



2003-2004 *School Report Card* for Principals

Southeastern LA University Lab School

Hammond, Louisiana
 (985)549-2185
 Grade Range: K-8
 State School Code: 053027
 District: Tangipahoa Parish

For more information, please call the Louisiana Department of Education toll-free at 1-877-453-2721 or visit the website at www.louisianaschools.net.

Released January 2005

- This report contains detailed results of the Louisiana School Accountability System for your school.
- Your school receives a **School Performance Score (SPS)** every year which shows how well it is performing.
- The state's 2014 goal for all schools is for them to have an SPS of 120.
- Beginning in the 2002-2003 school year, the two-year cycle was replaced by a one-year cycle.
- For a given school year (2003-2004), the current year test data (2003-2004) and the prior year attendance and dropout data (2002-2003) were used.

Your School's Performance History

How Much Has Your School Improved?				
	Previous Baseline SPS 2001-02 & 2002-03	New Growth SPS 2003-04	SPS Goal	Growth Target
Your School	127.3	128.3	129.3	2.0
State	80.5	84.1		

Your School Must Continue to Grow and Raise Student Performance

How Much Growth is Needed Next Year?			
	New Baseline SPS 2002-03 & 2003-04	New SPS Goal	New Growth Target
Your School	128.8	130.8	2.0
State	82.9		

Your School's 2003-2004 Accountability Status

What Are Your School's Current Accountability Results?	
Growth Label:	No Label Assigned
Performance Label:	Four Stars
Adequate Yearly Progress (AYP) Status:	
- Made AYP for SPS Component	Yes
- Made AYP for Subgroup Component (2003-2004)	Yes
- Failed to make AYP in same subject (2 consecutive years)	No
School Improvement (SI) Status:	Not in SI
Reward Eligibility Status:	No

Major Accountability Changes for This Year:

School Performance Scores (SPS)

- A two-year Baseline SPS is now compared to a one-year Growth SPS to determine if a school's Growth Target has been achieved.
- The students formerly designated to take LAA-B in 2002-2003 were included in all School Performance Scores presented in this report. In 2002-2003, these students were counted as zeroes. In 2003-2004, LAA-B was discontinued and the regular assessment test scores were used.

Growth and Rewards

- Growth Labels have new definitions. See the *Definitions* section at the end of this report.
- Reward eligibility is solely based on the assigned Growth Label (Subgroup growth is now evaluated as part of the Growth Label determination).
- Schools that do not achieve their Growth Targets must have a New Baseline SPS of 120.0 or above (as opposed to 100.0 or above last year) to avoid negative Growth Labels and to avoid entering School Improvement.

School Improvement (SI)

- Schools in SI 1 are no longer required by the state to have District Assistance Teams (DAT). This year schools in SI 1 should submit their School Improvement Plans to their districts.
- Schools that fail to make Adequate Yearly Progress (AYP) for their Subgroup Component in the same subject (English Language Arts (ELA), Mathematics, or All Students Additional Academic Indicator) for two consecutive years are in SI 2.

For more information, please see the Accountability Update presentation and *Bulletin 111: Louisiana School, District, and State Accountability Policy* on the red Accountability tab at www.louisianaschools.net.

Calculation of Both School Performance Scores Using the Index Scores

- Your School Performance Scores are calculated using your school's index scores and their corresponding weights for the four SPS indicators.
- These tables show your index scores and their weights for the Growth SPS and Baseline SPS, as well as the formula used to calculate these School Performance Scores.

2003-2004 Growth SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
LEAP 21/GEE 21	119.5	60.0%	71.7
Iowa Tests	134.3	30.0%	40.3
Attendance	125.0	5.0%	6.3
Dropout	200.0	5.0%	10.0
Your Growth SPS			128.3

2003-2004 Baseline SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
LEAP 21/GEE 21	118.5	60.0%	71.1
Iowa Tests	141.0	30.0%	42.3
Attendance	129.2	5.0%	6.5
Dropout	177.1	5.0%	8.9
Your Baseline SPS			128.8

Please note:

- All Growth SPS calculations are based on one year of data.
- All Baseline SPS calculations are based on two years of data.
- In this report, only the most recent year of data is presented.
- See last year's report card for the prior year's data.

Indicator 1: LEAP 21/GEE 21 Test Results

- The results of all four LEAP 21 and GEE 21 subject area tests are included in your school's SPS.
- Each student received one of five achievement levels based on his or her test results.
- These results include:
 - ♦ initial test takers and retesters for LEAP 21;
 - ♦ only initial test takers for GEE 21;
 - ♦ eligible test takers who were and were not enrolled for the full academic year; and
 - ♦ LAA students and former LAA-B students now taking the regular assessments.

Spring 2004 LEAP 21 Test Performance by Achievement Level

Grade 4 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	1	3.8	3	11.5	0	0.0	0	0.0
Mastery	16	61.5	6	23.1	10	38.5	11	42.3
Basic	8	30.8	12	46.2	13	50.0	11	42.3
Approaching Basic	1	3.8	5	19.2	3	11.5	4	15.4
Unsatisfactory ¹	0	0.0	0	0.0	0	0.0	0	0.0
Additional Testing Information								
Total Tested	26		26		26		26	
Total Not Tested	Not Exempted ²		0		0		0	
	Exempted ³		2		2		2	
Total (Tested and Not Tested) ⁴	28		28		28		28	
Test Units Receiving Incentive Points ⁵	0		0		0		0	

Grade 8 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	6	23.1	2	7.7	4	15.4
Mastery	11	42.3	6	23.1	12	46.2	8	30.8
Basic	12	46.2	11	42.3	7	26.9	10	38.5
Approaching Basic	3	11.5	3	11.5	3	11.5	3	11.5
Unsatisfactory ¹	0	0.0	0	0.0	2	7.7	1	3.8
Additional Testing Information								
Total Tested	26		26		26		26	
Total Not Tested	Not Exempted ²		0		0		0	
	Exempted ³		0		0		0	
Total (Tested and Not Tested) ⁴	26		26		26		26	
Test Units Receiving Incentive Points ⁵	0		0		0		0	

- 1) This achievement level may include students who performed in the Unsatisfactory range, students who are not exempt and who did not take the test, and students with testing irregularities.
- 2) These students received scores of zero for accountability.
- 3) These students were exempted from the index calculation for reasons such as expulsion, grade reassignment, and/or transfer to other schools.
- 4) The total may include students outside your school's grade structure due to pairing/sharing.
- 5) Your school received 50 incentive points for each of these test units in the LEAP 21 Index Score when 4th and 8th grade repeaters scored Approaching Basic or above in Spring 2004 on a LEAP 21 test previously failed in Spring 2003.

Indicator 2: The Iowa Tests

- The Iowa Tests results shown below include composite score percentile ranks.
- The typical student in the nation performs at the 50th percentile.
- The results include:
 - ♦ initial test takers and retesters;
 - ♦ eligible test takers who were and were not enrolled for the full academic year; and
 - ♦ LAA students and former LAA-B students now taking the regular assessments.

Grade Levels		3	5	6	7	Total
Your School's National Percentile Rank		72	71	70	78	
Additional Testing Information						
Total Tested	Completed Test	25	25	25	26	101
	Did Not Complete Test ⁶	0	0	0	0	0
Total Not Tested	Not Exempted ²	0	0	0	0	0
	Exempted ³	0	1	1	0	2
Total (Tested and Not Tested) ⁴		25	26	26	26	103
Test Units Receiving Incentive Points ⁷						0

Please see footnotes 1,2,3, and 4 above.

- 6) These students received scores of zero because they did not take all required subtests needed to receive a composite score.
- 7) Your school received 50 incentive points for each of these test units in The Iowa Tests Index Score when Option II students (8.5) scored Approaching Basic or above in Spring 2004 on a LEAP 21 ELA or Mathematics test previously failed in Spring 2003.

Indicators 3 and 4: Attendance and Dropout Rates

- The state attendance index and rate are based upon grades K-12.
- The state dropout index and rate are based upon grades 7-12.
- The information below, including the index scores, is from the 2002-2003 school year.

Attendance			
	Index	Rate	Average Daily Absences
Your School	125.0	96.5%	7.8
State	84.3	93.5%	

The Average Daily Absences column refers to the average number of students absent at your school on any given day.

Dropouts			
	Index	Rate	Number of Dropouts
Your School	200.0	0.0%	0.0
State	113.1	5.4%	

The dropout index represents the opposite of dropout rate, i.e., the higher the dropout index, the lower the dropout rate.

**Student Population Eligible for All 2003 and 2004
State Spring Assessment Programs
(used in calculating Growth Target)**

Regular Education ⁸		Students with Disabilities ⁹		Limited English Proficient	
Number	Percent	Number	Percent	Number	Percent
275	90.2%	30	9.8%	0	0.0%

- 8) Reflects regular education students, including gifted, talented, and Section 504.
- 9) Reflects all students with disabilities (IDEA eligible), including those with a speech or language impairment.

Did Your School Make AYP for its 2003-2004 Subgroup Component? **Yes**

- The No Child Left Behind Act (NCLB) requires that all subgroups make Adequate Yearly Progress (AYP).
- Your school makes AYP if:
 - ♦ All subgroups meet requirements in test participation and academic performance; and
 - ♦ All students have an adequate attendance rate.
- These results include initial test takers who were enrolled for the full academic year.
- If a school has a grade 12, then the additional academic indicator is the non-dropout rate for grades 9-12. If there is no grade 12, the attendance rate is used.

Did Your School's Subgroups Meet Requirements?

Subgroups	English Language Arts	Mathematics
All Students	Yes	Yes
American Indian	N/A	N/A
Asian	Yes	Yes
Black	Yes	Yes
Hispanic	Yes	Yes
White	Yes	Yes
Economically Disadvantaged (Free and Reduced Price Lunch)	Yes	Yes
Students with Disabilities	Yes	Yes
Limited English Proficient (LEP)	N/A	N/A

Adequate Attendance Rate? Yes

- N/A indicates the subgroup does not exist at your school or your school has no AYP eligible students in that subgroup.
- For more information, see your school's 2003-2004 *Subgroup Component Report* at www.louisianaschools.net.

Did Your School Fail To Make AYP in the Same Subject for Two Consecutive Years? **No**

- In which subjects did your school fail to make AYP?

Year	ELA	Math	Additional Academic Indicator
Year 1 2002-03			
Year 2 2003-04			

- To obtain the Year 1 (2002-2003) subgroup results, please see your school's 2002-2003 *Subgroup Component Report*.

Additional Test Results

- These results include:
 - ♦ grades 4, 8, and 10 combined;
 - ♦ initial test takers; and
 - ♦ eligible test takers who were and were not enrolled for full academic year.
- The "Other" ethnicity subgroup and the "Migrant" subgroup data are not available at this time.

Subgroups' Achievement Levels for English Language Arts (ELA) and Math

Test	Subgroup	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	0	0.0	4	7.7	20	38.5	27	51.9	1	1.9
	African American/Black	~	~	~	~	~	~	~	~	~	~
	American Indian/Native Alaskan										
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	0	0.0	3	8.8	11	32.4	19	55.9	1	2.9
	Other										
	Students with Disabilities	~	~	~	~	~	~	~	~	~	~
	Students without Disabilities	0	0.0	2	4.2	19	39.6	26	54.2	1	2.1
	Limited English Proficiency										
	Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
	Non-Economically Disadvantaged	0	0.0	3	6.7	16	35.6	25	55.6	1	2.2
	Migrant										
	Female	0	0.0	2	10.0	7	35.0	11	55.0	0	0.0
Math	All Students	0	0.0	8	15.4	23	44.2	12	23.1	9	17.3
	African American/Black	~	~	~	~	~	~	~	~	~	~
	American Indian/Native Alaskan										
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	0	0.0	6	17.6	14	41.2	8	23.5	6	17.6
	Other										
	Students with Disabilities	~	~	~	~	~	~	~	~	~	~
	Students without Disabilities	0	0.0	6	12.5	22	45.8	12	25.0	8	16.7
	Limited English Proficiency										
	Economically Disadvantaged	~	~	~	~	~	~	~	~	~	~
	Non-Economically Disadvantaged	0	0.0	7	15.6	19	42.2	11	24.4	8	17.8
	Migrant										
	Female	0	0.0	5	25.0	10	50.0	3	15.0	2	10.0

- ~ indicates less than 10 students tested or all students scored at the same achievement level.
- N/A indicates the subgroup does exist at your school, but no students were eligible to be tested.
- A blank row indicates the subgroup does not exist at your school.

Safety and School Environment

School Climate (2003-2004)

Your School has:

- | | Yes | No |
|---|-------------------------------------|-------------------------------------|
| • a Written Parental Involvement Statement | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • a Student Code of Conduct | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • a Crisis Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • been identified as "Persistently Dangerous" | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If both the "Yes" and "No" boxes are blank for any of the School Climate questions, the District did not submit the information for that school.

"Persistently Dangerous" schools are required to have an Unsafe School Choice plan.

Class Size (2003-2004)

Class Size Range	Your School	Your District	State
1-20	0%	29%	53%
21-26	100%	53%	39%
27-33	0%	18%	8%
34 or more	0%	0%	0%

- District and state percents are for grade structures similar to your school.

School Characteristics

Teacher Quality (2003-2004)		
	Your School	Your District
Percent of Core Courses Taught by Highly Qualified Teachers	67%	94%

- Core Courses are English, math, science, social studies, foreign languages, and the arts.
- Please access "Teach Louisiana" at www.teachlouisiana.net to find the certification status of teachers in your school.

PK-12 Enrollment (October 1, 2003)		
	Number	Percent
Total Students	227	100%
- Regular Education	208	92%
- Students with Disabilities (includes students with speech and language impairments)	19	8%
Total students on Free and Reduced Price Lunch	48	21%

Definitions

Adequate Yearly Progress – 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 develop 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 (95% participation), academic performance (36.9% proficient in ELA, 30.1% proficient in Math), and the additional academic indicator (90% attendance rate or non-dropout rate) for all required subgroups.

Baseline School Performance Score (SPS) – the SPS used to determine the school's Growth Target and Performance Label.

It is compared against the next year's Growth SPS to determine if adequate growth is achieved. The two Baseline School Performance Scores presented in this report are:

- Previous Baseline SPS (01-02 & 02-03) – an SPS based on two years of data, including the former LAA-B students as zeroes;
- New Baseline SPS (02-03 & 03-04) – an SPS based on two years of data, including the regular assessment results for the former LAA-B students.

Growth Label – the label that describes the level of growth achieved by a school, based on the school's success in attaining its Growth Target. Growth Labels are as follows:

- Exemplary Academic Growth (a school that makes its Growth Target, has all subgroups grow at least two points, and it is not in School Improvement);
- Recognized Academic Growth (a school that makes its Growth Target);
- Minimal Academic Growth (a school that is improving at least 0.1 points but not meeting its Growth Target);
- No Growth (a school with a change in SPS of 0 to -2.5 points);
- School In Decline (a school with a change in SPS of more than -2.5 points); and
- No Label Assigned (a school with a New Baseline SPS of 120.0 or more that did not achieve its Growth Target).

Growth School Performance Score (SPS) – a one-year SPS that is compared to the Previous Baseline SPS to determine if a school has achieved its Growth Target for that year.

Growth Target – the amount of progress a school must make each year to remain on target for reaching the state's 2014 goal of 120. The Growth Target is calculated by first subtracting the New Baseline SPS from the state goal and then dividing by the number of years remaining until 2014.

LEAP Alternate Assessment (LAA) – an assessment administered to students with significant disabilities.

LEAP Alternate Assessment-B (LAA-B) – a former assessment that was administered to students three or more levels below their enrolled grade as determined by their Individualized Education Plan (IEP).

Non-Dropout Rate - a rate showing how well a school keeps its students in school on a yearly basis. It is not a graduation rate, which measures the percent of a cohort of students who graduated. The non-dropout rate is calculated by subtracting the dropout rate from 100.

Performance Label – the label that describes a school's level of performance based on its New Baseline 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)
- Academically Unacceptable (SPS below 45.0).

