



2004-2005 *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 2006
 Post Appeals

- 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 is for all schools to have an SPS of 120.
- For a given school year (2004-2005), the current year's test data (2004-2005) and the prior year's attendance and dropout data (2003-2004) were used.

Your School's Growth Information

How Much Has Your School Improved?

	Previous Baseline SPS 2002-03 & 2003-04	Growth Target 2004-05	SPS Goal 2004-05	New Growth SPS 2004-05	Actual SPS Growth 2004-05
Your School	128.8	2.0	130.8	124.5	-4.3
State	82.9			87.4	4.5

Your School Must Continue to Grow and Raise Student Performance

How Much Growth is Needed Next Year?

	New Baseline SPS 2003-04 & 2004-05	New Growth Target 2005-06	New SPS Goal 2005-06
Your School	126.7	*	*
State	86.2		

* Your school will receive a Transition Baseline SPS (2003-04 & 2004-05) to be used only for growth evaluation next year. Your New Growth Target and New SPS Goal will be calculated using this Transition Baseline SPS and will be released in a separate report on the LDE website at www.louisianaschools.net.

Your School's 2004-2005 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 (2004-2005)	Yes
- Number of consecutive years failing to make AYP in same subject	N/A
Academic Assistance (AA)/School Improvement (SI) Status:	Not in AA/SI
Reward Eligibility Status:	No

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.

2004-05 Growth SPS Calculation			
SPS Indicators:	Index x Weight	=	Weighted Index
LEAP/GEE	106.1	60.0%	63.7
Iowa Tests	147.8	30.0%	44.3
Attendance	130.0	5.0%	6.5
Dropout	200.0	5.0%	10.0
Your Growth SPS			124.5

2003-04 & 2004-05 Baseline SPS Calculation			
SPS Indicators:	Index x Weight	=	Weighted Index
LEAP/GEE	113.3	60.0%	68.0
Iowa Tests	141.1	30.0%	42.3
Attendance	127.5	5.0%	6.4
Dropout	200.0	5.0%	10.0
Your Baseline SPS			126.7

Please note:

- All Growth SPS calculations are based upon one year of data.
- All Baseline SPS calculations are based upon two years of data.
- In this report, only the most recent year of data is presented.
- See last year's *School Report Card for Principals* for the 2003-2004 general accountability results. Principals should contact the head of their school system and/or data contact person to obtain detailed data for year one of the New Baseline SPS.

Major Accountability Changes for This Year:

School Performance Scores (SPS)

- Academically Unacceptable* schools are now those schools with a New Baseline SPS below 60.0, and the *Academic Warning* Performance Label is no longer used. Your school had to have a New Baseline SPS of 60.0 or above to make AYP for the SPS Component.
- Students' test results were included in your school's SPS only if they were enrolled in your school's district for the full academic year (October 1 and date of testing).
- Incentive points are now awarded for each 4th and 8th grade repeater that improves from any achievement level to a higher achievement level (Spring 2004 to Spring 2005) on a LEAP subject area test.

Growth

- Schools that do not achieve their Growth Targets must have a New Baseline SPS of 100.0 or above (as opposed to 120.0 or above last year) to avoid negative Growth Labels. Schools with an SPS of 100.0 to 119.9 can still be placed into Academic Assistance if their Growth SPS declined more than 2.5 points; however, schools with an SPS of 120 or above are exempt from Academic Assistance.

Academic Assistance (AA)/School Improvement (SI)

- School Improvement 1 is now called Academic Assistance.
- School Improvement contains levels two through six (SI 2 – SI 6).
- Schools that fail to make Adequate Yearly Progress (AYP) for their Subgroup Component in the same subject (English Language Arts (ELA), Mathematics, or whole school additional academic indicator) for three consecutive years are in SI 3 or higher, depending upon their SPS Component performance.

Subgroup Component

- The Annual Measurable Objective (AMO) for English Language Arts has increased from 36.9% to 47.4% proficient (*Basic* or above).
- The AMO for Mathematics has increased from 30.1% to 41.8% proficient (Basic or above).
- Former Limited English Proficient (LEP) students (for up to two years after no longer being considered as LEP under state rules) are included in the proficiency evaluation for the LEP subgroup. These students do not count toward the minimum number or the participation rate for the LEP subgroup and are not included in the SPS Growth Target adjustment or the LEP Subgroup Performance Score (GPS).

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.

Indicator 1: LEAP Test Results

- The results of all four LEAP 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 all students used in the second year of your New Baseline SPS calculation:
 - ♦ initial test takers and retesters for LEAP
 - ♦ eligible test takers at your school who were enrolled in your district for the full academic year (October 1 and date of testing)
 - ♦ students with disabilities taking the standards-based LEAP Alternate Assessment (LAA) in these grades
- Only students who are enrolled in your district for the full academic year are eligible for incentive points.

Spring 2005 LEAP Test Performance by Achievement Level

Grade 4 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	1	4.5	0	0.0	1	4.5	0	0.0
Mastery	4	18.2	5	22.7	4	18.2	4	18.2
Basic	16	72.7	13	59.1	15	68.2	17	77.3
Approaching Basic	1	4.5	4	18.2	2	9.1	1	4.5
Unsatisfactory ¹	0	0.0	0	0.0	0	0.0	0	0.0

Additional Testing Information

Total Tested	Included in SPS ²	22		22		22		22	
	Excluded from SPS ³	0		0		0		0	
Total Not Tested	Included in SPS ^{2,4}	0		0		0		0	
	Excluded from SPS ³	0		0		0		0	
	Exempted ⁵	4		4		4		4	
Total (Tested and Not Tested) ⁶		26		26		26		26	
Test Units Receiving Incentive Points ⁷		0		0		0		0	

Grade 8 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	0	0.0	0	0.0	0	0.0
Mastery	9	36.0	4	16.0	8	32.0	7	28.0
Basic	14	56.0	17	68.0	11	44.0	15	60.0
Approaching Basic	2	8.0	3	12.0	5	20.0	2	8.0
Unsatisfactory ¹	0	0.0	1	4.0	1	4.0	1	4.0

Additional Testing Information

Total Tested	Included in SPS ²	25		25		25		24	
	Excluded from SPS ³	0		0		0		0	
Total Not Tested	Included in SPS ^{2,4}	0		0		0		1	
	Excluded from SPS ³	0		0		0		0	
	Exempted ⁵	1		1		1		1	
Total (Tested and Not Tested) ⁶		26		26		26		26	
Test Units Receiving Incentive Points ⁷		0		0		0		0	

- 1) This achievement level may include students who performed in the Unsatisfactory range, students who are not exempt and did not take the test, and students with testing irregularities.
- 2) These students were included in your SPS because they were enrolled in your district for the full academic year (October 1 and date of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year.
- 4) These students were assigned scores of zero for your school's accountability results.
- 5) These students were exempted from the index calculation for reasons such as expulsion, grade reassignment, and/or transfer to other schools.
- 6) The total may include students outside your school's grade structure due to pairing/sharing.
- 7) Your school received 50 incentive points for each of these test units in the LEAP Index Score for each 4th and 8th grade repeater that improved from any achievement level to a higher achievement level (Spring 2004 to Spring 2005) on a LEAP subject area test.

Indicator 2: The Iowa Tests

- The Iowa Tests results shown below include composite score percentile ranks.
- The average student in the nation performs at the 50th percentile.
- The Additional Testing Information results include:
 - ♦ initial test takers and retesters
 - ♦ eligible test takers at your school who were enrolled in your district for the full academic year (October 1 and date of testing)
 - ♦ students with disabilities taking the standards-based LEAP Alternate Assessment (LAA) in these grades
 - ♦ Option 2 (8.5) and Option 3 (Pre-GED/Skills Program) test takers
- Only students who are enrolled in your district for the full academic year are eligible for incentive points.

Grade Levels		3	5	6	7	Total
Your School's National Percentile Rank		78	87	68	74	
Additional Testing Information						
Total Tested and Included in SPS ²	Completed Test	26	26	26	24	102
	Did Not Complete Test ⁸	0	0	0	0	0
Total Tested and Excluded from SPS ³		0	0	0	0	0
Total Not Tested	Included in SPS ^{2,4}	0	0	0	0	0
	Excluded from SPS ³	0	0	0	0	0
	Exempted ⁵	0	0	0	2	2
Total (Tested and Not Tested) ⁶		26	26	26	26	104
Test Units Receiving Incentive Points ⁹						0

Please see footnotes 2,3,4,5, and 6 above.

8) These students were assigned scores of zero because they did not take all required subtests needed to receive a composite score.

9) Your school received 50 incentive points for each of these test units in The Iowa Tests Index Score for each Option 2 (8.5) student that scored Approaching Basic or above in Spring 2005 on a LEAP ELA or Mathematics test previously failed in Spring 2004.

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 based upon one year of data (2003-2004 school year), which is the data used to calculate your Growth SPS and used as the second year of data in your New Baseline SPS.

Attendance			
	Index	Rate	Average Daily Absences
Your School	130.0	96.8%	7.2
State	89.7	93.9%	

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
State	112.8	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 2004 and 2005 State Spring Assessment Programs (used in calculating Growth Target)

Regular Education ¹⁰		Students with Disabilities ¹¹		Limited English Proficient	
Number	Percent	Number	Percent	Number	Percent
272	90.4%	29	9.6%	0	0.0%

10) Reflects regular education students, including gifted, talented, and Section 504.

11) Reflects all students with disabilities (IDEA eligible), including those with a speech or language impairment.

Did Your School Make Subgroup Component AYP for 2004-2005?**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.
 - ♦ The Whole School has an adequate attendance rate.
- These results include initial test takers who were enrolled in your school for the full academic year (October 1 and date of testing).
- 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
African American/Black	Yes	Yes
American Indian/Native Alaskan	N/A	N/A
Asian/Pacific Islander	Yes	Yes
Hispanic	Yes	Yes
White	Yes	Yes
Students with Disabilities	Yes	Yes
Limited English Proficiency	N/A	N/A
Economically Disadvantaged	Yes	Yes
Adequate Whole School Attendance Rate?		Yes

- N/A indicates the subgroup does not exist at your school or your school has no Subgroup Component AYP eligible students in that subgroup.
- Shading indicates the attendance or non-dropout rate was not evaluated for adequacy because your school already failed AYP due to one or more subgroups having failed.
- For more information, see your school's *2004-2005 School Accountability Subgroup Component Report* at www.louisianaschools.net.

Has Your School Failed to Make Subgroup Component AYP in the Same Subject for Consecutive Years?**No**

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

Subject	Year 1 2002-03	Year 2 2003-04	Year 3 2004-05	Summary
ELA	Passed	Passed	Passed	Passed
Math	Passed	Passed	Passed	Passed
Additional Academic Indicator	Passed	Passed	Passed	Passed

- The Whole School Additional Academic Indicator is the attendance rate.
- What happens if your school failed to make AYP in the same subject for 2 or 3 consecutive years?
 - ♦ Passed the current year only - remain in School Improvement 2
 - ♦ Failed the current year only - no consequences relative to Subgroup AYP
 - ♦ Failed two consecutive years - placed in School Improvement 2 or higher, depending upon the SPS Component
 - ♦ Failed three consecutive years - move to School Improvement 3 or higher, depending upon the SPS Component
- To obtain the detailed subgroup results for any year, please see your *School Accountability Subgroup Component Report* at www.louisianaschools.net.

Test Results for Initial Test Takers

- These results are for informational purposes only to communicate the results for your school's initial test takers by subgroup.
- These results differ from the test results used in the School Performance Score and from the test results used for the Subgroup Component calculations because of inclusion/exclusion of certain students.
- These results include:
 - ♦ grades 4, 8, and 10 combined
 - ♦ students with disabilities taking the standards-based LEAP Alternate Assessment in these grades
 - ♦ eligible test takers who were and were not enrolled in your school for the 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	3	6.4	30	63.8	13	27.7	1	2.1
	African American/Black	~	~	~	~	~	~	~	~	~	~
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	0	0.0	3	9.1	18	54.5	11	33.3	1	3.0
	Other										
	Students with Disabilities	~	~	~	~	~	~	~	~	~	~
	Students without Disabilities	0	0.0	1	2.2	30	66.7	13	28.9	1	2.2
	Limited English Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	0	0.0	0	0.0	11	84.6	2	15.4	0	0.0
	Non-Economically Disadvantaged	0	0.0	3	8.8	19	55.9	11	32.4	1	2.9
	Migrant										
	Female	0	0.0	1	4.8	13	61.9	7	33.3	0	0.0
Math	All Students	1	2.1	7	14.9	30	63.8	9	19.1	0	0.0
	African American/Black	0	0.0	5	50.0	4	40.0	1	10.0	0	0.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	1	3.0	2	6.1	23	69.7	7	21.2	0	0.0
	Other										
	Students with Disabilities	~	~	~	~	~	~	~	~	~	~
	Students without Disabilities	1	2.2	6	13.3	29	64.4	9	20.0	0	0.0
	Limited English Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	0	0.0	4	30.8	8	61.5	1	7.7	0	0.0
	Non-Economically Disadvantaged	1	2.9	3	8.8	22	64.7	8	23.5	0	0.0
	Migrant										
	Female	1	3.8	4	15.4	17	65.4	4	15.4	0	0.0

- A ~ indicates fewer than 10 (1 to 9) students tested or all students scored at the same achievement level.
- N/A indicates the subgroup does not exist at your school or your school has no students eligible to be tested in that subgroup.

Safety and School Environment

School Climate (2004-2005)

- **Your School has a:**

	Yes	No
♦ Written Parental Involvement Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦ Student Code of Conduct	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦ Crisis Management Plan	<input checked="" type="checkbox"/>	<input 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.
- **Your school has not been identified as "Persistently Dangerous."**
 "Persistently Dangerous" schools are required to have an Unsafe School Choice plan.

Class Size (2004-2005)

Class Size Range	Your School	Your District	State
1-20	0%	42%	51%
21-26	100%	53%	43%
27-33	0%	6%	6%
34 or more	0%	0%	0%

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

School Characteristics

Teacher Quality (2004-2005)

	Your School	Your District
Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition	98%	93%
<ul style="list-style-type: none"> 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, 2004)

	Number	Percent
Total Students	224	100%
- Regular Education	201	90%
- Students with Disabilities (includes students with speech and language impairments)	23	10%
Total students eligible for Free or Reduced Price Lunch	62	28%

Definitions

Academic Assistance (AA) – (formerly SI 1) where schools are placed if they do not meet growth requirements but have a New Baseline SPS at or above 60.0

Additional Academic Indicator (AAI) – If a school has a grade 12, the AAI is the non-dropout rate for grades 9-12. If there is no grade 12, the AAI is the attendance rate. The non-dropout rate shows how well a school keeps its students from dropping out. The attendance rate shows how well students are attending school on a daily basis. The annual measurable objective for both the non-dropout and attendance rates is 90%.

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 New Baseline SPS of 60 or above.
- Subgroup Component – To make AYP, all required subgroups must meet requirements in test participation and academic performance and the whole school must meet requirements for the additional academic indicator (attendance rate or non-dropout rate).

Annual Measurable Objective (AMO) – the percent of students required to reach the proficient level (*Basic* or above) in a given year on the standards-based assessments for grades 4, 8, and 10. The AMO for English Language Arts (ELA) is now 47.4%, and the AMO for Mathematics is now 41.8%.

Baseline School Performance Score (SPS) – the SPS used to determine the school's Growth Target, Performance Label and SPS Component AYP status. It is compared against the next year's Growth SPS to determine if adequate growth is achieved. It is based upon two years of data and includes the assessment results for all students, including those who take the LEAP Alternate Assessment (LAA). The two Baseline SPS's presented in this report are:

- Previous Baseline SPS (02-03 & 03-04)
- New Baseline SPS (03-04 & 04-05)

Full Academic Year (FAY) – Students are considered to be enrolled the full academic year if they are enrolled on October 1 and on the date of testing. This is determined at both the school and district levels.

Growth Labels – the label that describes the level of growth achieved by a school, based upon 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 growing at least two points (GPS), and 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)
- No Label Assigned* (a school with a New Baseline SPS of 100.0 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. A school that has high percentages of LEP students and/or Students with Disabilities has a slightly lower Growth Target to achieve.

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

Performance Labels – the label that describes a school’s level of performance based upon 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)
- Academically Unacceptable (SPS below 60.0)

Reward Eligibility – whether a school received a monetary reward by earning either the *Exemplary Academic Growth* label or the *Recognized Academic Growth* label.

School Improvement (SI) Status – the level of school improvement (if any) where the school is currently placed when it does not meet performance and growth requirements. SI ranges from SI 2 to SI 6. The higher the SI level, the more support and assistance the school receives from the district and the state.

School Performance Score (SPS) Goal – the Growth SPS that a school must attain each year to remain on target for meeting the state goal of 120 by 2014. The SPS Goal is calculated by adding the Growth Target to the Baseline SPS.

School Performance Score (SPS) Growth – the amount of growth the school made from last year to the current year. It is calculated by subtracting the Growth SPS from the Previous Baseline SPS.

Need Additional Information?

Please see the Louisiana Department of Education's website at www.louisianaschools.net or call the Help Desk toll free at 1-877-453-2721. At the website, select the red Accountability tab to find the following links:

- Archived Accountability Data
- Accountability Data for other schools in your district
- Accountability Policy Update – This presentation describes the changes to *Bulletin 111: Louisiana School, District, and State Accountability* policy.
- *Bulletin 111: Louisiana School, District, and State Accountability* policy – This document details all the policy and procedures implemented in the Louisiana School, District, and State Accountability System.
- District Accountability data – The District Accountability data and reports that are not yet released will be available in a few months.
- Highly Qualified Educators
- Practice Assessment/Strengthen Skills (PASS) – an Internet tool where students can access practice test questions with instructional feedback.
- *School Report Card for Parents*
- *Subgroup Component Report* – This report details the Subgroup Component results for your school and explains why your school did or did not make AYP. In addition, the professional qualifications of teachers at your school are reported.
- Subgroup Performance Scores (GPS) – a roll-up of the student-level SPS data by subgroups. The GPS are used in evaluating the academic performance of the various subgroups at the school.
- Teach Louisiana – the online career development network for Louisiana teachers.
- Other Data and Reports – This website provides links to financial, staff, school, district, and student data and reports.

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