability program has grown substantially over the past

several years. The LDE has established an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

Key Features of This Report

Longitudinal Analysis

Up to six years of data (the current year and the five previous years where available) are presented in the *District Composite Report*. Each year, this report is updated by adding the most current year's data and deleting the data that are more than six years old. Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist users in interpreting data, tables in the *District Composite Report* have been formatted as follows:

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

To facilitate longitudinal and cross-sectional tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not be available for a school, the tilde symbol (~) will be displayed. There are also some tables for which the presence of data is "not applicable" for reasons such as the design requirements of the accountability model and the phasing in of the new criterion-referenced tests. In these cases, the notation "N/A" will be displayed. As always, longitudinal data for the prior years not contained in the current DCR are still accessible through the previous *District Composite Reports* available on the LDE web site (www.louisianaschools.net).

1998-1999 as the Initial Year of Data

The initial year of data reported in this DCR is the 1998-1999 data, where available. The 1998-1999 school year was chosen for two main reasons. First, 1998-1999 was the first year accountability results were released. Only schools with grades K-8 were included in the accountability model in 1998-1999. Second, in the 1998-1999 year the implementation of the new CRT, the LEAP 21, began with the first administration of the English Language Arts and Mathematics tests to grade 4 and 8 students.

The phasing in of the new high school CRT, the GEE 21, did not begin until 2000-2001, and subsequently grades 9 through 12 became part of the accountability model in 2000-2001. As a result, schools with grade configurations that include grades 9-12 may not have assessment and/or accountability data reported for years prior to 2000-2001.

Changes to the school accountability model in 2002-2003 have made some of the school accountability results incomparable longitudinally. In these instances, prior year accountability data have been omitted from this report and replaced with shaded cells.

School Categorization

School category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level. The indicators with category averages include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters the fairest comparisons. The **1,551** Louisiana public schools have been placed into one of the four school categories of *Elementary*, *Middle/Junior High*, *High*, and *Combination*. The specific definition for each school category is provided in Section 2 of this report.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1998-1999 through 2000-2001, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 2001-2002, its data for 2001-2002 and thereafter would appear in the combination school category.

Organization and Contents of this Report

This report has been organized into five sections, each encompassing a series of related educational indicators.

- *Section 1. District Summary.* The summary tables in this section offer district-level information for all indicators, including the school and district accountability results. In addition to quick-reference tables on various indicators, district socioeconomic, demographic, and financial data are also included to give a more complete picture of the Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Section 1 presents socioeconomic and financial indicators such as parish household income, unemployment rates, district revenues, expenditures, and average teacher salaries.
- *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, Growth Label, Performance Label, Growth Target and School Improvement status). This section also focuses on key educational "inputs" and resources at the school level; i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Section 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Section 3 presents four indicators that provide some measure of student participation: attendance, suspensions/expulsions, retention, and dropouts.
- *Section 4. Student Achievement.* This section reports two types of school-level outputs: student performance on (1) criterion-referenced tests (CRTs), which measure students' performance on state-prescribed curricula; and (2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported for grades 4 and 8 are based on the Louisiana Educational Assessment Program for

the 21st Century or LEAP 21, implemented in the spring of 1999. The new Graduation Exit Examination (GEE 21), designed for high school students, is administered to initial testers in grades 10 and 11 and was implemented in spring of 2001. 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 eligible students in grades 3, 5, 6, and 7; the second, the *Iowa Tests of Educational Development (ITED)*, is administered to eligible students in grade 9. The *ITED* is also administered to some grade 8 students (Option 2 students) and Options (PreGED/Skills) Program students.

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

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

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

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

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For Additional Information

The Louisiana Department of Education maintains an extensive list of education-related publications, which are available to the general public. The following provides a listing of key reports:

Product Name	Type Of Data	Levels Included	Type of Product	Years Available	Format Available
Louisiana State Education Progress Report (State Report)	<ul style="list-style-type: none"> ➤ Accountability and Testing ➤ Educational ➤ Demographic ➤ Some Financial 	<ul style="list-style-type: none"> ➤ District ➤ State 	Paper Book	1990 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web <input type="checkbox"/> CD ROM
Accountability Reports (School Report Cards)	<ul style="list-style-type: none"> ➤ Educational ➤ Accountability & Testing 	<ul style="list-style-type: none"> ➤ School ➤ State 	Paper Pamphlet	1999 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web
District Composite Reports (DCR)	<ul style="list-style-type: none"> ➤ Educational ➤ Accountability & Testing ➤ Some Demographic & Financial 	<ul style="list-style-type: none"> ➤ School ➤ District ➤ State 	Paper Book	1990 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web <input type="checkbox"/> CD ROM
Annual Financial & Statistical Report (AFSR)	<ul style="list-style-type: none"> ➤ Financial and Statistical Data ➤ Some Demographic 	<ul style="list-style-type: none"> ➤ District ➤ State 	Paper Book	1979 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web
Louisiana First-Time College Freshman State Report (First-Time Freshman Report)	<ul style="list-style-type: none"> ➤ Educational ➤ Some Demographic 	<ul style="list-style-type: none"> ➤ District ➤ State ➤ School Summary 	Paper Book	1995 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web
Louisiana ACT Scores For Districts And Schools	<ul style="list-style-type: none"> ➤ Testing 	<ul style="list-style-type: none"> ➤ School ➤ District ➤ State 	Paper Book	1998 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web

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

Section 1. District Summary

District Indicator Summary Results	1-1
Parish Socioeconomic And Demographic Profile.....	1-24
District Financial Profile	1-27

District Indicator Summary Results

This section presents the district-level results for the six 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 six areas as described below. It should be noted that state level results are also included (when available) in this summary section.

- 1) **School Characteristics and Accountability Information:** A data summary of the district's school accountability results (i.e., Performance Labels, Growth Labels, School Improvement, Rewards, and Adequate Yearly Progress) is provided. District Accountability results are also presented, including the District Performance Score (DPS) and the district-level Subgroup Performance Scores (GPS). Both scores are roll-ups of the student-level School or Subgroup Performance Score data from one year. All school and district accountability information displayed is post-appeals. 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 1j, in addition to the school and district accountability information.
- 2) **Student Participation:** District-level summary results on four key student participation indicators, including attendance, suspensions and expulsions, retention, and dropouts, are presented in tables 2a through 2d.
- 3) **Student Achievement:** District-level summary results on two types of output indicators are reported. These indicators include (1) criterion-referenced tests (CRT), which measure students' performance on state-prescribed curricula; and (2) norm-referenced tests (NRT), which compare the performance of students in Louisiana with that of students nationally. These indicators can be found in tables 3a through 3c.
- 4) **College Readiness:** District-level summary results on two key indicators of college readiness are found in tables 4a and 4b. These indicators include (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) number and percent of first-time college freshmen who enroll in developmental courses.
- 5) **Parish Socioeconomic and Demographic Profile:** This section offers an overview of the parish's socioeconomic and demographic makeup based on the recent census data. Figure 5 presents this data.
- 6) **District Financial Profile:** This section offers a financial overview of the district and provides the reader with a clear picture of the financial supports within the district. Figure 6 presents various sorts of financial data.

District Indicator Results

School Characteristics and Accountability Information

		Table 1a: Public Schools					
District		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Total Number of Schools		44	43	42	42	41	
October 1 Membership		20,612	20,131	19,774	19,401	19,345	
Number on Free/Reduced Lunch		11,325	12,620	11,436	11,299	11,481	
Number of Faculty		1,522	1,567	1,577	1,606	1,622	
State							
Total Number of Schools		1,507	1,533	1,532	1,538	1,551	
October 1 Membership		766,169	753,905	741,553	730,252	729,516	
Number on Free/Reduced Lunch		441,397	442,685	433,347	432,527	443,182	
Number of Faculty		54,244	55,402	55,526	55,528	55,428	

		Table 1b: Schools by Performance Label* (Starting from 2002-2003)											
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	Five Stars (*****)									0.0	0		
	Four Stars (****)									2.8	1		
	Three Stars (***)									11.1	4		
	Two Stars (**)									38.9	14		
	One Star (*)									44.4	16		
	Academic Warning									2.8	1		
	Academically Unacceptable									0.0	0		
	Number of Schools									100.0	36		
State													
	Five Stars (*****)									0.6	8		
	Four Stars (****)									2.2	30		
	Three Stars (***)									17.0	234		
	Two Stars (**)									34.4	474		
	One Star (*)									28.1	387		
	Academic Warning									12.0	166		
	Academically Unacceptable									5.8	80		
	Number of Schools									100.0	1,379		

* Starting in 2002-2003, schools were assigned revised Performance Labels.

District Indicator Results

School Characteristics and Accountability Information

		Table 1c: Schools By Growth Label											
District		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
No Growth Label Assigned *		N/A	N/A	N/A	N/A	3.1	1	N/A	N/A	8.3	3		
Exemplary Academic Growth		N/A	N/A	N/A	N/A	43.8	14	N/A	N/A	11.1	4		
Recognized Academic Growth		N/A	N/A	N/A	N/A	31.3	10	N/A	N/A	27.8	10		
Minimal Academic Growth		N/A	N/A	N/A	N/A	15.6	5	N/A	N/A	38.9	14		
No Growth		N/A	N/A	N/A	N/A	6.3	2	N/A	N/A	11.1	4		
School In Decline		N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	2.8	1		
Number of Schools		N/A	N/A	N/A	N/A	100.0	32	N/A	N/A	100.0	36		
State													
No Growth Label Assigned *		N/A	N/A	N/A	N/A	5.8	68	N/A	N/A	12.7	174		
Exemplary Academic Growth		N/A	N/A	N/A	N/A	43.6	514	N/A	N/A	9.5	130		
Recognized Academic Growth		N/A	N/A	N/A	N/A	25.5	301	N/A	N/A	19.4	267		
Minimal Academic Growth		N/A	N/A	N/A	N/A	18.0	212	N/A	N/A	36.1	496		
No Growth		N/A	N/A	N/A	N/A	4.7	55	N/A	N/A	16.2	222		
School In Decline		N/A	N/A	N/A	N/A	2.5	29	N/A	N/A	6.2	85		
Number of Schools		N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A	100.0	1,374		

* No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

N/A = Not Applicable: Growth Labels have been assigned once every two years.

District Indicator Results

School Characteristics and Accountability Information

Table 1d: Schools By Level of School Improvement*												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Not in School Improvement (SI)									55.6	20		
School Improvement 1 (SI 1)									44.4	16		
School Improvement 2 (SI 2)									0.0	0		
School Improvement 3 (SI 3)									0.0	0		
School Improvement 4 (SI 4)									0.0	0		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
State												
Not in School Improvement (SI)									55.5	765		
School Improvement 1 (SI 1)									39.5	545		
School Improvement 2 (SI 2)									3.8	52		
School Improvement 3 (SI 3)									0.4	6		
School Improvement 4 (SI 4)									0.8	11		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		

* Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

District Indicator Results

School Characteristics and Accountability Information

Table 1e: Reward Data													
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		State
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	75.0	24	N/A	N/A	38.9	14			
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A	24.2	333			

Table 1f: District Accountability and Subgroup Performance Scores*													
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
K-8 Grades only													
District Performance Score (DPS)					82.9		80.6		~				
Subgroup Performance Scores (GPS)													
- African American/Black					60.3		61.4		~				
- American Indian/Native Alaskan					74.8		68.2		~				
- Asian/Pacific Islander					107.5		107.6		~				
- Hispanic					78.5		81.8		~				
- White					93.6		90.5		~				
- Economically Disadvantaged (Free and Reduced Lunch)					74.8		71.0		~				
- Students with Disabilities					39.2		46.8		~				
- Limited English Proficient (LEP)					93.1		85.7		~				
K-12 Grades													
District Performance Score (DPS)					~		75.0		~				
Subgroup Performance Scores (GPS)													
- African American/Black					~		54.6		~				
- American Indian/Native Alaskan					~		65.1		~				
- Asian/Pacific Islander					~		98.3		~				
- Hispanic					~		80.7		~				
- White					~		86.4		~				
- Economically Disadvantaged (Free and Reduced Lunch)					~		66.9		~				
- Students with Disabilities					~		40.7		~				
- Limited English Proficient (LEP)					~		82.3		~				

N/A = Not Applicable: School rewards have been determined and distributed once every two years.

~ = Unavailable or insufficient data

* District Performance Scores and district subgroup reporting started in 2000-2001 for K-8 grades only and was expanded to grades (K-12) beginning with 2001-2002. 2002-2003 data were not available at the time of this publication.

District Indicator Results

School Characteristics and Accountability Information

		Table 1f: State Accountability and Subgroup Performance Scores*					
State		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
K-8 Grades only							
State Performance Score				80.8	80.8	~	
Subgroup Performance Scores (GPS)							
- African American/Black				60.3	59.9	~	
- American Indian/Native Alaskan				79.7	76.1	~	
- Asian/Pacific Islander				101.5	103.3	~	
- Hispanic				83.4	83.1	~	
- White				100.9	100.9	~	
- Economically Disadvantaged (Free and Reduced Lunch)				69.2	68.5	~	
- Students with Disabilities				42.9	48.9	~	
- Limited English Proficient (LEP)				71.6	77.9	~	
K-12 Grades							
State Performance Score				~	77.6	~	
Subgroup Performance Scores (GPS)							
- African American/Black				~	55.7	~	
- American Indian/Native Alaskan				~	74.4	~	
- Asian/Pacific Islander				~	101.5	~	
- Hispanic				~	79.9	~	
- White				~	98.0	~	
- Economically Disadvantaged (Free and Reduced Lunch)				~	64.8	~	
- Students with Disabilities				~	42.1	~	
- Limited English Proficient (LEP)				~	72.7	~	

~ = Unavailable or insufficient data

* State Performance Scores and State subgroup reporting started in 2000-2001 for K-8 grades only and was expanded to grades (K-12) beginning with 2001-2002. 2002-2003 data were not available at the time of this publication.

District Indicator Results

School Characteristics and Accountability Information

Table 1g: Adequate Yearly Progress (AYP) Data*												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Made AYP for SPS Component									100.0	36		
Made AYP for Subgroup Component									90.3	28		
State												
Made AYP for SPS Component									94.9	1,282		
Made AYP for Subgroup Component									93.8	1,237		

Table 1h: Faculty Degree Data												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Faculty with a Master's Degree or Higher	31.5	480	30.4	477	29.4	463	28.8	463	28.4	461		
State												
Faculty with a Master's Degree or Higher	38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663	36.9	20,425		

Table 1i: Teacher Quality**												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Core Classes*** Taught by Highly Qualified Teachers									88.7	3,788		
State												
Core Classes*** Taught by Highly Qualified Teachers									85.6	101,778		

~ = Unavailable or insufficient data

* Beginning in 2002-2003, AYP was determined for each school.

** This information became available for reporting starting in 2002-2003.

*** Core classes are English, math, science, social studies, foreign languages and the arts.

District Indicator Results

School Characteristics and Accountability Information

Table 1j: Class Size Characteristics												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	44.6	405	55.4	538	55.3	605	62.4	728	67.1	1,514		
Class Size Range 21 - 26	45.0	409	37.9	368	38.4	420	31.1	363	29.9	674		
Class Size Range 27 - 33	10.5	95	6.7	65	6.4	70	6.5	76	2.9	66		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
Middle/Jr. High Schools												
Class Size Range 1 - 20	15.5	189	13.2	125	14.8	179	24.0	298	52.8	762		
Class Size Range 21 - 26	48.2	588	45.4	431	43.1	521	46.8	581	34.1	492		
Class Size Range 27 - 33	36.3	443	41.4	393	42.2	510	29.2	362	13.1	189		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
High Schools												
Class Size Range 1 - 20	26.3	313	24.9	360	31.0	366	35.2	426	58.2	550		
Class Size Range 21 - 26	30.5	362	31.1	450	35.0	413	31.0	375	21.5	203		
Class Size Range 27 - 33	43.2	514	44.0	636	34.0	402	33.9	410	20.3	192		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Combination Schools												
Class Size Range 1 - 20	100.0	11	100.0	27	100.0	8	100.0	41	99.0	97		
Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	0.0	0	1.0	1		
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
All Schools												
Class Size Range 1 - 20	27.6	918	31.0	1,050	33.1	1,158	40.8	1,493	61.7	2,923		
Class Size Range 21 - 26	40.8	1,359	36.8	1,249	38.8	1,354	36.0	1,319	28.9	1,370		
Class Size Range 27 - 33	31.6	1,052	32.2	1,094	28.1	982	23.2	848	9.4	447		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		

~ = Unavailable or insufficient data

District Indicator Results

School Characteristics and Accountability Information

Table 1j: Class Size Characteristics												
State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310	52.6	20,991		
Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403	39.6	15,824		
Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275	7.8	3,099		
Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3	0.0	6		
Middle/Jr. High Schools												
Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262	35.8	10,976		
Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612	41.3	12,652		
Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682	22.9	7,011		
Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4	0.0	0		
High Schools												
Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731	45.5	22,297		
Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476	29.5	14,465		
Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025	24.9	12,210		
Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8	0.0	20		
Combination Schools												
Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091	71.8	6,909		
Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090	20.8	2,001		
Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827	7.4	707		
Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0	0.0	2		
All Schools												
Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2a: Student Attendance						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>
Elementary Schools	95.4	95.0	94.3	94.9	94.1	
Middle/Jr. High Schools	92.8	92.0	92.0	92.4	92.0	
High Schools	89.8	88.8	88.8	89.4	89.7	
Combination Schools	90.1	89.8	85.2	74.0	66.0	
All Schools	93.3	92.7	92.3	92.7	92.1	
State						
Elementary Schools	95.2	95.5	95.1	95.3	94.8	
Middle/Jr. High Schools	92.9	93.4	93.1	93.2	93.0	
High Schools	90.9	91.5	91.3	91.3	91.4	
Combination Schools	94.1	94.0	93.3	93.5	93.0	
All Schools	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2b: Student Suspensions and Expulsions

District		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	3.3	333	2.0	201	2.9	302	3.5	342	4.2	409		
	Suspended (Out of School)	8.9	897	5.8	589	7.2	736	6.8	669	8.1	793		
	Expelled (In School)	0.0	0	0.0	0	0.2	24	0.3	26	0.1	12		
	Expelled (Out of School)	0.1	13	0.1	12	0.0	2	0.0	0	0.0	0		
District (Middle/Jr. High Schools)													
	Suspended (In School)	8.1	406	8.7	525	10.0	607	8.0	467	9.7	583		
	Suspended (Out of School)	22.9	1,147	19.7	1,197	24.0	1,450	24.4	1,429	24.4	1,461		
	Expelled (In School)	0.0	0	0.0	3	1.2	73	2.5	145	2.0	122		
	Expelled (Out of School)	1.1	54	0.8	49	0.7	44	0.0	2	0.0	0		
District (High Schools)													
	Suspended (In School)	3.3	206	1.1	54	1.4	67	3.8	184	3.3	151		
	Suspended (Out of School)	18.4	1,158	16.0	809	21.1	1,040	23.0	1,123	23.0	1,062		
	Expelled (In School)	0.0	0	0.1	3	0.5	23	1.4	68	1.3	62		
	Expelled (Out of School)	0.8	51	1.1	54	1.3	64	0.7	35	0.0	0		
District (Combination Schools)													
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	1.2	9		
	Suspended (Out of School)	0.0	0	0.0	0	1.1	2	41.2	159	36.2	276		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.0	0	0.0	0	3.4	6	7.3	28	1.3	10		
District (All Schools)													
	Suspended (In School)	4.5	940	3.7	780	4.6	972	4.8	989	5.6	1,142		
	Suspended (Out of School)	15.1	3,183	12.2	2,577	15.2	3,195	15.7	3,197	16.5	3,361		
	Expelled (In School)	0.0	0	0.0	6	0.6	120	1.2	239	1.0	196		
	Expelled (Out of School)	0.6	118	0.5	115	0.6	116	0.3	65	0.0	10		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2b: Student Suspensions and Expulsions

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
State													
State (Elementary Schools)													
	Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174	4.2	16,074		
	Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337	6.8	26,249		
	Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595	0.1	471		
	Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301	0.1	294		
State (Middle/Jr. High Schools)													
	Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243	17.7	24,508		
	Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001	18.6	25,703		
	Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531	1.1	1,574		
	Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146	1.0	1,363		
State (High Schools)													
	Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717	14.8	30,006		
	Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269	14.2	28,718		
	Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425	0.7	1,347		
	Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468	0.7	1,406		
State (Combination Schools)													
	Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660	6.1	3,002		
	Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092	11.0	5,405		
	Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61	0.3	154		
	Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317	1.2	583		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2c: Student Retention													
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Grade K	6.0	91	9.4	135	9.1	137	8.8	127	8.6	119			
Grade 1	12.9	225	23.5	383	19.2	326	18.8	317	14.9	243			
Grade 2	6.1	100	11.5	184	6.8	97	6.8	99	5.0	73			
Grade 3	4.7	74	10.4	168	4.6	73	5.3	74	5.7	83			
Grade 4	3.5	53	5.0	76	11.2	171	9.8	164	8.5	126			
Grade 5	4.7	73	2.2	33	4.0	59	2.4	34	2.4	37			
Grade 6	3.9	62	2.7	41	4.0	60	4.2	62	3.9	56			
Grade 7	9.3	147	8.2	135	10.5	164	9.7	152	6.6	102			
Grade 8	6.9	102	5.5	79	16.8	261	12.3	198	16.1	249			
Grade 9	15.1	256	12.4	180	14.5	214	14.5	198	19.5	289			
Grade 10	6.4	84	9.0	123	6.9	85	7.4	93	8.0	95			
Grade 11	4.9	52	5.7	65	3.6	42	5.4	56	5.6	61			
Grade 12	4.6	55	4.2	45	3.8	42	5.3	61	3.8	39			
All Grades (K-12)	7.1	1,374	8.7	1,647	9.2	1,731	8.8	1,635	8.6	1,572			
State													
Grade K	8.6	5,094	9.1	5,247	9.8	5,460	9.8	5,319	10.1	5,285			
Grade 1	11.4	7,077	12.7	7,730	13.4	8,226	12.7	7,452	12.1	6,913			
Grade 2	6.2	3,584	6.5	3,761	6.8	3,894	6.5	3,657	6.4	3,520			
Grade 3	5.0	2,847	5.9	3,336	7.0	4,040	6.4	3,668	6.8	3,842			
Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498	11.9	7,169			
Grade 5	4.6	2,555	4.6	2,511	5.6	3,052	4.2	2,093	4.0	2,145			
Grade 6	7.4	4,308	8.2	4,590	8.9	5,014	8.5	4,758	7.6	4,077			
Grade 7	10.2	6,078	11.0	6,357	11.9	6,823	11.5	6,467	10.7	6,038			
Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307	17.1	9,969			
Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459	15.6	8,129			
Grade 10	10.3	5,149	10.1	4,816	9.6	4,632	10.6	5,126	9.8	4,446			
Grade 11	6.0	2,503	6.4	2,664	5.9	2,454	7.3	3,026	6.4	2,673			
Grade 12	4.7	1,935	4.3	1,692	5.1	2,034	4.5	1,816	4.8	1,909			
All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646	9.7	66,115			

~ = Unavailable or insufficient data

District Indicator Results

Student Participation

Table 2d: Student Dropouts												
District	1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 7	1.1	20	1.3	23	1.8	30	1.1	18	~	~		
Grade 8	2.9	47	2.6	45	4.9	88	2.2	39	~	~		
Grade 9	11.0	197	10.6	184	9.9	163	7.6	131	~	~		
Grade 10	10.0	161	12.7	193	8.7	125	8.9	123	~	~		
Grade 11	11.0	156	9.8	133	9.3	119	6.1	78	~	~		
Grade 12	7.9	95	7.9	101	9.0	112	9.2	103	~	~		
Grades 9 - 12	10.1	609	10.4	611	9.3	519	7.9	435	~	~		
State												
Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	1.5	936	~	~		
Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	3.3	2,100	~	~		
Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	6.3	3,823	~	~		
Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	6.8	3,535	~	~		
Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	6.4	3,069	~	~		
Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	7.0	3,151	~	~		
Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	6.6	13,578	~	~		

~ = Unavailable or insufficient data

* Current year's Student Dropout data were not available at the time of this publication. Previous year's data are displayed as the most recently available data.

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 4 English Language Arts												
Advanced	1.1	17	1.4	21	1.1	18	2.5	38	1.2	19		
Mastery *	14.3	223	14.3	217	14.2	239	15.9	237	12.5	190		
Basic	41.7	651	43.2	656	47.8	807	40.3	603	46.7	711		
Approaching Basic	25.3	395	25.4	386	23.9	404	30.1	450	26.1	398		
Unsatisfactory	17.6	274	15.7	238	13.0	220	11.2	167	13.4	204		
Grade 4 Mathematics												
Advanced	2.4	38	1.6	24	2.1	35	3.1	46	3.0	46		
Mastery *	8.5	133	13.3	202	11.8	200	10.9	163	15.0	229		
Basic	35.2	549	37.7	572	41.9	707	39.1	585	39.9	607		
Approaching Basic	25.1	392	22.7	344	23.5	396	22.9	343	24.0	365		
Unsatisfactory	28.7	447	24.8	376	20.7	350	23.9	358	18.1	275		
Grade 4 Science												
Advanced	N/A	N/A	1.1	16	2.0	33	4.8	72	1.6	25		
Mastery *	N/A	N/A	11.9	180	12.5	211	12.1	181	13.8	210		
Basic	N/A	N/A	44.8	679	40.8	689	45.8	684	38.3	583		
Approaching Basic	N/A	N/A	30.1	457	33.1	558	28.5	426	36.5	555		
Unsatisfactory	N/A	N/A	12.1	184	11.7	197	8.8	132	9.8	149		
Grade 4 Social Studies												
Advanced	N/A	N/A	0.6	9	0.9	16	1.1	16	1.9	29		
Mastery *	N/A	N/A	9.6	145	12.3	208	9.0	134	14.1	214		
Basic	N/A	N/A	50.2	761	48.1	812	48.7	728	49.1	748		
Approaching Basic	N/A	N/A	23.1	350	23.6	399	25.0	374	23.5	358		
Unsatisfactory	N/A	N/A	16.5	250	15.0	253	16.3	243	11.4	173		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 8 English Language Arts												
Advanced	0.7	10	0.5	8	0.2	3	0.8	12	1.3	21		
Mastery *	11.6	167	10.9	172	14.7	222	13.1	194	13.5	211		
Basic	36.0	519	42.0	661	41.3	625	31.7	469	35.9	560		
Approaching Basic	36.2	521	35.5	558	31.8	481	43.2	640	34.0	530		
Unsatisfactory	15.5	223	11.1	174	12.0	181	11.1	165	15.2	237		
Grade 8 Mathematics												
Advanced	1.2	17	1.9	30	1.9	29	1.1	16	2.4	38		
Mastery *	4.3	61	3.6	57	4.0	60	2.1	31	4.9	76		
Basic	35.7	513	38.0	597	44.2	669	37.6	556	39.9	621		
Approaching Basic	23.9	343	24.4	383	23.9	362	32.5	481	23.0	358		
Unsatisfactory	34.9	501	32.1	504	26.0	394	26.7	395	29.8	465		
Grade 8 Science												
Advanced	N/A	N/A	0.4	7	1.0	15	0.5	8	1.2	18		
Mastery *	N/A	N/A	14.5	226	12.2	184	15.7	232	11.9	186		
Basic	N/A	N/A	32.7	512	37.3	563	37.8	557	32.4	505		
Approaching Basic	N/A	N/A	29.0	453	30.0	452	29.5	435	32.9	513		
Unsatisfactory	N/A	N/A	23.4	366	19.5	294	16.4	242	21.5	335		
Grade 8 Social Studies												
Advanced	N/A	N/A	0.5	8	0.7	10	0.2	3	0.3	4		
Mastery *	N/A	N/A	8.6	135	11.4	172	8.3	122	7.7	120		
Basic	N/A	N/A	43.5	680	42.0	633	45.2	666	37.3	580		
Approaching Basic	N/A	N/A	25.0	390	25.9	391	25.1	370	30.1	469		
Unsatisfactory	N/A	N/A	22.3	349	20.0	302	21.1	311	24.7	384		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results												
State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 4 English Language Arts												
Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891	1.0	595		
Mastery *	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442	12.9	7,952		
Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234	44.1	27,128		
Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490	25.9	15,898		
Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646	16.1	9,921		
Grade 4 Mathematics												
Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293	2.6	1,592		
Mastery *	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291	13.0	8,007		
Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212	41.3	25,390		
Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930	23.3	14,324		
Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966	19.8	12,170		
Grade 4 Science												
Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098	1.8	1,100		
Mastery *	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617	12.3	7,526		
Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500	36.6	22,451		
Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630	35.4	21,720		
Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819	14.0	8,627		
Grade 4 Social Studies												
Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650	1.7	1,018		
Mastery *	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855	11.6	7,102		
Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539	45.5	27,950		
Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125	25.0	15,345		
Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481	16.3	10,006		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3a: LEAP 21 Test Results												
State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 8 English Language Arts												
Advanced	1.1	577	1.2	615	0.6	326	1.7	866	1.0	559		
Mastery *	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062	14.3	7,730		
Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373	36.2	19,625		
Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713	32.0	17,360		
Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102	16.5	8,941		
Grade 8 Mathematics												
Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754	3.1	1,657		
Mastery *	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792	5.4	2,941		
Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631	41.0	22,243		
Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237	21.9	11,847		
Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704	28.6	15,516		
Grade 8 Science												
Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568	0.9	479		
Mastery *	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851	13.4	7,256		
Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415	33.0	17,846		
Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742	30.6	16,535		
Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381	22.2	11,984		
Grade 8 Social Studies												
Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404	0.4	210		
Mastery *	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682	8.4	4,549		
Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346	39.9	21,571		
Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468	27.2	14,683		
Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040	24.2	13,065		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3b: Graduation Exit Examination (GEE 21) Results												
District	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	0.2	3	0.6	7	0.2	3		
Mastery *	N/A	N/A	N/A	N/A	8.5	103	10.0	121	8.7	112		
Basic	N/A	N/A	N/A	N/A	45.6	555	43.2	524	40.9	525		
Approaching Basic	N/A	N/A	N/A	N/A	26.3	320	26.5	322	28.2	362		
Unsatisfactory	N/A	N/A	N/A	N/A	19.3	235	19.8	240	21.9	281		
Mathematics												
Advanced	N/A	N/A	N/A	N/A	3.3	40	6.9	84	4.8	62		
Mastery *	N/A	N/A	N/A	N/A	11.3	138	9.6	117	14.5	187		
Basic	N/A	N/A	N/A	N/A	36.3	442	33.6	408	36.6	472		
Approaching Basic	N/A	N/A	N/A	N/A	16.9	206	18.4	224	18.9	243		
Unsatisfactory	N/A	N/A	N/A	N/A	32.1	391	31.4	382	25.2	324		
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	13	0.7	8		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.0	150	10.0	112		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.5	409	41.1	459		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.1	278	27.4	306		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	26.3	303	20.8	233		
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	6	0.7	8		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.9	68	9.0	100		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	39.2	451	41.6	464		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.1	300	26.8	299		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.3	326	21.9	244		

~ = Unavailable or insufficient data

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

Science and Social Studies tests of the GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3b: Graduation Exit Examination (GEE 21) Results												
State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
English Language Arts												
Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647	0.8	346		
Mastery *	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423	10.9	5,033		
Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321	41.0	18,897		
Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223	24.6	11,314		
Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792	22.7	10,450		
Mathematics												
Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060	7.1	3,284		
Mastery *	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589	15.3	7,038		
Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279	36.3	16,746		
Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909	16.1	7,431		
Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628	25.2	11,603		
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055	2.0	823		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833	12.9	5,403		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188	39.3	16,470		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359	23.7	9,926		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746	22.1	9,234		
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433	1.7	700		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709	11.6	4,859		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896	44.5	18,629		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182	22.3	9,317		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919	19.9	8,327		

~ = Unavailable or insufficient data

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

Science and Social Studies tests of the GEE 21 test were first administered in spring 2002.

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

District Indicator Results

Student Achievement

Table 3c: The Iowa Test Results ¹ Percent of Students by National Quartiles ² and Percentile Rank of Average Standard Scores						
District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03						
Fourth Quartile	15.9	20.4	22.5	21.0	27.1	
Third Quartile	26.4	27.1	31.4	31.9	37.1	
Second Quartile	33.9	35.5	32.7	35.0	25.7	
First Quartile	23.9	17.0	13.4	12.1	10.2	
Percentile Rank	46	51	55	55	61	
Grade 05						
Fourth Quartile	15.1	17.7	19.5	18.5	24.2	
Third Quartile	26.8	24.7	35.0	30.1	32.6	
Second Quartile	35.1	37.0	32.9	37.7	30.7	
First Quartile	23.0	20.6	12.7	13.7	12.4	
Percentile Rank	47	48	54	52	57	
Grade 06						
Fourth Quartile	16.9	18.0	19.3	23.6	14.6	
Third Quartile	31.2	30.8	29.1	31.4	27.4	
Second Quartile	34.9	36.5	36.7	33.7	36.6	
First Quartile	17.0	14.6	14.9	11.3	21.4	
Percentile Rank	51	52	52	56	47	
Grade 07						
Fourth Quartile	15.8	18.1	17.8	18.1	20.1	
Third Quartile	25.6	29.4	28.1	28.7	28.1	
Second Quartile	34.6	33.0	31.7	31.6	32.0	
First Quartile	23.9	19.5	22.5	21.6	19.8	
Percentile Rank	46	50	48	49	50	
Grade 09						
Fourth Quartile	14.8	14.6	16.7	16.1	15.7	
Third Quartile	23.0	27.4	28.3	28.9	28.2	
Second Quartile	32.2	32.3	33.1	35.0	35.5	
First Quartile	30.0	25.6	21.8	20.0	20.7	
Percentile Rank	42	45	48	48	47	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 Results

Student Achievement

Table 3c: The Iowa Test Results ¹ Percent of Students by National Quartiles ² and Percentile Rank of Average Standard Scores						
State	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03						
Fourth Quartile	16.5	19.1	20.7	20.8	22.8	
Third Quartile	25.8	25.4	26.1	26.5	31.7	
Second Quartile	29.1	31.0	30.9	31.7	28.2	
First Quartile	28.6	24.4	22.2	21.1	17.3	
Percentile Rank	45	47	50	50	55	
Grade 05						
Fourth Quartile	16.2	17.6	20.7	19.4	23.1	
Third Quartile	23.4	25.5	29.4	28.3	30.9	
Second Quartile	30.8	31.7	33.6	34.2	32.2	
First Quartile	29.6	25.2	16.3	18.1	13.7	
Percentile Rank	44	46	52	51	56	
Grade 06						
Fourth Quartile	15.9	18.3	18.7	20.0	14.9	
Third Quartile	24.6	24.8	25.8	27.7	23.9	
Second Quartile	31.4	32.3	32.9	33.6	32.6	
First Quartile	28.1	24.7	22.6	18.7	28.6	
Percentile Rank	45	47	48	51	44	
Grade 07						
Fourth Quartile	15.2	17.0	18.0	17.9	18.7	
Third Quartile	24.1	26.1	25.6	26.6	24.3	
Second Quartile	31.4	30.0	30.3	30.1	33.1	
First Quartile	29.4	26.8	26.1	25.5	23.9	
Percentile Rank	44	46	47	47	48	
Grade 09						
Fourth Quartile	16.5	17.3	20.1	18.7	18.4	
Third Quartile	24.8	26.2	29.1	27.7	25.4	
Second Quartile	29.5	29.4	30.5	31.0	31.1	
First Quartile	29.2	27.1	20.2	22.6	25.1	
Percentile Rank	44	46	50	48	47	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 Results

College Readiness

Table 4a: American College Test (ACT) Results						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District						
ACT Average Composite Score	18.7	19.2	18.7	19.1	19.0	
State						
ACT Average Composite Score	19.6	19.6	19.6	19.6	19.6	

Table 4b: First-Time College Freshmen Performance											
1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	1,058		1,052		1,083		1,102		1,007		
36.8	389	37.3	392	34.4	373	32.7	360	35.6	358		
45.2	176	45.9	180	45.3	169	40.0	144	41.6	149		
	38,360		38,038		38,959		38,314		37,905		
42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299	42.01	15,925		
45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900	39.52	6,293		

~ = Unavailable or insufficient data

¹ Represents diploma graduates from the previous school year.

Parish Socioeconomic And Demographic Profile

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

Definitions

- **Population by Race** is divided into three major groups: white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are, therefore, included in the categories of white, black, and "other."
- **Population Change During the Past Decade**

In Census 2000, people were counted at their *usual residence*, a principle followed in each census since 1790. *Usual residence* has been defined as the place where the person lives and sleeps most of the time. This place is not necessarily the same as the person's voting residence or legal residence. Noncitizens who are living in the United States are included, regardless of their immigration status. Persons temporarily away from their usual residence, such as on vacation or on a business trip on Census Day, were counted at their usual residence. People who live at more than one residence during the week, month, or year were counted at the place where they live most of the year. People without a usual residence, however, were counted where they were staying on Census Day.

Population-Scope and Methodology:

Place of residence was derived from answers to questions that were asked of all people in Census 2000. Population percent change, 1990 to 2000, is derived by dividing the difference between the population in 2000 and 1990 by the 1990 population.

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

- **Student Participation in Free and Reduced Price Lunch Program**

In educational research, the percentage of students participating in the federally-subsidized Free and Reduced Price Lunch Program is used as an indicator of family economic condition. The bar graph shows the percentage of Louisiana public school student body who participated in the Free or Reduced Price Lunch Program for the parish as well as the state. Data were taken from the Student Information System (SIS).

These following types of data were supplied by the Bureau of the Census.

- **Median Household Income** is the sum of money income received in the previous calendar year by all household members 15 years old and over, including household members not related to the householder, people living alone, and others in nonfamily households. The median household income reported here was produced through statistical modeling. These data support a 1997 model-based estimate and were supplied by the 2000 Bureau of the Census.
- **Persons and Children Living Below Poverty**

Families and persons are classified as below poverty level if their total family income or unrelated individual income was less than the poverty threshold specified for the applicable family size, age of householder, and number of related children under 18 present (see link below for poverty level thresholds). The state and county (or parish) estimates were produced through statistical modeling.

Poverty status is determined for all families (and, by implication, all family members). For persons not in families, poverty status is determined by their income in relation to the appropriate poverty threshold. Thus, two unrelated individuals living together may not have the same poverty status. The poverty thresholds are updated every year to reflect changes in the Consumer Price Index. See source for more details or see *Poverty Definition, Thresholds, and Guidelines* at <http://www.census.gov/hhes/www/poverty.html>. See <http://www.census.gov/hhes/poverty/threshld/thresh97.html> for Poverty Thresholds in 1997, by Size of Family and Number of Related Children Under 18 Years.

- ***Teenage Birth Rate*** is the total number of pregnant women under the age of 19 divided by the total number of pregnant women.
- ***Female Parent Household Rate*** is the number of single parent households (defined as a “female householder with no husband, with or without her own children under the age of 18”) divided by the total number of households. These data are supplied by the 2000 Bureau of the Census.
- ***Unemployment Rate*** is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This information is considered the official unemployment rate and is typically cited in comparisons. These data were supplied by the Department of Labor and were reported in the 2000 Bureau of the Census Data.

Terrebonne Parish Socioeconomic and Demographic Overview

Figure 5

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

**Population by Race
Parish**

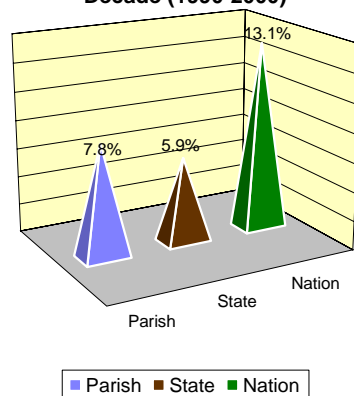
Race	Parish	
	Number	Percent
White	77,401	74.1%
Black	18,594	17.8%
Other	8,508	8.1%
Total	104,503	100.0%

**Population by Race
State and Nation**

Race	State		Nation	
	Number	Percent	Number	Percent
White	2,856,161	63.9%	211,460,626	75.1%
Black	1,451,944	32.5%	34,658,190	12.3%
Other	160,871	3.6%	35,303,090	12.5%
Total	4,468,976	100.0%	281,421,906	99.9%

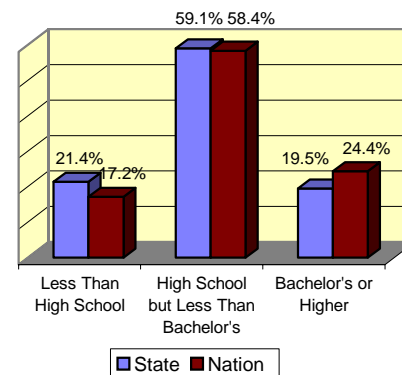
Source: U.S. Census Bureau, Census 2000.

**Population Change During the Past
Decade (1990-2000)**



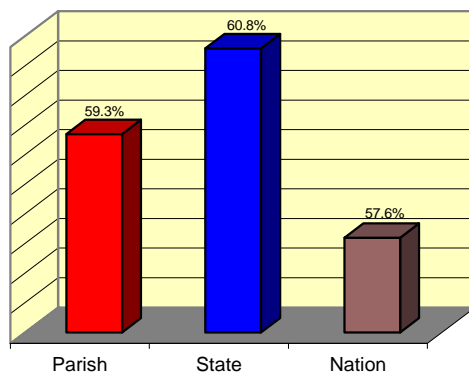
Sources: U.S. Census Bureau, Census 2000.

**Educational Attainment at State and
National Levels**



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

**Student Participation in the Federal Free or
Reduced Price Lunch Program**



Source: Student Information System (SIS), October 1, 2002 Count.

Income and Poverty

	Parish	State	Nation
Median Household Income	\$31,744	\$30,466	\$37,005
Persons Below Poverty	16.8%	18.4%	13.3%
Children Below Poverty	22.3%	26.0%	19.9%

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

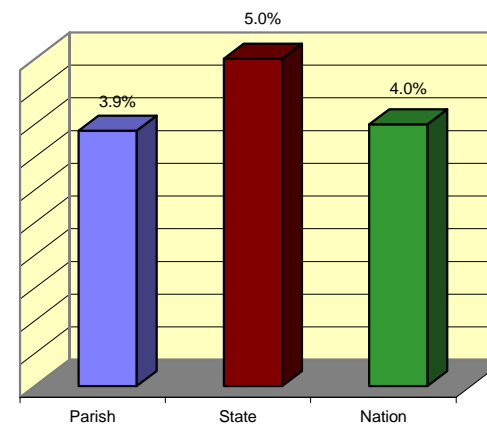
Teenage Birth and Single Motherhood

	Parish	State	Nation
Teenage Birth Rate (1)	17.8%	17.0%	12.2%
Female Householders (2)	14.1%	16.6%	12.2%

1. Source: Louisiana State Center for Health Statistics, 2000.

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

Unemployment Rate



Source: University of Louisiana at Monroe, Center for Business and Economic Research, 2000

District Financial Profile

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

Definitions

- **Revenues**—Financial resources received by the LEA from various sources for use in providing public education to students.

Revenues are received from three main sources:

1. Local: monies collected directly by a district through local taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service operations, and community service operations.
2. State: monies appropriated by the state government to the local public school districts, such as the Minimum Foundation Program (MFP) formula, grants-in-aid, and other specific programs such as 8(g) and Education Excellence Fund.
3. Federal: monies received from the federal government and allocated to the local public school districts through a variety of programs such as No Child Left Behind (NCLB), Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
4. District revenues per pupil: total revenues divided by the October 1 Elementary/Secondary Membership.

- **Expenditures**—Charges incurred for providing public education, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:

1. Instructional expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.

2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprise operation, and community services.
3. Facility acquisition and construction services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. District expenditures per pupil: current expenditures (total expenditures less equipment, Facility Acquisition and Construction and Debt Service) divided by the October 2 Elementary and Secondary Membership.

- **Elementary and Secondary Membership**—The number of pre-Kindergarten (PK), grades K-12, and non-graded (NG) students in membership as of October 2, 2001. This number includes regular education and prekindergarten students and does not include special education preschool students and infants.
- **Average Classroom Teacher's Salary**—The average of actual salaries, including Professional Improvement Program (PIP) payments, reported for all full-time and part-time classroom teachers (excluding rehired retirees and ROTC instructors), who were employed during any period of the school year by the public school districts. Data are based on teacher-level data submitted by districts to the LDE via the End-of-year Profile of Educational Personnel (PEP) report. The average classroom teacher's salary is calculated as follows:

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

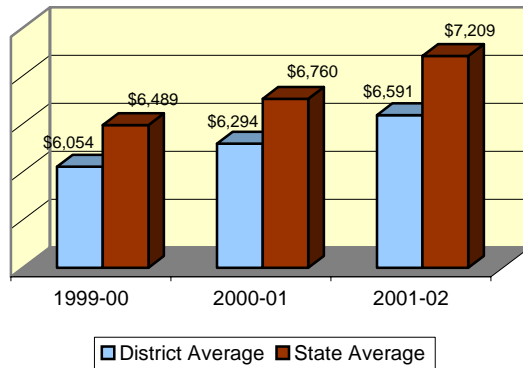
Note: District data are as of the publication date of this report. Audits of student and financial data may result in revision subsequent to the publication of this report. Some districts' financial data may be adjusted after the publication of this report because of audits.

Terrebonne Parish Financial Profile

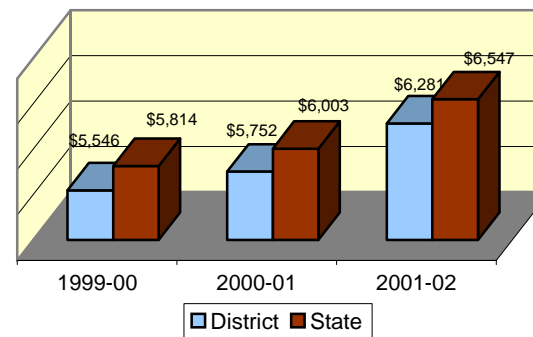
Figure 6

District Revenue by Source									
Revenue Source	1999-00			2000-01			2001-02		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$41,598,192	34.5%	39.0%	\$42,576,843	34.2%	39.7%	\$40,980,053	32.0%	38.8%
State	\$65,038,498	54.0%	49.3%	\$66,963,534	53.8%	48.7%	\$70,429,133	55.1%	48.5%
Federal	\$13,828,083	11.5%	11.7%	\$14,917,773	12.0%	11.6%	\$16,457,295	12.9%	12.7%
Total	\$120,464,773	100.0%	100.0%	\$124,458,151	100.0%	100.0%	\$127,866,481	100.0%	100.0%

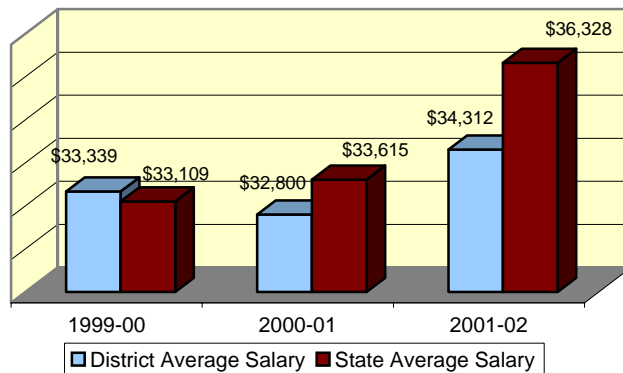
Revenues Per Pupil



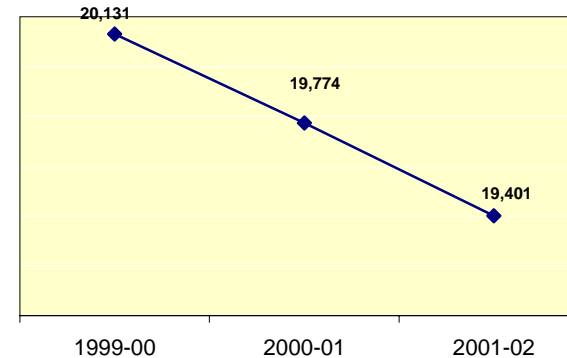
Expenditures Per Pupil



Average Classroom Teacher Salary



Elementary/Secondary Membership



Notes:

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

Section 2. School Characteristics And Accountability Information

School Characteristics and Accountability Information	2-1
Faculty with a Master's Degree or Higher	2-50
Teacher Quality	2-53
Class Size Characteristics	2-56

School Characteristics and Accountability Information

School Definition

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

School—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is nongraded; 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.

The school, district and state results for the following indicators have been organized and are presented by the four types of school categories:

- Class Size
- Attendance
- Suspensions and Expulsions

School Accountability System

In 1998-1999, the school accountability system went into effect with two implementation phases for Louisiana public schools. Schools containing grade levels kindergarten through eighth (K-8) entered into the accountability system in 1998-1999. Schools with grades 9-12 (or what is better known as the high school grades) entered the accountability system in 2000-2001. The 9-12 portions of schools with K-12 grade structures also entered the system at this time.

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

From 1998-1999 through 2002-2003, the school accountability model was based on a two-year accountability cycle. Five accountability cycles made up a 10-year time frame, at the end of which schools were expected to achieve the state's 10-year SPS goal of 100. At the beginning of a cycle, a Growth Target was assigned identifying how many points the school had to grow to stay on track for meeting the 10-year goal. Also, Performance Labels were assigned describing a school's performance. At the end of a cycle, a school was examined to determine if the Growth Target had been achieved. Growth Labels were assigned describing the level of growth achieved by the school relative to its Growth Target. At that time rewards were distributed to eligible schools. Schools were also assigned to Corrective Actions if they did not meet performance and/or growth requirements.

As discussed in the Introduction, the Louisiana School and District Accountability System has undergone many recent changes to bring the accountability system into compliance with federal guidelines as mandated by the No Child Left Behind (NCLB) Act of 2001. One significant change is the system will no longer be based on two-year cycles, but will become an annual system with important decisions made every year about the performance of Louisiana public schools. In other words, Performance and Growth Labels, School Improvement (formerly Corrective Actions), and rewards decisions will be made on an annual basis beginning in 2002-2003. In addition, Louisiana schools are now striving toward a 2014 SPS goal of 120 instead of the 10-year goal of 100.

Two Components of the School Accountability Model

The Louisiana School and District Accountability System has two components that are evaluated for Louisiana schools: the School Performance Score (SPS) Component and the Subgroup Component. Schools are required to make Adequate Yearly Progress (AYP) for both components. Under the NCLB Act of 2001, a state's definition of AYP must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students. To make AYP for the SPS Component, a school must have a 2003 Growth SPS of 45 or above. In future years, schools may have to show adequate growth to make AYP for the SPS Component. The SPS Component was evaluated for all schools that received a 2003 Growth SPS. To make AYP for the Subgroup Component, a school must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate or non-dropout rate) for all required subgroups (five ethnicity subgroups, students with disabilities, limited English proficient students, economically disadvantaged students, and all students in the school). The Subgroup Component was evaluated for all schools with grades 4, 8, and/or 10.

SPS Indicators

The SPS for each school is calculated as a weighted composite index, using 60% weight for the criterion-referenced test (CRT) index (based on the SPS Indicators with Corresponding Weighting Factors



LEAP 21 and/or GEE 21 tests), 30% weight for the norm-referenced test (NRT) index (based on The Iowa Tests), and a total of 10% weight for the attendance and dropout results.

The maximum upper range for the SPS is between 231.8 and 255.4, depending on a school's grade levels that take The Iowa Tests and whether the school has dropouts. An SPS of 120 indicates that a school has reached Louisiana's 2014 goal. In 2002-2003 schools received two SPSs, the Growth SPS and the Baseline SPS. The Growth SPS was compared to the previous Baseline SPS to determine if adequate growth was achieved and to determine the corresponding Growth Label. In addition, the Growth SPS was used to determine a school's reward eligibility, SPS Component AYP status, and School Improvement status. The new Baseline SPS was used to calculate the new Growth Target. A one-year Growth Target was calculated based on how far the Baseline SPS is from the 2014 goal, with an adjustment for the proportions of students with disabilities and limited English proficient students. The Baseline SPS was also used to determine a school's Performance Label. If a school's Growth SPS was less than 45, a one-year Growth SPS was calculated and used to determine the school's SPS Component AYP status, School Improvement level, and Performance Label.

In 2002-2003, both the Growth SPS and the Baseline SPS were based on two years of data and included all four subjects of the LEAP 21/GEE 21 and grades K-12, where available. The difference between the two SPSs was that the Baseline SPS included LAA and LAA-B students, whereas the Growth SPS did not. This difference allowed for an apples-to-apples comparison between the Growth SPS and the 2000-2001 Baseline SPS. Current policy states that in future years the only difference between the two SPSs is that the Growth SPS will be based on one year of data, and the Baseline SPS will continue to be based on two years. This could change to phase in modifications needed as Louisiana continues transitioning to a model that is fully compliant under NCLB.

It is important to note when interpreting the accountability data in table 7 that in 2000-2001, two SPSs (a Growth SPS and a Baseline SPS) were calculated and were different for other reasons than in 2002-2003. Two SPSs were needed to phase-in changes to the accountability model, including moving to a two-year SPS and using all the LEAP 21 subject area tests. The 2000-2001 Growth SPS used two LEAP 21 subject area tests and one year of data. The 2000-2001 Baseline SPS had all four LEAP 21 subject area tests and used

two years of data for K-8. Because the GEE 21 was new, only one year of ELA and Math GEE 21 tests results were used, and as a result, the Growth Targets calculated in 2000-2001 for high schools were adjusted to 75%.

“Pairing” and “Sharing” Arrangements

A school must have both types of test data (at least one grade of CRT data and one grade of NRT data) to receive an SPS. A school that does not meet this requirement is considered a “non-standard school” in the Louisiana School and District Accountability System and must be “paired” or “shared” with another school in the district. A “non-standard school” is “paired” or “shared” with the school that receives the largest percentage of students from the “non-standard school” by promotion. A “pairing” or “sharing” decision is binding for 10 years unless the “non-standard school” acquires a sufficient number of testing units or the State Board of Elementary and Secondary Education (SBESE) grants an appeal to change this decision due to special circumstances such as redistricting and grade configuration changes.

If a “non-standard school” is lacking grade level test results or has too few units for either the CRT or NRT, but not both, it must “share” with another school that has at least one grade level of the needed test. The shared test results (one grade only) from the second school will be used in formulating the SPS for the “non-standard school.” The grade that is shared must come from the grade level closest to the grade level in the “non-standard school.” Each school will have a unique and separate SPS because its own attendance data, dropout data, and other testing data are not shared.

When a “non-standard school” has no test data at all or has an insufficient number of students taking both of the tests, it will then be “paired” with another school. “Pairing” will mean that in formulating the SPS, all test results, attendance, and dropout data of the “paired” schools are combined together. The schools will essentially receive the same SPS.

Beginning in 2002-2003, the determination of whether a school has too few scores is based on the data for one year of assessment. The number of years used prior to 2002-2003 depended on the number of years used in the SPS calculation. A school with too few scores can request a waiver of the “pairing and sharing” policy if it wishes to be scored as a stand-alone school and receive an SPS based on its data alone, despite the small number of test units.

Growth Labels

The Growth Label is a descriptive label that describes the level of growth achieved by a school and is based on the school’s success in attaining its Growth Target. The Growth Label a school receives determines if the school is potentially eligible for monetary rewards. In prior years, Growth Labels were assigned every other year. Beginning in 2002-2003, Growth Labels will be assigned annually.

The 2000-2001 accountability release marked the first time that K-8 and K-12 schools in the accountability system received a Growth Label. Growth was calculated by measuring the difference between the 1998-1999 Baseline SPS and the 2000-2001 Growth SPS.

In 2002-2003, all schools in the accountability system received Growth Labels, including high schools for the first time. Growth was determined by comparing the difference between the 2000-2001 Baseline SPS and the 2002-2003 Growth SPS.

Schools with a new Baseline or Growth SPS of 100 or greater do not receive a negative label (a label which conveys negative connotations with regard to growth), and therefore, receive a *No Label Assigned* designation. The following Growth Labels were assigned in 2000-2001 to K-8 and K-12 schools and in 2002-2003 to all schools in the accountability system. In 2003-2004 the definitions of the Growth Labels will change.

<i>Growth Label</i>	<i>Description of Growth</i>
<i>Exemplary Academic Growth</i>	School exceeding its Growth Target by 5.0 points or more
<i>Recognized Academic Growth</i>	School meeting or exceeding its Growth Target by fewer than 5.0 points
<i>Minimal Academic Growth</i>	School improving some, but not meeting its Growth Target
<i>No Growth</i>	School with a change in SPS of 0 to minus (-) 5.0 points
<i>School in Decline</i>	School with a declining SPS of more than minus (-) 5.0 points

Rewards

The possibility of receiving monetary rewards is an incentive for schools to achieve their Growth Targets. The State of Louisiana allocated 4.9 million dollars in the executive budget to be used as rewards for those schools receiving the *Exemplary Academic Growth* or the *Recognized Academic Growth* labels and demonstrating growth within high poverty and students with disabilities subgroups. Reward amounts were calculated on a per pupil basis.

The 2002-2003 accountability results yielded 119 *Exemplary Academic Growth* schools, which received a total award amount of \$1,908,442.45 and 212 *Recognized Academic Growth* schools, which received a total award amount of \$2,469,159.25. The amount of individual school rewards varied, with the highest reward being \$67,526.80 and the lowest being \$2,643.85. The remaining funds will be dispersed when the appeals process concludes.

Performance Labels

A school's Performance Label is the descriptive label that describes a school's level of performance based on its SPS. In prior years, Performance Labels were assigned every other year. The table below defines the Performance Labels that were used in 1998-1999 and 2000-2001. Two applicable state averages have been calculated in the past, one for elementary/middle/junior high schools and one for high/combination schools.

Old Performance Labels (1998-1999 and 2000-2001)

<i>Performance Label</i>	SPS Range
<i>School of Academic Excellence</i>	150.0 or above
<i>School of Academic Distinction</i>	125.0 – 149.9
<i>School of Academic Achievement</i>	100.0 – 124.9
<i>Academically Above the State Average</i>	applicable state average – 99.9
<i>Academically Below the State Average</i>	30.1 – just below the applicable state average
<i>Academically Unacceptable School</i>	30.0 or below

Beginning in 2002-2003, Performance Labels are assigned annually. In addition, in 2002-2003 the labels themselves and their definitions changed to better describe the performance of Louisiana schools.

New Performance Labels (Beginning in 2002-2003)

<i>Performance Label</i>	SPS Range
<i>Five Stars</i>	140.0 or above
<i>Four Stars</i>	120.0 – 139.9
<i>Three Stars</i>	100.0 – 119.9
<i>Two Stars</i>	80.0 – 99.9
<i>One Star</i>	60.0 – 79.9
<i>Academic Warning</i>	45.0 – 59.9
<i>Academically Unacceptable</i>	Below 45

School Improvement

School Improvement (SI), formerly called Corrective Actions (CA), is a facet of the accountability system intended to help low performing and stagnant schools improve. A school that does not meet performance and growth requirements will enter or move further into School Improvement. A school in School Improvement shall receive additional support and assistance, with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. There are six levels of School Improvement, SI 1 through SI 6. Only the first four levels are applicable in 2002-2003.

Movement into and among the different levels of School Improvement is essentially dependent on the school's SPS, whether AYP was made for the Subgroup Component, the amount of growth relative to the Growth Target, and the school's prior SI/CA status. The type of remedies required for a given level of SI depends on the Title I status of the school and are additive in nature as a school moves to higher SI levels.

For a more detailed description of the rules and regulations which apply to School Improvement, please refer to *Bulletin 111: Louisiana School*,

District, and State Accountability Policy, which can be found on the Louisiana Department of Education’s website at www.louisianaschools.net.

Data Presentation

Table 7 presents school demographic and accountability data for all schools included in the accountability model for this district. All five years of accountability data presented in table 7 are post-appeals data. In other words, all data changes from approved appeals are reflected in the reported data. A description of each data element used in the following tables is provided below:

- *Grade structure* refers to the various educational grade levels that a school contains and for which instruction is provided (i.e., K-8, or Kindergarten through grade 8).
- *School Type* is the classification of schools into one of the following four categories of schools: *elementary*, *middle/junior high*, *high*, or *combination schools*. This school type designation may differ from the three accountability school types (elementary/middle/junior high, high, and combination).
- *October 1 Membership* is the total number of students enrolled in a school on October 1 of the current school year.
- *Number on Free/Reduced Lunch* is the number of students eligible to participate in the Free and Reduced-Price Lunch Program.
- *Percent on Free/Reduced Lunch* is the percent of students eligible to participate in the Free and Reduced-Price Lunch Program.
- *Number of Faculty* is the total number of school-based instructional personnel employed at a school.
- *Paired/Shared* status indicates whether the school was “paired” with another school or “shared” data with another school in the calculation of its School Performance Score.
- *Growth School Performance Score (SPS)* is the SPS that is compared to the prior Baseline SPS to determine if a school has achieved its Growth

Target. The Growth SPS is used to determine Growth Labels and to determine reward eligibility.

- *Point Change in SPS* is the difference between the Growth SPS and the prior Baseline SPS. If no Growth SPS is calculated for a given year, the point change is the difference between the *SPS for the Current Year* and the prior Baseline SPS.
- *Met Growth Target* indicates whether a school achieved its Growth Target for that year.
- *Growth Label* is the descriptive label that describes the level of growth achieved by a school and is based on the school’s success in attaining its Growth Target.
- *Reward Eligibility* indicates whether a school received a monetary reward by earning either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label and by showing growth for its high poverty and students with disabilities subgroups.
- *Baseline School Performance Score (SPS)* is the SPS used to determine the school’s Growth Target and Performance Label. It will be compared against the future Growth SPS to determine if adequate growth is achieved.
- *Growth Target* is the amount of progress a school must make to remain on target for reaching the state’s goal. It is calculated by subtracting the Baseline SPS from the state goal and dividing by the number of years (or cycles prior to 2002-2003) remaining to attain the state goal.
- *Performance Label* is the descriptive label that describes a school’s level of performance based on its SPS.
- *SPS for Current Year* is the Baseline SPS during the years it was calculated; otherwise, it is the Interim SPS.
- *School Improvement Status* is the level of School Improvement (if any) in which the school is currently placed.

- *Made AYP for SPS Component* indicates whether a school has made Adequate Yearly Progress by having a Growth SPS at or above 45.
- *Made AYP for Subgroup Component* indicates whether a school has made Adequate Yearly Progress by meeting requirements in test participation, academic performance, and an additional academic indicator (attendance or non-dropout rate) for all required subgroups.

Table 7
School Characteristics and Accountability Information of Terrebonne Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055001 Acadian Elementary School						
Grade Structure	PK,K-4,NG	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	735	725	758	698	695	
Number on Free/Reduced Lunch	518	542	522	490	517	
Percent on Free/Reduced Lunch	70.5	74.8	70.2	70.2	74.4	
Number of Faculty	61	59	62	60	59	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	74.0	N/A	80.8	
Point Change in SPS	N/A	0.6	-3.3	3.1	5.6	
Met Growth Target	N/A	N/A	NO	N/A	YES	
Growth Label ¹	N/A	N/A	5	N/A	3	
Reward Eligibility	N/A	N/A	NO	N/A	YES	
Baseline SPS	77.3	N/A	75.2	N/A	80.9	
Growth Target	5.0	N/A	5.6	N/A	3.2	
Performance Label ²	4	N/A	5	N/A	4	
SPS for Current Year	77.3	77.9	75.2	78.3	80.9	
School Improvement Status ³					N/A	
Made AYP for SPS Component ⁴					YES	
Made AYP for Subgroup Component ⁴					YES	

~ = Unavailable or insufficient data PK = Prekindergarten NG = Nongraded

N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

² Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:

1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)

5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

³ Starting in 2002-2003, schools that do not meet the performance and growth requirements are placed in School Improvement.

⁴ Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055002	Bayou Black Elementary School						
	Grade Structure	PK,K-4	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	157	172	172	174	175	
	Number on Free/Reduced Lunch	91	117	110	117	113	
	Percent on Free/Reduced Lunch	58.0	68.0	64.3	67.2	64.6	
	Number of Faculty	13	15	14	16	16	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	96.9	N/A	99.7	
	Point Change in SPS	N/A	35.3	24.4	-0.7	-3.0	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	72.5	N/A	102.7	N/A	99.7	
	Growth Target	5.1	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	3	N/A	4	
	SPS for Current Year	72.5	107.8	102.7	102.0	99.7	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

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(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055003	Boudreaux Canal/Little Caillou School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	242	235	214	208	198	
	Number on Free/Reduced Lunch	174	184	166	155	142	
	Percent on Free/Reduced Lunch	71.9	78.3	78.7	74.5	71.7	
	Number of Faculty	16	18	19	18	18	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	86.0	N/A	91.5	
	Point Change in SPS	N/A	13.7	5.7	8.2	2.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	80.3	N/A	88.9	N/A	90.3	
	Growth Target	5.0	N/A	5.0	N/A	2.4	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	80.3	94.0	88.9	97.1	90.3	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

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⁴ Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055004	Bourg Elementary School						
	Grade Structure	PK,K-4	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	387	355	371	342	344	
	Number on Free/Reduced Lunch	178	198	165	163	155	
	Percent on Free/Reduced Lunch	46.0	55.8	45.7	47.7	45.1	
	Number of Faculty	28	30	30	30	31	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	105.1	N/A	112.5	
	Point Change in SPS	N/A	5.2	16.4	7.3	9.3	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	88.7	N/A	103.2	N/A	112.5	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	3	N/A	3	
	SPS for Current Year	88.7	93.9	103.2	110.5	112.5	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055005	H. L. Bourgeois High School						
	Grade Structure	9-12	9-12,NG	8-12,NG	8-12,NG	8-12,NG	
	School Type	High	High	High	High	High	
	October 1 Membership	1,126	1,136	1,120	1,154	1023	
	Number on Free/Reduced Lunch	325	468	381	450	358	
	Percent on Free/Reduced Lunch	28.9	41.2	34.0	39.0	35.0	
	Number of Faculty	70	71	71	73	77	
	Paired/Shared	N/A	N/A	NO	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	70.6	
	Point Change in SPS	N/A	N/A	N/A	10.8	16.0	
	Met Growth Target	N/A	N/A	N/A	N/A	YES	
	Growth Label ¹	N/A	N/A	N/A	N/A	2	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	N/A	N/A	54.6	N/A	70.5	
	Growth Target	N/A	N/A	6.4	N/A	4.3	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	54.6	65.4	70.5	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					NO	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055006	Broadmoor Elementary School						
	Grade Structure	K-6,NG	K-6	K-6,NG	K-6,NG	K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	520	506	532	543	551	
	Number on Free/Reduced Lunch	185	220	195	200	220	
	Percent on Free/Reduced Lunch	35.6	43.5	37.5	36.8	39.9	
	Number of Faculty	38	39	42	44	43	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	109.0	N/A	104.5	
	Point Change in SPS	N/A	8.6	10.2	-5.4	-3.3	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	98.8	N/A	107.8	N/A	103.9	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	3	N/A	3	
	SPS for Current Year	98.8	107.4	107.8	102.4	103.9	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055007 Caldwell Middle School							
	Grade Structure	4-7	4-7	4-7,NG	4-7,NG	4-7,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	562	551	561	565	557	
	Number on Free/Reduced Lunch	343	384	364	366	356	
	Percent on Free/Reduced Lunch	61.0	69.7	64.9	64.8	63.9	
	Number of Faculty	34	36	38	40	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	81.8	N/A	88.7	
	Point Change in SPS	N/A	5.7	7.2	4.7	7.6	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	3	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	74.6	N/A	81.1	N/A	88.6	
	Growth Target	5.0	N/A	5.0	N/A	2.6	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	74.6	80.3	81.1	85.8	88.6	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055008	Coteau-Bayou Blue Elementary School						
	Grade Structure	PK,K-6,NG	PK,K-6	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	623	650	676	661	690	
	Number on Free/Reduced Lunch	334	417	401	421	455	
	Percent on Free/Reduced Lunch	53.6	64.2	59.7	63.7	65.9	
	Number of Faculty	46	47	50	50	53	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	91.5	N/A	84.6	
	Point Change in SPS	N/A	0.8	6.1	-3.9	-6.8	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	85.4	N/A	91.4	N/A	83.8	
	Growth Target	5.0	N/A	5.0	N/A	3	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	85.4	86.2	91.4	87.5	83.8	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055009	Dularge Elementary School						
	Grade Structure	PK,K-3,NG	PK,K-3	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	250	242	249	253	257	
	Number on Free/Reduced Lunch	196	209	185	199	199	
	Percent on Free/Reduced Lunch	78.4	86.4	77.4	78.7	77.4	
	Number of Faculty	20	22	20	21	21	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	80.5	N/A	91.6	
	Point Change in SPS	N/A	12.4	8.1	-0.5	10.2	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	3	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	72.4	N/A	81.4	N/A	91.4	
	Growth Target	5.3	N/A	5.0	N/A	2.4	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	72.4	84.8	81.4	80.9	91.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055010	Dularge Middle School						
	Grade Structure	4-7	4-7	4-7,NG	4-7,NG	4-7,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	243	240	235	200	192	
	Number on Free/Reduced Lunch	169	191	183	159	150	
	Percent on Free/Reduced Lunch	69.5	79.6	77.9	79.5	78.1	
	Number of Faculty	18	17	19	18	19	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	91.5	N/A	97.7	
	Point Change in SPS	N/A	17.1	19.0	-2.0	8.3	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	72.5	N/A	89.4	N/A	97.5	
	Growth Target	5.2	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	72.5	89.6	89.4	87.4	97.5	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055011	East Houma Elementary School						
	Grade Structure	PK,K-2,NG	PK,K-2	PK,K-2,NG	PK,K-2,NG	PK,K-2,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	449	420	423	371	370	
	Number on Free/Reduced Lunch	383	371	362	325	328	
	Percent on Free/Reduced Lunch	85.3	88.3	87.7	87.6	88.6	
	Number of Faculty	32	34	34	33	31	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	80.1	N/A	77.3	
	Point Change in SPS	N/A	4.2	18.6	3.0	4.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	61.5	N/A	72.7	N/A	77.6	
	Growth Target	7.2	N/A	6.1	N/A	3.4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	61.5	65.7	72.7	75.7	77.6	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055013	Ellender Memorial High School						
	Grade Structure	9-12	9-12	8-12,NG	8-12,NG	8-12,NG	
	School Type	High	High	High	High	High	
	October 1 Membership	1,229	1,154	1,133	1,126	1183	
	Number on Free/Reduced Lunch	555	694	609	634	706	
	Percent on Free/Reduced Lunch	45.2	60.1	53.8	56.3	59.7	
	Number of Faculty	76	75	77	77	79	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	66.5	
	Point Change in SPS	N/A	N/A	N/A	0.1	7.9	
	Met Growth Target	N/A	N/A	N/A	N/A	YES	
	Growth Label ¹	N/A	N/A	N/A	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	N/A	N/A	58.6	N/A	66.1	
	Growth Target	N/A	N/A	5.9	N/A	4.5	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	58.6	58.7	66.1	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055014	Elysian Fields Middle School						
	Grade Structure	4-6,NG	4-6	4-6,NG	4-6,NG	4-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	514	479	483	507	506	
	Number on Free/Reduced Lunch	384	388	380	383	401	
	Percent on Free/Reduced Lunch	74.7	81.0	78.7	75.5	79.2	
	Number of Faculty	41	37	38	40	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	68.4	N/A	64.8	
	Point Change in SPS	N/A	-3.1	13.7	6.1	6.9	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	54.7	N/A	57.9	N/A	63.7	
	Growth Target	8.1	N/A	9.5	N/A	4.5	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	54.7	51.6	57.9	64.0	63.7	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055015	Evergreen Junior High School						
	Grade Structure	7-9,NG	7-9	7-9,NG	7-9,NG	7-9,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	999	1,004	1,005	964	1099	
	Number on Free/Reduced Lunch	392	529	472	448	550	
	Percent on Free/Reduced Lunch	39.2	52.7	47.0	46.5	50.0	
	Number of Faculty	67	65	66	67	72	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	80.3	N/A	80.4	
	Point Change in SPS	N/A	9.7	9.3	-2.2	-2.5	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	71.0	N/A	82.9	N/A	80.1	
	Growth Target	5.5	N/A	5.0	N/A	3.4	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	71.0	80.7	82.9	80.7	80.1	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055016	Gibson Elementary School						
	Grade Structure	PK,K-4	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	260	223	230	211	201	
	Number on Free/Reduced Lunch	214	188	194	174	163	
	Percent on Free/Reduced Lunch	82.3	84.3	85.8	82.5	81.1	
	Number of Faculty	21	22	24	25	26	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	72.8	N/A	76.5	
	Point Change in SPS	N/A	-10.7	3.9	5.6	9.0	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label ¹	N/A	N/A	4	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	68.9	N/A	67.5	N/A	76.5	
	Growth Target	5.6	N/A	7.4	N/A	3.6	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	68.9	58.2	67.5	73.1	76.5	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055017	Grand Caillou Elementary School						
	Grade Structure	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	488	471	480	460	455	
	Number on Free/Reduced Lunch	405	421	404	395	386	
	Percent on Free/Reduced Lunch	83.0	89.4	86.7	85.9	84.8	
	Number of Faculty	36	39	39	41	39	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	68.5	N/A	66.8	
	Point Change in SPS	N/A	-1.1	11.1	-2.2	1.0	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	57.4	N/A	65.8	N/A	67.6	
	Growth Target	8.1	N/A	7.9	N/A	4.2	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	57.4	56.3	65.8	63.6	67.6	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055018	Greenwood Middle School						
	Grade Structure	5-7	5-7	5-7,NG	5-7,NG	5-7,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	243	209	200	184	196	
	Number on Free/Reduced Lunch	168	157	132	132	144	
	Percent on Free/Reduced Lunch	69.1	75.1	66.0	71.7	73.5	
	Number of Faculty	16	17	17	16	14	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	79.5	N/A	77.8	
	Point Change in SPS	N/A	3.9	2.8	-4.3	-2.4	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	4	N/A	5	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	76.7	N/A	80.2	N/A	77.5	
	Growth Target	5.0	N/A	5.0	N/A	3.6	
	Performance Label ²	4	N/A	4	N/A	5	
	SPS for Current Year	76.7	80.6	80.2	75.9	77.5	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055019	Honduras Elementary School						
	Grade Structure	PK,K-3,NG	PK,K-3	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	376	328	325	298	274	
	Number on Free/Reduced Lunch	330	300	278	258	249	
	Percent on Free/Reduced Lunch	87.8	91.5	88.3	86.6	90.9	
	Number of Faculty	34	37	32	33	33	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	66.2	N/A	68.7	
	Point Change in SPS	N/A	3.2	19.0	9.5	12.5	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	47.2	N/A	56.2	N/A	67.8	
	Growth Target	9.6	N/A	9.5	N/A	4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	47.2	50.4	56.2	65.7	67.8	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055020	Houma Junior High School						
	Grade Structure	7-9	7-9	7-9,NG	7-9,NG	7-9,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	1,052	1,018	1,032	998	1086	
	Number on Free/Reduced Lunch	450	543	445	431	497	
	Percent on Free/Reduced Lunch	42.8	53.3	43.1	43.2	45.8	
	Number of Faculty	69	68	66	68	73	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	69.7	N/A	79.7	
	Point Change in SPS	N/A	4.3	-0.3	0.8	4.8	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	5	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	70.0	N/A	74.9	N/A	79.5	
	Growth Target	5.7	N/A	5.8	N/A	3.4	
	Performance Label ²	4	N/A	5	N/A	5	
	SPS for Current Year	70.0	74.3	74.9	75.7	79.5	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055021	Lacache Middle School						
	Grade Structure	5-8,NG	5-8,NG	5-8,NG	5-8,NG	5-8,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	477	498	487	448	429	
	Number on Free/Reduced Lunch	261	313	274	243	235	
	Percent on Free/Reduced Lunch	54.7	62.9	56.3	54.2	54.8	
	Number of Faculty	33	33	32	33	32	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	86.2	N/A	83.9	
	Point Change in SPS	N/A	1.7	10.4	-0.1	0.1	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	75.8	N/A	83.8	N/A	83.6	
	Growth Target	5.0	N/A	5.0	N/A	3	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	75.8	77.5	83.8	83.7	83.6	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055022	Legion Park Middle School						
	Grade Structure	4-7,NG	4-7,NG	4-7,NG	4-7,NG	4-7,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	270	229	236	237	232	
	Number on Free/Reduced Lunch	221	209	192	207	193	
	Percent on Free/Reduced Lunch	81.9	91.3	81.4	87.3	83.2	
	Number of Faculty	23	21	21	22	24	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	60.2	N/A	65.7	
	Point Change in SPS	N/A	10.5	6.0	-1.0	1.6	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	4	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	54.2	N/A	64.1	N/A	65	
	Growth Target	8.3	N/A	8.2	N/A	4.4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	54.2	64.7	64.1	63.1	65.0	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055023	Lisa Park Elementary School						
	Grade Structure	K-7,NG	K-7,NG	K-7,NG	K-7,NG	K-7,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	657	614	603	630	622	
	Number on Free/Reduced Lunch	244	251	221	250	252	
	Percent on Free/Reduced Lunch	37.1	40.9	36.8	39.7	40.5	
	Number of Faculty	43	48	49	48	49	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	117.2	N/A	114.6	
	Point Change in SPS	N/A	-1.3	5.1	0.2	0.4	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	112.1	N/A	114.2	N/A	113.8	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	3	N/A	3	N/A	3	
	SPS for Current Year	112.1	110.8	114.2	114.4	113.8	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055024	East Street School						
	Grade Structure	~	~	~	~	K-12,NG	
	School Type	~	~	~	~	Combination	
	October 1 Membership	~	~	~	~	83	
	Number on Free/Reduced Lunch	~	~	~	~	65	
	Percent on Free/Reduced Lunch	~	~	~	~	78.3	
	Number of Faculty	~	~	~	~	12	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	Made AYP for Subgroup Component ⁴					N/A	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055025	Montegut Elementary School						
	Grade Structure	PK,K-4,NG	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	282	281	267	242	258	
	Number on Free/Reduced Lunch	185	210	180	161	180	
	Percent on Free/Reduced Lunch	65.6	74.7	70.3	66.5	69.8	
	Number of Faculty	20	23	23	24	23	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	88.7	N/A	84.6	
	Point Change in SPS	N/A	-0.7	11.3	-1.7	2.4	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	77.4	N/A	82.2	N/A	85	
	Growth Target	5.0	N/A	5.0	N/A	2.8	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	77.4	76.7	82.2	80.5	85.0	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055026	Montegut Middle School						
	Grade Structure	5-8	5-8	5-8,NG	5-8,NG	5-8,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	651	648	651	650	609	
	Number on Free/Reduced Lunch	321	382	343	330	292	
	Percent on Free/Reduced Lunch	49.3	59.0	52.7	50.8	47.9	
	Number of Faculty	41	43	44	45	45	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	87.5	N/A	87.5	
	Point Change in SPS	N/A	7.1	9.6	0.1	-0.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	77.9	N/A	88.1	N/A	86.7	
	Growth Target	5.0	N/A	5.0	N/A	2.8	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	77.9	85.0	88.1	88.2	86.7	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055027	Mulberry Elementary School						
	Grade Structure	K-6,NG	K-6	K-6,NG	K-6,NG	K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	616	612	612	583	598	
	Number on Free/Reduced Lunch	99	117	112	110	108	
	Percent on Free/Reduced Lunch	16.1	19.1	18.6	18.9	18.1	
	Number of Faculty	43	45	44	45	45	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	114.8	N/A	120.4	
	Point Change in SPS	N/A	2.5	0.2	1.4	4.6	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	1	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	114.6	N/A	115.8	N/A	120.1	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	3	N/A	3	N/A	2	
	SPS for Current Year	114.6	117.1	115.8	117.2	120.1	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055028	Oaklawn Junior High School						
	Grade Structure	7-8	7-8	7-8,NG	7-8,NG	7-8,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	637	666	671	646	591	
	Number on Free/Reduced Lunch	415	492	477	459	436	
	Percent on Free/Reduced Lunch	65.1	73.9	71.1	71.1	73.8	
	Number of Faculty	49	48	48	47	48	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	66.8	N/A	63.5	
	Point Change in SPS	N/A	5.0	13.7	1.7	1.9	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	53.1	N/A	61.6	N/A	62.9	
	Growth Target	8.7	N/A	8.4	N/A	4.7	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	53.1	58.1	61.6	63.3	62.9	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					NO	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055029	Oakshire Elementary School						
	Grade Structure	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	621	627	618	588	580	
	Number on Free/Reduced Lunch	400	433	402	386	374	
	Percent on Free/Reduced Lunch	64.4	69.1	66.1	65.6	64.5	
	Number of Faculty	45	50	52	53	53	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	101.1	N/A	102.0	
	Point Change in SPS	N/A	-2.5	15.9	13.0	11.6	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	2	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	85.2	N/A	90.4	N/A	102.1	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	4	N/A	3	
	SPS for Current Year	85.2	82.7	90.4	103.4	102.1	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055030	Pointe-aux-Chenes Elementary School						
	Grade Structure	PK,K-4,NG	PK,K-4	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	170	155	177	155	154	
	Number on Free/Reduced Lunch	118	117	121	110	105	
	Percent on Free/Reduced Lunch	69.4	75.5	72.5	71.0	68.2	
	Number of Faculty	20	18	20	20	20	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	80.3	N/A	74.8	
	Point Change in SPS	N/A	8.5	24.1	-5.6	1.3	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	56.2	N/A	73.5	N/A	74.8	
	Growth Target	7.7	N/A	5.8	N/A	3.4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	56.2	64.7	73.5	67.9	74.8	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055031	Andrew Price TAPPS						
	Grade Structure	5-6	4-6	K-12,NG	K-12,NG	K-12,NG	
	School Type	Elementary	Elementary	Combination	Combination	Combination	
	October 1 Membership	3	5	2	24	73	
	Number on Free/Reduced Lunch	0	5	2	16	45	
	Percent on Free/Reduced Lunch	0.0	100.0	100.0	66.7	61.6	
	Number of Faculty	7	9	9	12	13	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055032	School for Exceptional Children/TARC						
	Grade Structure	PK,NG	PK,NG	PK,K-12,NG	PK,K-12,NG	PK,K-12,NG	
	School Type	Combination	Combination	Combination	Combination	Combination	
	October 1 Membership	83	87	87	77	57	
	Number on Free/Reduced Lunch	43	57	44	48	29	
	Percent on Free/Reduced Lunch	51.8	65.5	52.4	62.3	50.9	
	Number of Faculty	24	24	25	29	28	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055033	Schriever Elementary School						
	Grade Structure	PK,K-3	PK,K-3	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	615	593	610	588	579	
	Number on Free/Reduced Lunch	409	430	400	402	405	
	Percent on Free/Reduced Lunch	66.5	72.5	68.6	68.4	69.9	
	Number of Faculty	46	49	49	50	51	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	84.8	N/A	92.9	
	Point Change in SPS	N/A	5.8	8.6	4.4	9.3	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label ¹	N/A	N/A	3	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	76.2	N/A	83.6	N/A	92.8	
	Growth Target	5.0	N/A	5.0	N/A	2.3	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	76.2	82.0	83.6	88.0	92.8	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055034	South Terrebonne High School						
	Grade Structure	9-12	9-12	8-12,NG	8-12,NG	8-12,NG	
	School Type	High	High	High	High	High	
	October 1 Membership	1,203	1,179	1,102	1,148	1167	
	Number on Free/Reduced Lunch	421	485	407	441	487	
	Percent on Free/Reduced Lunch	35.0	41.1	36.9	38.4	41.7	
	Number of Faculty	70	72	73	75	76	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	80.8	
	Point Change in SPS	N/A	N/A	N/A	2.4	5.8	
	Met Growth Target	N/A	N/A	N/A	N/A	YES	
	Growth Label ¹	N/A	N/A	N/A	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	N/A	N/A	75.0	N/A	80.4	
	Growth Target	N/A	N/A	5.0	N/A	3.4	
	Performance Label ²	N/A	N/A	5	N/A	4	
	SPS for Current Year	N/A	N/A	75.0	77.4	80.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055035	Southdown Elementary School						
	Grade Structure	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	PK,K-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	512	531	504	508	511	
	Number on Free/Reduced Lunch	470	504	461	477	480	
	Percent on Free/Reduced Lunch	91.8	94.9	94.5	93.9	93.9	
	Number of Faculty	51	58	58	57	55	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	53.3	N/A	58.8	
	Point Change in SPS	N/A	6.7	10.2	3.8	7.1	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	43.1	N/A	51.7	N/A	58.6	
	Growth Target	10.2	N/A	10.5	N/A	4.9	
	Performance Label ²	5	N/A	5	N/A	6	
	SPS for Current Year	43.1	49.8	51.7	55.5	58.6	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055036	Terrebonne High School						
	Grade Structure	9-12	9-12,NG	9-12,NG	9-12,NG	9-12,NG	
	School Type	High	High	High	High	High	
	October 1 Membership	1,106	1,048	1,030	996	952	
	Number on Free/Reduced Lunch	317	379	315	309	311	
	Percent on Free/Reduced Lunch	28.7	36.2	30.6	31.0	32.7	
	Number of Faculty	69	69	69	70	72	
	Paired/Shared	N/A	N/A	NO	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	70.8	
	Point Change in SPS	N/A	N/A	N/A	39.6	40.3	
	Met Growth Target	N/A	N/A	N/A	N/A	YES	
	Growth Label ¹	N/A	N/A	N/A	N/A	2	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	N/A	N/A	30.5	N/A	70.9	
	Growth Target	N/A	N/A	10.1	N/A	4.2	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	30.5	70.1	70.9	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					NO	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

¹ Growth Label: 1 = No Growth Label Assigned - No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

2 = Exemplary Academic Growth 3 = Recognized Academic Growth 4 = Minimal Academic Growth 5 = No Growth 6 = School In Decline

² Performance Label: 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

(1998-99 thru 2001-02) 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

Starting in 2002-2003, the Performance Labels were as follows:

1 = Five Stars (*****) 2 = Four Stars (****) 3 = Three Stars (***) 4 = Two Stars (**)

5 = One Star (*) 6 = Academic Warning 7 = Academically Unacceptable

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⁴ Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the subgroup component and the SPS component.

Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055038	Upper Little Caillou Elementary School						
	Grade Structure	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	PK,K-4,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	518	496	490	474	508	
	Number on Free/Reduced Lunch	309	302	266	279	302	
	Percent on Free/Reduced Lunch	59.7	60.9	55.5	58.9	59.4	
	Number of Faculty	38	41	40	43	45	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	92.2	N/A	98.1	
	Point Change in SPS	N/A	3.7	0.8	5.9	5.6	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label ¹	N/A	N/A	4	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	91.4	N/A	92.5	N/A	98.2	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	91.4	95.1	92.5	98.4	98.2	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055039	Village East Elementary School						
	Grade Structure	3-6,NG	3-6,NG	3-6,NG	3-6,NG	3-6,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	526	466	448	425	396	
	Number on Free/Reduced Lunch	425	403	378	343	334	
	Percent on Free/Reduced Lunch	80.8	86.5	84.4	80.7	84.3	
	Number of Faculty	35	37	39	38	37	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	80.1	N/A	77.3	
	Point Change in SPS	N/A	4.2	18.6	3.0	4.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	61.5	N/A	72.7	N/A	77.6	
	Growth Target	7.2	N/A	6.1	N/A	3.4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	61.5	65.7	72.7	75.7	77.6	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055040	Vocational Technical High/TVRC						
	Grade Structure	9-12	9-10	9-12	9-12	9-12	
	School Type	High	High	High	High	High	
	October 1 Membership	~	0	~	~	~	
	Number on Free/Reduced Lunch	~	~	~	~	~	
	Percent on Free/Reduced Lunch	~	~	~	~	~	
	Number of Faculty	18	30	28	27	28	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	Made AYP for Subgroup Component ⁴					N/A	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055041	West Park Elementary School						
	Grade Structure	PK,K-3,NG	PK,K-3	PK,K-3,NG	PK,K-3,NG	PK,K-3,NG	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	308	295	311	301	312	
	Number on Free/Reduced Lunch	255	260	249	270	277	
	Percent on Free/Reduced Lunch	82.8	88.1	85.9	89.7	88.8	
	Number of Faculty	29	30	29	32	33	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	59.2	N/A	69.0	
	Point Change in SPS	N/A	8.7	2.9	2.1	5.2	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	4	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	56.3	N/A	63.8	N/A	68.5	
	Growth Target	8.2	N/A	8.2	N/A	4.1	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	56.3	65.0	63.8	65.9	68.5	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					N/A	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055044	Grand Caillou Middle School						
	Grade Structure	4-8,NG	4-8	4-8,NG	4-8,NG	4-8,NG	
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	569	618	625	568	572	
	Number on Free/Reduced Lunch	471	549	522	469	480	
	Percent on Free/Reduced Lunch	82.8	88.8	83.5	82.6	83.9	
	Number of Faculty	43	46	44	45	44	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	73.6	N/A	72.5	
	Point Change in SPS	N/A	7.5	14.5	-2.7	0.1	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	59.1	N/A	72.4	N/A	71.8	
	Growth Target	7.6	N/A	6.3	N/A	4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	59.1	66.6	72.4	69.7	71.8	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055048	Juvenile Detention Center Alternative School						
	Grade Structure	4-12	5-11,NG	3-12,NG	3-12,NG	3-12,NG	
	School Type	Combination	Combination	Combination	Combination	Combination	
	October 1 Membership	32	44	14	18	10	
	Number on Free/Reduced Lunch	12	30	0	0	2	
	Percent on Free/Reduced Lunch	37.5	68.2	0.0	0.0	20.0	
	Number of Faculty	2	2	3	3	4	
	Paired/Shared	N/A	N/A	N/A	N/A	N/A	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	N/A	
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	
	Growth Target	N/A	N/A	N/A	N/A	N/A	
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	
	SPS for Current Year	N/A	N/A	N/A	N/A	N/A	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	Made AYP for Subgroup Component ⁴					N/A	

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N/A = Not Applicable: Baseline SPS, School Performance Label, Growth Target, Growth SPS, Growth Label, and Reward Eligibility are determined and assigned once every two years. High Schools were first added to the Accountability Model in 2000-2001.

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Table 7
School Characteristics and Accountability Information of Terrebonne Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District												
Total Number of Schools	44		43		42		42		41			
October 1 Membership	20,612		20,131		19,774		19,401		19,345			
Number of Faculty	1,522		1,567		1,577		1,606		1,622			
Schools by Performance Label (Starting in 2002-03)	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Five Stars (*****)									0.0	0		
Four Stars (****)									2.8	1		
Three Stars (***)									11.1	4		
Two Stars (**)									38.9	14		
One Star (*)									44.4	16		
Academic Warning									2.8	1		
Academically Unacceptable									0.0	0		
Schools By Growth Label ¹												
No Label Assigned	N/A	N/A	N/A	N/A	3.1	1	N/A	N/A	8.3	3		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.8	14	N/A	N/A	11.1	4		
Recognized Academic Growth	N/A	N/A	N/A	N/A	31.3	10	N/A	N/A	27.8	10		
Minimal Academic Growth	N/A	N/A	N/A	N/A	15.6	5	N/A	N/A	38.9	14		
No Growth	N/A	N/A	N/A	N/A	6.3	2	N/A	N/A	11.1	4		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	2.8	1		
Number of Schools	N/A	N/A	N/A	N/A	100.0	32	N/A	N/A	100.0	36		
Schools By Levels of School Improvement												
Not in School Improvement (SI)									55.6	20		
School Improvement 1 (SI 1)									44.4	16		
School Improvement 2 (SI 2)									0.0	0		
School Improvement 3 (SI 3)									0.0	0		
School Improvement 4 (SI 4)									0.0	0		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
Schools by Reward Eligibility												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	75.0	24	N/A	N/A	38.9	14		
Schools by AYP Status ²												
Made AYP for SPS Component									100.0	36		
Made AYP for Subgroup Component									90.3	28		

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

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² Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the Subgroup Component and the SPS Component.

Table 7
School Characteristics and Accountability Information of Terrebonne Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
State												
Total Number of Schools	1,507		1,533		1,532		1,538		1,551			
October 1 Membership	766,169		753,905		741,553		730,252		729,516			
Number of Faculty	54,244		55,402		55,526		55,528		55,428			
Schools by Performance Label (Starting in 2002-03)	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Five Stars (*****)									0.6	8		
Four Stars (****)									2.2	30		
Three Stars (***)									17.0	234		
Two Stars (**)									34.4	474		
One Star (*)									28.1	387		
Academic Warning									12.0	166		
Academically Unacceptable									5.8	80		
Schools By Growth Label ¹												
No Label Assigned	N/A	N/A	N/A	N/A	5.8	68	N/A	N/A	12.7	174		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	43.6	514	N/A	N/A	9.5	130		
Recognized Academic Growth	N/A	N/A	N/A	N/A	25.5	301	N/A	N/A	19.4	267		
Minimal Academic Growth	N/A	N/A	N/A	N/A	18.0	212	N/A	N/A	36.1	496		
No Growth	N/A	N/A	N/A	N/A	4.7	55	N/A	N/A	16.2	222		
School In Decline	N/A	N/A	N/A	N/A	2.5	29	N/A	N/A	6.2	85		
Number of Schools	N/A	N/A	N/A	N/A	100.0	1,179	N/A	N/A	100.0	1,374		
Schools By Levels of School Improvement												
Not in School Improvement (SI)									55.5	765		
School Improvement 1 (SI 1)									39.5	545		
School Improvement 2 (SI 2)									3.8	52		
School Improvement 3 (SI 3)									0.4	6		
School Improvement 4 (SI 4)									0.8	11		
School Improvement 5 (SI 5)									0.0	0		
School Improvement 6 (SI 6)									0.0	0		
Schools by Reward Eligibility												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A	24.2	333		
Schools by AYP Status ²												
Made AYP for SPS Component									94.9	1,282		
Made AYP for Subgroup Component									93.8	1,237		

N/A = Not Applicable: Performance Labels, Growth Labels, and Reward Eligibility are assigned once every two years.

¹ No label is assigned to schools with a Baseline or Growth SPS of 100 or more which have not met their Growth Targets.

² Starting in 2002-2003, schools were required to make their Adequate Yearly Progress (AYP) for both the Subgroup Component and the SPS Component.

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

Definition

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

Method of Calculation

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

Data Sources

District-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

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

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

Table 8
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School	23.0	14	20.3	12	21.0	13	18.3	11	15.3	9		
055002	Bayou Black Elementary School	15.4	2	13.3	2	14.3	2	12.5	2	12.6	2		
055003	Boudreaux Canal/Little Caillou School	50.0	8	50.0	9	52.6	10	50.0	9	44.6	8		
055004	Bourg Elementary School	39.3	11	40.0	12	33.3	10	33.3	10	29.1	9		
055005	H. L. Bourgeois High School	40.0	28	36.6	26	35.2	25	39.7	29	36.5	28		
055006	Broadmoor Elementary School	36.8	14	33.3	13	31.0	13	38.6	17	32.5	14		
055007	Caldwell Middle School	41.2	14	41.7	15	34.2	13	30.0	12	35.0	14		
055008	Coteau-Bayou Blue Elementary School	39.1	18	31.9	15	32.0	16	32.0	16	28.2	15		
055009	Dularge Elementary School	35.0	7	36.4	8	35.0	7	28.6	6	28.3	6		
055010	Dularge Middle School	27.8	5	23.5	4	21.1	4	22.2	4	26.4	5		
055011	East Houma Elementary School	15.6	5	11.8	4	11.8	4	18.2	6	19.5	6		
055013	Ellender Memorial High School	27.6	21	26.7	20	24.7	19	26.0	20	20.8	17		
055014	Elysian Fields Middle School	36.6	15	35.1	13	26.3	10	17.5	7	20.0	8		
055015	Evergreen Junior High School	38.8	26	38.5	25	42.4	28	38.8	26	41.1	30		
055016	Gibson Elementary School	42.9	9	50.0	11	45.8	11	40.0	10	34.6	9		
055017	Grand Caillou Elementary School	16.7	6	15.4	6	15.4	6	22.0	9	17.9	7		
055018	Greenwood Middle School	12.5	2	17.6	3	17.6	3	18.8	3	21.6	3		
055019	Honduras Elementary School	17.6	6	10.8	4	25.0	8	21.2	7	24.2	8		
055020	Houma Junior High School	29.0	20	29.4	20	25.8	17	25.0	17	29.0	21		
055021	Lacache Middle School	18.2	6	27.3	9	25.0	8	27.3	9	25.3	8		
055022	Legion Park Middle School	21.7	5	28.6	6	28.6	6	18.2	4	16.7	4		
055023	Lisa Park Elementary School	46.5	20	41.7	20	42.9	21	41.7	20	45.0	22		
055024	East Street School	~	~	~	~	~	~	~	~	22.9	3		
055025	Montegut Elementary School	30.0	6	21.7	5	21.7	5	25.0	6	26.1	6		
055026	Montegut Middle School	22.0	9	20.9	9	15.9	7	15.6	7	15.4	7		
055027	Mulberry Elementary School	46.5	20	46.7	21	36.4	16	33.3	15	35.6	16		
055028	Oaklawn Junior High School	30.6	15	27.1	13	27.1	13	25.5	12	27.0	13		
055029	Oakshire Elementary School	20.0	9	26.0	13	25.0	13	22.6	12	24.5	13		
055030	Pointe-aux-Chenes Elementary School	35.0	7	38.9	7	30.0	6	30.0	6	20.2	4		
055031	Andrew Price TAPPS	57.1	4	44.4	4	33.3	3	33.3	4	30.9	4		
055032	School for Exceptional Children/TARC	33.3	8	33.3	8	32.0	8	27.6	8	33.8	10		
055033	Schriever Elementary School	34.8	16	26.5	13	32.7	16	34.0	17	31.4	16		
055034	South Terrebonne High School	41.4	29	41.7	30	39.7	29	33.3	25	30.2	23		
055035	Southdown Elementary School	25.5	13	32.8	19	36.2	21	31.6	18	29.0	16		
055036	Terrebonne High School	42.0	29	42.0	29	39.1	27	38.6	27	40.0	29		
055038	Upper Little Caillou Elementary School	26.3	10	22.0	9	20.0	8	20.9	9	22.2	10		

~ = Unavailable or insufficient data

Table 8
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055039	Village East Elementary School	17.1	6	21.6	8	12.8	5	21.1	8	21.5	8		
055040	Vocational Technical High/TVRC	16.7	3	20.0	6	17.9	5	18.5	5	21.0	6		
055041	West Park Elementary School	34.5	10	26.7	8	31.0	9	31.3	10	30.4	10		
055044	Grand Caillou Middle School	25.6	11	21.7	10	29.5	13	28.9	13	25.0	11		
055048	Juvenile Detention Center Alternative School	100.0	2	100.0	2	66.7	2	100.0	3	100.0	4		
District		31.5	480	30.4	477	29.4	463	28.8	463	28.4	461		
State		38.9	21,115	37.9	21,017	37.5	20,846	37.2	20,663	36.9	20,425		

~ = Unavailable or insufficient data

Teacher Quality

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

Data Presentation

Table 9 provides a view of the public school instruction quality by assessing the qualification of teachers teaching core classes. Specifically, it presents the percent and number of core classes taught by highly qualified teachers. District and state totals are presented for comparison purposes.

Definitions

- *Highly Qualified Teachers*- are defined as certified teachers who meet the following criteria:
 - hold an A, B, C, L1, L2, or L3 certificate as well as those who hold out-of-state and Practitioner's Licenses (PL);
 - teach a core course (English Language Arts, Mathematics, Science, Social Studies, Foreign Language or the Arts) in grades 1-12; and
 - their area of certification matches each core academic course they teach in addition to having demonstrated competency in teaching each course.

Method of Calculation

The percent and numbers for this report were determined on a class-by-class basis. As some schools had no core courses for the 2002-2003, no highly-qualified teacher data were available for them.

Data Sources

The number of standard and non-standard teaching certificates is district-reported data submitted to the Louisiana Department of Education via the *Annual School Report* (ASR) database. The Annual School Report (ASR) database for school year 2002-2003 provided the data on the courses being taught by each teacher. Those teachers teaching core courses in grades 1-12 were checked against the Teacher Certification (TCR) database to ascertain whether or not they held the appropriate certificates (determined as highly qualified) for every core course taught.

Formula Used

$$\text{Percent of Classes Taught By Highly Qualified Teachers} = \frac{\text{Total Number of Core Classes in Grades 1-12 Taught by Highly Qualified Teachers}}{\text{Total Number of All Core Classes In Grades 1-12}}$$

Table 9: Teacher Quality*

*Percent and Number of Core Classes Taught by Highly Qualified Teachers***

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School									100.0	152		
055002	Bayou Black Elementary School									100.0	42		
055003	Boudreaux Canal/Little Caillou School									89.8	53		
055004	Bourg Elementary School									97.5	77		
055005	H. L. Bourgeois High School									75.0	114		
055006	Broadmoor Elementary School									93.8	135		
055007	Caldwell Middle School									100.0	172		
055008	Coteau-Bayou Blue Elementary School									98.8	171		
055009	Dularge Elementary School									100.0	57		
055010	Dularge Middle School									86.5	45		
055011	East Houma Elementary School									100.0	74		
055013	Ellender Memorial High School									72.0	103		
055014	Elysian Fields Middle School									76.4	120		
055015	Evergreen Junior High School									75.8	172		
055016	Gibson Elementary School									100.0	49		
055017	Grand Caillou Elementary School									94.7	89		
055018	Greenwood Middle School									88.5	46		
055019	Honduras Elementary School									100.0	61		
055020	Houma Junior High School									81.0	124		
055021	Lacache Middle School									93.9	138		
055022	Legion Park Middle School									88.7	63		
055023	Lisa Park Elementary School									99.3	146		
055024	East Street School									9.7	3		
055025	Montegut Elementary School									100.0	63		
055026	Montegut Middle School									82.1	160		
055027	Mulberry Elementary School									99.3	136		
055028	Oaklawn Junior High School									71.5	143		
055029	Oakshire Elementary School									95.4	144		
055030	Pointe-aux-Chenes Elementary School									87.0	40		
055031	Andrew Price TAPPS									58.3	14		
055033	Schriever Elementary School									99.1	115		
055034	South Terrebonne High School									81.7	98		
055035	Southdown Elementary School									95.6	131		
055036	Terrebonne High School									77.7	101		

~ = Unavailable or insufficient data

* = This information became available for reporting starting 2002-2003.

** = Core classes are English, math, science, social studies, foreign language, and the arts.

Table 9: Teacher Quality*

*Percent and Number of Core Classes Taught by Highly Qualified Teachers***

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055038	Upper Little Caillou Elementary School									100.0	106		
055039	Village East Elementary School									94.3	116		
055041	West Park Elementary School									100.0	77		
055044	Grand Caillou Middle School									89.0	137		
055048	Juvenile Detention Center Alternative Sch									33.3	1		
District										88.7	3,788		
State										85.6	101,778		

~ = Unavailable or insufficient data

* = This information became available for reporting starting 2002-2003.

** = Core classes are English, math, science, social studies, foreign language, and the arts.

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 10a-10d (Class Size Characteristics for *Elementary, Middle/Junior High, High, and Combination Schools*, respectively) present the number and percentage of classes that fall within various class size ranges. This report provides the class size information for grades PK-12 by four ranges: 1-20, 21-26, 27-33 and 34+. Category percentages are provided for comparison purposes. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Definition

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

Method of Calculation

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

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

Data Source

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

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

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

*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 10a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Class Size Range 1 - 20	57.9	33	44.4	24	39.2	31	44.6	29	56.7	89		
	Class Size Range 21 - 26	42.1	24	55.6	30	43.0	34	55.4	36	42.7	67		
	Class Size Range 27 - 33	0.0	0	0.0	0	17.7	14	0.0	0	0.6	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055002	Bayou Black Elementary School												
	Class Size Range 1 - 20	53.3	8	100.0	14	100.0	19	100.0	25	100.0	45		
	Class Size Range 21 - 26	46.7	7	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055003	Boudreaux Canal/Little Caillou School												
	Class Size Range 1 - 20	52.9	9	86.7	13	86.7	13	71.4	10	80.3	49		
	Class Size Range 21 - 26	35.3	6	13.3	2	13.3	2	21.4	3	19.7	12		
	Class Size Range 27 - 33	11.8	2	0.0	0	0.0	0	7.1	1	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055004	Bourg Elementary School												
	Class Size Range 1 - 20	52.6	10	51.4	18	83.9	26	84.4	27	84.7	72		
	Class Size Range 21 - 26	47.4	9	48.6	17	16.1	5	15.6	5	15.3	13		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055006	Broadmoor Elementary School												
	Class Size Range 1 - 20	32.4	22	40.9	27	44.3	31	63.8	44	38.4	53		
	Class Size Range 21 - 26	41.2	28	51.5	34	55.7	39	36.2	25	61.6	85		
	Class Size Range 27 - 33	26.5	18	7.6	5	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055008	Coteau-Bayou Blue Elementary School												
	Class Size Range 1 - 20	51.4	19	50.0	20	29.8	17	36.6	30	64.7	110		
	Class Size Range 21 - 26	48.7	18	42.5	17	61.4	35	63.4	52	34.7	59		
	Class Size Range 27 - 33	0.0	0	7.5	3	8.8	5	0.0	0	0.6	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055009	Dularge Elementary School												
	Class Size Range 1 - 20	56.5	13	95.0	19	60.0	9	73.3	11	76.3	45		
	Class Size Range 21 - 26	43.5	10	5.0	1	40.0	6	26.7	4	23.7	14		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055011	East Houma Elementary School												
	Class Size Range 1 - 20	72.4	21	81.3	26	91.9	34	100.0	30	85.0	68		
	Class Size Range 21 - 26	27.6	8	18.8	6	8.1	3	0.0	0	15.0	12		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055014	Elysian Fields Middle School												
	Class Size Range 1 - 20	26.6	30	20.8	21	22.1	21	41.0	43	55.3	83		
	Class Size Range 21 - 26	57.5	65	55.5	56	51.6	49	24.8	26	26.7	40		
	Class Size Range 27 - 33	15.9	18	23.8	24	26.3	25	34.3	36	17.3	26		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.7	1		
055016	Gibson Elementary School												
	Class Size Range 1 - 20	57.9	11	100.0	24	100.0	21	94.4	17	81.3	39		
	Class Size Range 21 - 26	42.1	8	0.0	0	0.0	0	5.6	1	18.8	9		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055017	Grand Caillou Elementary School												
	Class Size Range 1 - 20	34.4	11	84.9	28	81.8	27	93.8	30	71.7	66		
	Class Size Range 21 - 26	62.5	20	15.2	5	18.2	6	6.3	2	28.3	26		
	Class Size Range 27 - 33	3.1	1	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055019	Honduras Elementary School												
	Class Size Range 1 - 20	51.7	15	96.4	27	83.3	20	93.3	42	100.0	65		
	Class Size Range 21 - 26	48.3	14	3.6	1	16.7	4	6.7	3	0.0	0		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055023	Lisa Park Elementary School												
	Class Size Range 1 - 20	27.3	15	33.7	29	38.9	35	29.6	29	54.9	79		
	Class Size Range 21 - 26	52.7	29	51.2	44	44.4	40	54.1	53	24.3	35		
	Class Size Range 27 - 33	20.0	11	15.1	13	16.7	15	16.3	16	20.8	30		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055025	Montegut Elementary School												
	Class Size Range 1 - 20	25.8	8	71.1	27	95.8	23	100.0	50	82.8	53		
	Class Size Range 21 - 26	41.9	13	29.0	11	4.2	1	0.0	0	17.2	11		
	Class Size Range 27 - 33	32.3	10	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055027	Mulberry Elementary School												
	Class Size Range 1 - 20	61.7	37	39.1	27	47.2	51	40.6	41	32.4	45		
	Class Size Range 21 - 26	33.3	20	56.5	39	52.8	57	54.5	55	67.6	94		
	Class Size Range 27 - 33	5.0	3	4.4	3	0.0	0	5.0	5	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055029	Oakshire Elementary School												
	Class Size Range 1 - 20	33.9	22	56.3	54	42.3	41	68.0	70	63.5	94		
	Class Size Range 21 - 26	47.7	31	28.1	27	51.6	50	21.4	22	36.5	54		
	Class Size Range 27 - 33	18.5	12	15.6	15	6.2	6	10.7	11	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055030	Pointe-aux-Chenes Elementary School												
	Class Size Range 1 - 20	92.9	13	94.4	17	100.0	19	93.3	14	100.0	47		
	Class Size Range 21 - 26	7.1	1	5.6	1	0.0	0	0.0	0	0.0	0		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	6.7	1	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055031	Andrew Price TAPPS												
	Class Size Range 1 - 20	100.0	11	100.0	27	Combo	Combo	Combo	Combo	Combo	Combo		
	Class Size Range 21 - 26	0.0	0	0.0	0	Combo	Combo	Combo	Combo	Combo	Combo		
	Class Size Range 27 - 33	0.0	0	0.0	0	Combo	Combo	Combo	Combo	Combo	Combo		
	Class Size Range 34 +	0.0	0	0.0	0	Combo	Combo	Combo	Combo	Combo	Combo		

~ = Unavailable or insufficient data

Table 10a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055033	Schriever Elementary School												
	Class Size Range 1 - 20	61.8	21	57.9	22	73.7	28	78.6	33	79.7	98		
	Class Size Range 21 - 26	38.2	13	42.1	16	26.3	10	21.4	9	20.3	25		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055035	Southdown Elementary School												
	Class Size Range 1 - 20	40.0	42	50.7	39	59.6	53	57.8	52	61.5	80		
	Class Size Range 21 - 26	43.8	46	46.8	36	34.8	31	35.6	32	33.9	44		
	Class Size Range 27 - 33	16.2	17	2.6	2	5.6	5	6.7	6	4.6	6		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055038	Upper Little Caillou Elementary School												
	Class Size Range 1 - 20	23.1	6	58.1	18	52.5	42	67.1	57	61.3	68		
	Class Size Range 21 - 26	76.9	20	41.9	13	47.5	38	32.9	28	36.9	41		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	1.8	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055039	Village East Elementary School												
	Class Size Range 1 - 20	43.8	14	62.5	20	67.7	21	73.1	19	80.2	97		
	Class Size Range 21 - 26	46.9	15	37.5	12	32.3	10	26.9	7	19.8	24		
	Class Size Range 27 - 33	9.4	3	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055041	West Park Elementary School												
	Class Size Range 1 - 20	86.2	25	100.0	24	100.0	23	100.0	25	88.5	69		
	Class Size Range 21 - 26	13.8	4	0.0	0	0.0	0	0.0	0	11.5	9		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	44.6	405	55.4	538	55.3	605	62.4	728	67.1	1,514		
	Class Size Range 21 - 26	45.0	409	37.9	368	38.4	420	31.1	363	29.9	674		
	Class Size Range 27 - 33	10.5	95	6.7	65	6.4	70	6.5	76	2.9	66		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
District (All Schools)													
	Class Size Range 1 - 20	27.6	918	31.0	1,050	33.1	1,158	40.8	1,493	61.7	2,923		
	Class Size Range 21 - 26	40.8	1,359	36.8	1,249	38.8	1,354	36.0	1,319	28.9	1,370		
	Class Size Range 27 - 33	31.6	1,052	32.2	1,094	28.1	982	23.2	848	9.4	447		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
State (Elementary Schools)													
	Class Size Range 1 - 20	38.0	13,039	45.3	16,211	47.0	17,287	49.5	18,310	52.6	20,991		
	Class Size Range 21 - 26	49.1	16,818	42.2	15,110	42.7	15,706	41.6	15,403	39.6	15,824		
	Class Size Range 27 - 33	12.9	4,417	12.4	4,441	10.2	3,753	8.9	3,275	7.8	3,099		
	Class Size Range 34 +	0.0	2	0.2	59	0.1	25	0.0	3	0.0	6		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10b: Class Size Characteristics
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Class Size Range 1 - 20	6.7	5	3.3	3	2.3	2	5.4	5	54.4	86		
	Class Size Range 21 - 26	28.0	21	41.8	38	38.6	34	36.6	34	24.1	38		
	Class Size Range 27 - 33	65.3	49	55.0	50	59.1	52	58.1	54	21.5	34		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055010	Dularge Middle School												
	Class Size Range 1 - 20	33.3	20	55.3	26	19.4	12	84.5	49	70.0	35		
	Class Size Range 21 - 26	60.0	36	36.2	17	79.0	49	15.5	9	30.0	15		
	Class Size Range 27 - 33	6.7	4	8.5	4	1.6	1	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055015	Evergreen Junior High School												
	Class Size Range 1 - 20	5.7	14	5.2	12	7.9	19	16.5	40	50.8	123		
	Class Size Range 21 - 26	28.3	70	30.5	71	28.6	69	33.5	81	31.8	77		
	Class Size Range 27 - 33	66.0	163	64.4	150	63.5	153	50.0	121	17.4	42		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055018	Greenwood Middle School												
	Class Size Range 1 - 20	45.8	27	57.1	28	50.0	24	60.0	30	36.7	18		
	Class Size Range 21 - 26	39.0	23	36.7	18	47.9	23	40.0	20	44.9	22		
	Class Size Range 27 - 33	15.3	9	6.1	3	2.1	1	0.0	0	18.4	9		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055020	Houma Junior High School												
	Class Size Range 1 - 20	12.2	31	7.3	18	14.6	36	15.6	39	44.7	93		
	Class Size Range 21 - 26	42.4	108	38.6	95	27.9	69	42.0	105	24.5	51		
	Class Size Range 27 - 33	45.5	116	54.1	133	57.5	142	42.4	106	30.8	64		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055021	Lacache Middle School												
	Class Size Range 1 - 20	8.2	8	0.0	0	0.0	0	12.6	12	70.9	100		
	Class Size Range 21 - 26	59.2	58	36.2	34	51.1	46	84.2	80	27.0	38		
	Class Size Range 27 - 33	32.7	32	63.8	60	48.9	44	3.2	3	2.1	3		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10b: Class Size Characteristics
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park Middle School												
	Class Size Range 1 - 20	41.9	18	29.8	17	63.3	38	55.2	37	61.4	43		
	Class Size Range 21 - 26	55.8	24	70.2	40	36.7	22	44.8	30	38.6	27		
	Class Size Range 27 - 33	2.3	1	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055026	Montegut Middle School												
	Class Size Range 1 - 20	0.0	0	0.0	0	3.2	4	2.3	3	42.3	80		
	Class Size Range 21 - 26	70.3	90	33.3	41	47.6	59	66.2	86	46.6	88		
	Class Size Range 27 - 33	29.7	38	66.7	82	49.2	61	31.5	41	11.1	21		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055028	Oaklawn Junior High School												
	Class Size Range 1 - 20	33.9	44	12.8	16	22.4	28	17.6	22	67.9	129		
	Class Size Range 21 - 26	54.6	71	58.4	73	41.6	52	59.2	74	27.9	53		
	Class Size Range 27 - 33	11.5	15	28.8	36	36.0	45	23.2	29	4.2	8		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055044	Grand Caillou Middle School												
	Class Size Range 1 - 20	17.6	22	17.7	23	12.8	16	46.6	61	37.7	55		
	Class Size Range 21 - 26	69.6	87	76.2	99	78.4	98	47.3	62	56.9	83		
	Class Size Range 27 - 33	12.8	16	6.2	8	8.8	11	6.1	8	5.5	8		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10b: Class Size Characteristics
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	15.5	189	13.2	125	14.8	179	24.0	298	52.8	762		
	Class Size Range 21 - 26	48.2	588	45.4	431	43.1	521	46.8	581	34.1	492		
	Class Size Range 27 - 33	36.3	443	41.4	393	42.2	510	29.2	362	13.1	189		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	27.6	918	31.0	1,050	33.1	1,158	40.8	1,493	61.7	2,923		
	Class Size Range 21 - 26	40.8	1,359	36.8	1,249	38.8	1,354	36.0	1,319	28.9	1,370		
	Class Size Range 27 - 33	31.6	1,052	32.2	1,094	28.1	982	23.2	848	9.4	447		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	29.4	8,677	31.9	9,570	32.4	9,907	33.6	10,262	35.8	10,976		
	Class Size Range 21 - 26	39.6	11,706	39.3	11,800	40.8	12,465	41.3	12,612	41.3	12,652		
	Class Size Range 27 - 33	31.1	9,181	28.8	8,625	26.8	8,187	25.1	7,682	22.9	7,011		
	Class Size Range 34 +	0.0	1	0.0	1	0.0	0	0.0	4	0.0	0		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10c: Class Size Characteristics
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Class Size Range 1 - 20	10.3	26	9.5	24	17.4	44	18.3	48	55.7	132		
	Class Size Range 21 - 26	42.5	107	36.9	93	43.1	109	41.6	109	25.3	60		
	Class Size Range 27 - 33	47.2	119	53.6	135	39.5	100	40.1	105	19.0	45		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055013	Ellender Memorial High School												
	Class Size Range 1 - 20	15.4	41	21.1	54	24.7	63	23.9	64	59.4	152		
	Class Size Range 21 - 26	29.7	79	30.9	79	40.8	104	32.8	88	20.7	53		
	Class Size Range 27 - 33	54.9	146	48.1	123	34.5	88	43.3	116	19.9	51		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055034	South Terrebonne High School												
	Class Size Range 1 - 20	19.3	49	20.1	55	22.7	61	30.4	84	49.6	117		
	Class Size Range 21 - 26	30.3	77	33.9	93	42.8	115	34.1	94	23.7	56		
	Class Size Range 27 - 33	50.4	128	46.0	126	34.6	93	35.5	98	26.7	63		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055036	Terrebonne High School												
	Class Size Range 1 - 20	20.3	47	21.1	49	26.4	61	32.6	77	69.0	149		
	Class Size Range 21 - 26	31.0	72	31.9	74	26.0	60	30.1	71	15.7	34		
	Class Size Range 27 - 33	48.7	113	47.0	109	47.6	110	37.3	88	15.3	33		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
055040	Vocational Technical High/TVRC												
	Class Size Range 1 - 20	90.2	83	100.0	142	88.6	117	95.5	126	~	~		
	Class Size Range 21 - 26	9.8	9	0.0	0	11.4	15	4.6	6	~	~		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 10c: Class Size Characteristics
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Class Size Range 1 - 20	26.3	313	24.9	360	31.0	366	35.2	426	58.2	550		
	Class Size Range 21 - 26	30.5	362	31.1	450	35.0	413	31.0	375	21.5	203		
	Class Size Range 27 - 33	43.2	514	44.0	636	34.0	402	33.9	410	20.3	192		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	27.6	918	31.0	1,050	33.1	1,158	40.8	1,493	61.7	2,923		
	Class Size Range 21 - 26	40.8	1,359	36.8	1,249	38.8	1,354	36.0	1,319	28.9	1,370		
	Class Size Range 27 - 33	31.6	1,052	32.2	1,094	28.1	982	23.2	848	9.4	447		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
State (High Schools)													
	Class Size Range 1 - 20	37.8	18,806	39.7	20,058	41.4	20,349	44.1	21,731	45.5	22,297		
	Class Size Range 21 - 26	31.6	15,740	30.9	15,609	30.3	14,875	29.4	14,476	29.5	14,465		
	Class Size Range 27 - 33	30.6	15,231	29.4	14,864	28.3	13,877	26.5	13,025	24.9	12,210		
	Class Size Range 34 +	0.0	3	0.0	5	0.0	11	0.0	8	0.0	20		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Table 10d: Class Size Characteristics
Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	100.0	50		
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	~	~	0.0	0		
055031	Andrew Price TAPPS												
	Class Size Range 1 - 20	Elem	Elem	Elem	Elem	100.0	2	100.0	35	97.8	44		
	Class Size Range 21 - 26	Elem	Elem	Elem	Elem	0.0	0	0.0	0	2.2	1		
	Class Size Range 27 - 33	Elem	Elem	Elem	Elem	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	Elem	Elem	Elem	Elem	0.0	0	0.0	0	0.0	0		
055032	School for Exceptional Children/TARC												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	~	~	0.0	0		
055048	Juvenile Detention Center Alternative School												
	Class Size Range 1 - 20	~	~	~	~	100.0	6	100.0	6	100.0	3		
	Class Size Range 21 - 26	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	~	~	~	~	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

Table 10d: Class Size Characteristics
Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Combination Schools)													
	Class Size Range 1 - 20	100.0	11	100.0	27	100.0	8	100.0	41	99.0	97		
	Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	0.0	0	1.0	1		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (All Schools)													
	Class Size Range 1 - 20	27.6	918	31.0	1,050	33.1	1,158	40.8	1,493	61.7	2,923		
	Class Size Range 21 - 26	40.8	1,359	36.8	1,249	38.8	1,354	36.0	1,319	28.9	1,370		
	Class Size Range 27 - 33	31.6	1,052	32.2	1,094	28.1	982	23.2	848	9.4	447		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1		
State (Combination Schools)													
	Class Size Range 1 - 20	62.0	5,735	64.7	5,884	66.5	5,879	67.6	6,091	71.8	6,909		
	Class Size Range 21 - 26	25.8	2,386	26.0	2,361	24.4	2,155	23.2	2,090	20.8	2,001		
	Class Size Range 27 - 33	12.2	1,123	9.3	844	9.1	800	9.2	827	7.4	707		
	Class Size Range 34 +	0.0	1	0.0	0	0.0	3	0.0	0	0.0	2		
State (All Schools)													
	Class Size Range 1 - 20	37.7	46,257	41.2	51,723	42.6	53,422	44.8	56,394	47.4	61,173		
	Class Size Range 21 - 26	38.0	46,650	35.8	44,880	36.1	45,201	35.4	44,581	34.8	44,942		
	Class Size Range 27 - 33	24.4	29,952	22.9	28,774	21.3	26,617	19.7	24,809	17.8	23,027		
	Class Size Range 34 +	0.0	7	0.1	65	0.0	39	0.0	15	0.0	28		

~ = Unavailable or insufficient data

Section 3. Student Participation

Student Attendance	3-1
Student Suspensions and Expulsions	3-7
Student Retention	3-18
Student Dropouts.....	3-24

Student Attendance

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

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

Data Presentation

This report presents the percent of student attendance for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. Tables 11a-11d present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

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

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, when a student “(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are

homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips.” (Bulletin 741)

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

The above definition refers to the “amount” of time receiving instruction that is required to be considered in attendance. This definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

Attendance is calculated for all grades (PK-12, non-graded) in the school, district, and state, based on the school category. The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

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

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

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

District-level Aggregation

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

State-level Aggregation

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

*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 11a: Percent of Student Attendance
Elementary Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055001 Acadian Elementary School	95.1	93.8	93.4	94.6	93.8	
055002 Bayou Black Elementary School	95.6	95.3	94.9	94.0	93.5	
055003 Boudreaux Canal/Little Caillou School	95.3	95.0	94.1	94.7	93.8	
055004 Bourg Elementary School	95.6	95.1	94.7	94.8	94.5	
055006 Broadmoor Elementary School	95.9	95.5	95.1	95.8	95.3	
055008 Coteau-Bayou Blue Elementary School	95.8	95.3	93.9	94.4	93.0	
055009 Dularge Elementary School	95.5	94.1	93.5	94.3	93.2	
055011 East Houma Elementary School	94.8	94.3	94.0	94.1	93.8	
055014 Elysian Fields Middle School	94.1	93.3	92.7	93.9	93.3	
055016 Gibson Elementary School	95.3	95.3	94.1	95.1	93.7	
055017 Grand Caillou Elementary School	94.1	93.5	92.1	92.7	92.5	
055019 Honduras Elementary School	94.4	94.5	93.9	94.4	93.5	
055023 Lisa Park Elementary School	96.2	96.0	94.8	95.9	95.2	
055025 Montegut Elementary School	95.3	95.1	94.5	94.7	93.3	
055027 Mulberry Elementary School	97.2	96.9	96.3	97.0	96.1	
055029 Oakshire Elementary School	95.6	95.5	95.2	95.4	94.6	
055030 Pointe-aux-Chenes Elementary School	93.8	93.6	93.8	94.7	93.6	
055031 Andrew Price TAPPS	69.4	77.1	Combo	Combo	Combo	
055033 Schriever Elementary School	96.0	95.5	94.9	95.1	94.4	
055035 Southdown Elementary School	95.5	96.0	93.9	94.9	94.0	
055038 Upper Little Caillou Elementary School	96.2	95.2	94.8	94.8	93.7	
055039 Village East Elementary School	94.6	95.2	95.2	95.0	94.4	
055041 West Park Elementary School	94.9	95.5	94.8	95.1	94.9	
District (Elementary Schools)	95.4	95.0	94.3	94.9	94.1	
District (All Schools)	93.3	92.7	92.3	92.7	92.1	
State (Elementary Schools)	95.2	95.5	95.1	95.3	94.8	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11b: Percent of Student Attendance
Middle/Jr. High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055007 Caldwell Middle School	95.9	94.1	94.1	94.8	94.7	
055010 Dularge Middle School	95.1	94.8	94.3	95.2	94.3	
055015 Evergreen Junior High School	92.6	92.4	91.9	92.3	91.4	
055018 Greenwood Middle School	94.9	93.5	92.9	93.2	92.9	
055020 Houma Junior High School	91.7	90.1	90.5	91.4	90.4	
055021 Lacache Middle School	93.7	93.7	93.4	93.5	93.1	
055022 Legion Park Middle School	93.2	92.9	92.7	93.6	93.6	
055026 Montegut Middle School	93.2	92.4	92.3	92.0	91.8	
055028 Oaklawn Junior High School	89.3	88.5	89.4	89.9	90.7	
055044 Grand Caillou Middle School	92.7	92.9	92.1	92.3	92.2	
District (Middle/Jr. High Schools)	92.8	92.0	92.0	92.4	92.0	
District (All Schools)	93.3	92.7	92.3	92.7	92.1	
State (Middle/Jr. High Schools)	92.9	93.4	93.1	93.2	93.0	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11c: Percent of Student Attendance
High Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055005 H. L. Bourgeois High School	92.0	90.1	89.0	89.6	91.1	
055013 Ellender Memorial High School	88.7	87.9	88.1	89.8	88.1	
055034 South Terrebonne High School	91.8	90.8	91.3	91.2	90.3	
055036 Terrebonne High School	90.1	89.3	89.9	89.3	89.4	
District (High Schools)	89.8	88.8	88.8	89.4	89.7	
District (All Schools)	93.3	92.7	92.3	92.7	92.1	
State (High Schools)	90.9	91.5	91.3	91.3	91.4	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Table 11d: Percent of Student Attendance
Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055024 East Street School	~	~	~	~	66.2	
055031 Andrew Price TAPPS	Elem	Elem	81.3	62.4	57.2	
055032 School for Exceptional Children/TARC	90.0	90.7	85.7	86.8	83.2	
055048 Juvenile Detention Center Alternative School	~	88.1	91.0	89.7	97.9	
District (Combination Schools)	90.1	89.8	85.2	74.0	66.0	
District (All Schools)	93.3	92.7	92.3	92.7	92.1	
State (Combination Schools)	94.1	94.0	93.3	93.5	93.0	
State (All Schools)	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

Student Suspensions and Expulsions

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 12a-12d present the number and percent of students suspended and the number and percent of students expelled for each school in the district. School category statistics are provided at the district and state level for comparison purposes. Schools are presented by school category and in site code order. It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year (unduplicated count).

Definitions

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

Method of Calculation

Suspension and expulsion rates are calculated for students enrolled in grades PK-12 and non-graded. The formulas listed at the bottom of this page were used to calculate the desired school and district-level percentages for each school category, as well as district-level percentages for all schools. The number is the count of students receiving one or more of the specified discipline type (in-school expulsion, in-school suspension, out-of-school expulsion, out-of-school suspension). For example, “the unduplicated count of students receiving one or more in-school suspension.”

Data Sources

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

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and high schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1998), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.

References

- Franklin, B. J. & Glascock, C. H. (1998). The relationship between grade configuration and student performance in rural schools. *Journal of Research in Rural Education*, 14(2).
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.

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

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

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

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

District-level Aggregation

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

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

*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 12a: Student Suspensions and Expulsions
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Suspended (In School)	2.2	18	0.3	3	2.2	19	0.4	3	2.7	21		
	Suspended (Out of School)	8.9	73	7.8	69	7.5	65	6.2	49	9.5	75		
	Expelled (In School)	0.0	0	0.0	0	0.6	5	0.1	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055002	Bayou Black Elementary School												
	Suspended (In School)	0.0	0	1.0	2	0.5	1	1.0	2	0.5	1		
	Suspended (Out of School)	3.8	6	6.2	12	2.6	5	5.7	11	2.0	4		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055003	Boudreaux Canal/Little Caillou School												
	Suspended (In School)	4.5	11	1.6	4	0.0	0	0.0	0	0.9	2		
	Suspended (Out of School)	4.5	11	5.2	13	1.2	3	2.1	5	3.2	7		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055004	Bourg Elementary School												
	Suspended (In School)	1.3	5	0.5	2	1.2	5	0.5	2	0.5	2		
	Suspended (Out of School)	2.8	11	1.5	6	3.2	13	4.4	16	4.1	15		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055006	Broadmoor Elementary School												
	Suspended (In School)	1.5	9	0.7	4	0.8	5	1.0	6	1.2	8		
	Suspended (Out of School)	5.0	30	1.8	10	2.6	16	3.0	19	7.1	46		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.3	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055008	Coteau-Bayou Blue Elementary School												
	Suspended (In School)	2.6	18	0.7	5	1.8	14	3.3	24	7.3	59		
	Suspended (Out of School)	6.7	47	3.1	23	8.6	67	7.4	54	7.3	59		
	Expelled (In School)	0.0	0	0.0	0	0.4	3	0.1	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055009	Dularge Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	2.7	7	1.1	3	2.1	6	0.7	2	0.7	2		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 12a: Student Suspensions and Expulsions
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055011	East Houma Elementary School												
	Suspended (In School)	0.6	3	0.8	4	1.9	10	2.6	11	0.9	4		
	Suspended (Out of School)	6.8	33	7.5	38	11.5	59	5.8	25	7.4	32		
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.2	1	~	~		
	Expelled (Out of School)	0.4	2	0.0	0	0.2	1	0.0	0	~	~		
055014	Elysian Fields Middle School												
	Suspended (In School)	12.6	73	12.4	71	14.5	81	30.5	178	21.6	123		
	Suspended (Out of School)	29.6	171	24.1	138	26.3	147	22.3	130	17.6	100		
	Expelled (In School)	0.0	0	0.0	0	1.6	9	1.7	10	0.9	5		
	Expelled (Out of School)	0.0	0	0.0	0	0.2	1	0.0	0	~	~		
055016	Gibson Elementary School												
	Suspended (In School)	2.2	6	2.0	5	0.4	1	0.0	0	3.4	8		
	Suspended (Out of School)	16.1	44	3.5	9	1.9	5	4.2	10	17.9	42		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055017	Grand Caillou Elementary School												
	Suspended (In School)	0.6	3	0.8	4	4.5	24	0.0	0	0.2	1		
	Suspended (Out of School)	2.0	10	1.9	10	3.7	20	8.9	46	5.1	26		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.4	2	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055019	Honduras Elementary School												
	Suspended (In School)	3.5	15	0.5	2	1.6	6	0.3	1	3.0	10		
	Suspended (Out of School)	11.1	48	8.4	31	12.2	47	12.0	44	13.4	45		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.3	1	~	~		
	Expelled (Out of School)	0.5	2	0.0	0	0.0	0	0.0	0	~	~		
055023	Lisa Park Elementary School												
	Suspended (In School)	0.0	0	0.0	0	2.3	16	0.8	6	1.4	10		
	Suspended (Out of School)	3.5	25	2.2	16	6.5	45	4.8	34	5.5	38		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.4	3	0.3	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055025	Montegut Elementary School												
	Suspended (In School)	2.8	8	0.9	3	3.1	9	2.2	6	0.7	2		
	Suspended (Out of School)	3.5	10	3.2	10	2.0	6	3.7	10	5.7	16		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.4	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 12a: Student Suspensions and Expulsions
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055027	Mulberry Elementary School												
	Suspended (In School)	0.0	0	1.8	12	1.6	11	0.5	3	2.5	16		
	Suspended (Out of School)	1.5	10	1.1	7	1.9	13	1.9	12	3.7	24		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055029	Oakshire Elementary School												
	Suspended (In School)	2.2	15	0.0	0	2.6	19	3.8	25	3.2	21		
	Suspended (Out of School)	3.9	27	5.0	37	3.8	28	4.1	27	6.0	40		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055030	Pointe-aux-Chenes Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.5	1	1.7	3	0.6	1		
	Suspended (Out of School)	3.1	5	3.7	6	3.7	7	4.6	8	9.7	16		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055031	Andrew Price TAPPS												
	Suspended (In School)	0.0	0	0.0	0	Combo	Combo	Combo	Combo	Combo	Combo		
	Suspended (Out of School)	7.1	2	16.1	9	Combo	Combo	Combo	Combo	Combo	Combo		
	Expelled (In School)	0.0	0	0.0	0	Combo	Combo	Combo	Combo	Combo	Combo		
	Expelled (Out of School)	25.0	7	21.4	12	Combo	Combo	Combo	Combo	Combo	Combo		
055033	Schriever Elementary School												
	Suspended (In School)	0.6	4	0.0	0	0.3	2	0.2	1	0.2	1		
	Suspended (Out of School)	4.0	26	4.3	29	1.4	10	1.2	8	1.7	11		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.2	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055035	Southdown Elementary School												
	Suspended (In School)	7.9	46	2.6	17	4.0	25	2.7	17	3.9	24		
	Suspended (Out of School)	19.5	114	5.9	38	11.3	71	10.5	66	16.0	99		
	Expelled (In School)	0.0	0	0.0	0	0.3	2	0.3	2	0.3	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
055038	Upper Little Caillou Elementary School												
	Suspended (In School)	1.7	9	1.8	10	1.1	6	0.0	0	0.2	1		
	Suspended (Out of School)	5.9	32	2.4	13	3.9	21	1.9	10	2.0	11		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 12a: Student Suspensions and Expulsions
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055039	Village East Elementary School												
	Suspended (In School)	14.7	89	9.9	53	8.1	43	9.4	46	17.3	83		
	Suspended (Out of School)	24.5	148	12.0	64	11.6	62	12.1	59	14.4	69		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.6	3	~	~		
	Expelled (Out of School)	0.3	2	0.0	0	0.0	0	0.0	0	~	~		
055041	West Park Elementary School												
	Suspended (In School)	2.0	7	0.6	2	1.3	5	2.8	10	4.2	16		
	Suspended (Out of School)	7.8	28	1.4	5	7.5	28	11.0	39	9.2	35		
	Expelled (In School)	0.0	0	0.0	0	0.3	1	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
District (Elementary Schools)													
	Suspended (In School)	3.3	333	2.0	201	2.9	302	3.5	342	4.2	409		
	Suspended (Out of School)	8.9	897	5.8	589	7.2	736	6.8	669	8.1	793		
	Expelled (In School)	0.0	0	0.0	0	0.2	24	0.3	26	0.1	12		
	Expelled (Out of School)	0.1	13	0.1	12	0.0	2	0.0	0	0.0	0		
District (All Schools)													
	Suspended (In School)	4.5	940	3.7	780	4.6	972	4.8	989	5.6	1,142		
	Suspended (Out of School)	15.1	3,183	12.2	2,577	15.2	3,195	15.7	3,197	16.5	3,361		
	Expelled (In School)	0.0	0	0.0	6	0.6	120	1.2	239	1.0	196		
	Expelled (Out of School)	0.6	118	0.5	115	0.6	116	0.3	65	0.0	10		
State (Elementary Schools)													
	Suspended (In School)	3.4	12,975	3.6	14,134	4.0	15,757	4.4	17,174	4.2	16,074		
	Suspended (Out of School)	5.1	19,705	5.0	19,639	5.7	22,612	6.8	26,337	6.8	26,249		
	Expelled (In School)	0.1	190	0.1	350	0.1	352	0.2	595	0.1	471		
	Expelled (Out of School)	0.1	214	0.1	228	0.1	287	0.1	301	0.1	294		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12b: Student Suspensions and Expulsions
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Suspended (In School)	6.5	40	3.4	21	12.7	79	9.1	56	11.1	68		
	Suspended (Out of School)	20.9	129	21.5	132	29.2	181	27.7	171	21.2	130		
	Expelled (In School)	0.0	0	0.0	0	1.1	7	0.5	3	1.0	6		
	Expelled (Out of School)	0.2	1	0.2	1	0.3	2	0.0	0	~	~		
055010	Dularge Middle School												
	Suspended (In School)	8.2	22	4.2	11	7.0	18	6.4	14	11.8	26		
	Suspended (Out of School)	13.1	35	12.3	32	9.3	24	16.8	37	11.4	25		
	Expelled (In School)	0.0	0	0.0	0	0.8	2	1.8	4	0.9	2		
	Expelled (Out of School)	0.0	0	0.4	1	0.4	1	0.0	0	~	~		
055015	Evergreen Junior High School												
	Suspended (In School)	7.0	77	9.0	100	7.3	80	4.2	44	7.1	86		
	Suspended (Out of School)	18.3	200	15.4	172	18.9	206	18.1	189	23.2	280		
	Expelled (In School)	0.0	0	0.2	2	0.9	10	2.5	26	2.9	35		
	Expelled (Out of School)	0.9	10	0.4	4	0.7	8	0.0	0	~	~		
055018	Greenwood Middle School												
	Suspended (In School)	7.8	20	4.9	11	4.5	10	3.9	8	8.8	19		
	Suspended (Out of School)	16.0	41	9.7	22	15.4	34	23.2	48	26.0	56		
	Expelled (In School)	0.0	0	0.0	0	0.5	1	0.5	1	~	~		
	Expelled (Out of School)	0.0	0	0.4	1	0.0	0	0.0	0	~	~		
055020	Houma Junior High School												
	Suspended (In School)	8.3	94	11.4	128	12.6	144	9.5	106	9.3	113		
	Suspended (Out of School)	18.9	215	17.2	192	26.7	304	23.9	268	26.0	316		
	Expelled (In School)	0.0	0	0.0	0	1.6	18	4.7	53	3.7	45		
	Expelled (Out of School)	1.9	22	1.3	14	1.1	12	0.1	1	~	~		
055021	Lacache Middle School												
	Suspended (In School)	3.2	16	4.4	24	9.1	46	5.8	28	7.4	34		
	Suspended (Out of School)	9.8	49	14.8	80	15.7	79	16.6	80	20.6	95		
	Expelled (In School)	0.0	0	0.0	0	1.2	6	1.2	6	1.1	5		
	Expelled (Out of School)	0.8	4	0.6	3	0.4	2	0.0	0	~	~		
055022	Legion Park Middle School												
	Suspended (In School)	2.8	9	5.1	14	10.1	31	14.8	42	20.8	60		
	Suspended (Out of School)	18.4	59	33.9	93	31.7	97	31.8	90	28.5	82		
	Expelled (In School)	0.0	0	0.4	1	2.9	9	2.1	6	1.4	4		
	Expelled (Out of School)	1.3	4	1.5	4	0.7	2	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 12b: Student Suspensions and Expulsions
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055026	Montegut Middle School												
	Suspended (In School)	4.8	33	17.0	119	8.6	59	6.6	46	8.1	53		
	Suspended (Out of School)	15.3	106	17.2	120	20.3	139	23.1	161	19.5	127		
	Expelled (In School)	0.0	0	0.0	0	0.9	6	1.0	7	0.8	5		
	Expelled (Out of School)	0.6	4	0.6	4	0.6	4	0.0	0	~	~		
055028	Oaklawn Junior High School												
	Suspended (In School)	8.5	61	10.9	81	14.0	105	11.6	83	13.3	92		
	Suspended (Out of School)	30.1	217	34.5	257	36.5	274	32.9	236	33.8	233		
	Expelled (In School)	0.0	0	0.0	0	1.1	8	4.0	29	2.5	17		
	Expelled (Out of School)	0.6	4	1.1	8	1.1	8	0.0	0	~	~		
055044	Grand Caillou Middle School												
	Suspended (In School)	5.9	38	3.2	22	6.5	44	6.7	43	5.6	35		
	Suspended (Out of School)	16.7	108	16.6	113	21.6	145	26.4	169	23.7	148		
	Expelled (In School)	0.0	0	0.0	0	0.9	6	1.6	10	0.5	3		
	Expelled (Out of School)	0.8	5	1.3	9	0.7	5	0.2	1	~	~		
District (Middle/Jr. High Schools)													
	Suspended (In School)	8.1	406	8.7	525	10.0	607	8.0	467	9.7	583		
	Suspended (Out of School)	22.9	1,147	19.7	1,197	24.0	1,450	24.4	1,429	24.4	1,461		
	Expelled (In School)	0.0	0	0.0	3	1.2	73	2.5	145	2.0	122		
	Expelled (Out of School)	1.1	54	0.8	49	0.7	44	0.0	2	0.0	0		
District (All Schools)													
	Suspended (In School)	4.5	940	3.7	780	4.6	972	4.8	989	5.6	1,142		
	Suspended (Out of School)	15.1	3,183	12.2	2,577	15.2	3,195	15.7	3,197	16.5	3,361		
	Expelled (In School)	0.0	0	0.0	6	0.6	120	1.2	239	1.0	196		
	Expelled (Out of School)	0.6	118	0.5	115	0.6	116	0.3	65	0.0	10		
State (Middle/Jr. High Schools)													
	Suspended (In School)	16.4	21,735	15.7	22,378	18.1	25,415	18.1	25,243	17.7	24,508		
	Suspended (Out of School)	19.4	25,751	16.5	23,542	16.6	23,350	17.9	25,001	18.6	25,703		
	Expelled (In School)	0.6	756	0.6	918	1.0	1,362	1.1	1,531	1.1	1,574		
	Expelled (Out of School)	1.1	1,482	0.8	1,151	1.0	1,370	0.8	1,146	1.0	1,363		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12c: Student Suspensions and Expulsions
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Suspended (In School)	5.2	62	2.3	28	2.6	31	6.0	73	3.4	38		
	Suspended (Out of School)	19.6	233	19.9	242	18.7	224	24.6	299	18.6	207		
	Expelled (In School)	0.0	0	0.1	1	0.6	7	1.7	21	1.6	18		
	Expelled (Out of School)	0.7	8	1.0	12	0.6	7	0.2	2	~	~		
055013	Ellender Memorial High School												
	Suspended (In School)	4.0	53	0.5	6	0.4	5	3.4	41	3.7	48		
	Suspended (Out of School)	26.5	348	11.4	143	22.8	281	23.3	284	26.9	346		
	Expelled (In School)	0.0	0	0.0	0	0.3	4	1.3	16	1.5	19		
	Expelled (Out of School)	0.8	10	0.6	7	0.7	8	0.0	0	~	~		
055034	South Terrebonne High School												
	Suspended (In School)	3.8	48	0.6	8	1.3	15	3.8	46	3.1	39		
	Suspended (Out of School)	18.2	227	12.6	156	18.9	223	18.1	220	22.6	282		
	Expelled (In School)	0.0	0	0.0	0	0.7	8	1.3	16	1.4	17		
	Expelled (Out of School)	0.2	3	0.4	5	0.5	6	0.0	0	~	~		
055036	Terrebonne High School												
	Suspended (In School)	3.8	44	0.8	9	1.5	16	2.2	24	2.5	26		
	Suspended (Out of School)	23.9	280	19.6	221	22.2	241	21.7	233	22.0	229		
	Expelled (In School)	0.0	0	0.2	2	0.3	3	1.1	12	0.8	8		
	Expelled (Out of School)	0.5	6	0.4	4	0.2	2	0.0	0	~	~		

~ = Unavailable or insufficient data

Table 12c: Student Suspensions and Expulsions
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	3.3	206	1.1	54	1.4	67	3.8	184	3.3	151		
	Suspended (Out of School)	18.4	1,158	16.0	809	21.1	1,040	23.0	1,123	23.0	1,062		
	Expelled (In School)	0.0	0	0.1	3	0.5	23	1.4	68	1.3	62		
	Expelled (Out of School)	0.8	51	1.1	54	1.3	64	0.7	35	0.0	0		
District (All Schools)													
	Suspended (In School)	4.5	940	3.7	780	4.6	972	4.8	989	5.6	1,142		
	Suspended (Out of School)	15.1	3,183	12.2	2,577	15.2	3,195	15.7	3,197	16.5	3,361		
	Expelled (In School)	0.0	0	0.0	6	0.6	120	1.2	239	1.0	196		
	Expelled (Out of School)	0.6	118	0.5	115	0.6	116	0.3	65	0.0	10		
State (High Schools)													
	Suspended (In School)	11.8	27,296	12.3	26,567	14.3	29,213	14.7	29,717	14.8	30,006		
	Suspended (Out of School)	14.9	34,314	13.5	29,224	12.9	26,389	13.5	27,269	14.2	28,718		
	Expelled (In School)	0.3	701	0.4	810	0.5	1,060	0.7	1,425	0.7	1,347		
	Expelled (Out of School)	0.8	1,797	0.6	1,317	0.6	1,207	0.7	1,468	0.7	1,406		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Table 12d: Student Suspensions and Expulsions
Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Suspended (In School)	~	~	0.0	0	0.0	0	0.0	0	1.8	6		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.0	0	33.9	113		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	1.8	6		
055031	Andrew Price TAPPS												
	Suspended (In School)	Elem	Elem	Elem	Elem	0.0	0	0.0	0	0.5	2		
	Suspended (Out of School)	Elem	Elem	Elem	Elem	1.6	1	55.6	159	40.9	160		
	Expelled (In School)	Elem	Elem	Elem	Elem	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	Elem	Elem	Elem	Elem	9.8	6	9.8	28	1.0	4		
055032	School for Exceptional Children/TARC												
	Suspended (In School)	~	~	0.0	0	0.0	0	0.0	0	1.7	1		
	Suspended (Out of School)	~	~	0.0	0	1.1	1	0.0	0	6.8	4		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
District (Combination Schools)													
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	1.2	9		
	Suspended (Out of School)	0.0	0	0.0	0	1.1	2	41.2	159	36.2	276		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Expelled (Out of School)	0.0	0	0.0	0	3.4	6	7.3	28	1.3	10		
District (All Schools)													
	Suspended (In School)	4.5	940	3.7	780	4.6	972	4.8	989	5.6	1,142		
	Suspended (Out of School)	15.1	3,183	12.2	2,577	15.2	3,195	15.7	3,197	16.5	3,361		
	Expelled (In School)	0.0	0	0.0	6	0.6	120	1.2	239	1.0	196		
	Expelled (Out of School)	0.6	118	0.5	115	0.6	116	0.3	65	0.0	10		
State (Combination Schools)													
	Suspended (In School)	3.9	1,712	5.3	2,173	4.9	2,274	5.5	2,660	6.1	3,002		
	Suspended (Out of School)	7.3	3,185	8.0	3,238	8.6	4,029	10.6	5,092	11.0	5,405		
	Expelled (In School)	0.3	133	0.1	50	0.1	32	0.1	61	0.3	154		
	Expelled (Out of School)	0.3	128	0.4	156	0.5	232	0.7	317	1.2	583		
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115	9.3	72,473	9.8	74,491	9.6	73,140		
	Suspended (Out of School)	10.5	82,290	9.6	74,907	9.7	75,601	10.8	82,456	11.2	84,755		
	Expelled (In School)	0.2	1,779	0.3	2,127	0.4	2,805	0.5	3,609	0.5	3,536		
	Expelled (Out of School)	0.5	3,601	0.4	2,839	0.4	3,089	0.4	3,227	0.5	3,643		

~ = Unavailable or insufficient data

Student Retention

Socially promoting failing children to the next grade is a practice that has been costly to children, families, educational institutions and future employers. Schools ultimately fail students by allowing them to move successfully through each grade, eventually graduating with skills too meager to qualify for good jobs. Approximately half of the nation's major urban school districts currently are in the process of ending social promotion (*USA Today*, 1999). One of the strategies being employed to end social promotion is student retention with the intent to remediate. Louisiana is proactively retaining students who are failing in their grade and not acquiring the academic skills necessary for future success. This retention is the outcome of the State's larger accountability and high-stakes testing system, which seeks to remediate failing students in the hopes of future promotion. Student Retention is an issue of debate, for many states weighed heavily against the negative backdrop of social promotion. The importance of student retention as an indicator of educational fitness is essential and has only recently been included in the DCR.

Data Presentation

Table 13 presents five years of grade retention data for students enrolled in school from 1998-99 to 2002-03. The following explains the methodology used to derive the reported retention rates. Retention data for grades 4, 8, 9 and the total for the school (K-12) are presented. Schools are presented in site code order. District and State totals are presented for comparison purposes.

Method of Calculation

Data used for the study

This study used data drawn from the Student Information System (SIS). Two consecutive years of SIS data were used to obtain each year's retention results: for example, the 1998-99 retention results were obtained by linking the previous school year of 1997-98 with the school year of 1998-99 SIS data. As such, a given year's retention rate reflects student achievement from the previous year.

For example; 9.1% of students failed to progress at the end of the 1997-1998 school year. The 1998-1999 retention rate is 9.1%.

Students included in the study

The total number of students included in this study reflects K-12 students who were enrolled in Louisiana public schools for at least one day in both school years or who had graduated from high school in the previous school year.

Students excluded from the study

Students enrolled in grades other than K-12, such as preschoolers, infants, pre-kindergarten, and non-graded students were excluded from this study. Students enrolled in Louisiana public schools in the previous school year only were also excluded. These included students who had enrolled in the previous school year, then transferred out-of-state, left Louisiana public schools to attend private school or home school, or dropped out during the previous school year. Because of these exclusions, the total number of students included in this study may be less than the total student enrollment.

Grade Retention definition

In this study, *grade-level retention* was defined as students who failed to progress to the next grade. Student grade placement in the previous school year was compared with the grade placement in the reporting school year. If a student had the same grade placement in both years, the student was determined as retained: for example, if a student was shown as a 7th grader in both 1997-98 and 1998-99, this student would be identified as retained and, therefore, included in the number of students retained for 1998-99.

Data Sources

The Student Retention indicator used data from the Louisiana Department of Education's *Student Information System* (SIS).

Formula Used to Calculate Percent of Students Retained

The retention rate was calculated per grade. The retention rate was calculated by dividing the total number of students retained (per grade) by the total number of students included in the retention study, and then multiplying by 100. Two consecutive years of SIS data were used to obtain each retention rate.

References

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

Formula Used to Calculate Student Retention Rate

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

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
055001	Acadian Elementary School												
	Grade 4	0.0	0	0.0	0	10.7	13	5.7	9	4.6	6		
	All Grades (K-12)	8.8	64	7.7	53	6.7	48	7.9	54	9.3	61		
055002	Bayou Black Elementary School												
	Grade 4	0.0	0	0.0	0	0.0	0	8.7	2	11.5	3		
	All Grades (K-12)	2.9	4	7.6	11	12.1	17	12.6	18	11.8	18		
055003	Boudreaux Canal/Little Caillou School												
	Grade 4	4.3	2	11.5	3	9.1	2	6.7	2	7.1	2		
	All Grades (K-12)	4.7	11	9.0	20	4.9	10	9.3	18	4.6	9		
055004	Bourg Elementary School												
	Grade 4	1.8	1	4.2	3	7.7	5	3.8	3	1.5	1		
	All Grades (K-12)	6.6	23	10.1	37	9.0	30	6.6	22	7.4	23		
055005	H. L. Bourgeois High School												
	Grade 8	~	~	~	~	~	~	12.5	2	0.0	0		
	Grade 9	23.8	20	27.5	19	25.0	18	17.5	10	25.0	21		
	All Grades (K-12)	5.9	61	7.3	73	6.1	63	5.8	59	6.1	61		
055006	Broadmoor Elementary School												
	Grade 4	4.8	4	11.4	8	2.7	2	7.9	5	1.3	1		
	All Grades (K-12)	3.7	20	10.0	50	6.7	33	6.7	35	5.7	30		
055007	Caldwell Middle School												
	Grade 4	6.9	9	2.9	4	8.5	12	11.8	18	6.4	9		
	All Grades (K-12)	5.0	26	3.6	19	5.6	30	5.1	28	2.7	15		
055008	Coteau-Bayou Blue Elementary School												
	Grade 4	0.0	0	4.4	4	12.0	9	8.7	10	7.7	6		
	All Grades (K-12)	3.0	19	10.1	60	9.0	57	6.3	40	7.9	50		
055009	Dularge Elementary School												
	All Grades (K-12)	9.2	22	16.4	37	11.6	26	11.6	26	11.5	27		
055010	Dularge Middle School												
	Grade 4	2.0	1	5.1	3	7.7	5	11.1	7	13.5	5		
	All Grades (K-12)	8.5	20	3.4	8	5.9	14	4.4	10	4.8	9		
055011	East Houma Elementary School												
	All Grades (K-12)	5.1	21	21.0	85	14.9	56	18.3	70	9.6	30		

~ = Unavailable or insufficient data

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
055013	Ellender Memorial High School												
	Grade 8	~	~	~	~	~	~	0.0	0	0.0	0		
	Grade 9	14.4	55	11.7	36	10.9	35	16.1	46	23.8	72		
	All Grades (K-12)	7.9	96	7.1	77	6.5	68	7.5	80	9.8	101		
055014	Elysian Fields Middle School												
	Grade 4	0.0	0	6.9	5	25.0	22	12.9	11	17.1	14		
	All Grades (K-12)	5.2	25	4.1	20	11.9	58	7.1	33	6.0	29		
055015	Evergreen Junior High School												
	Grade 8	5.0	21	3.3	13	13.1	57	13.9	58	11.4	46		
	Grade 9	5.8	19	8.7	28	10.9	36	8.9	29	10.1	31		
	All Grades (K-12)	4.9	47	5.9	56	10.7	104	11.4	111	9.1	84		
055016	Gibson Elementary School												
	Grade 4	0.0	0	0.0	0	8.3	3	16.7	6	9.4	5		
	All Grades (K-12)	8.4	20	15.3	35	12.3	26	9.3	19	6.8	14		
055017	Grand Caillou Elementary School												
	All Grades (K-12)	8.3	37	8.8	41	6.7	29	14.5	61	7.8	33		
055018	Greenwood Middle School												
	All Grades (K-12)	2.2	5	1.7	4	3.1	6	3.1	6	1.7	3		
055019	Honduras Elementary School												
	All Grades (K-12)	10.4	35	16.7	55	10.7	31	6.9	20	11.9	33		
055020	Houma Junior High School												
	Grade 8	9.4	37	5.9	22	15.1	58	12.9	51	11.1	41		
	Grade 9	16.3	68	9.8	34	17.7	62	11.2	36	15.9	53		
	All Grades (K-12)	14.2	152	10.2	98	15.3	144	12.1	115	11.5	107		
055021	Lacache Middle School												
	Grade 8	5.8	6	2.4	3	9.8	14	9.6	13	8.3	11		
	All Grades (K-12)	3.0	14	2.5	12	5.1	25	4.8	22	2.5	11		
055022	Legion Park Middle School												
	Grade 4	17.5	11	12.1	8	21.3	13	21.0	17	8.3	6		
	All Grades (K-12)	12.9	34	9.8	23	13.0	27	13.9	32	3.1	7		
055023	Lisa Park Elementary School												
	Grade 4	2.4	2	5.3	4	4.7	4	3.8	3	3.7	3		
	All Grades (K-12)	3.2	20	6.2	38	6.6	39	4.0	24	5.1	31		

~ = Unavailable or insufficient data

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
055025	Montegut Elementary School												
	Grade 4	~	~	2.0	1	7.3	4	1.9	1	7.1	3		
	All Grades (K-12)	7.9	18	12.4	32	9.7	27	10.5	25	8.4	19		
055026	Montegut Middle School												
	Grade 4	4.8	3	~	~	~	~	~	~	~	~		
	Grade 8	2.8	4	4.4	7	10.7	15	7.2	12	14.7	22		
	All Grades (K-12)	3.0	21	3.9	25	7.7	48	7.4	47	7.0	43		
055027	Mulberry Elementary School												
	Grade 4	1.1	1	3.4	3	4.0	4	5.7	5	3.5	3		
	All Grades (K-12)	2.2	13	4.4	25	5.2	31	4.0	23	3.2	18		
055028	Oaklawn Junior High School												
	Grade 8	8.3	27	9.4	27	27.9	83	13.2	37	25.0	70		
	All Grades (K-12)	11.0	73	10.0	60	22.8	142	13.2	81	16.3	95		
055029	Oakshire Elementary School												
	Grade 4	2.2	2	7.7	6	6.7	5	4.7	4	0.0	0		
	All Grades (K-12)	5.2	31	7.9	45	8.7	51	7.6	43	6.5	36		
055030	Pointe-aux-Chenes Elementary School												
	Grade 4	11.8	4	8.6	3	17.4	4	11.5	3	6.7	2		
	All Grades (K-12)	11.3	17	15.9	24	13.5	18	5.7	8	3.6	5		
055031	Andrew Price TAPPS												
	Grade 4	~	~	25.0	1	44.4	4	26.7	4	27.3	3		
	Grade 8	~	~	~	~	~	~	~	~	62.9	39		
	All Grades (K-12)	~	~	41.7	5	28.9	13	14.3	8	39.1	86		
055032	School for Exceptional Children/TARC												
	Grade 4	~	~	~	~	~	~	0.0	0	50.0	1		
	Grade 8	~	~	~	~	~	~	~	~	100.0	1		
	Grade 9	~	~	~	~	~	~	0.0	0	~	~		
	All Grades (K-12)	~	~	~	~	0.0	0	16.7	1	37.5	3		
055033	Schriever Elementary School												
	All Grades (K-12)	7.6	44	15.8	90	7.8	44	9.9	56	8.0	46		
055034	South Terrebonne High School												
	Grade 8	~	~	~	~	~	~	0.0	0	0.0	0		
	Grade 9	12.0	43	8.9	27	9.7	30	16.6	49	14.2	50		
	All Grades (K-12)	7.6	87	6.6	72	6.2	66	7.2	74	6.6	69		

~ = Unavailable or insufficient data

Table 13: Student Retention

Percent and Number of Students Retained by Selected Grades (4, 8, 9 and all grades)

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
055035	Southdown Elementary School												
	Grade 4	10.8	7	18.8	12	14.3	9	31.9	23	13.4	11		
	All Grades (K-12)	10.9	53	16.0	76	13.4	62	16.2	75	6.0	28		
055036	Terrebonne High School												
	Grade 9	9.6	5	25.0	5	25.0	2	40.9	9	42.1	8		
	All Grades (K-12)	4.9	47	6.6	64	2.2	21	7.2	67	8.6	79		
055038	Upper Little Caillou Elementary School												
	Grade 4	0.0	0	1.1	1	3.1	3	4.8	5	4.5	4		
	All Grades (K-12)	4.7	22	6.4	31	7.3	34	7.0	32	6.0	28		
055039	Village East Elementary School												
	Grade 4	4.0	5	3.6	5	13.2	14	7.0	8	14.0	14		
	All Grades (K-12)	4.9	23	5.4	26	4.6	20	2.5	11	5.5	22		
055041	West Park Elementary School												
	All Grades (K-12)	11.9	38	24.1	66	13.6	39	15.0	41	15.1	41		
055044	Grand Caillou Middle School												
	Grade 4	1.1	1	1.7	2	25.6	34	12.4	18	23.1	24		
	Grade 8	7.7	7	2.2	2	14.4	18	14.5	16	15.8	16		
	All Grades (K-12)	7.8	42	3.1	18	11.9	72	10.1	58	13.5	75		
055048	Juvenile Detention Center Alternative School												
	Grade 8	~	~	0.0	0	45.5	5	33.3	1	~	~		
	Grade 9	~	~	0.0	0	66.7	4	~	~	66.7	2		
	All Grades (K-12)	~	~	33.3	2	42.9	15	40.0	2	60.0	3		
District													
	Grade 4	3.5	53	5.0	76	11.2	171	9.8	164	8.5	126		
	Grade 8	6.9	102	5.5	79	16.8	261	12.3	198	16.1	249		
	Grade 9	15.1	256	12.4	180	14.5	214	14.5	198	19.5	289		
	All Grades (K-12)	7.1	1,374	8.7	1,647	9.2	1,731	8.8	1,635	8.6	1,572		
State													
	Grade 4	5.1	2,864	5.5	3,066	16.2	9,136	13.8	8,498	11.9	7,169		
	Grade 8	6.6	3,543	6.3	3,344	20.5	10,917	17.5	10,307	17.1	9,969		
	Grade 9	17.1	10,176	15.9	9,118	15.5	9,048	15.0	7,459	15.6	8,129		
	All Grades (K-12)	8.1	57,713	8.4	58,232	10.7	74,730	10.1	69,646	9.7	66,115		

~ = Unavailable or insufficient data

Student Dropouts

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

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

Data Presentation

Table 14, Student Dropouts, presents by grade level the number and percent of students who have dropped out of school for grades 7-12. District and state percents are also presented for the various grade levels. Data are presented by school site code for all schools in the district whose grade structure includes grade seven or higher. As found throughout this publication, district and state numbers and percents are offered for comparison purposes.

Definitions

- *Cumulative Enrollment*—the unduplicated count of all students enrolled in a school or district for at least one school day during the course of the school year.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported and non-reported summer dropouts).
- *Dropout*— Students who have dropped out of school (event rate) for grades 7-12. For any given year (the "current year") a dropout is

a student who (1) was enrolled at the end of the previous year (therefore expected to return in current year), and who does not enroll on or before October 1 of current year, and therefore becomes a current year dropout or (2) a student who attended school at any point in the current year, and then exits (during the current year), and who does not re-enter school on or before October 1 of following year, and therefore becomes a current year dropout.

Exceptions: Students exited for following reasons are not considered dropouts:

- graduated or completed other approved educational program
- temporary absence due to illness or expulsion
- transfer to correctional institution
- transfer to non-public school or home-schooling
- transfer out of state
- death

For the purpose of this dropout definition,

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

Method of Calculation

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

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.

Data Sources

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

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

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

District-level Aggregation

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

State-level Aggregation

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

Table 14: 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
055005	H. L. Bourgeois High School												
	Grade 8	N/A	N/A	N/A	N/A	15.8	3	22.2	6	~	~		
	Grade 9	22.2	24	17.9	21	25.0	24	16.1	23	~	~		
	Grade 10	4.0	17	8.3	33	8.8	37	5.1	20	~	~		
	Grade 11	9.4	38	7.9	29	7.5	27	3.9	14	~	~		
	Grade 12	6.7	20	6.9	25	8.8	30	5.5	17	~	~		
	Grades 9 - 12	8.0	99	8.7	108	9.7	118	6.2	74	~	~		
055007	Caldwell Middle School												
	Grade 7	1.3	2	0.7	1	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055010	Dularge Middle School												
	Grade 7	1.5	1	0.0	0	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055013	Ellender Memorial High School												
	Grade 8	N/A	N/A	N/A	N/A	6.7	3	6.5	2	~	~		
	Grade 9	11.7	48	10.2	41	8.7	31	4.4	18	~	~		
	Grade 10	7.4	27	14.4	46	7.6	25	3.5	10	~	~		
	Grade 11	9.0	27	8.5	26	6.5	17	5.5	16	~	~		
	Grade 12	9.8	26	7.1	19	6.2	17	9.1	21	~	~		
	Grades 9 - 12	9.5	128	10.2	132	7.4	90	5.4	65	~	~		
055015	Evergreen Junior High School												
	Grade 7	1.1	3	1.2	3	1.5	4	1.1	3	~	~		
	Grade 8	1.3	6	1.8	9	2.3	11	0.4	2	~	~		
	Grade 9	1.7	6	1.6	6	0.8	3	0.9	3	~	~		
	Grades 9 - 12	1.7	6	1.6	6	0.8	3	0.9	3	~	~		
055018	Greenwood Middle School												
	Grade 7	N/A	N/A	1.4	1	2.7	2	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055020	Houma Junior High School												
	Grade 7	1.0	3	2.3	6	1.7	5	1.8	5	~	~		
	Grade 8	3.5	16	3.7	18	6.4	31	2.4	11	~	~		
	Grade 9	2.3	9	1.8	7	2.1	8	0.8	3	~	~		
	Grades 9 - 12	2.3	9	1.8	7	2.1	8	0.8	3	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Table 14: 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
055021	Lacache Middle School												
	Grade 7	0.6	1	1.3	2	0.7	1	1.6	2	~	~		
	Grade 8	1.5	2	1.9	3	0.7	1	0.7	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055022	Legion Park Middle School												
	Grade 7	1.4	1	1.9	1	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055023	Lisa Park Elementary School												
	Grade 7	N/A	N/A	0.0	0	0.0	0	1.4	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055026	Montegut Middle School												
	Grade 7	0.6	1	0.5	1	1.6	3	0.5	1	~	~		
	Grade 8	1.1	2	0.0	0	3.2	6	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055028	Oaklawn Junior High School												
	Grade 7	1.3	5	1.5	6	2.0	8	0.8	3	~	~		
	Grade 8	4.8	17	2.5	9	3.6	13	1.5	5	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055031	Andrew Price TAPPS												
	Grade 7	N/A	N/A	0.0	0	N/A	N/A	1.2	1	~	~		
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	4.7	4	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	0.0	0	~	~		
055032	School for Exceptional Children/TARC												
	Grade 7	N/A	N/A	N/A	N/A	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grade 9	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	0.0	0	0.0	0	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Table 14: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055034	South Terrebonne High School												
	Grade 8	N/A	N/A	N/A	N/A	12.0	3	8.7	2	~	~		
	Grade 9	6.6	25	8.0	30	5.6	19	3.1	13	~	~		
	Grade 10	9.7	33	6.8	21	4.6	14	5.0	14	~	~		
	Grade 11	5.9	17	6.8	20	5.0	13	2.3	6	~	~		
	Grade 12	3.8	10	4.0	11	4.6	12	4.9	12	~	~		
	Grades 9 - 12	6.7	85	6.5	82	5.0	58	3.8	45	~	~		
055036	Terrebonne High School												
	Grade 9	20.3	15	54.8	17	19.7	14	29.0	20	~	~		
	Grade 10	8.5	37	10.3	45	5.2	18	5.1	19	~	~		
	Grade 11	12.9	50	9.2	33	8.2	30	4.3	15	~	~		
	Grade 12	6.0	20	8.1	29	7.2	24	4.9	15	~	~		
	Grades 9 - 12	9.9	122	10.5	124	7.7	86	6.3	69	~	~		
055044	Grand Caillou Middle School												
	Grade 7	0.6	1	0.0	0	3.5	5	0.0	0	~	~		
	Grade 8	1.8	2	1.4	2	1.6	2	0.8	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
055048	Juvenile Detention Center Alternative School												
	Grade 7	N/A	N/A	2.1	1	50.0	2	25.0	1	~	~		
	Grade 8	22.2	2	4.8	2	28.6	2	75.0	3	~	~		
	Grade 9	23.5	4	34.4	11	88.9	8	25.0	2	~	~		
	Grade 10	45.5	5	27.8	5	71.4	5	0.0	0	~	~		
	Grade 11	N/A	N/A	20.0	2	100.0	2	66.7	2	~	~		
	Grades 9 - 12	28.1	9	30.0	18	83.3	15	33.3	4	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Table 14: Student Dropouts

	1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	1.1	20	1.3	23	1.8	30	1.1	18	~	~		
Grade 8	2.9	47	2.6	45	4.9	88	2.2	39	~	~		
Grade 9	11.0	197	10.6	184	9.9	163	7.6	131	~	~		
Grade 10	10.0	161	12.7	193	8.7	125	8.9	123	~	~		
Grade 11	11.0	156	9.8	133	9.3	119	6.1	78	~	~		
Grade 12	7.9	95	7.9	101	9.0	112	9.2	103	~	~		
Grades 9 - 12	10.1	609	10.4	611	9.3	519	7.9	435	~	~		
State												
Grade 7	2.1	1,309	2.2	1,333	2.0	1,216	1.5	936	~	~		
Grade 8	2.9	1,703	3.2	1,898	3.4	2,236	3.3	2,100	~	~		
Grade 9	10.3	7,181	9.5	6,572	8.4	4,934	6.3	3,823	~	~		
Grade 10	9.6	5,572	8.9	5,073	7.7	4,373	6.8	3,535	~	~		
Grade 11	8.5	4,185	8.1	3,943	7.4	3,589	6.4	3,069	~	~		
Grade 12	8.8	3,985	7.4	3,411	7.6	3,465	7.0	3,151	~	~		
Grades 9 - 12	9.4	20,923	8.6	18,999	7.8	16,361	6.6	13,578	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

* Current year's Student Dropout data was not available at the time of this publication. Previous year's data is displayed as the most recently available data.

Section 4. Student Achievement

Criterion-Referenced Test (CRT) – LEAP 21 Test Results	4-1
Criterion-Referenced Test (CRT) – GEE 21 Results	4-35
Norm-Referenced Test (NRT) – The Iowa Tests Results.....	4-48

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

The **LEAP for the 21st Century** tests (or **LEAP 21**), Louisiana's criterion-referenced tests (CRTs) at the elementary and middle school levels, measure how well a student has mastered the state content standards. The LEAP 21 English Language Arts and Mathematics tests (for grade 4 and grade 8) were first administered in the spring of 1999, with the initial administration of the Science and Social Studies tests following in the spring of 2000.

In the spring of 2001, the new high school CRT, or Graduation Exit Examination for the 21st Century (GEE 21), was administered for the first time. The GEE 21 is a CRT that is intended to replace the old GEE, which has served as the standard high school CRT since the spring of 1989. This new high school exit examination is further explained in the second part of the Student Achievement section.

The 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 no longer receive a pass/fail designation but instead receive one of five achievement ratings:
 - *Advanced*—A student at this level has demonstrated superior performance beyond the mastery level.
 - *Mastery (formerly named Proficient)*—A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
 - *Basic*—A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
 - *Approaching Basic*—A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
 - *Unsatisfactory*—A student at this level has not demonstrated 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 4th and 8th graders. To be promoted fully to the 5th or 9th 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 remediation was offered for students who scored at the *Unsatisfactory* achievement level, with a retest opportunity at the end of the summer remediation session. Local school systems were given the authority to grant appeals and waivers based on certain circumstances.

All students take the LEAP 21 tests, except for students whose Individualized Education Programs (IEPs) indicate that they have met the participation criteria for alternate assessment (LAA), which began in the 2000-2001 school year, or for LAA-B, which began in the 1999-2000 school year.

Data Presentation

Tables 15a-15h 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. The tables present the LEAP 21 results in school site code order for each school in the district. Also, comparison data are presented for the district and the state.

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

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

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 15a: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Advanced	1.5	2	1.6	2	0.6	1	2.3	3	1.6	2		
	Mastery *	15.4	21	12.7	16	10.1	17	13.7	18	8.7	11		
	Basic	40.4	55	43.7	55	40.5	68	42.7	56	45.2	57		
	Approaching Basic	22.8	31	27.8	35	27.4	46	28.2	37	28.6	36		
	Unsatisfactory	19.9	27	14.3	18	21.4	36	13.0	17	15.9	20		
055002	Bayou Black Elementary School												
	Advanced	0.0	0	6.7	2	0.0	0	0.0	0	0.0	0		
	Mastery *	5.0	1	26.7	8	25.0	6	21.4	6	3.3	1		
	Basic	50.0	10	50.0	15	50.0	12	50.0	14	70.0	21		
	Approaching Basic	25.0	5	16.7	5	12.5	3	25.0	7	20.0	6		
	Unsatisfactory	20.0	4	0.0	0	12.5	3	3.6	1	6.7	2		
055003	Boudreaux Canal/Little Caillou School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	3.0	1		
	Mastery *	4.0	1	22.7	5	6.5	2	32.1	9	9.1	3		
	Basic	56.0	14	59.1	13	58.1	18	39.3	11	21.2	7		
	Approaching Basic	32.0	8	13.6	3	22.6	7	21.4	6	48.5	16		
	Unsatisfactory	8.0	2	4.5	1	12.9	4	7.1	2	18.2	6		
055004	Bourg Elementary School												
	Advanced	6.0	4	0.0	0	2.5	2	7.4	5	1.8	1		
	Mastery *	26.9	18	12.3	8	26.3	21	30.9	21	25.0	14		
	Basic	35.8	24	53.8	35	43.8	35	39.7	27	60.7	34		
	Approaching Basic	20.9	14	26.2	17	21.3	17	19.1	13	12.5	7		
	Unsatisfactory	10.4	7	7.7	5	6.3	5	2.9	2	0.0	0		
055006	Broadmoor Elementary School												
	Advanced	0.0	0	1.4	1	3.1	2	7.3	6	4.9	4		
	Mastery *	21.6	16	23.6	17	23.1	15	22.0	18	20.7	17		
	Basic	56.8	42	59.7	43	55.4	36	45.1	37	62.2	51		
	Approaching Basic	17.6	13	12.5	9	15.4	10	23.2	19	9.8	8		
	Unsatisfactory	4.1	3	2.8	2	3.1	2	2.4	2	2.4	2		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15a: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Advanced	0.7	1	1.4	2	1.3	2	3.6	5	1.4	2		
	Mastery *	8.6	12	15.0	21	12.3	19	15.9	22	12.2	18		
	Basic	48.2	67	38.6	54	42.2	65	38.4	53	51.0	75		
	Approaching Basic	28.1	39	31.4	44	29.2	45	34.1	47	25.2	37		
	Unsatisfactory	14.4	20	13.6	19	14.9	23	8.0	11	10.2	15		
055008	Coteau-Bayou Blue Elementary School												
	Advanced	3.2	3	2.7	2	0.8	1	2.6	2	0.0	0		
	Mastery *	21.3	20	11.0	8	24.8	30	13.0	10	12.2	9		
	Basic	43.6	41	58.9	43	44.6	54	50.6	39	41.9	31		
	Approaching Basic	21.3	20	16.4	12	24.8	30	23.4	18	25.7	19		
	Unsatisfactory	10.6	10	11.0	8	5.0	6	10.4	8	20.3	15		
055010	Dularge Middle School												
	Advanced	0.0	0	3.1	2	1.8	1	0.0	0	1.9	1		
	Mastery *	15.0	9	10.9	7	7.0	4	10.5	4	16.7	9		
	Basic	38.3	23	57.8	37	57.9	33	34.2	13	55.6	30		
	Approaching Basic	33.3	20	25.0	16	29.8	17	42.1	16	16.7	9		
	Unsatisfactory	13.3	8	3.1	2	3.5	2	13.2	5	9.3	5		
055014	Elysian Fields Middle School												
	Advanced	0.0	0	0.0	0	0.0	0	1.3	1	0.0	0		
	Mastery *	4.1	3	6.7	6	6.8	6	10.0	8	6.1	6		
	Basic	41.9	31	21.1	19	44.3	39	33.8	27	37.8	37		
	Approaching Basic	25.7	19	24.4	22	25.0	22	30.0	24	36.7	36		
	Unsatisfactory	28.4	21	47.8	43	23.9	21	25.0	20	19.4	19		
055016	Gibson Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	8.9	4	5.3	2	2.9	1	13.0	7	8.3	4		
	Basic	53.3	24	34.2	13	54.3	19	38.9	21	41.7	20		
	Approaching Basic	20.0	9	23.7	9	25.7	9	31.5	17	27.1	13		
	Unsatisfactory	17.8	8	36.8	14	17.1	6	16.7	9	22.9	11		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15a: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park Middle School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	7.6	5	6.7	4	6.0	5	4.0	3	7.6	5		
	Basic	24.2	16	48.3	29	42.2	35	24.0	18	33.3	22		
	Approaching Basic	39.4	26	30.0	18	25.3	21	54.7	41	34.8	23		
	Unsatisfactory	28.8	19	15.0	9	26.5	22	17.3	13	24.2	16		
055023	Lisa Park Elementary School												
	Advanced	4.1	3	1.2	1	4.8	4	3.7	3	2.8	2		
	Mastery *	24.3	18	27.4	23	31.3	26	29.3	24	23.9	17		
	Basic	51.4	38	46.4	39	48.2	40	45.1	37	54.9	39		
	Approaching Basic	14.9	11	17.9	15	12.0	10	18.3	15	14.1	10		
	Unsatisfactory	5.4	4	7.1	6	3.6	3	3.7	3	4.2	3		
055024	East Street School												
	Advanced	~	~	~	~	~	~	~	~	0.0	0		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	33.3	1		
	Approaching Basic	~	~	~	~	~	~	~	~	33.3	1		
	Unsatisfactory	~	~	~	~	~	~	~	~	33.3	1		
055025	Montegut Elementary School												
	Advanced	0.0	0	1.9	1	1.9	1	4.4	2	0.0	0		
	Mastery *	23.1	12	11.1	6	14.8	8	11.1	5	14.9	7		
	Basic	34.6	18	48.1	26	53.7	29	46.7	21	44.7	21		
	Approaching Basic	25.0	13	25.9	14	24.1	13	26.7	12	21.3	10		
	Unsatisfactory	17.3	9	13.0	7	5.6	3	11.1	5	19.1	9		
055027	Mulberry Elementary School												
	Advanced	2.0	2	4.9	5	3.3	3	4.5	4	1.6	1		
	Mastery *	28.6	28	31.1	32	30.4	28	27.3	24	31.3	20		
	Basic	54.1	53	49.5	51	43.5	40	46.6	41	54.7	35		
	Approaching Basic	13.3	13	7.8	8	19.6	18	18.2	16	4.7	3		
	Unsatisfactory	2.0	2	6.8	7	3.3	3	3.4	3	7.8	5		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15a: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055029	Oakshire Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	1.4	1	1.2	1		
	Mastery *	17.4	15	9.2	7	18.2	16	28.4	21	19.5	16		
	Basic	48.8	42	47.4	36	62.5	55	54.1	40	65.9	54		
	Approaching Basic	20.9	18	31.6	24	11.4	10	13.5	10	8.5	7		
	Unsatisfactory	12.8	11	11.8	9	8.0	7	2.7	2	4.9	4		
055030	Pointe-aux-Chenes Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	5.6	2	8.3	2	8.0	2	3.2	1	3.2	1		
	Basic	36.1	13	45.8	11	68.0	17	38.7	12	41.9	13		
	Approaching Basic	16.7	6	33.3	8	20.0	5	48.4	15	35.5	11		
	Unsatisfactory	41.7	15	12.5	3	4.0	1	9.7	3	19.4	6		
055031	Andrew Price TAPPS												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	0.0	0	33.3	2	0.0	0	0.0	0		
	Approaching Basic	~	~	20.0	1	16.7	1	25.0	1	0.0	0		
	Unsatisfactory	~	~	80.0	4	50.0	3	75.0	3	100.0	4		
055032	School for Exceptional Children/TARC												
	Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Basic	~	~	~	~	100.0	1	0.0	0	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Unsatisfactory	~	~	~	~	0.0	0	100.0	1	0.0	0		
055035	Southdown Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	1.6	1	0.0	0	5.4	4	3.8	3	5.1	4		
	Basic	27.9	17	26.8	15	31.1	23	28.8	23	32.1	25		
	Approaching Basic	41.0	25	44.6	25	33.8	25	43.8	35	35.9	28		
	Unsatisfactory	29.5	18	28.6	16	29.7	22	23.8	19	26.9	21		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15a: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055038	Upper Little Caillou Elementary School												
	Advanced	1.1	1	2.0	2	0.9	1	4.8	4	3.8	4		
	Mastery *	18.5	17	28.6	28	15.1	16	20.2	17	16.3	17		
	Basic	46.7	43	43.9	43	58.5	62	44.0	37	49.0	51		
	Approaching Basic	20.7	19	23.5	23	14.2	15	23.8	20	22.1	23		
	Unsatisfactory	13.0	12	2.0	2	11.3	12	7.1	6	8.7	9		
055039	Village East Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	1.0	1	0.0	0		
	Mastery *	9.2	13	9.8	10	7.1	8	11.5	12	6.6	7		
	Basic	30.5	43	34.3	35	58.0	65	45.2	47	40.6	43		
	Approaching Basic	34.8	49	30.4	31	19.6	22	33.7	35	36.8	39		
	Unsatisfactory	25.5	36	25.5	26	15.2	17	8.7	9	16.0	17		
055044	Grand Caillou Middle School												
	Advanced	0.8	1	0.7	1	0.0	0	0.9	1	0.0	0		
	Mastery *	5.9	7	5.0	7	3.4	5	3.7	4	1.7	2		
	Basic	31.1	37	31.4	44	41.5	61	27.1	29	37.2	45		
	Approaching Basic	31.1	37	34.3	48	40.1	59	43.9	47	47.1	57		
	Unsatisfactory	31.1	37	28.6	40	15.0	22	24.3	26	14.0	17		
District													
	Advanced	1.1	17	1.4	21	1.1	18	2.5	38	1.2	19		
	Mastery *	14.3	223	14.3	217	14.2	239	15.9	237	12.5	190		
	Basic	41.7	651	43.2	656	47.8	807	40.3	603	46.7	711		
	Approaching Basic	25.3	395	25.4	386	23.9	404	30.1	450	26.1	398		
	Unsatisfactory	17.6	274	15.7	238	13.0	220	11.2	167	13.4	204		
State													
	Advanced	1.4	797	1.8	1,002	1.1	672	3.1	1,891	1.0	595		
	Mastery *	14.7	8,451	14.4	8,114	14.3	8,946	15.6	9,442	12.9	7,952		
	Basic	39.0	22,376	39.4	22,230	44.1	27,538	38.3	23,234	44.1	27,128		
	Approaching Basic	24.1	13,845	24.8	13,993	24.1	15,066	28.8	17,490	25.9	15,898		
	Unsatisfactory	20.7	11,872	19.7	11,111	16.4	10,230	14.2	8,646	16.1	9,921		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15b: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Advanced	2.2	3	2.4	3	1.8	3	1.5	2	1.6	2		
	Mastery *	6.7	9	9.5	12	5.4	9	7.6	10	11.1	14		
	Basic	32.6	44	35.7	45	38.7	65	38.9	51	37.3	47		
	Approaching Basic	34.1	46	27.8	35	24.4	41	23.7	31	35.7	45		
	Unsatisfactory	24.4	33	24.6	31	29.8	50	28.2	37	14.3	18		
055002	Bayou Black Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	3.6	1	0.0	0		
	Mastery *	0.0	0	30.0	9	16.7	4	10.7	3	23.3	7		
	Basic	50.0	10	56.7	17	58.3	14	57.1	16	36.7	11		
	Approaching Basic	20.0	4	6.7	2	20.8	5	14.3	4	26.7	8		
	Unsatisfactory	30.0	6	6.7	2	4.2	1	14.3	4	13.3	4		
055003	Boudreaux Canal/Little Caillou School												
	Advanced	4.0	1	0.0	0	0.0	0	10.7	3	0.0	0		
	Mastery *	4.0	1	22.7	5	3.2	1	10.7	3	9.1	3		
	Basic	60.0	15	59.1	13	41.9	13	57.1	16	39.4	13		
	Approaching Basic	8.0	2	13.6	3	45.2	14	10.7	3	33.3	11		
	Unsatisfactory	24.0	6	4.5	1	9.7	3	10.7	3	18.2	6		
055004	Bourg Elementary School												
	Advanced	4.5	3	0.0	0	1.3	1	7.4	5	5.4	3		
	Mastery *	11.9	8	27.7	18	25.0	20	19.1	13	32.1	18		
	Basic	43.3	29	41.5	27	45.0	36	51.5	35	44.6	25		
	Approaching Basic	25.4	17	18.5	12	21.3	17	10.3	7	10.7	6		
	Unsatisfactory	14.9	10	12.3	8	7.5	6	11.8	8	7.1	4		
055006	Broadmoor Elementary School												
	Advanced	1.4	1	6.9	5	9.2	6	7.3	6	7.3	6		
	Mastery *	10.8	8	22.2	16	20.0	13	13.4	11	19.5	16		
	Basic	43.2	32	52.8	38	50.8	33	46.3	38	47.6	39		
	Approaching Basic	32.4	24	11.1	8	18.5	12	22.0	18	15.9	13		
	Unsatisfactory	12.2	9	6.9	5	1.5	1	11.0	9	9.8	8		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15b: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Advanced	1.4	2	1.4	2	1.3	2	4.3	6	4.1	6		
	Mastery *	7.2	10	10.7	15	9.7	15	8.0	11	8.8	13		
	Basic	35.3	49	38.6	54	39.6	61	36.2	50	46.9	69		
	Approaching Basic	28.8	40	25.0	35	27.3	42	30.4	42	27.2	40		
	Unsatisfactory	27.3	38	24.3	34	22.1	34	21.0	29	12.9	19		
055008	Coteau-Bayou Blue Elementary School												
	Advanced	3.2	3	0.0	0	0.8	1	1.3	1	1.4	1		
	Mastery *	9.6	9	13.7	10	12.4	15	9.1	7	14.9	11		
	Basic	46.8	44	47.9	35	48.8	59	44.2	34	36.5	27		
	Approaching Basic	24.5	23	19.2	14	23.1	28	29.9	23	18.9	14		
	Unsatisfactory	16.0	15	19.2	14	14.9	18	15.6	12	28.4	21		
055010	Dularge Middle School												
	Advanced	0.0	0	0.0	0	1.8	1	2.6	1	5.6	3		
	Mastery *	5.0	3	10.9	7	8.8	5	5.3	2	20.4	11		
	Basic	36.7	22	54.7	35	43.9	25	44.7	17	55.6	30		
	Approaching Basic	15.0	9	23.4	15	29.8	17	18.4	7	11.1	6		
	Unsatisfactory	43.3	26	10.9	7	15.8	9	28.9	11	7.4	4		
055014	Elysian Fields Middle School												
	Advanced	0.0	0	0.0	0	3.4	3	0.0	0	2.0	2		
	Mastery *	0.0	0	6.7	6	8.0	7	15.0	12	8.2	8		
	Basic	17.6	13	18.9	17	37.5	33	21.3	17	35.7	35		
	Approaching Basic	23.0	17	18.9	17	15.9	14	23.8	19	24.5	24		
	Unsatisfactory	59.5	44	55.6	50	35.2	31	40.0	32	29.6	29		
055016	Gibson Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	6.7	3	5.3	2	2.9	1	3.7	2	4.2	2		
	Basic	37.8	17	23.7	9	40.0	14	20.4	11	47.9	23		
	Approaching Basic	22.2	10	31.6	12	22.9	8	42.6	23	35.4	17		
	Unsatisfactory	33.3	15	39.5	15	34.3	12	33.3	18	12.5	6		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15b: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park Middle School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	4.5	3	1.7	1	1.2	1	0.0	0	10.6	7		
	Basic	25.8	17	31.7	19	21.7	18	25.3	19	21.2	14		
	Approaching Basic	28.8	19	33.3	20	27.7	23	33.3	25	31.8	21		
	Unsatisfactory	40.9	27	33.3	20	49.4	41	41.3	31	36.4	24		
055023	Lisa Park Elementary School												
	Advanced	4.1	3	3.6	3	6.0	5	1.2	1	2.8	2		
	Mastery *	23.0	17	21.4	18	21.7	18	26.8	22	19.7	14		
	Basic	51.4	38	47.6	40	51.8	43	51.2	42	53.5	38		
	Approaching Basic	18.9	14	14.3	12	16.9	14	14.6	12	14.1	10		
	Unsatisfactory	2.7	2	13.1	11	3.6	3	6.1	5	9.9	7		
055024	East Street School												
	Advanced	~	~	~	~	~	~	~	~	0.0	0		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	0.0	0		
	Approaching Basic	~	~	~	~	~	~	~	~	66.7	2		
	Unsatisfactory	~	~	~	~	~	~	~	~	33.3	1		
055025	Montegut Elementary School												
	Advanced	0.0	0	0.0	0	3.7	2	4.4	2	0.0	0		
	Mastery *	11.5	6	11.1	6	14.8	8	4.4	2	17.0	8		
	Basic	44.2	23	38.9	21	51.9	28	37.8	17	36.2	17		
	Approaching Basic	21.2	11	35.2	19	18.5	10	28.9	13	23.4	11		
	Unsatisfactory	23.1	12	14.8	8	11.1	6	24.4	11	23.4	11		
055027	Mulberry Elementary School												
	Advanced	10.2	10	6.8	7	5.4	5	3.4	3	7.8	5		
	Mastery *	24.5	24	32.0	33	25.0	23	21.6	19	42.2	27		
	Basic	46.9	46	41.7	43	51.1	47	55.7	49	35.9	23		
	Approaching Basic	13.3	13	8.7	9	14.1	13	10.2	9	6.3	4		
	Unsatisfactory	5.1	5	10.7	11	4.3	4	9.1	8	7.8	5		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15b: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055029	Oakshire Elementary School												
	Advanced	7.0	6	0.0	0	3.4	3	9.5	7	2.4	2		
	Mastery *	11.6	10	15.8	12	19.3	17	31.1	23	25.6	21		
	Basic	43.0	37	40.8	31	61.4	54	47.3	35	50.0	41		
	Approaching Basic	22.1	19	21.1	16	9.1	8	9.5	7	15.9	13		
	Unsatisfactory	16.3	14	22.4	17	6.8	6	2.7	2	6.1	5		
055030	Pointe-aux-Chenes Elementary School												
	Advanced	2.8	1	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	2.8	1	0.0	0	8.0	2	6.5	2	6.5	2		
	Basic	27.8	10	37.5	9	48.0	12	29.0	9	32.3	10		
	Approaching Basic	22.2	8	29.2	7	28.0	7	19.4	6	32.3	10		
	Unsatisfactory	44.4	16	33.3	8	16.0	4	45.2	14	29.0	9		
055031	Andrew Price TAPPS												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	0.0	0	16.7	1	0.0	0	0.0	0		
	Approaching Basic	~	~	20.0	1	0.0	0	25.0	1	0.0	0		
	Unsatisfactory	~	~	80.0	4	83.3	5	75.0	3	100.0	4		
055032	School for Exceptional Children/TARC												
	Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Unsatisfactory	~	~	~	~	100.0	1	100.0	1	0.0	0		
055035	Southdown Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	0.0	0	1.8	1	2.7	2	0.0	0	0.0	0		
	Basic	9.8	6	17.9	10	16.2	12	23.8	19	30.8	24		
	Approaching Basic	26.2	16	33.9	19	31.1	23	27.5	22	34.6	27		
	Unsatisfactory	63.9	39	46.4	26	50.0	37	48.8	39	34.6	27		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15b: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055038	Upper Little Caillou Elementary School												
	Advanced	1.1	1	3.1	3	0.0	0	8.3	7	8.7	9		
	Mastery *	8.7	8	21.4	21	19.8	21	16.7	14	22.1	23		
	Basic	41.3	38	44.9	44	48.1	51	46.4	39	39.4	41		
	Approaching Basic	30.4	28	20.4	20	20.8	22	19.0	16	22.1	23		
	Unsatisfactory	18.5	17	10.2	10	11.3	12	9.5	8	7.7	8		
055039	Village East Elementary School												
	Advanced	1.4	2	0.0	0	2.7	3	1.0	1	2.8	3		
	Mastery *	4.3	6	5.9	6	11.6	13	5.8	6	15.1	16		
	Basic	26.2	37	39.2	40	42.0	47	42.3	44	43.4	46		
	Approaching Basic	29.8	42	24.5	25	24.1	27	25.0	26	21.7	23		
	Unsatisfactory	38.3	54	30.4	31	19.6	22	26.0	27	17.0	18		
055044	Grand Caillou Middle School												
	Advanced	1.7	2	0.7	1	0.0	0	0.0	0	1.7	2		
	Mastery *	5.9	7	2.9	4	3.4	5	0.9	1	5.0	6		
	Basic	18.5	22	17.9	25	28.6	42	25.2	27	28.1	34		
	Approaching Basic	25.2	30	31.4	44	34.7	51	28.0	30	32.2	39		
	Unsatisfactory	48.7	58	47.1	66	33.3	49	45.8	49	33.1	40		
District													
	Advanced	2.4	38	1.6	24	2.1	35	3.1	46	3.0	46		
	Mastery *	8.5	133	13.3	202	11.8	200	10.9	163	15.0	229		
	Basic	35.2	549	37.7	572	41.9	707	39.1	585	39.9	607		
	Approaching Basic	25.1	392	22.7	344	23.5	396	22.9	343	24.0	365		
	Unsatisfactory	28.7	447	24.8	376	20.7	350	23.9	358	18.1	275		
State													
	Advanced	1.7	1,003	1.6	884	1.7	1,048	2.1	1,293	2.6	1,592		
	Mastery *	7.8	4,473	10.0	5,631	10.8	6,753	10.4	6,291	13.0	8,007		
	Basic	31.7	18,157	37.2	20,980	40.8	25,497	38.2	23,212	41.3	25,390		
	Approaching Basic	24.0	13,755	23.0	12,981	23.4	14,612	24.6	14,930	23.3	14,324		
	Unsatisfactory	34.8	19,931	28.3	15,960	23.3	14,515	24.7	14,966	19.8	12,170		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15c: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Advanced	N/A	N/A	0.8	1	0.0	0	3.1	4	0.0	0		
	Mastery *	N/A	N/A	5.6	7	6.5	11	10.7	14	12.7	16		
	Basic	N/A	N/A	40.5	51	38.1	64	45.8	60	24.6	31		
	Approaching Basic	N/A	N/A	34.1	43	39.3	66	31.3	41	53.2	67		
	Unsatisfactory	N/A	N/A	19.0	24	16.1	27	9.2	12	9.5	12		
055002	Bayou Black Elementary School												
	Advanced	N/A	N/A	3.3	1	0.0	0	7.1	2	0.0	0		
	Mastery *	N/A	N/A	23.3	7	12.5	3	14.3	4	10.0	3		
	Basic	N/A	N/A	56.7	17	62.5	15	64.3	18	56.7	17		
	Approaching Basic	N/A	N/A	16.7	5	25.0	6	14.3	4	23.3	7		
	Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.0	0	10.0	3		
055003	Boudreaux Canal/Little Caillou School												
	Advanced	N/A	N/A	0.0	0	0.0	0	10.7	3	6.1	2		
	Mastery *	N/A	N/A	27.3	6	0.0	0	14.3	4	6.1	2		
	Basic	N/A	N/A	40.9	9	58.1	18	67.9	19	45.5	15		
	Approaching Basic	N/A	N/A	31.8	7	32.3	10	7.1	2	36.4	12		
	Unsatisfactory	N/A	N/A	0.0	0	9.7	3	0.0	0	6.1	2		
055004	Bourg Elementary School												
	Advanced	N/A	N/A	0.0	0	7.5	6	13.2	9	7.1	4		
	Mastery *	N/A	N/A	20.0	13	30.0	24	22.1	15	23.2	13		
	Basic	N/A	N/A	61.5	40	47.5	38	51.5	35	50.0	28		
	Approaching Basic	N/A	N/A	16.9	11	13.8	11	13.2	9	17.9	10		
	Unsatisfactory	N/A	N/A	1.5	1	1.3	1	0.0	0	1.8	1		
055006	Broadmoor Elementary School												
	Advanced	N/A	N/A	4.2	3	6.2	4	7.3	6	2.4	2		
	Mastery *	N/A	N/A	27.8	20	21.5	14	18.3	15	14.6	12		
	Basic	N/A	N/A	48.6	35	50.8	33	56.1	46	54.9	45		
	Approaching Basic	N/A	N/A	18.1	13	21.5	14	14.6	12	24.4	20		
	Unsatisfactory	N/A	N/A	1.4	1	0.0	0	3.7	3	3.7	3		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15c: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Advanced	N/A	N/A	1.4	2	0.6	1	3.6	5	1.4	2		
	Mastery *	N/A	N/A	14.4	20	10.4	16	12.3	17	19.0	28		
	Basic	N/A	N/A	37.4	52	37.0	57	44.2	61	40.8	60		
	Approaching Basic	N/A	N/A	39.6	55	39.6	61	31.2	43	34.7	51		
	Unsatisfactory	N/A	N/A	7.2	10	12.3	19	8.7	12	4.1	6		
055008	Coteau-Bayou Blue Elementary School												
	Advanced	N/A	N/A	0.0	0	3.3	4	5.2	4	2.7	2		
	Mastery *	N/A	N/A	13.7	10	18.2	22	20.8	16	9.5	7		
	Basic	N/A	N/A	57.5	42	50.4	61	49.4	38	39.2	29		
	Approaching Basic	N/A	N/A	26.0	19	24.0	29	19.5	15	33.8	25		
	Unsatisfactory	N/A	N/A	2.7	2	4.1	5	5.2	4	14.9	11		
055010	Dularge Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.6	1	3.7	2		
	Mastery *	N/A	N/A	9.4	6	10.5	6	10.5	4	11.1	6		
	Basic	N/A	N/A	56.3	36	43.9	25	50.0	19	57.4	31		
	Approaching Basic	N/A	N/A	31.3	20	36.8	21	28.9	11	24.1	13		
	Unsatisfactory	N/A	N/A	3.1	2	8.8	5	7.9	3	3.7	2		
055014	Elysian Fields Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.3	1	0.0	0		
	Mastery *	N/A	N/A	1.1	1	4.5	4	7.5	6	5.1	5		
	Basic	N/A	N/A	21.6	19	30.7	27	38.8	31	31.6	31		
	Approaching Basic	N/A	N/A	26.1	23	34.1	30	33.8	27	41.8	41		
	Unsatisfactory	N/A	N/A	51.1	45	30.7	27	18.8	15	21.4	21		
055016	Gibson Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.9	1	0.0	0		
	Mastery *	N/A	N/A	10.5	4	5.7	2	11.1	6	4.2	2		
	Basic	N/A	N/A	36.8	14	25.7	9	37.0	20	29.2	14		
	Approaching Basic	N/A	N/A	26.3	10	51.4	18	37.0	20	52.1	25		
	Unsatisfactory	N/A	N/A	26.3	10	17.1	6	13.0	7	14.6	7		

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* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15c: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	4.8	4	0.0	0	10.6	7		
	Basic	N/A	N/A	43.3	26	41.0	34	30.7	23	27.3	18		
	Approaching Basic	N/A	N/A	43.3	26	33.7	28	52.0	39	42.4	28		
	Unsatisfactory	N/A	N/A	13.3	8	20.5	17	17.3	13	19.7	13		
055023	Lisa Park Elementary School												
	Advanced	N/A	N/A	2.4	2	6.0	5	8.5	7	4.2	3		
	Mastery *	N/A	N/A	16.7	14	21.7	18	9.8	8	22.5	16		
	Basic	N/A	N/A	63.1	53	51.8	43	62.2	51	52.1	37		
	Approaching Basic	N/A	N/A	14.3	12	16.9	14	19.5	16	16.9	12		
	Unsatisfactory	N/A	N/A	3.6	3	3.6	3	0.0	0	4.2	3		
055024	East Street School												
	Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Basic	N/A	N/A	~	~	~	~	~	~	33.3	1		
	Approaching Basic	N/A	N/A	~	~	~	~	~	~	33.3	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	33.3	1		
055025	Montegut Elementary School												
	Advanced	N/A	N/A	0.0	0	3.7	2	2.2	1	0.0	0		
	Mastery *	N/A	N/A	5.6	3	13.0	7	15.6	7	12.8	6		
	Basic	N/A	N/A	63.0	34	40.7	22	46.7	21	36.2	17		
	Approaching Basic	N/A	N/A	24.1	13	37.0	20	24.4	11	36.2	17		
	Unsatisfactory	N/A	N/A	7.4	4	5.6	3	11.1	5	14.9	7		
055027	Mulberry Elementary School												
	Advanced	N/A	N/A	1.9	2	7.6	7	10.2	9	4.7	3		
	Mastery *	N/A	N/A	23.3	24	38.0	35	22.7	20	48.4	31		
	Basic	N/A	N/A	57.3	59	34.8	32	55.7	49	32.8	21		
	Approaching Basic	N/A	N/A	12.6	13	17.4	16	10.2	9	9.4	6		
	Unsatisfactory	N/A	N/A	4.9	5	2.2	2	1.1	1	4.7	3		

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Table 15c: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055029	Oakshire Elementary School												
	Advanced	N/A	N/A	0.0	0	3.4	3	8.1	6	0.0	0		
	Mastery *	N/A	N/A	11.7	9	15.9	14	20.3	15	11.0	9		
	Basic	N/A	N/A	46.8	36	39.8	35	50.0	37	50.0	41		
	Approaching Basic	N/A	N/A	36.4	28	33.0	29	21.6	16	36.6	30		
	Unsatisfactory	N/A	N/A	5.2	4	8.0	7	0.0	0	2.4	2		
055030	Pointe-aux-Chenes Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	3.2	1	0.0	0		
	Mastery *	N/A	N/A	4.2	1	0.0	0	3.2	1	9.7	3		
	Basic	N/A	N/A	54.2	13	44.0	11	41.9	13	38.7	12		
	Approaching Basic	N/A	N/A	33.3	8	48.0	12	41.9	13	38.7	12		
	Unsatisfactory	N/A	N/A	8.3	2	8.0	2	9.7	3	12.9	4		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	0.0	0	33.3	2	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	50.0	2	0.0	0	50.0	2	25.0	1		
	Unsatisfactory	N/A	N/A	50.0	2	66.7	4	50.0	2	75.0	3		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	100.0	1	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	100.0	1	0.0	0	0.0	0		
055035	Southdown Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	2.7	2	0.0	0	3.8	3		
	Basic	N/A	N/A	23.2	13	16.2	12	22.5	18	23.1	18		
	Approaching Basic	N/A	N/A	58.9	33	48.6	36	48.8	39	43.6	34		
	Unsatisfactory	N/A	N/A	17.9	10	32.4	24	28.8	23	29.5	23		

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Table 15c: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055038	Upper Little Caillou Elementary School												
	Advanced	N/A	N/A	3.1	3	0.0	0	10.7	9	2.9	3		
	Mastery *	N/A	N/A	20.4	20	14.2	15	16.7	14	26.0	27		
	Basic	N/A	N/A	48.0	47	47.2	50	47.6	40	39.4	41		
	Approaching Basic	N/A	N/A	25.5	25	31.1	33	23.8	20	26.0	27		
	Unsatisfactory	N/A	N/A	3.1	3	7.5	8	1.2	1	5.8	6		
055039	Village East Elementary School												
	Advanced	N/A	N/A	1.0	1	0.0	0	2.9	3	0.0	0		
	Mastery *	N/A	N/A	5.9	6	5.4	6	7.7	8	7.5	8		
	Basic	N/A	N/A	33.3	34	46.4	52	40.4	42	34.0	36		
	Approaching Basic	N/A	N/A	37.3	38	39.3	44	38.5	40	47.2	50		
	Unsatisfactory	N/A	N/A	22.5	23	8.9	10	10.6	11	11.3	12		
055044	Grand Caillou Middle School												
	Advanced	N/A	N/A	0.7	1	0.7	1	0.0	0	0.8	1		
	Mastery *	N/A	N/A	6.4	9	5.4	8	6.5	7	5.0	6		
	Basic	N/A	N/A	35.0	49	34.7	51	40.2	43	33.1	40		
	Approaching Basic	N/A	N/A	39.3	55	40.8	60	35.5	38	56.2	68		
	Unsatisfactory	N/A	N/A	18.6	26	18.4	27	17.8	19	5.0	6		
District													
	Advanced	N/A	N/A	1.1	16	2.0	33	4.8	72	1.6	25		
	Mastery *	N/A	N/A	11.9	180	12.5	211	12.1	181	13.8	210		
	Basic	N/A	N/A	44.8	679	40.8	689	45.8	684	38.3	583		
	Approaching Basic	N/A	N/A	30.1	457	33.1	558	28.5	426	36.5	555		
	Unsatisfactory	N/A	N/A	12.1	184	11.7	197	8.8	132	9.8	149		
State													
	Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098	1.8	1,100		
	Mastery *	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617	12.3	7,526		
	Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500	36.6	22,451		
	Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630	35.4	21,720		
	Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819	14.0	8,627		

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Table 15d: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School												
	Advanced	N/A	N/A	0.0	0	0.6	1	0.0	0	0.8	1		
	Mastery *	N/A	N/A	5.6	7	6.5	11	3.8	5	9.5	12		
	Basic	N/A	N/A	47.6	60	48.8	82	43.5	57	43.7	55		
	Approaching Basic	N/A	N/A	27.0	34	21.4	36	32.1	42	28.6	36		
	Unsatisfactory	N/A	N/A	19.8	25	22.6	38	20.6	27	17.5	22		
055002	Bayou Black Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	3.3	1		
	Mastery *	N/A	N/A	26.7	8	20.8	5	10.7	3	20.0	6		
	Basic	N/A	N/A	60.0	18	50.0	12	67.9	19	60.0	18		
	Approaching Basic	N/A	N/A	13.3	4	29.2	7	17.9	5	13.3	4		
	Unsatisfactory	N/A	N/A	0.0	0	0.0	0	3.6	1	3.3	1		
055003	Boudreaux Canal/Little Caillou School												
	Advanced	N/A	N/A	0.0	0	0.0	0	3.6	1	0.0	0		
	Mastery *	N/A	N/A	22.7	5	9.7	3	7.1	2	9.1	3		
	Basic	N/A	N/A	68.2	15	48.4	15	64.3	18	51.5	17		
	Approaching Basic	N/A	N/A	9.1	2	29.0	9	17.9	5	30.3	10		
	Unsatisfactory	N/A	N/A	0.0	0	12.9	4	7.1	2	9.1	3		
055004	Bourg Elementary School												
	Advanced	N/A	N/A	0.0	0	5.0	4	5.9	4	8.9	5		
	Mastery *	N/A	N/A	23.1	15	22.5	18	19.1	13	25.0	14		
	Basic	N/A	N/A	53.8	35	57.5	46	63.2	43	60.7	34		
	Approaching Basic	N/A	N/A	20.0	13	13.8	11	8.8	6	5.4	3		
	Unsatisfactory	N/A	N/A	3.1	2	1.3	1	2.9	2	0.0	0		
055006	Broadmoor Elementary School												
	Advanced	N/A	N/A	1.4	1	1.5	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	13.9	10	23.1	15	12.2	10	25.6	21		
	Basic	N/A	N/A	70.8	51	55.4	36	61.0	50	57.3	47		
	Approaching Basic	N/A	N/A	8.3	6	18.5	12	24.4	20	11.0	9		
	Unsatisfactory	N/A	N/A	5.6	4	1.5	1	2.4	2	6.1	5		

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Table 15d: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055007	Caldwell Middle School												
	Advanced	N/A	N/A	0.0	0	1.9	3	1.4	2	2.0	3		
	Mastery *	N/A	N/A	12.2	17	9.7	15	6.5	9	17.0	25		
	Basic	N/A	N/A	43.9	61	39.6	61	50.7	70	45.6	67		
	Approaching Basic	N/A	N/A	26.6	37	28.6	44	24.6	34	23.8	35		
	Unsatisfactory	N/A	N/A	17.3	24	20.1	31	16.7	23	11.6	17		
055008	Coteau-Bayou Blue Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	9.6	7	21.5	26	11.7	9	14.9	11		
	Basic	N/A	N/A	57.5	42	57.0	69	59.7	46	45.9	34		
	Approaching Basic	N/A	N/A	23.3	17	19.0	23	23.4	18	18.9	14		
	Unsatisfactory	N/A	N/A	9.6	7	2.5	3	5.2	4	20.3	15		
055010	Dularge Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	5.6	3		
	Mastery *	N/A	N/A	4.7	3	8.8	5	7.9	3	20.4	11		
	Basic	N/A	N/A	64.1	41	47.4	27	39.5	15	53.7	29		
	Approaching Basic	N/A	N/A	18.8	12	33.3	19	36.8	14	13.0	7		
	Unsatisfactory	N/A	N/A	12.5	8	10.5	6	15.8	6	7.4	4		
055014	Elysian Fields Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	3.4	3	4.5	4	5.0	4	8.2	8		
	Basic	N/A	N/A	23.9	21	29.5	26	41.3	33	33.7	33		
	Approaching Basic	N/A	N/A	20.5	18	35.2	31	22.5	18	35.7	35		
	Unsatisfactory	N/A	N/A	52.3	46	30.7	27	31.3	25	22.4	22		
055016	Gibson Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	5.3	2	0.0	0	1.9	1	4.2	2		
	Basic	N/A	N/A	28.9	11	57.1	20	44.4	24	47.9	23		
	Approaching Basic	N/A	N/A	31.6	12	25.7	9	27.8	15	25.0	12		
	Unsatisfactory	N/A	N/A	34.2	13	17.1	6	25.9	14	22.9	11		

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		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055022	Legion Park Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.5	1		
	Mastery *	N/A	N/A	1.7	1	2.4	2	1.3	1	7.6	5		
	Basic	N/A	N/A	50.0	30	37.3	31	22.7	17	37.9	25		
	Approaching Basic	N/A	N/A	26.7	16	31.3	26	36.0	27	39.4	26		
	Unsatisfactory	N/A	N/A	21.7	13	28.9	24	40.0	30	13.6	9		
055023	Lisa Park Elementary School												
	Advanced	N/A	N/A	3.6	3	2.4	2	3.7	3	4.2	3		
	Mastery *	N/A	N/A	18.1	15	21.7	18	25.6	21	21.1	15		
	Basic	N/A	N/A	65.1	54	61.4	51	54.9	45	57.7	41		
	Approaching Basic	N/A	N/A	8.4	7	10.8	9	12.2	10	14.1	10		
	Unsatisfactory	N/A	N/A	4.8	4	3.6	3	3.7	3	2.8	2		
055024	East Street School												
	Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Basic	N/A	N/A	~	~	~	~	~	~	33.3	1		
	Approaching Basic	N/A	N/A	~	~	~	~	~	~	33.3	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	33.3	1		
055025	Montegut Elementary School												
	Advanced	N/A	N/A	0.0	0	3.7	2	0.0	0	2.1	1		
	Mastery *	N/A	N/A	3.7	2	5.6	3	2.2	1	14.9	7		
	Basic	N/A	N/A	66.7	36	55.6	30	53.3	24	51.1	24		
	Approaching Basic	N/A	N/A	22.2	12	27.8	15	22.2	10	14.9	7		
	Unsatisfactory	N/A	N/A	7.4	4	7.4	4	22.2	10	17.0	8		
055027	Mulberry Elementary School												
	Advanced	N/A	N/A	2.9	3	2.2	2	2.3	2	3.1	2		
	Mastery *	N/A	N/A	19.4	20	35.9	33	19.3	17	32.8	21		
	Basic	N/A	N/A	64.1	66	45.7	42	64.8	57	53.1	34		
	Approaching Basic	N/A	N/A	8.7	9	14.1	13	10.2	9	6.3	4		
	Unsatisfactory	N/A	N/A	4.9	5	2.2	2	3.4	3	4.7	3		

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Table 15d: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055029	Oakshire Elementary School												
	Advanced	N/A	N/A	0.0	0	1.1	1	1.4	1	1.2	1		
	Mastery *	N/A	N/A	7.8	6	13.6	12	14.9	11	12.2	10		
	Basic	N/A	N/A	46.8	36	47.7	42	55.4	41	65.9	54		
	Approaching Basic	N/A	N/A	31.2	24	29.5	26	27.0	20	18.3	15		
	Unsatisfactory	N/A	N/A	14.3	11	8.0	7	1.4	1	2.4	2		
055030	Pointe-aux-Chenes Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	8.0	2	6.5	2	12.9	4		
	Basic	N/A	N/A	62.5	15	68.0	17	41.9	13	54.8	17		
	Approaching Basic	N/A	N/A	20.8	5	12.0	3	19.4	6	22.6	7		
	Unsatisfactory	N/A	N/A	16.7	4	12.0	3	32.3	10	9.7	3		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	0.0	0	33.3	2	25.0	1	0.0	0		
	Approaching Basic	N/A	N/A	50.0	2	0.0	0	25.0	1	50.0	2		
	Unsatisfactory	N/A	N/A	50.0	2	66.7	4	50.0	2	50.0	2		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	~	~	100.0	1	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	100.0	1	0.0	0		
055035	Southdown Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	2.7	2	1.3	1	1.3	1		
	Basic	N/A	N/A	23.2	13	17.6	13	32.5	26	43.6	34		
	Approaching Basic	N/A	N/A	46.4	26	29.7	22	33.8	27	35.9	28		
	Unsatisfactory	N/A	N/A	30.4	17	50.0	37	32.5	26	19.2	15		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15d: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055038	Upper Little Caillou Elementary School												
	Advanced	N/A	N/A	1.0	1	0.0	0	3.6	3	7.7	8		
	Mastery *	N/A	N/A	13.3	13	19.8	21	13.1	11	19.2	20		
	Basic	N/A	N/A	60.2	59	48.1	51	52.4	44	49.0	51		
	Approaching Basic	N/A	N/A	21.4	21	22.6	24	23.8	20	16.3	17		
	Unsatisfactory	N/A	N/A	4.1	4	9.4	10	7.1	6	7.7	8		
055039	Village East Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	3.9	4	7.1	8	6.7	7	8.5	9		
	Basic	N/A	N/A	41.2	42	50.9	57	45.2	47	50.9	54		
	Approaching Basic	N/A	N/A	28.4	29	25.9	29	31.7	33	29.2	31		
	Unsatisfactory	N/A	N/A	26.5	27	16.1	18	16.3	17	11.3	12		
055044	Grand Caillou Middle School												
	Advanced	N/A	N/A	0.7	1	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	5.0	7	3.4	5	2.8	3	5.8	7		
	Basic	N/A	N/A	39.3	55	56.5	83	36.4	39	47.1	57		
	Approaching Basic	N/A	N/A	32.9	46	21.1	31	32.7	35	38.8	47		
	Unsatisfactory	N/A	N/A	22.1	31	19.0	28	28.0	30	8.3	10		
District													
	Advanced	N/A	N/A	0.6	9	0.9	16	1.1	16	1.9	29		
	Mastery *	N/A	N/A	9.6	145	12.3	208	9.0	134	14.1	214		
	Basic	N/A	N/A	50.2	761	48.1	812	48.7	728	49.1	748		
	Approaching Basic	N/A	N/A	23.1	350	23.6	399	25.0	374	23.5	358		
	Unsatisfactory	N/A	N/A	16.5	250	15.0	253	16.3	243	11.4	173		
State													
	Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650	1.7	1,018		
	Mastery *	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855	11.6	7,102		
	Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539	45.5	27,950		
	Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125	25.0	15,345		
	Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481	16.3	10,006		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15e: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	~	~	~	~	0.0	0	0.0	0	~	~		
	Mastery *	~	~	~	~	0.0	0	0.0	0	~	~		
	Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Unsatisfactory	~	~	~	~	0.0	0	100.0	2	~	~		
055013	Ellender Memorial High School												
	Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	100.0	1	0.0	0		
	Unsatisfactory	~	~	~	~	0.0	0	0.0	0	100.0	1		
055015	Evergreen Junior High School												
	Advanced	0.8	3	0.2	1	0.0	0	0.5	2	1.2	5		
	Mastery *	12.8	51	11.1	50	14.3	58	14.1	57	12.9	55		
	Basic	34.9	139	49.0	221	42.5	172	32.9	133	31.7	135		
	Approaching Basic	35.2	140	31.9	144	32.1	130	42.8	173	39.4	168		
	Unsatisfactory	16.3	65	7.8	35	11.1	45	9.7	39	14.8	63		
055020	Houma Junior High School												
	Advanced	0.8	3	0.5	2	0.5	2	0.8	3	1.5	6		
	Mastery *	12.5	49	13.5	52	14.7	58	13.4	51	15.3	63		
	Basic	40.4	158	42.1	162	38.7	153	30.0	114	42.8	176		
	Approaching Basic	35.0	137	34.0	131	32.9	130	45.0	171	27.7	114		
	Unsatisfactory	11.3	44	9.9	38	13.2	52	10.8	41	12.7	52		
055021	Lacache Middle School												
	Advanced	0.8	1	0.0	0	0.0	0	0.7	1	0.0	0		
	Mastery *	12.0	15	8.5	12	13.3	18	12.5	17	19.5	24		
	Basic	36.0	45	40.1	57	48.9	66	36.8	50	39.8	49		
	Approaching Basic	36.8	46	37.3	53	31.9	43	41.9	57	24.4	30		
	Unsatisfactory	14.4	18	14.1	20	5.9	8	8.1	11	16.3	20		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15e: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	~	~	~	~	~	~	~	~	0.0	0		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	7.7	2		
	Approaching Basic	~	~	~	~	~	~	~	~	34.6	9		
	Unsatisfactory	~	~	~	~	~	~	~	~	57.7	15		
055026	Montegut Middle School												
	Advanced	0.6	1	2.8	4	0.0	0	0.6	1	2.4	4		
	Mastery *	12.3	19	17.4	25	24.4	41	20.6	32	19.3	32		
	Basic	44.2	68	42.4	61	46.4	78	31.6	49	39.8	66		
	Approaching Basic	31.2	48	32.6	47	21.4	36	38.1	59	26.5	44		
	Unsatisfactory	11.7	18	4.9	7	7.7	13	9.0	14	12.0	20		
055028	Oaklawn Junior High School												
	Advanced	0.4	1	0.3	1	0.4	1	1.8	5	1.0	3		
	Mastery *	9.5	27	7.3	22	12.1	34	10.5	30	6.9	21		
	Basic	29.7	84	33.4	101	35.2	99	28.1	80	29.7	90		
	Approaching Basic	38.5	109	40.7	123	35.6	100	45.3	129	42.6	129		
	Unsatisfactory	21.9	62	18.2	55	16.7	47	14.4	41	19.8	60		
055031	Andrew Price TAPPS												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	2.4	1	0.0	0		
	Basic	~	~	~	~	~	~	9.5	4	0.0	0		
	Approaching Basic	~	~	~	~	~	~	40.5	17	37.0	10		
	Unsatisfactory	~	~	~	~	~	~	47.6	20	63.0	17		
055032	School for Exceptional Children/TARC												
	Advanced	~	~	~	~	~	~	~	~	100.0	1		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	0.0	0		
	Approaching Basic	~	~	~	~	~	~	~	~	0.0	0		
	Unsatisfactory	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15e: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055034	South Terrebonne High School												
	Advanced	~	~	~	~	0.0	0	~	~	0.0	0		
	Mastery *	~	~	~	~	0.0	0	~	~	0.0	0		
	Basic	~	~	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	~	~	0.0	0		
	Unsatisfactory	~	~	~	~	0.0	0	~	~	0.0	0		
055044	Grand Caillou Middle School												
	Advanced	1.0	1	0.0	0	0.0	0	0.0	0	1.8	2		
	Mastery *	6.3	6	9.2	11	11.7	13	6.7	7	14.5	16		
	Basic	29.2	28	44.5	53	47.7	53	41.3	43	39.1	43		
	Approaching Basic	44.8	43	40.3	48	30.6	34	43.3	45	31.8	35		
	Unsatisfactory	18.8	18	5.9	7	9.9	11	8.7	9	12.7	14		
055048	Juvenile Detention Center Alternative School												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	23.1	3	7.7	1	0.0	0	18.8	3		
	Approaching Basic	~	~	38.5	5	53.8	7	41.7	5	31.3	5		
	Unsatisfactory	~	~	38.5	5	38.5	5	58.3	7	50.0	8		
District													
	Advanced	0.7	10	0.5	8	0.2	3	0.8	12	1.3	21		
	Mastery *	11.6	167	10.9	172	14.7	222	13.1	194	13.5	211		
	Basic	36.0	519	42.0	661	41.3	625	31.7	469	35.9	560		
	Approaching Basic	36.2	521	35.5	558	31.8	481	43.2	640	34.0	530		
	Unsatisfactory	15.5	223	11.1	174	12.0	181	11.1	165	15.2	237		
State													
	Advanced	1.1	577	1.2	615	0.6	326	1.7	866	1.0	559		
	Mastery *	11.2	6,035	14.1	7,512	13.5	7,138	15.8	8,062	14.3	7,730		
	Basic	31.5	17,005	38.9	20,777	37.6	19,837	32.0	16,373	36.2	19,625		
	Approaching Basic	35.9	19,358	33.1	17,652	34.4	18,133	38.6	19,713	32.0	17,360		
	Unsatisfactory	20.3	10,928	12.8	6,829	13.9	7,314	11.9	6,102	16.5	8,941		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15f: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	~	~	~	~	0.0	0	0.0	0	~	~		
	Mastery *	~	~	~	~	0.0	0	0.0	0	~	~		
	Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	~	~		
	Unsatisfactory	~	~	~	~	0.0	0	100.0	2	~	~		
055013	Ellender Memorial High School												
	Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Basic	~	~	~	~	0.0	0	100.0	1	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Unsatisfactory	~	~	~	~	100.0	1	0.0	0	100.0	1		
055015	Evergreen Junior High School												
	Advanced	2.0	8	1.6	7	2.9	12	1.5	6	2.6	11		
	Mastery *	4.8	19	2.4	11	3.2	13	0.7	3	5.6	24		
	Basic	35.0	139	44.6	201	47.9	195	39.4	159	39.2	167		
	Approaching Basic	21.9	87	24.4	110	22.9	93	33.9	137	23.9	102		
	Unsatisfactory	36.3	144	27.1	122	23.1	94	24.5	99	28.6	122		
055020	Houma Junior High School												
	Advanced	1.5	6	2.6	10	1.3	5	1.1	4	2.7	11		
	Mastery *	3.8	15	3.4	13	5.1	20	3.9	15	4.1	17		
	Basic	33.6	131	41.0	157	44.3	174	39.7	151	48.5	199		
	Approaching Basic	27.2	106	24.0	92	20.9	82	29.5	112	21.5	88		
	Unsatisfactory	33.8	132	29.0	111	28.5	112	25.8	98	23.2	95		
055021	Lacache Middle School												
	Advanced	0.0	0	0.0	0	1.5	2	0.0	0	1.6	2		
	Mastery *	4.0	5	3.5	5	4.4	6	1.5	2	5.7	7		
	Basic	48.8	61	37.3	53	48.1	65	36.8	50	43.1	53		
	Approaching Basic	21.6	27	31.0	44	30.4	41	43.4	59	22.0	27		
	Unsatisfactory	25.6	32	28.2	40	15.6	21	18.4	25	27.6	34		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15f: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	~	~	~	~	~	~	~	~	0.0	0		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	11.5	3		
	Approaching Basic	~	~	~	~	~	~	~	~	11.5	3		
	Unsatisfactory	~	~	~	~	~	~	~	~	76.9	20		
055026	Montegut Middle School												
	Advanced	0.7	1	6.9	10	2.4	4	2.6	4	4.2	7		
	Mastery *	3.3	5	4.9	7	6.0	10	4.5	7	4.8	8		
	Basic	49.0	75	43.8	63	51.2	86	46.1	71	47.0	78		
	Approaching Basic	26.8	41	20.1	29	22.6	38	29.9	46	21.1	35		
	Unsatisfactory	20.3	31	24.3	35	17.9	30	16.9	26	22.9	38		
055028	Oaklawn Junior High School												
	Advanced	0.7	2	1.0	3	2.1	6	0.7	2	1.0	3		
	Mastery *	4.6	13	5.6	17	2.8	8	1.4	4	4.3	13		
	Basic	27.0	76	22.5	68	38.1	107	29.8	85	29.0	88		
	Approaching Basic	21.4	60	25.5	77	27.0	76	31.9	91	25.4	77		
	Unsatisfactory	46.3	130	45.4	137	29.9	84	36.1	103	40.3	122		
055031	Andrew Price TAPPS												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	4.8	2	7.4	2		
	Approaching Basic	~	~	~	~	~	~	21.4	9	14.8	4		
	Unsatisfactory	~	~	~	~	~	~	73.8	31	77.8	21		
055032	School for Exceptional Children/TARC												
	Advanced	~	~	~	~	~	~	~	~	100.0	1		
	Mastery *	~	~	~	~	~	~	~	~	0.0	0		
	Basic	~	~	~	~	~	~	~	~	0.0	0		
	Approaching Basic	~	~	~	~	~	~	~	~	0.0	0		
	Unsatisfactory	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15f: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055034	South Terrebonne High School												
	Advanced	~	~	~	~	0.0	0	~	~	0.0	0		
	Mastery *	~	~	~	~	0.0	0	~	~	0.0	0		
	Basic	~	~	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	~	~	~	~	0.0	0	~	~	0.0	0		
	Unsatisfactory	~	~	~	~	100.0	1	~	~	0.0	0		
055044	Grand Caillou Middle School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	2.7	3		
	Mastery *	4.2	4	3.4	4	2.7	3	0.0	0	6.4	7		
	Basic	35.4	34	42.9	51	36.9	41	37.5	39	29.1	32		
	Approaching Basic	24.0	23	25.2	30	23.4	26	34.6	36	24.5	27		
	Unsatisfactory	36.5	35	28.6	34	36.9	41	27.9	29	37.3	41		
055048	Juvenile Detention Center Alternative School												
	Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	~	~	7.7	1	0.0	0	0.0	0	6.3	1		
	Approaching Basic	~	~	0.0	0	30.8	4	0.0	0	31.3	5		
	Unsatisfactory	~	~	92.3	12	69.2	9	100.0	12	62.5	10		
District													
	Advanced	1.2	17	1.9	30	1.9	29	1.1	16	2.4	38		
	Mastery *	4.3	61	3.6	57	4.0	60	2.1	31	4.9	76		
	Basic	35.7	513	38.0	597	44.2	669	37.6	556	39.9	621		
	Approaching Basic	23.9	343	24.4	383	23.9	362	32.5	481	23.0	358		
	Unsatisfactory	34.9	501	32.1	504	26.0	394	26.7	395	29.8	465		
State													
	Advanced	1.3	713	2.6	1,370	2.6	1,390	1.5	754	3.1	1,657		
	Mastery *	4.4	2,359	4.8	2,575	4.5	2,396	3.5	1,792	5.4	2,941		
	Basic	33.3	17,927	38.8	20,718	43.0	22,717	40.4	20,631	41.0	22,243		
	Approaching Basic	21.3	11,498	21.5	11,478	22.3	11,771	27.9	14,237	21.9	11,847		
	Unsatisfactory	39.7	21,360	32.2	17,193	27.5	14,543	26.8	13,704	28.6	15,516		

~ = Unavailable or insufficient data

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15g: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Mastery *	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Basic	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	100.0	1		
055015	Evergreen Junior High School												
	Advanced	N/A	N/A	0.4	2	0.0	0	0.5	2	0.9	4		
	Mastery *	N/A	N/A	11.8	53	9.6	39	13.9	56	10.1	43		
	Basic	N/A	N/A	35.9	162	42.5	172	39.7	160	34.1	145		
	Approaching Basic	N/A	N/A	33.7	152	29.9	121	29.8	120	34.8	148		
	Unsatisfactory	N/A	N/A	18.2	82	18.0	73	16.1	65	20.0	85		
055020	Houma Junior High School												
	Advanced	N/A	N/A	0.0	0	1.5	6	0.3	1	1.0	4		
	Mastery *	N/A	N/A	15.8	60	15.3	60	15.5	59	15.9	65		
	Basic	N/A	N/A	30.5	116	33.2	130	39.5	150	35.0	143		
	Approaching Basic	N/A	N/A	27.6	105	27.8	109	26.8	102	28.9	118		
	Unsatisfactory	N/A	N/A	26.1	99	22.2	87	17.9	68	19.3	79		
055021	Lacache Middle School												
	Advanced	N/A	N/A	0.7	1	0.7	1	0.0	0	4.1	5		
	Mastery *	N/A	N/A	23.9	34	11.0	15	14.7	20	13.0	16		
	Basic	N/A	N/A	39.4	56	41.9	57	40.4	55	37.4	46		
	Approaching Basic	N/A	N/A	24.6	35	34.6	47	36.8	50	31.7	39		
	Unsatisfactory	N/A	N/A	11.3	16	11.8	16	8.1	11	13.8	17		

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15g: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	~	~	3.8	1		
	Basic	N/A	N/A	~	~	~	~	~	~	7.7	2		
	Approaching Basic	N/A	N/A	~	~	~	~	~	~	11.5	3		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	76.9	20		
055026	Montegut Middle School												
	Advanced	N/A	N/A	2.8	4	3.0	5	1.9	3	0.0	0		
	Mastery *	N/A	N/A	22.9	33	18.5	31	29.2	45	17.4	29		
	Basic	N/A	N/A	40.3	58	42.9	72	38.3	59	39.5	66		
	Approaching Basic	N/A	N/A	22.2	32	27.4	46	21.4	33	27.5	46		
	Unsatisfactory	N/A	N/A	11.8	17	8.3	14	9.1	14	15.6	26		
055028	Oaklawn Junior High School												
	Advanced	N/A	N/A	0.0	0	0.7	2	0.7	2	0.7	2		
	Mastery *	N/A	N/A	11.9	36	10.7	30	13.8	39	7.9	24		
	Basic	N/A	N/A	23.5	71	30.2	85	29.7	84	24.8	75		
	Approaching Basic	N/A	N/A	28.1	85	32.0	90	35.0	99	35.0	106		
	Unsatisfactory	N/A	N/A	36.4	110	26.3	74	20.8	59	31.7	96		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	2.4	1	0.0	0		
	Basic	N/A	N/A	~	~	~	~	11.9	5	0.0	0		
	Approaching Basic	N/A	N/A	~	~	~	~	28.6	12	25.9	7		
	Unsatisfactory	N/A	N/A	~	~	~	~	57.1	24	74.1	20		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Basic	N/A	N/A	~	~	~	~	~	~	100.0	1		
	Approaching Basic	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15g: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055034	South Terrebonne High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	100.0	1		
055044	Grand Caillou Middle School												
	Advanced	N/A	N/A	0.0	0	0.9	1	0.0	0	2.7	3		
	Mastery *	N/A	N/A	8.4	10	8.1	9	12.5	13	8.2	9		
	Basic	N/A	N/A	38.7	46	38.7	43	47.1	49	25.5	28		
	Approaching Basic	N/A	N/A	35.3	42	31.5	35	28.8	30	45.5	50		
	Unsatisfactory	N/A	N/A	17.6	21	20.7	23	11.5	12	18.2	20		
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	11.1	1	9.1	1	0.0	0	13.3	2		
	Approaching Basic	N/A	N/A	0.0	0	27.3	3	9.1	1	46.7	7		
	Unsatisfactory	N/A	N/A	88.9	8	63.6	7	90.9	10	40.0	6		
District													
	Advanced	N/A	N/A	0.4	7	1.0	15	0.5	8	1.2	18		
	Mastery *	N/A	N/A	14.5	226	12.2	184	15.7	232	11.9	186		
	Basic	N/A	N/A	32.7	512	37.3	563	37.8	557	32.4	505		
	Approaching Basic	N/A	N/A	29.0	453	30.0	452	29.5	435	32.9	513		
	Unsatisfactory	N/A	N/A	23.4	366	19.5	294	16.4	242	21.5	335		
State													
	Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568	0.9	479		
	Mastery *	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851	13.4	7,256		
	Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415	33.0	17,846		
	Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742	30.6	16,535		
	Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381	22.2	11,984		

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* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 15h: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Mastery *	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Basic	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Approaching Basic	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	0.0	0	~	~		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	100.0	1		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
055015	Evergreen Junior High School												
	Advanced	N/A	N/A	0.2	1	1.2	5	0.0	0	0.2	1		
	Mastery *	N/A	N/A	10.0	45	11.1	45	6.0	24	6.1	26		
	Basic	N/A	N/A	49.2	222	44.9	182	50.0	201	36.7	156		
	Approaching Basic	N/A	N/A	25.7	116	24.2	98	24.6	99	32.5	138		
	Unsatisfactory	N/A	N/A	14.9	67	18.5	75	19.4	78	24.5	104		
055020	Houma Junior High School												
	Advanced	N/A	N/A	0.3	1	0.5	2	0.5	2	0.2	1		
	Mastery *	N/A	N/A	8.7	33	11.2	44	8.2	31	9.5	39		
	Basic	N/A	N/A	43.8	166	42.3	166	45.0	171	43.0	176		
	Approaching Basic	N/A	N/A	24.5	93	25.3	99	25.0	95	27.9	114		
	Unsatisfactory	N/A	N/A	22.7	86	20.7	81	21.3	81	19.3	79		
055021	Lacache Middle School												
	Advanced	N/A	N/A	0.0	0	1.5	2	0.0	0	0.0	0		
	Mastery *	N/A	N/A	5.6	8	12.5	17	8.8	12	5.7	7		
	Basic	N/A	N/A	50.7	72	40.4	55	39.0	53	40.7	50		
	Approaching Basic	N/A	N/A	20.4	29	31.6	43	32.4	44	25.2	31		
	Unsatisfactory	N/A	N/A	23.2	33	14.0	19	19.9	27	28.5	35		

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Table 15h: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
	Basic	N/A	N/A	~	~	~	~	~	~	7.7	2		
	Approaching Basic	N/A	N/A	~	~	~	~	~	~	7.7	2		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	84.6	22		
055026	Montegut Middle School												
	Advanced	N/A	N/A	3.5	5	0.6	1	0.6	1	0.0	0		
	Mastery *	N/A	N/A	11.8	17	22.0	37	18.8	29	15.6	26		
	Basic	N/A	N/A	50.0	72	47.0	79	48.7	75	40.7	68		
	Approaching Basic	N/A	N/A	20.8	30	18.5	31	18.8	29	25.7	43		
	Unsatisfactory	N/A	N/A	13.9	20	11.9	20	13.0	20	18.0	30		
055028	Oaklawn Junior High School												
	Advanced	N/A	N/A	0.3	1	0.0	0	0.0	0	0.3	1		
	Mastery *	N/A	N/A	6.3	19	7.5	21	8.5	24	4.6	14		
	Basic	N/A	N/A	28.1	85	36.3	102	37.2	105	28.4	86		
	Approaching Basic	N/A	N/A	28.8	87	28.5	80	28.7	81	33.0	100		
	Unsatisfactory	N/A	N/A	36.4	110	27.8	78	25.5	72	33.7	102		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Mastery *	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
	Basic	N/A	N/A	~	~	~	~	12.2	5	3.7	1		
	Approaching Basic	N/A	N/A	~	~	~	~	19.5	8	22.2	6		
	Unsatisfactory	N/A	N/A	~	~	~	~	68.3	28	74.1	20		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	~	~	~	~	~	~	100.0	1		
	Mastery *	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		

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Table 15h: 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	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055034	South Terrebonne High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Mastery *	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	100.0	1		
055044	Grand Caillou Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	10.1	12	7.2	8	1.9	2	7.3	8		
	Basic	N/A	N/A	51.3	61	41.4	46	58.7	61	38.2	42		
	Approaching Basic	N/A	N/A	26.9	32	31.5	35	21.2	22	32.7	36		
	Unsatisfactory	N/A	N/A	11.8	14	19.8	22	18.3	19	21.8	24		
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	12.5	1	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	0.0	0	0.0	0	0.0	0	6.7	1		
	Approaching Basic	N/A	N/A	0.0	0	36.4	4	0.0	0	33.3	5		
	Unsatisfactory	N/A	N/A	87.5	7	63.6	7	100.0	11	60.0	9		
District													
	Advanced	N/A	N/A	0.5	8	0.7	10	0.2	3	0.3	4		
	Mastery *	N/A	N/A	8.6	135	11.4	172	8.3	122	7.7	120		
	Basic	N/A	N/A	43.5	680	42.0	633	45.2	666	37.3	580		
	Approaching Basic	N/A	N/A	25.0	390	25.9	391	25.1	370	30.1	469		
	Unsatisfactory	N/A	N/A	22.3	349	20.0	302	21.1	311	24.7	384		
State													
	Advanced	N/A	N/A	0.6	293	0.9	475	0.8	404	0.4	210		
	Mastery *	N/A	N/A	10.1	5,360	11.9	6,248	9.2	4,682	8.4	4,549		
	Basic	N/A	N/A	40.9	21,809	40.8	21,388	43.9	22,346	39.9	21,571		
	Approaching Basic	N/A	N/A	23.7	12,625	24.0	12,558	24.5	12,468	27.2	14,683		
	Unsatisfactory	N/A	N/A	24.7	13,179	22.4	11,713	21.7	11,040	24.2	13,065		

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* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Criterion-Referenced Test (CRT) – GEE 21 Results

The new high school CRT is the **Graduation Exit Examination for the 21st Century (GEE 21)**, replacing the old GEE, in use for more than a decade. Like the previous GEE, the goal of the GEE 21 is to ensure that students graduate from high school with basic skills knowledge in English, Mathematics, Science, and Social Studies. Furthermore, the GEE 21 is used to measure how well a student has mastered the state content standards. The GEE 21 assesses students' abilities according to the state's more rigorous standards for what students should know and be able to do. The GEE 21 is of the same rigor as the LEAP 21, administered in grades 4 and 8.

The GEE 21 has only four subject area tests: English Language Arts, Mathematics, Science, and Social Studies. Instead of receiving pass or fail designations, students receive an achievement level, ranging from a top level of *Advanced* to a failing level of *Unsatisfactory*.

The first cohort of students to take the GEE 21 were the students who were in the 10th grade in the spring of 2001 (the graduating class of 2003). These students needed to score *Approaching Basic* or above on only the English Language Arts and Mathematics tests to graduate. If they did not achieve *Approaching Basic*, they were allowed four more opportunities to retest during their junior and senior years. The Science and Social Studies tests were administered to first-time eleventh graders beginning in the spring of 2002. All classes beginning with the graduating class of 2004 have to score *Approaching Basic* or above on both the English Language Arts and the Mathematics tests and on either the Science or Social Studies tests to graduate from high school.

Data Presentation

Tables 16a-16d provide the GEE 21 results for first-time GEE 21 test takers. The tables reflect both the number and percent of students at each achievement level in the GEE 21 subject area component. The GEE 21 results are presented in school site code order for each school in the district. Also, comparison data are presented for the district and the state.

Furthermore, the data presented are GEE 21 scores for all students included in the accountability CRT 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 GEE 21 index scores of zero are included in the *Unsatisfactory* achievement level. Zero scores are assigned to students who are not exempt and who did not take the test, and to students with testing irregularities. Second, students from Option I alternative schools are included in the results of their home school. Third, if a school had insufficient data for one grade, the presented results will include scores from the shared grade of another school. Finally, results for students who took the LAA or LAA-B were also included.

Data Source

The GEE 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	N/A	N/A	0.6	2	0.6	2	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	7.4	26	10.7	36	6.9	26		
	Basic	N/A	N/A	N/A	N/A	47.0	164	48.5	164	40.3	152		
	Approaching Basic	N/A	N/A	N/A	N/A	26.6	93	22.8	77	28.4	107		
	Unsatisfactory	N/A	N/A	N/A	N/A	18.3	64	17.5	59	24.4	92		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.4	1	0.4	1		
	Mastery *	N/A	N/A	N/A	N/A	7.3	20	5.6	15	5.5	15		
	Basic	N/A	N/A	N/A	N/A	41.2	113	41.4	111	40.3	110		
	Approaching Basic	N/A	N/A	N/A	N/A	30.3	83	26.9	72	27.8	76		
	Unsatisfactory	N/A	N/A	N/A	N/A	21.2	58	25.7	69	26.0	71		
055015	Evergreen Junior High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	1		
055020	Houma Junior High School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Mastery *	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Approaching Basic	N/A	N/A	N/A	N/A	100.0	1	N/A	N/A	~	~		
	Unsatisfactory	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
055021	Lacache Middle School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.5	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.0	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	5		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055034	South Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	0.4	1	0.8	2	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	10.4	26	9.1	22	7.8	23		
	Basic	N/A	N/A	N/A	N/A	52.2	130	43.4	105	43.3	127		
	Approaching Basic	N/A	N/A	N/A	N/A	18.5	46	30.6	74	32.8	96		
	Unsatisfactory	N/A	N/A	N/A	N/A	18.5	46	16.1	39	16.0	47		
055036	Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.6	2	0.6	2		
	Mastery *	N/A	N/A	N/A	N/A	10.2	31	14.4	48	13.9	46		
	Basic	N/A	N/A	N/A	N/A	48.4	147	40.8	136	40.4	134		
	Approaching Basic	N/A	N/A	N/A	N/A	27.3	83	26.4	88	24.4	81		
	Unsatisfactory	N/A	N/A	N/A	N/A	14.1	43	17.7	59	20.8	69		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16a: Graduation Exit Examination (GEE 21) Results - English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	0.0	0	25.0	1	66.7	2		
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	25.0	1	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	100.0	1	50.0	2	33.3	1		
District													
	Advanced	N/A	N/A	N/A	N/A	0.2	3	0.6	7	0.2	3		
	Mastery *	N/A	N/A	N/A	N/A	8.5	103	10.0	121	8.7	112		
	Basic	N/A	N/A	N/A	N/A	45.6	555	43.2	524	40.9	525		
	Approaching Basic	N/A	N/A	N/A	N/A	26.3	320	26.5	322	28.2	362		
	Unsatisfactory	N/A	N/A	N/A	N/A	19.3	235	19.8	240	21.9	281		
State													
	Advanced	N/A	N/A	N/A	N/A	0.8	345	1.5	647	0.8	346		
	Mastery *	N/A	N/A	N/A	N/A	12.1	5,561	14.5	6,423	10.9	5,033		
	Basic	N/A	N/A	N/A	N/A	42.7	19,622	41.3	18,321	41.0	18,897		
	Approaching Basic	N/A	N/A	N/A	N/A	22.9	10,502	23.0	10,223	24.6	11,314		
	Unsatisfactory	N/A	N/A	N/A	N/A	21.6	9,903	19.8	8,792	22.7	10,450		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	N/A	N/A	4.3	15	7.9	27	5.8	22		
	Mastery *	N/A	N/A	N/A	N/A	16.6	58	13.5	46	18.6	71		
	Basic	N/A	N/A	N/A	N/A	34.7	121	36.8	125	34.4	131		
	Approaching Basic	N/A	N/A	N/A	N/A	16.0	56	18.8	64	16.5	63		
	Unsatisfactory	N/A	N/A	N/A	N/A	28.4	99	22.9	78	24.7	94		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	N/A	N/A	2.9	8	6.0	16	4.4	12		
	Mastery *	N/A	N/A	N/A	N/A	10.9	30	7.1	19	8.0	22		
	Basic	N/A	N/A	N/A	N/A	33.2	91	32.1	86	35.0	96		
	Approaching Basic	N/A	N/A	N/A	N/A	17.2	47	20.1	54	24.1	66		
	Unsatisfactory	N/A	N/A	N/A	N/A	35.8	98	34.7	93	28.5	78		
055015	Evergreen Junior High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1	50.0	1		
055020	Houma Junior High School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Mastery *	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	~	~		
	Unsatisfactory	N/A	N/A	N/A	N/A	100.0	1	N/A	N/A	~	~		
055021	Lacache Middle School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055024	East Street School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33.3	1		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.3	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.6	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57.1	4		
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055034	South Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	1.2	3	8.7	21	3.1	9		
	Mastery *	N/A	N/A	N/A	N/A	10.4	26	7.4	18	15.4	45		
	Basic	N/A	N/A	N/A	N/A	48.6	121	36.4	88	38.7	113		
	Approaching Basic	N/A	N/A	N/A	N/A	14.1	35	21.5	52	16.1	47		
	Unsatisfactory	N/A	N/A	N/A	N/A	25.7	64	26.0	63	26.7	78		
055036	Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	4.6	14	6.0	20	5.7	19		
	Mastery *	N/A	N/A	N/A	N/A	7.9	24	9.9	33	14.1	47		
	Basic	N/A	N/A	N/A	N/A	35.4	108	31.6	105	39.6	132		
	Approaching Basic	N/A	N/A	N/A	N/A	20.7	63	16.0	53	18.9	63		
	Unsatisfactory	N/A	N/A	N/A	N/A	31.5	96	36.4	121	21.6	72		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16b: Graduation Exit Examination (GEE 21) Results - Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	0.0	0	33.3	1	0.0	0		
	Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0	66.7	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	100.0	1	66.7	2	33.3	1		
District													
	Advanced	N/A	N/A	N/A	N/A	3.3	40	6.9	84	4.8	62		
	Mastery *	N/A	N/A	N/A	N/A	11.3	138	9.6	117	14.5	187		
	Basic	N/A	N/A	N/A	N/A	36.3	442	33.6	408	36.6	472		
	Approaching Basic	N/A	N/A	N/A	N/A	16.9	206	18.4	224	18.9	243		
	Unsatisfactory	N/A	N/A	N/A	N/A	32.1	391	31.4	382	25.2	324		
State													
	Advanced	N/A	N/A	N/A	N/A	4.5	2,068	6.9	3,060	7.1	3,284		
	Mastery *	N/A	N/A	N/A	N/A	13.4	6,151	12.6	5,589	15.3	7,038		
	Basic	N/A	N/A	N/A	N/A	32.7	15,001	34.4	15,279	36.3	16,746		
	Approaching Basic	N/A	N/A	N/A	N/A	14.8	6,803	15.5	6,909	16.1	7,431		
	Unsatisfactory	N/A	N/A	N/A	N/A	34.5	15,834	30.6	13,628	25.2	11,603		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16c: Graduation Exit Examination (GEE 21) Results - Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.5	5	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	12.8	42	10.2	34		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	39.6	130	41.6	138		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.6	74	29.8	99		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	23.5	77	18.4	61		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.4	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	12.0	30	7.8	20		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	31.9	80	38.8	100		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.7	67	25.2	65		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	74	27.9	72		
055021	Lacache Middle School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055024	East Street School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	5		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.0	4		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16c: Graduation Exit Examination (GEE 21) Results - Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055034	South Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.9	2	2.3	5		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	19.3	44	11.4	25		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	38.6	88	39.3	86		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.7	45	31.5	69		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	21.5	49	15.5	34		
055036	Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.9	6	0.7	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	10.8	34	10.5	32		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	34.9	110	43.8	134		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.3	83	23.5	72		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	26.0	82	21.6	66		
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	100.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1	0.0	0		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16c: Graduation Exit Examination (GEE 21) Results - Science
Percent and Number of Students by Achievement Levels

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	13	0.7	8		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.0	150	10.0	112		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.5	409	41.1	459		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.1	278	27.4	306		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	26.3	303	20.8	233		
State												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.4	1,055	2.0	823		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.5	5,833	12.9	5,403		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.9	14,188	39.3	16,470		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	9,359	23.7	9,926		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.5	12,746	22.1	9,234		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005	H. L. Bourgeois High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.6	2	0.3	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.2	20	9.3	31		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	43.1	140	43.1	143		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	27.4	89	26.8	89		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	22.8	74	20.5	68		
055013	Ellender Memorial High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.4	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.2	13	5.4	14		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.7	72	38.5	99		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.7	82	28.8	74		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	33.5	84	26.8	69		
055021	Lacache Middle School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055024	East Street School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.0	4		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.0	4		
055031	Andrew Price TAPPS												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055032	School for Exceptional Children/TARC												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0		
055034	South Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.9	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	4.8	11	10.6	23		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	45.0	103	41.3	90		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.8	50	29.4	64		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.4	65	17.9	39		
055036	Terrebonne High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.3	4	1.3	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.6	24	9.8	30		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	43.2	136	43.0	131		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.9	72	23.6	72		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	25.1	79	22.3	68		
055048	Juvenile Detention Center Alternative School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	100.0	1		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1	0.0	0		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

Table 16d: Graduation Exit Examination (GEE 21) Results - Social Studies
Percent and Number of Students by Achievement Levels

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	6	0.7	8		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.9	68	9.0	100		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	39.2	451	41.6	464		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.1	300	26.8	299		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.3	326	21.9	244		
State												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	433	1.7	700		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	8.6	3,709	11.6	4,859		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.5	17,896	44.5	18,629		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.3	9,182	22.3	9,317		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	27.6	11,919	19.9	8,327		

~ = Unavailable or insufficient data

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

* Starting in spring 2003, the *Proficient* achievement level was changed to *Mastery*.

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

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. In 1998, the NRT administered to Louisiana students changed from the *California Achievement Test* to the *Iowa Tests of Basic Skills (ITBS)* and the *Iowa Tests of Educational Development (ITED)*.

The Iowa Tests is 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.

In the spring of 2003, a new form of The Iowa Tests, the Iowa/03, was administered. The majority of the tests that make up the Complete Batteries of the *ITBS* for grades 3, 5, 6, and 7 include Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Social Studies, Science, Maps and Diagrams and Reference Materials. A Mathematics Computation test was administered only at 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, Mathematics Total, Social Studies, Science, and Sources of Information Total.

The *ITED* consists of seven tests: Vocabulary, Reading Comprehension, Correctness and Appropriateness of Expression, Ability to Do Language: Revising Written Materials, Mathematics: Concepts and Problem Solving, Social Studies, Science, and Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests.

In the spring of 2003, approximately 277,500 public school students were given the test. Among them, 218,500 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*. Approximately 50,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*. In addition, 4,300 grade 8 (Option 2 students, or grade 8 repeaters on a high school campus) and 2,400 Options (PreGED/Skills) Program students took the *ITED*.

These tests are administered to all students, except for students whose Individual Education Programs (IEPs) indicate that they have met the participation criteria for alternate assessment (LAA), which began in the 2000-2001 school year, or for LAA-B assessment, which began in the 1999-2000 school year.

Data Presentation

Tables 17a–17e present the 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:

- *Fourth Quartile*—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 percent of students in the national norm group. If 32 of 100 students had percentile ranks in this range, Quartile 4 would read 32 percent.
- *Third Quartile*—the percent of students who scored between the 50th and the 74th national percentiles.

-
- *Second Quartile*—the percent of students who scored between the 25th and 49th national percentiles.
 - *First Quartile*—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.

The user of this report should use caution when comparing spring 2003 The Iowa Tests results with the results of prior years (spring 1999 to spring 2002) for the following reasons: 1) the spring 2003 scores are based on the new form of The Iowa Tests, form Iowa/03, which uses interpolated spring 2000 norms, while prior years' scores are based on the old form of the test, which used interpolated spring 1995 norms, 2) the new and old forms of The Iowa Tests have different test questions, and 3) minor differences, such as changes in time limits and number of questions, have been made to the new form.

Definition

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

Data Source

The Iowa Tests results are based on student-level data provided to the Louisiana Department of Education, Division of Planning, Analysis and Information Resources by Riverside Publishing, the testing contractor for The Iowa Tests.

Table 17a: The Iowa Tests Results¹ - Grade 3

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055001	Acadian Elementary School						
	Fourth Quartile	18.4	18.5	25.8	21.8	23.2	
	Third Quartile	29.8	31.9	36.0	32.2	35.2	
	Second Quartile	34.2	40.3	27.0	35.6	28.9	
	First Quartile	17.5	9.2	11.2	10.3	12.7	
	Percentile Rank	51	54	59	56	58	
055002	Bayou Black Elementary School						
	Fourth Quartile	11.5	40.9	23.8	42.9	32.4	
	Third Quartile	23.1	31.8	47.6	33.3	44.1	
	Second Quartile	46.2	18.2	28.6	19.0	17.6	
	First Quartile	19.2	9.1	0.0	4.8	5.9	
	Percentile Rank	47	65	61	67	67	
055003	Boudreaux Canal/Little Caillou School						
	Fourth Quartile	16.0	5.0	36.7	13.3	34.4	
	Third Quartile	28.0	40.0	23.3	30.0	37.5	
	Second Quartile	36.0	40.0	26.7	43.3	15.6	
	First Quartile	20.0	15.0	13.3	13.3	12.5	
	Percentile Rank	48	46	63	49	62	
055004	Bourg Elementary School						
	Fourth Quartile	12.7	30.0	35.2	35.3	41.8	
	Third Quartile	40.0	28.6	38.9	27.5	38.8	
	Second Quartile	27.3	24.3	24.1	33.3	14.9	
	First Quartile	20.0	17.1	1.9	3.9	4.5	
	Percentile Rank	51	58	69	65	71	
055006	Broadmoor Elementary School						
	Fourth Quartile	33.3	41.5	36.8	21.6	29.3	
	Third Quartile	43.9	20.8	32.4	36.5	43.9	
	Second Quartile	15.2	26.4	26.5	25.7	20.7	
	First Quartile	7.6	11.3	4.4	16.2	6.1	
	Percentile Rank	67	66	66	55	65	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17a: The Iowa Tests Results¹ - Grade 3

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055008	Coteau-Bayou Blue Elementary School						
	Fourth Quartile	11.3	13.7	22.2	17.3	18.4	
	Third Quartile	23.9	28.4	40.7	38.5	33.0	
	Second Quartile	29.6	42.1	24.1	30.8	33.0	
	First Quartile	35.2	15.8	13.0	13.5	15.5	
	Percentile Rank	38	47	57	52	51	
055009	Dularge Elementary School						
	Fourth Quartile	5.4	15.0	8.1	27.7	26.2	
	Third Quartile	30.4	27.5	35.1	23.4	54.1	
	Second Quartile	46.4	40.0	48.6	42.6	14.8	
	First Quartile	17.9	17.5	8.1	6.4	4.9	
	Percentile Rank	42	47	47	57	63	
055016	Gibson Elementary School						
	Fourth Quartile	10.3	5.9	16.2	16.1	22.4	
	Third Quartile	34.5	20.6	29.7	45.2	38.8	
	Second Quartile	34.5	50.0	40.5	29.0	24.5	
	First Quartile	20.7	23.5	13.5	9.7	14.3	
	Percentile Rank	45	36	49	53	56	
055017	Grand Caillou Elementary School						
	Fourth Quartile	9.4	8.7	16.4	12.8	10.1	
	Third Quartile	18.8	21.7	30.1	24.5	32.3	
	Second Quartile	46.2	43.5	34.2	46.8	42.4	
	First Quartile	25.6	26.1	19.2	16.0	15.2	
	Percentile Rank	39	40	49	46	46	
055019	Honduras Elementary School						
	Fourth Quartile	9.7	21.3	9.5	11.1	13.2	
	Third Quartile	12.5	14.9	19.0	24.1	33.8	
	Second Quartile	31.9	38.3	35.7	35.2	36.8	
	First Quartile	45.8	25.5	35.7	29.6	16.2	
	Percentile Rank	30	42	36	44	50	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17a: The Iowa Tests Results¹ - Grade 3*Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055023	Lisa Park Elementary School						
	Fourth Quartile	35.6	35.9	44.1	33.3	47.1	
	Third Quartile	33.9	39.7	35.6	38.6	30.0	
	Second Quartile	28.8	20.5	16.9	26.3	18.6	
	First Quartile	1.7	3.8	3.4	1.8	4.3	
	Percentile Rank	66	69	72	68	73	
055025	Montegut Elementary School						
	Fourth Quartile	15.8	14.3	21.1	22.9	25.5	
	Third Quartile	21.1	16.1	15.8	22.9	44.7	
	Second Quartile	35.1	44.6	44.7	42.9	19.1	
	First Quartile	28.1	25.0	18.4	11.4	10.6	
	Percentile Rank	43	42	49	54	62	
055027	Mulberry Elementary School						
	Fourth Quartile	38.1	42.7	35.2	50.0	57.6	
	Third Quartile	27.8	24.7	40.8	30.4	38.0	
	Second Quartile	18.6	28.1	19.7	17.9	4.3	
	First Quartile	15.5	4.5	4.2	1.8	0.0	
	Percentile Rank	62	68	67	74	82	
055029	Oakshire Elementary School						
	Fourth Quartile	10.6	22.7	24.6	19.7	34.7	
	Third Quartile	37.9	28.8	29.2	40.9	42.9	
	Second Quartile	25.8	30.3	33.8	31.8	16.3	
	First Quartile	25.8	18.2	12.3	7.6	6.1	
	Percentile Rank	44	51	58	55	67	
055030	Pointe-aux-Chenes Elementary School						
	Fourth Quartile	5.3	8.7	6.3	12.5	30.0	
	Third Quartile	26.3	26.1	50.0	29.2	40.0	
	Second Quartile	36.8	52.2	12.5	29.2	20.0	
	First Quartile	31.6	13.0	31.3	29.2	10.0	
	Percentile Rank	38	44	49	45	62	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.² 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 17a: The Iowa Tests Results¹ - Grade 3

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055033	Schriever Elementary School						
	Fourth Quartile	13.5	18.6	25.0	19.0	31.8	
	Third Quartile	24.1	28.0	30.0	34.9	41.1	
	Second Quartile	40.6	39.8	35.0	39.7	25.6	
	First Quartile	21.8	13.6	10.0	6.3	1.6	
	Percentile Rank	46	52	57	57	68	
055035	Southdown Elementary School						
	Fourth Quartile	0.0	6.5	1.8	4.1	6.3	
	Third Quartile	13.2	21.7	20.0	22.4	26.6	
	Second Quartile	45.3	37.0	40.0	44.9	45.3	
	First Quartile	41.5	34.8	38.2	28.6	21.9	
	Percentile Rank	27	37	32	36	44	
055038	Upper Little Caillou Elementary School						
	Fourth Quartile	27.7	23.7	24.6	22.4	31.2	
	Third Quartile	30.1	32.9	32.8	42.4	29.9	
	Second Quartile	28.9	32.9	34.4	31.8	31.2	
	First Quartile	13.3	10.5	8.2	3.5	7.8	
	Percentile Rank	60	55	58	61	61	
055039	Village East Elementary School						
	Fourth Quartile	6.7	13.5	10.2	10.0	15.7	
	Third Quartile	18.9	30.3	30.7	25.6	41.6	
	Second Quartile	34.4	25.8	40.9	40.0	22.5	
	First Quartile	40.0	30.3	18.2	24.4	20.2	
	Percentile Rank	33	43	45	42	53	
055041	West Park Elementary School						
	Fourth Quartile	4.8	6.9	5.8	25.7	17.9	
	Third Quartile	22.6	20.7	19.2	28.6	26.2	
	Second Quartile	41.9	44.8	55.8	34.3	40.5	
	First Quartile	30.6	27.6	19.2	11.4	15.5	
	Percentile Rank	35	38	38	54	49	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17a: The Iowa Tests Results¹ - Grade 3

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	15.9	20.4	22.5	21.0	27.1	
	Third Quartile	26.4	27.1	31.4	31.9	37.1	
	Second Quartile	33.9	35.5	32.7	35.0	25.7	
	First Quartile	23.9	17.0	13.4	12.1	10.2	
	Percentile Rank	46	51	55	55	61	
State							
	Fourth Quartile	16.5	19.1	20.7	20.8	22.8	
	Third Quartile	25.8	25.4	26.1	26.5	31.7	
	Second Quartile	29.1	31.0	30.9	31.7	28.2	
	First Quartile	28.6	24.4	22.2	21.1	17.3	
	Percentile Rank	45	47	50	50	55	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17b: The Iowa Tests Results¹ - Grade 5

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055003	Boudreaux Canal/Little Caillou School						
	Fourth Quartile	9.5	9.1	25.0	5.6	46.2	
	Third Quartile	14.3	36.4	37.5	22.2	26.9	
	Second Quartile	42.9	54.5	37.5	61.1	23.1	
	First Quartile	33.3	0.0	0.0	11.1	3.8	
	Percentile Rank	38	49	61	43	70	
055006	Broadmoor Elementary School						
	Fourth Quartile	23.2	24.2	29.9	31.4	39.8	
	Third Quartile	31.9	33.9	37.3	33.3	33.7	
	Second Quartile	31.9	37.1	23.9	29.4	22.4	
	First Quartile	13.0	4.8	9.0	5.9	4.1	
	Percentile Rank	57	59	62	64	68	
055007	Caldwell Middle School						
	Fourth Quartile	9.2	8.0	20.4	15.2	21.2	
	Third Quartile	22.9	25.7	27.8	22.3	27.3	
	Second Quartile	38.9	44.2	39.8	37.5	42.4	
	First Quartile	29.0	22.1	12.0	25.0	9.1	
	Percentile Rank	40	42	52	44	55	
055008	Coteau-Bayou Blue Elementary School						
	Fourth Quartile	15.2	22.2	20.0	23.7	27.2	
	Third Quartile	33.3	25.9	56.0	34.2	46.9	
	Second Quartile	27.3	42.0	16.0	31.6	17.3	
	First Quartile	24.2	9.9	8.0	10.5	8.6	
	Percentile Rank	48	54	60	55	62	
055010	Dularge Middle School						
	Fourth Quartile	2.2	16.3	17.0	18.9	24.3	
	Third Quartile	33.3	34.7	45.3	54.1	37.8	
	Second Quartile	40.0	38.8	34.0	24.3	29.7	
	First Quartile	24.4	10.2	3.8	2.7	8.1	
	Percentile Rank	40	51	55	58	58	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17b: The Iowa Tests Results¹ - Grade 5

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055014	Elysian Fields Middle School						
	Fourth Quartile	15.2	12.3	11.5	9.0	15.5	
	Third Quartile	20.0	20.1	28.8	26.9	26.0	
	Second Quartile	35.2	37.0	34.5	39.7	35.4	
	First Quartile	29.7	30.5	25.2	24.4	23.2	
	Percentile Rank	42	42	44	43	47	
055018	Greenwood Middle School						
	Fourth Quartile	8.3	12.0	19.5	19.5	21.3	
	Third Quartile	23.3	24.0	19.5	26.8	28.0	
	Second Quartile	46.7	42.0	43.9	39.0	37.3	
	First Quartile	21.7	22.0	17.1	14.6	13.3	
	Percentile Rank	42	44	50	51	54	
055021	Lacache Middle School						
	Fourth Quartile	13.3	20.0	32.0	17.6	20.7	
	Third Quartile	28.9	34.3	41.3	39.2	39.1	
	Second Quartile	35.6	35.7	20.0	43.2	33.7	
	First Quartile	22.2	10.0	6.7	0.0	6.5	
	Percentile Rank	47	56	64	57	59	
055022	Legion Park Middle School						
	Fourth Quartile	8.9	7.1	2.2	2.1	6.3	
	Third Quartile	17.8	16.7	35.6	22.9	17.2	
	Second Quartile	33.3	31.0	42.2	52.1	51.6	
	First Quartile	40.0	45.2	20.0	22.9	25.0	
	Percentile Rank	37	30	42	37	36	
055023	Lisa Park Elementary School						
	Fourth Quartile	32.8	39.0	29.5	39.2	44.7	
	Third Quartile	39.3	28.8	42.6	40.5	34.2	
	Second Quartile	19.7	28.8	23.0	19.0	15.8	
	First Quartile	8.2	3.4	4.9	1.3	5.3	
	Percentile Rank	66	65	63	70	70	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17b: The Iowa Tests Results¹ - Grade 5

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055024	East Street School						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	0.0	
	Second Quartile	~	~	~	~	30.0	
	First Quartile	~	~	~	~	70.0	
	Percentile Rank	~	~	~	~	15	
055026	Montegut Middle School						
	Fourth Quartile	21.2	20.0	18.7	25.4	30.6	
	Third Quartile	25.7	22.6	34.6	29.9	33.6	
	Second Quartile	33.6	40.0	35.5	36.6	25.4	
	First Quartile	19.5	17.4	11.2	8.2	10.4	
	Percentile Rank	50	49	54	57	62	
055027	Mulberry Elementary School						
	Fourth Quartile	43.4	42.2	38.3	44.4	44.6	
	Third Quartile	32.9	33.7	40.7	30.6	37.0	
	Second Quartile	19.7	22.9	16.0	25.0	16.3	
	First Quartile	3.9	1.2	4.9	0.0	2.2	
	Percentile Rank	70	69	70	72	72	
055029	Oakshire Elementary School						
	Fourth Quartile	12.0	19.0	20.3	18.0	25.3	
	Third Quartile	26.7	34.5	42.4	26.2	42.7	
	Second Quartile	36.0	31.0	28.8	47.5	24.0	
	First Quartile	25.3	15.5	8.5	8.2	8.0	
	Percentile Rank	45	52	58	51	63	
055031	Andrew Price TAPPS						
	Fourth Quartile	~	0.0	~	~	~	
	Third Quartile	~	16.7	~	~	~	
	Second Quartile	~	0.0	~	~	~	
	First Quartile	~	83.3	~	~	~	
	Percentile Rank	~	18	~	~	~	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17b: The Iowa Tests Results¹ - Grade 5

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055035	Southdown Elementary School						
	Fourth Quartile	0.0	3.4	0.0	2.5	3.3	
	Third Quartile	25.7	10.3	11.4	20.0	23.3	
	Second Quartile	42.9	41.4	57.1	50.0	41.7	
	First Quartile	31.4	44.8	31.4	27.5	31.7	
	Percentile Rank	36	29	33	35	36	
055039	Village East Elementary School						
	Fourth Quartile	13.0	10.0	11.6	10.8	17.2	
	Third Quartile	28.3	13.0	30.4	27.7	41.4	
	Second Quartile	38.0	34.0	44.9	39.8	31.0	
	First Quartile	20.7	43.0	13.0	21.7	10.3	
	Percentile Rank	44	32	49	44	55	
055044	Grand Caillou Middle School						
	Fourth Quartile	1.1	13.7	12.2	6.7	16.7	
	Third Quartile	26.4	18.6	35.4	30.8	34.5	
	Second Quartile	44.8	42.2	42.7	46.2	36.9	
	First Quartile	27.6	25.5	9.8	16.3	11.9	
	Percentile Rank	38	44	51	44	52	
055048	Juvenile Detention Center Alternative School						
	Fourth Quartile	~	0.0	~	~	~	
	Third Quartile	~	0.0	~	~	~	
	Second Quartile	~	100.0	~	~	~	
	First Quartile	~	0.0	~	~	~	
	Percentile Rank	~	47	~	~	~	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17b: The Iowa Tests Results¹ - Grade 5

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	15.1	17.7	19.5	18.5	24.2	
	Third Quartile	26.8	24.7	35.0	30.1	32.6	
	Second Quartile	35.1	37.0	32.9	37.7	30.7	
	First Quartile	23.0	20.6	12.7	13.7	12.4	
	Percentile Rank	47	48	54	52	57	
State							
	Fourth Quartile	16.2	17.6	20.7	19.4	23.1	
	Third Quartile	23.4	25.5	29.4	28.3	30.9	
	Second Quartile	30.8	31.7	33.6	34.2	32.2	
	First Quartile	29.6	25.2	16.3	18.1	13.7	
	Percentile Rank	44	46	52	51	56	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17c: The Iowa Tests Results¹ - Grade 6

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055003	Boudreaux Canal/Little Caillou School						
	Fourth Quartile	18.2	21.4	10.0	31.3	4.2	
	Third Quartile	36.4	21.4	40.0	37.5	25.0	
	Second Quartile	36.4	50.0	50.0	31.3	66.7	
	First Quartile	9.1	7.1	0.0	0.0	4.2	
	Percentile Rank	53	57	51	66	46	
055006	Broadmoor Elementary School						
	Fourth Quartile	45.8	35.8	33.9	40.3	29.7	
	Third Quartile	40.7	29.9	41.9	38.7	31.3	
	Second Quartile	11.9	32.8	22.6	12.9	26.6	
	First Quartile	1.7	1.5	1.6	8.1	12.5	
	Percentile Rank	73	64	66	68	60	
055007	Caldwell Middle School						
	Fourth Quartile	11.2	10.6	9.2	22.3	12.8	
	Third Quartile	37.1	29.2	30.0	23.2	21.5	
	Second Quartile	31.0	42.5	44.2	42.9	40.9	
	First Quartile	20.7	17.7	16.7	11.6	24.8	
	Percentile Rank	47	46	45	52	43	
055008	Coteau-Bayou Blue Elementary School						
	Fourth Quartile	24.2	18.2	22.8	21.7	17.6	
	Third Quartile	30.6	39.4	31.6	45.7	30.6	
	Second Quartile	37.1	33.3	36.7	28.3	40.7	
	First Quartile	8.1	9.1	8.9	4.3	11.1	
	Percentile Rank	58	54	58	61	51	
055010	Dularge Middle School						
	Fourth Quartile	18.0	4.4	25.5	16.7	26.5	
	Third Quartile	26.0	31.1	31.9	50.0	38.8	
	Second Quartile	48.0	51.1	29.8	27.1	32.7	
	First Quartile	8.0	13.3	12.8	6.3	2.0	
	Percentile Rank	52	44	55	58	61	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17c: The Iowa Tests Results¹ - Grade 6

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055014	Elysian Fields Middle School						
	Fourth Quartile	12.4	12.0	11.7	13.0	8.5	
	Third Quartile	26.0	27.3	29.7	28.8	18.9	
	Second Quartile	39.6	40.7	40.0	38.4	35.3	
	First Quartile	21.9	20.0	18.6	19.9	37.3	
	Percentile Rank	45	46	47	47	36	
055018	Greenwood Middle School						
	Fourth Quartile	12.7	14.3	12.8	22.5	16.1	
	Third Quartile	30.9	32.1	23.4	27.5	37.5	
	Second Quartile	43.6	32.1	44.7	40.0	30.4	
	First Quartile	12.7	21.4	19.1	10.0	16.1	
	Percentile Rank	50	48	44	52	53	
055021	Lacache Middle School						
	Fourth Quartile	17.1	20.0	22.8	42.3	9.6	
	Third Quartile	31.6	30.0	34.2	31.0	34.0	
	Second Quartile	36.8	34.4	35.4	21.1	39.4	
	First Quartile	14.5	15.6	7.6	5.6	17.0	
	Percentile Rank	51	52	57	69	47	
055022	Legion Park Middle School						
	Fourth Quartile	0.0	9.5	0.0	7.5	5.0	
	Third Quartile	21.3	28.6	17.5	27.5	21.7	
	Second Quartile	38.3	40.5	35.0	52.5	41.7	
	First Quartile	40.4	21.4	47.5	12.5	31.7	
	Percentile Rank	32	42	31	43	37	
055023	Lisa Park Elementary School						
	Fourth Quartile	35.7	40.0	41.4	34.5	26.3	
	Third Quartile	45.7	32.0	29.3	32.8	43.4	
	Second Quartile	17.1	26.0	29.3	27.6	23.2	
	First Quartile	1.4	2.0	0.0	5.2	7.1	
	Percentile Rank	70	69	71	66	62	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17c: The Iowa Tests Results¹ - Grade 6

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055026	Montegut Middle School						
	Fourth Quartile	13.0	21.3	22.5	20.5	14.8	
	Third Quartile	33.3	29.5	26.7	34.4	27.8	
	Second Quartile	31.7	32.0	36.7	33.6	40.2	
	First Quartile	22.0	17.2	14.2	11.5	17.2	
	Percentile Rank	48	51	53	55	49	
055027	Mulberry Elementary School						
	Fourth Quartile	36.4	48.6	42.7	59.8	40.0	
	Third Quartile	36.4	33.8	36.6	26.8	38.8	
	Second Quartile	23.4	16.2	20.7	11.0	17.6	
	First Quartile	3.9	1.4	0.0	2.4	3.5	
	Percentile Rank	67	74	71	76	72	
055029	Oakshire Elementary School						
	Fourth Quartile	20.4	17.9	25.9	25.8	17.5	
	Third Quartile	35.2	39.7	40.7	41.9	37.5	
	Second Quartile	38.9	32.1	31.5	25.8	35.0	
	First Quartile	5.6	10.3	1.9	6.5	10.0	
	Percentile Rank	56	57	63	63	54	
055031	Andrew Price TAPPS						
	Fourth Quartile	0.0	0.0	~	0.0	0.0	
	Third Quartile	33.3	0.0	~	16.7	10.0	
	Second Quartile	66.7	75.0	~	33.3	40.0	
	First Quartile	0.0	25.0	~	50.0	50.0	
	Percentile Rank	43	28	~	22	21	
055035	Southdown Elementary School						
	Fourth Quartile	2.7	2.8	4.7	0.0	7.4	
	Third Quartile	10.8	25.0	11.6	15.0	20.4	
	Second Quartile	48.6	47.2	41.9	67.5	44.4	
	First Quartile	37.8	25.0	41.9	17.5	27.8	
	Percentile Rank	33	37	32	35	38	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17c: The Iowa Tests Results¹ - Grade 6

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055039	Village East Elementary School						
	Fourth Quartile	8.0	14.1	13.5	18.6	9.6	
	Third Quartile	34.1	30.8	25.0	30.0	18.3	
	Second Quartile	37.5	39.7	39.4	40.0	46.1	
	First Quartile	20.5	15.4	22.1	11.4	26.1	
	Percentile Rank	45	50	44	52	39	
055044	Grand Caillou Middle School						
	Fourth Quartile	6.3	3.5	11.5	9.4	3.5	
	Third Quartile	18.9	31.4	19.8	30.2	19.7	
	Second Quartile	44.2	47.7	45.8	44.8	37.3	
	First Quartile	30.5	17.4	22.9	15.6	39.4	
	Percentile Rank	38	43	42	46	33	
055048	Juvenile Detention Center Alternative School						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	16.7	~	~	~	
	Second Quartile	0.0	0.0	~	~	~	
	First Quartile	100.0	83.3	~	~	~	
	Percentile Rank	14	18	~	~	~	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17c: The Iowa Tests Results¹ - Grade 6

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	16.9	18.0	19.3	23.6	14.6	
	Third Quartile	31.2	30.8	29.1	31.4	27.4	
	Second Quartile	34.9	36.5	36.7	33.7	36.6	
	First Quartile	17.0	14.6	14.9	11.3	21.4	
	Percentile Rank	51	52	52	56	47	
State							
	Fourth Quartile	15.9	18.3	18.7	20.0	14.9	
	Third Quartile	24.6	24.8	25.8	27.7	23.9	
	Second Quartile	31.4	32.3	32.9	33.6	32.6	
	First Quartile	28.1	24.7	22.6	18.7	28.6	
	Percentile Rank	45	47	48	51	44	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17d: The Iowa Tests Results¹ - Grade 7

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055007	Caldwell Middle School						
	Fourth Quartile	11.6	17.9	13.7	11.8	25.8	
	Third Quartile	34.8	31.1	37.3	33.3	25.8	
	Second Quartile	34.8	33.0	28.4	41.2	40.3	
	First Quartile	18.8	17.9	20.6	13.7	8.1	
	Percentile Rank	47	50	49	50	57	
055010	Dularge Middle School						
	Fourth Quartile	25.6	22.7	9.3	24.4	22.2	
	Third Quartile	34.9	34.1	39.5	39.0	48.9	
	Second Quartile	32.6	38.6	37.2	19.5	22.2	
	First Quartile	7.0	4.5	14.0	17.1	6.7	
	Percentile Rank	59	54	48	57	61	
055015	Evergreen Junior High School						
	Fourth Quartile	17.8	22.7	19.1	23.9	20.3	
	Third Quartile	28.6	34.4	25.7	25.8	28.4	
	Second Quartile	32.9	27.0	37.2	27.0	31.1	
	First Quartile	20.7	16.0	18.0	23.3	20.3	
	Percentile Rank	50	55	50	51	51	
055018	Greenwood Middle School						
	Fourth Quartile	18.7	11.1	17.3	19.0	15.6	
	Third Quartile	36.0	42.6	40.4	42.9	32.8	
	Second Quartile	33.3	31.5	30.8	28.6	39.1	
	First Quartile	12.0	14.8	11.5	9.5	12.5	
	Percentile Rank	54	54	55	54	52	
055020	Houma Junior High School						
	Fourth Quartile	24.0	19.0	19.1	19.1	23.8	
	Third Quartile	25.7	24.7	28.9	32.6	25.6	
	Second Quartile	28.6	34.8	26.6	25.3	28.6	
	First Quartile	21.7	21.5	25.4	23.0	22.0	
	Percentile Rank	52	49	47	50	51	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17d: The Iowa Tests Results¹ - Grade 7

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055021	Lacache Middle School						
	Fourth Quartile	9.1	20.7	20.4	15.5	28.7	
	Third Quartile	26.4	27.0	23.7	40.5	29.6	
	Second Quartile	46.4	40.5	37.6	33.3	31.3	
	First Quartile	18.2	11.7	18.3	10.7	10.4	
	Percentile Rank	45	52	50	54	59	
055022	Legion Park Middle School						
	Fourth Quartile	4.9	12.5	14.3	2.9	8.8	
	Third Quartile	14.6	12.5	25.0	20.0	44.1	
	Second Quartile	34.1	46.9	35.7	40.0	29.4	
	First Quartile	46.3	28.1	25.0	37.1	17.6	
	Percentile Rank	32	39	43	34	47	
055023	Lisa Park Elementary School						
	Fourth Quartile	48.3	48.3	46.0	47.1	38.3	
	Third Quartile	36.7	41.4	30.0	35.3	31.7	
	Second Quartile	13.3	10.3	16.0	17.6	28.3	
	First Quartile	1.7	0.0	8.0	0.0	1.7	
	Percentile Rank	72	78	70	74	65	
055024	East Street School						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	5.0	
	Second Quartile	~	~	~	~	20.0	
	First Quartile	~	~	~	~	75.0	
	Percentile Rank	~	~	~	~	16	
055026	Montegut Middle School						
	Fourth Quartile	18.6	19.7	17.3	26.5	17.1	
	Third Quartile	24.6	31.4	25.2	28.0	27.9	
	Second Quartile	41.5	35.0	28.8	34.8	30.7	
	First Quartile	15.3	13.9	28.8	10.6	24.3	
	Percentile Rank	52	52	45	55	47	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17d: The Iowa Tests Results¹ - Grade 7

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055028	Oaklawn Junior High School						
	Fourth Quartile	9.1	11.0	16.9	11.7	15.0	
	Third Quartile	14.9	29.1	20.6	21.1	23.1	
	Second Quartile	32.7	31.5	34.3	32.8	33.3	
	First Quartile	43.3	28.3	28.2	34.3	28.6	
	Percentile Rank	34	44	44	40	43	
055031	Andrew Price TAPPS						
	Fourth Quartile	~	~	~	0.0	0.0	
	Third Quartile	~	~	~	12.0	9.5	
	Second Quartile	~	~	~	24.0	38.1	
	First Quartile	~	~	~	64.0	52.4	
	Percentile Rank	~	~	~	21	19	
055044	Grand Caillou Middle School						
	Fourth Quartile	7.3	12.8	9.0	15.1	16.8	
	Third Quartile	25.0	23.9	41.6	29.0	37.9	
	Second Quartile	46.0	40.4	31.5	44.1	35.8	
	First Quartile	21.8	22.9	18.0	11.8	9.5	
	Percentile Rank	42	45	48	51	54	
055048	Juvenile Detention Center Alternative School						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	0.0	~	~	~	
	Second Quartile	20.0	50.0	~	~	~	
	First Quartile	80.0	50.0	~	~	~	
	Percentile Rank	16	17	~	~	~	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17d: The Iowa Tests Results¹ - Grade 7

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	15.8	18.1	17.8	18.1	20.1	
	Third Quartile	25.6	29.4	28.1	28.7	28.1	
	Second Quartile	34.6	33.0	31.7	31.6	32.0	
	First Quartile	23.9	19.5	22.5	21.6	19.8	
	Percentile Rank	46	50	48	49	50	
State							
	Fourth Quartile	15.2	17.0	18.0	17.9	18.7	
	Third Quartile	24.1	26.1	25.6	26.6	24.3	
	Second Quartile	31.4	30.0	30.3	30.1	33.1	
	First Quartile	29.4	26.8	26.1	25.5	23.9	
	Percentile Rank	44	46	47	47	48	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17e: The Iowa Tests Results¹ - Grade 9

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055005	H. L. Bourgeois High School						
	Fourth Quartile	0.0	0.0	0.0	1.6	17.5	
	Third Quartile	8.7	6.1	20.0	9.7	29.2	
	Second Quartile	47.8	33.3	33.3	37.1	37.3	
	First Quartile	43.5	60.6	46.7	51.6	16.0	
	Percentile Rank	27	19	29	26	49	
055013	Ellender Memorial High School						
	Fourth Quartile	7.4	10.5	10.3	8.6	10.9	
	Third Quartile	18.2	26.2	27.6	27.6	30.2	
	Second Quartile	37.2	33.2	36.0	42.8	37.5	
	First Quartile	37.2	30.1	26.1	21.0	21.5	
	Percentile Rank	34	42	43	43	46	
055015	Evergreen Junior High School						
	Fourth Quartile	13.4	16.5	20.3	22.8	17.5	
	Third Quartile	29.5	32.3	35.8	34.3	29.2	
	Second Quartile	34.6	30.6	31.6	30.6	37.3	
	First Quartile	22.6	20.6	12.3	12.3	16.0	
	Percentile Rank	46	49	54	55	49	
055020	Houma Junior High School						
	Fourth Quartile	22.8	19.2	24.6	22.9	19.3	
	Third Quartile	25.8	27.2	28.8	33.6	30.4	
	Second Quartile	30.9	31.1	28.5	32.5	34.8	
	First Quartile	20.5	22.5	18.1	11.1	15.5	
	Percentile Rank	50	48	53	56	51	
055024	East Street School						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	0.0	
	Second Quartile	~	~	~	~	20.8	
	First Quartile	~	~	~	~	79.2	
	Percentile Rank	~	~	~	~	15	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17e: The Iowa Tests Results¹ - Grade 9

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055031	Andrew Price TAPPS						
	Fourth Quartile	~	~	~	~	9.5	
	Third Quartile	~	~	~	~	14.3	
	Second Quartile	~	~	~	~	23.8	
	First Quartile	~	~	~	~	52.4	
	Percentile Rank	~	~	~	~	28	
055034	South Terrebonne High School						
	Fourth Quartile	18.9	15.2	15.6	15.5	16.2	
	Third Quartile	23.6	29.3	24.7	29.2	26.6	
	Second Quartile	27.8	35.5	39.8	37.9	34.7	
	First Quartile	29.7	19.9	19.9	17.3	22.4	
	Percentile Rank	43	46	48	48	46	
055036	Terrebonne High School						
	Fourth Quartile	0.0	0.0	0.0	~	19.3	
	Third Quartile	0.0	0.0	9.5	~	30.4	
	Second Quartile	25.0	33.3	42.9	~	34.8	
	First Quartile	75.0	66.7	47.6	~	15.5	
	Percentile Rank	16	19	24	~	51	
055048	Juvenile Detention Center Alternative School						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	0.0	~	~	~	
	Second Quartile	16.7	50.0	~	~	~	
	First Quartile	83.3	50.0	~	~	~	
	Percentile Rank	11	27	~	~	~	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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 17e: The Iowa Tests Results¹ - Grade 9

Percent of Students by National Quartiles² and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	14.8	14.6	16.7	16.1	15.7	
	Third Quartile	23.0	27.4	28.3	28.9	28.2	
	Second Quartile	32.2	32.3	33.1	35.0	35.5	
	First Quartile	30.0	25.6	21.8	20.0	20.7	
	Percentile Rank	42	45	48	48	47	
State							
	Fourth Quartile	16.5	17.3	20.1	18.7	18.4	
	Third Quartile	24.8	26.2	29.1	27.7	25.4	
	Second Quartile	29.5	29.4	30.5	31.0	31.1	
	First Quartile	29.2	27.1	20.2	22.6	25.1	
	Percentile Rank	44	46	50	48	47	
Nation							
	Fourth Quartile	25.0	25.0	25.0	25.0	25.0	
	Third Quartile	25.0	25.0	25.0	25.0	25.0	
	Second Quartile	25.0	25.0	25.0	25.0	25.0	
	First Quartile	25.0	25.0	25.0	25.0	25.0	
	Percentile Rank	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

¹ Please use caution when comparing the spring of 2003 The Iowa Test Results with the results from prior years because a new form of the test was used in the spring of 2003.

² 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

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

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

Method of Calculation

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

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

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

Data Source

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

References

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

Table 18: American College Test (ACT) Results
*Average Composite Scores**

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
055005 H. L. Bourgeois High School	18.9	19.4	18.9	18.7	19.5	
055013 Ellender Memorial High School	18.4	19.0	17.6	17.7	18.0	
055034 South Terrebonne High School	19.1	19.5	19.4	20.0	19.6	
055036 Terrebonne High School	18.7	18.9	18.9	19.8	19.0	
District (Public)	18.7	19.2	18.7	19.1	19.0	
State (Public and Nonpublic)	19.6	19.6	19.6	19.6	19.6	
Nation (Public and Nonpublic)	21.0	21.0	21.0	20.8	20.8	

~ = Unavailable or insufficient data

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

First-Time College Freshmen Performance

Information about the number of Louisiana public school students who enrolled as first-time freshmen (FTF) in this state's colleges and universities has been collected since 1987. The 1993 Louisiana Legislature believed that the FTF data made an important statement about the quality of secondary schooling. The 1993 Legislature mandated that the FTF information be incorporated into the *Progress Profile School Report Cards* so that information might be more widely accessible to parents.

Since FTF data are provided for only public schools that have grade 12 diploma graduates and such schools may not have received Accountability Reports prior to 2001, other First Time Freshmen reports have been prepared for the high schools. In addition, FTF information is included in DCRs when it is available.

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

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

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

Data Presentation

Table 19 presents the number and/or percent of students who (1) were diploma graduates from the district's public schools that had grade 12 and (2) enrolled as full-time, first-time freshmen during the following fall semester at any of Louisiana's two- or four-year public and private colleges/universities. Thus, these FTF are recent graduates who made an immediate transition to a college or university. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one developmental course during their first regular semester of college study. Comparison data are also presented at the district and state levels.

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

Definitions

- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.
- *First-Time college freshman*—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

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

Method of Calculation

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

Data Source

The first-time college freshmen indicator is based on data submitted to the Louisiana Department of Education by Louisiana public and private colleges or universities. The number of high school graduates is drawn from the Student Information System (SIS).

References

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

Formulas Used to Calculate First-Time College Freshmen Percentages

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

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

Table 19
First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055005 H. L. Bourgeois High School												
Number of High School Graduates ¹		291		264		307		299		277		
HS Graduates Who Were First-Time College Freshmen	37.1	108	36.4	96	36.2	111	39.1	117	39.7	110		
First-Time Freshmen Enrolled in College Developmental Courses	44.4	48	43.8	42	41.4	46	36.8	43	43.6	48		
055013 Ellender Memorial High School												
Number of High School Graduates ¹		256		233		225		239		208		
HS Graduates Who Were First-Time College Freshmen	34.8	89	33.1	77	28.4	64	22.6	54	31.7	66		
First-Time Freshmen Enrolled in College Developmental Courses	44.9	40	44.2	34	46.9	30	53.7	29	47.0	31		
055031 Andrew Price TAPPS												
Number of High School Graduates ¹		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
055032 School for Exceptional Children/TARC												
Number of High School Graduates ¹		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
055034 South Terrebonne High School												
Number of High School Graduates ¹		222		227		240		237		223		
HS Graduates Who Were First-Time College Freshmen	36.0	80	35.2	80	33.8	81	32.5	77	30.9	69		
First-Time Freshmen Enrolled in College Developmental Courses	42.5	34	46.3	37	37.0	30	39.0	30	34.8	24		
055036 Terrebonne High School												
Number of High School Graduates ¹		270		289		306		300		278		
HS Graduates Who Were First-Time College Freshmen	41.5	112	47.4	137	37.9	116	37.0	111	40.6	113		
First-Time Freshmen Enrolled in College Developmental Courses	48.2	54	48.9	67	53.5	62	36.9	41	40.7	46		
055040 Vocational Technical High/TVRC												
Number of High School Graduates ¹		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
055048 Juvenile Detention Center Alternative School												
Number of High School Graduates ¹		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

¹ Represents diploma graduates from the previous school year.

Table 19
First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Public)												
Number of High School Graduates ¹		1,058		1,052		1,083		1,102		1,007		
HS Graduates Who Were First-Time College Freshmen	36.8	389	37.3	392	34.4	373	32.7	360	35.6	358		
First-Time Freshmen Enrolled in College Developmental Courses	45.2	176	45.9	180	45.3	169	40.0	144	41.6	149		
State (Public)												
Number of High School Graduates ¹		38,360		38,038		38,959		38,314		37,905		
HS Graduates Who Were First-Time College Freshmen	42.7	16,382	42.2	16,055	40.7	15,867	39.9	15,299	42.01	15,925		
First-Time Freshmen Enrolled in College Developmental Courses	45.6	7,472	41.7	6,691	40.6	6,437	38.6	5,900	39.52	6,293		

~ = Unavailable or insufficient data

¹ Represents diploma graduates from the previous school year.

Glossary

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

- *Advanced*—A student at this level has demonstrated superior performance beyond the mastery level.
- *Mastery (formerly named Proficient)*—A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
- *Basic*—A student at this level demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
- *Approaching Basic*—A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
- *Unsatisfactory*—A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Adequate Yearly Progress (AYP)—the minimum level of achievement or improvement that a school must achieve within a set time frame. The No Child Left Behind Act of 2001 requires that every state form its own definition of AYP. Louisiana evaluates whether schools make AYP for two components:

- *SPS Component*—To make AYP a school must have a Growth SPS of 45 or above; and
- *Subgroup Component*—To make AYP a school must meet requirements in test participation, academic performance, and the additional academic indicator (attendance rate or non-dropout rate) for all required subgroups.

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

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

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

skills. These students are working toward a Certificate of Achievement.

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

Baseline School Performance Score (SPS)—the SPS used to determine the school's Growth Target and Performance Label. It will be compared against the future Growth SPS to determine if adequate growth is achieved.

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.

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

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

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

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

programs that contain a State-approved education component, or participating in school-authorized field trips.” (Bulletin 741)

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

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

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

District Performance Score (DPS)—a roll-up of the student-level School Performance Score (SPS) data in the district for one year.

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

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

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

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

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

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

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—the descriptive label that describes the level of growth achieved by a school and is based on the school's success in attaining its Growth Target. Growth Labels are as follows:

- *Exemplary Academic Growth* (a school exceeding its Growth Target by 5 points or more);
- *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);
- *No Growth* (a school the declines from zero to minus (-) 5.0 points);
- *School In Decline* (a school that declines more than minus (-) 5.0 points); and
- *No Label Assigned* (a school with either a Growth or new Baseline SPS of 100.0 or more that did not achieve its Growth Target).

Growth School Performance Score (SPS)—is calculated at the end of a cycle and compared to the Baseline SPS to determine if a school has achieved its Growth Target for that cycle.

Growth Target— the amount of progress a school must make to remain on target for reaching the state's goal. It is calculated by subtracting the Baseline SPS from the state goal and dividing by the number of years (or cycles prior to 2002-2003) remaining to attain the state goal.

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.

highly qualified teachers—certified teachers who meet the following criteria:

- Hold an A, B, C, L1, L2, or L3 certificate as well as those who hold out-of-state and Practitioner's Licenses (PL);
- Teach a core course (English Language Arts, Mathematics, Science, and Social Studies, Foreign Language, or the Arts) in grades 1-12; and
- Their area of certification matches each core academic course they teach in addition to having demonstrated competency in teaching each course.

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

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

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

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

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.

Option 2 students— 8th grade students who passed at the Approaching Basic or above achievement level on either the English Language Arts or Mathematics component of LEAP 21 and participated in both the summer remediation program offered by the LEA and the summer testing. Students in Option 2 participate in a transitional program on the high school campus. They retake the 8th-grade component of LEAP 21 previously failed and all parts of The Iowa Tests at the 9th-grade level.

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

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

paired/shared status— whether the school was paired with another school or shared data with another school in the calculation of its School Performance Score.

Performance Label— the descriptive label that describes a school's level of performance based on its SPS. The Performance Labels are as follows:

- *Five Stars* (SPS 140.0 or higher);
- *Four Stars* (SPS 120.0 – 139.9);
- *Three Stars* (SPS 100.0 – 119.9);
- *Two Stars* (SPS 80.0 – 99.9);
- *One Star* (SPS 60.0 – 79.9);
- *Academic Warning* (SPS 45.0 – 59.9); and
- *Academically Unacceptable* (SPS of below 45.0).

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

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

reward eligibility— whether a school received a monetary reward by earning either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label and by showing growth for its high poverty and students with disabilities subgroups.

school—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is non-graded; 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 Improvement status— the level of School Improvement (if any) that the school is currently placed in.

School Performance Score (SPS)—the primary measure of a school's overall performance.

school type—the classification of schools into one of the four categories of schools (*elementary, middle/junior high, high, or combination schools*). This school type designation may differ from the three accountability school types (elementary/middle/junior high, high, and combination).