



## 2005-2006 *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](http://www.louisianaschools.net).

Released Winter 2007  
 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 120.0.

### Growth and Performance Information

#### How Much Has Your School Improved?

	Transition Baseline SPS 2003-04 & 2004-05	Growth Target 2005-06	SPS Goal 2005-06	New Growth SPS 2005-06	Actual SPS Growth 2005-06
Your School	118.4	2.0	120.4	116.5	-1.9
State	82.7			87.6	4.9

#### How Much Growth is Needed Next Year?

	New Baseline SPS 2004-05 & 2005-06	New Growth Target 2006-07	New SPS Goal 2006-07
Your School	120.1	2.0	122.1
State	85.1		

### 2005-2006 Accountability Summary

#### What Are Your School's Current Accountability Results?

Growth Label:	No Label Assigned
Performance Label:	Four Stars
Adequate Yearly Progress (AYP) Status:	Yes
♦ Made AYP for SPS Component	Yes
♦ Made AYP for Subgroup Component (2005-2006)	Yes
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 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.

2005-06 Growth SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
LEAP/GEE	110.9	90.0%	99.8
Attendance	133.3	5.0%	6.7
Dropout	200.0	5.0%	10.0
Your Growth SPS			116.5

2005-06 Baseline SPS Calculation			
SPS Indicators:	Index x Weight		= Weighted Index
Assessment	115.0	90.0%	103.5
Attendance	131.7	5.0%	6.6
Dropout	200.0	5.0%	10.0
Your Baseline SPS			120.1

**Please note:**

- All Growth SPS calculations are based upon one year of data.
- All Baseline SPS calculations are based upon one year of test data and 2 years of attendance and dropout data.
- In this report, only the most recent year of data is presented.
- See last year's *School Report Card for Principals* for the 2004-2005 general accountability results.

## Major Accountability Changes for This Year:

### School Performance Scores (SPS)

- Only students who have been in a **district** for a Full Academic Year (October enrollment and time of testing) will count in the **school's** SPS.
- **2004-05 Transition Baseline SPS**
  - ♦ Used to compare to 2005-06 Growth SPS for Growth, Growth Labels and Rewards.
  - ♦ Uses data from LEAP/GEE and LAA 1 from 2003-04 and 2004-05, as well as attendance and dropouts from 2002-03 and 2003-04.
  - ♦ Weighted 90% CRT Index, either 10% Attendance Index (K-6 schools) or 5% Attendance Index and 5% Dropout Index (Grades 7-12).
- **2005-06 Growth SPS**
  - ♦ Uses the 2005-06 LEAP/GEE and the LAA 1 test data, as well as the 2004-05 attendance and dropout data.
  - ♦ Contains the same indicators (CRT Index, Attendance Index, Dropout Index) and weights as the 2004-05 Transition Baseline SPS.
- **2005-06 Baseline SPS K-8 Schools**
  - ♦ Calculated using LEAP/GEE, *i*LEAP, LAA 1, and LAA 2 test data from 2005-06, as well as attendance and dropout data from 2003-04 and 2004-05.
  - ♦ Derived from two or three Indexes: Assessment Index (90% weight), Attendance Index (10% weight for K-6 schools, 5% weight for 7-8 schools) and Dropout Index (5% weight for 7-8 schools).
  - ♦ Assessment Index will use achievement levels from LEAP, GEE, *i*LEAP and LAA 1 tests converted to index points: Advanced – 200 pts., Mastery – 150 pts., Basic – 100 pts., Approaching Basic – 50 pts., Unsatisfactory – 0 pts.
  - ♦ Assessment Index will also use achievement levels from LAA 2 tests converted to index points: Basic – 100 pts., Approaching Basic – 75 pts., Foundational – 50 pts., Pre-foundational – 0 pts.
  - ♦ Assessment Index Grade-Subject Weighting

Grade	English Language Arts	Mathematics	Science	Social Studies
3 <sup>rd</sup>	2	1	1/2	1/2
4 <sup>th</sup>	2	2	1	1
5 <sup>th</sup>	1	1	1	1
6 <sup>th</sup>	1	1	1	1
7 <sup>th</sup>	1	1	1	1
8 <sup>th</sup>	2	2	1	1

- ◆ Incentive Points – The school received 50 incentive points for 4<sup>th</sup> and 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2005 or Spring 2006) on a LEAP subject area test.

• **2005-06 Baseline SPS High Schools**

- ◆ Derived from two or three Indexes: Assessment Index (90% weight), Attendance Index (5% weight) and Dropout Index (5% weight).
- ◆ Assessment Index Weights

Grade	English Language Arts	Mathematics	Science	Social Studies
9 <sup>th</sup>	1	1		
10 <sup>th</sup>	1.25	1.25		
11 <sup>th</sup>			1.25	1.25

- ◆ Option 2 8<sup>th</sup> Grade Incentive Points – Due to the change in High Stakes testing policy, the 2006 accountability results will be the last time a school receives 50 incentive points for Option 2 8<sup>th</sup> grade students who pass the 8<sup>th</sup> grade ELA or Math LEAP test that they had previously failed.

• **2005-06 Baseline SPS Combination Schools**

- ◆ Assessment Index calculated using a weighted average of the K-8 and 9-12 Assessment Indexes.
  - K-8 portion weighted by the number of test units from spring tests in grades 3 through 8.
  - 9-12 portion weighted by the number of test units from spring tests in grades 9-11.

• **Inclusion of Schools for 2006** – To receive a 2005-06 Baseline SPS, a school must have at least 80 test units in any combination of LEAP/GEE, iLEAP, LAA 1 or LAA 2.

• **Pairing and Sharing Data**

- ◆ Pairing data is no longer necessary for most schools.
- ◆ For the 2004-05 Transition Baseline SPS, the 2005-06 Growth SPS and the 2005-06 Baseline SPS, schools that have no testing grade share one grade of testing data from the schools into which their students feed.

**Subgroup Component Changes**

- **Inclusion of Students** – Beginning in 2006, the Subgroup Component Annual Measurement Objectives (AMOs) percent proficiencies were calculated using test results from grades 3-8, and 10. ELA and Math test results used were LEAP, GEE, iLEAP, LAA 1 and LAA 2 tests.
- **LAA 2 Proficiency Limit**
  - ◆ At the district level, the number of LAA 2 students achieving proficient status cannot exceed 2% of all students in the assessed grades. Districts can request a waiver from LDE if they exceed the 2% cap.
  - ◆ LAA 2 testers received a zero and were changed to non-proficient if the district exceeded the cap and did not request a waiver, or the district requested the waiver and it was determined by the LDE that ineligible students were tested.

**Label and Remedy Changes**

- **2006 Growth Labels**
  - ◆ Schools with a Performance Label of *Three Stars* and a Baseline SPS of 105.0 or above did not receive a negative Growth Label.
- **Scholastic Audit Remedy**
  - ◆ Scholastic Audit (Year 1) that was previously a remedy for schools in SI 2, has been changed to be a remedy for schools in SI 3.
- **Waiver of SI Requirements**
  - ◆ Schools with a 2005-06 Baseline SPS below 60.0 that had a 2004-05 Baseline SPS of 60.0 or above, shall have SI requirements waived for the 2006-07 school year.
- **Recovery School District**
  - ◆ Schools are eligible to enter the Recovery School District if:
    - Labeled *Academically Unacceptable* for 4 consecutive years.
    - In SI 4 and the LEA fails to submit a reconstitution plan to BESE.
    - In SI 5 or 6 and fails to comply with the reconstitution plan that was submitted to BESE.
    - The LEA submits a reconstitution plan to BESE, but the plan is deemed unacceptable.
  - ◆ Schools are eligible to exit the Recovery School District when the school is no longer *Academically Unacceptable* and BESE has approved the conditions of return of the school to the LEA's jurisdiction.

## Dropouts

- **Dropout Adjustment** – For the 2005-06 Baseline SPS, the goal used to calculate the dropout adjustment changed from a 93% to a 96% non-dropout rate.
- Documentation is now required for any exit code used on a student who does not count as a dropout.

## Subgroup Component Disaster Policy

- Schools were excluded from the Subgroup Component analysis for one year if they are in districts declared natural disaster areas by the President, were closed 18 or more consecutive school days and failed the Subgroup Component.
- Schools not excluded by the previous criteria had displaced students pulled into a separate subgroup and removed from all other subgroups for the Subgroup Component analysis.
- If the Displaced Students subgroup failed the test participation Subgroup Component analysis, the school failed the Subgroup Component.
- All non-proficient displaced students must receive remediation.
- Displaced students will not be considered as a separate subgroup the following academic year.

## SPS Component Disaster Policy

- **Disaster Accountability Categories**
  - ◆ Severe Impact
    - Schools closed for 18 or more consecutive school days due to the disaster or schools that gained or lost 25% or more of their testing population because of displaced students.
    - Solution – Schools had a choice to be 1) considered, for accountability purposes, as a new school, 2) provided dual calculations with a waiver, or 3) treated like Limited Impact schools.
  - ◆ Limited Impact
    - Schools that did not fall into the Severe Impact category.
    - Solution – Schools were provided dual calculations.
  - ◆ Special Consideration
    - Schools that fell into the Limited Impact category but had evidence that they should be treated as Severe Impact schools due to unique circumstances.
    - Solution – These schools were redefined as Severe Impact and given associated solution choices.
- **Solutions**
  - ◆ New Schools
    - No results reported during this disaster year.
  - ◆ Dual Calculations
    - Followed the approved transition to /LEAP and the Graduation Index, with one exception:
      - Calculated SPS with and without displaced students' assessment results included.
    - Used the higher of the 2 calculations for the Growth SPS, and the lower of the 2 calculations for the Baseline SPS (except if the lower score placed the school in School Improvement).
  - ◆ Dual Calculations with 1 year Waiver
    - Same as Dual Calculations, but did not place or advance schools in School Improvement or Academic Assistance as a result of 2006 scores.
    - Allowed schools to exit as policy describes.
- **Displaced Students**
  - ◆ Displaced students will not be counted as dropouts in their receiving schools if they drop out prior to the first day of school the following academic year. This will affect the 2007 accountability results.

## Indicator 1: LEAP/iLEAP

- 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 and /LEAP.
  - ◆ Eligible test takers at your school who were enrolled in your district for the full academic year (October enrollment and time of testing).
  - ◆ Students with disabilities taking the LAA 1.
- Only students who are enrolled in your district for the full academic year are eligible for incentive points.

## Spring 2006 iLEAP Test Performance by Achievement Level

Grade 3 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		2	8.0	3	12.0	0	0.0	3	12.0
Mastery		8	32.0	10	40.0	9	36.0	4	16.0
Basic		12	48.0	11	44.0	10	40.0	16	64.0
Approaching Basic		3	12.0	1	4.0	6	24.0	2	8.0
Unsatisfactory <sup>1</sup>		0	0.0	0	0.0	0	0.0	0	0.0
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	25		25		25		25	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	0		0		0		0	
Total (Tested and Not Tested) <sup>6</sup>		25		25		25		25	

## Spring 2006 LEAP Test Performance by Achievement Level

Grade 4 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		1	4.2	2	8.3	3	12.5	2	8.3
Mastery		10	41.7	6	25.0	4	16.7	5	20.8
Basic		10	41.7	12	50.0	12	50.0	12	50.0
Approaching Basic		2	8.3	3	12.5	3	12.5	4	16.7
Unsatisfactory <sup>1</sup>		1	4.2	1	4.2	2	8.3	1	4.2
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	24		24		24		24	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	1		1		1		1	
Total (Tested and Not Tested) <sup>6</sup>		25		25		25		25	
Test Units Receiving Incentive Points <sup>7</sup>		0		1		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 enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year and/or were displaced students.
- 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 sharing.
- 7) Your school received 50 incentive points for each of these units in the Assessment Index Score for 4<sup>th</sup> and 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2005 or Spring 2006) on a LEAP subject area test.

## Spring 2006 iLEAP Test Performance by Achievement Level

Grade 5 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		2	7.7	1	3.8	0	0.0	0	0.0
Mastery		4	15.4	12	46.2	6	23.1	2	7.7
Basic		18	69.2	10	38.5	17	65.4	21	80.8
Approaching Basic		1	3.8	2	7.7	3	11.5	3	11.5
Unsatisfactory <sup>1</sup>		1	3.8	1	3.8	0	0.0	0	0.0
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	26		26		26		26	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	0		0		0		0	
Total (Tested and Not Tested) <sup>6</sup>		26		26		26		26	

## Spring 2006 iLEAP Test Performance by Achievement Level

Grade 6 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		7	26.9	1	3.8	4	15.4	6	23.1
Mastery		11	42.3	9	34.6	10	38.5	4	15.4
Basic		8	30.8	13	50.0	11	42.3	15	57.7
Approaching Basic		0	0.0	3	11.5	1	3.8	1	3.8
Unsatisfactory <sup>1</sup>		0	0.0	0	0.0	0	0.0	0	0.0
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	26		26		26		26	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	0		0		0		0	
Total (Tested and Not Tested) <sup>6</sup>		26		26		26		26	

- 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 enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year and/or were displaced students.
- 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 sharing.

## Spring 2006 iLEAP Test Performance by Achievement Level

Grade 7 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		5	21.7	3	13.0	1	4.3	1	4.3
Mastery		6	26.1	4	17.4	2	8.7	5	21.7
Basic		11	47.8	15	65.2	14	60.9	15	65.2
Approaching Basic		1	4.3	1	4.3	5	21.7	2	8.7
Unsatisfactory <sup>1</sup>		0	0.0	0	0.0	1	4.3	0	0.0
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	23		23		23		23	
	Excluded from SPS <sup>3</sup>	1		1		1		1	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	1		1		1		1	
Total (Tested and Not Tested) <sup>6</sup>		25		25		25		25	

## Spring 2006 LEAP Test Performance by Achievement Level

Grade 8 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		2	8.3	1	4.2	1	4.2	0	0.0
Mastery		7	29.2	3	12.5	8	33.3	8	33.3
Basic		12	50.0	19	79.2	12	50.0	13	54.2
Approaching Basic		3	12.5	1	4.2	1	4.2	2	8.3
Unsatisfactory <sup>1</sup>		0	0.0	0	0.0	2	8.3	1	4.2
<b>Additional Testing Information</b>									
Total Tested	Included in SPS <sup>2</sup>	24		24		24		24	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0		0		0	
	Excluded from SPS <sup>3</sup>	0		0		0		0	
	Exempted <sup>5</sup>	0		0		0		0	
Total (Tested and Not Tested) <sup>6</sup>		24		24		24		24	
Test Units Receiving Incentive Points <sup>7</sup>		0		1		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 enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year and/or were displaced students.
- 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 sharing.
- 7) Your school received 50 incentive points for each of these units in the Assessment Index Score for 4<sup>th</sup> and 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2005 or Spring 2006) on a LEAP subject area test.

## Spring 2006 LAA 2 Test Performance by Achievement Level

Achievement Levels - All Grades <sup>9</sup>		English Language Arts		Mathematics	
		#	%	#	%
Basic					
Approaching Basic					
Foundational					
Pre-Foundational <sup>10</sup>					
Additional Testing Information					
Total Tested	Included in SPS <sup>2</sup>	1		1	
	Excluded from SPS <sup>3</sup>	0		0	
Total Not Tested	Included in SPS <sup>2,4</sup>	0		0	
	Excluded from SPS <sup>3</sup>	0		0	
	Exempted <sup>5</sup>	0		0	
Total (Tested and Not Tested) <sup>6</sup>		1		1	

- 2) These students were included in your SPS because they were enrolled in your district for the full academic year (October enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year and/or were displaced students.
- 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 sharing.
- 9) For Spring 2006, the LAA 2 test was administered in English Language Arts and Mathematics at grades 4, 8, and 10, and in Science and Social Studies at grade 11.
- 10) This achievement level may include students who performed in the *Pre-Foundational* range, students who are not exempt and did not take the test, and students with testing irregularities.

**Indicators 2 and 3: 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 (2004-2005 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	133.3	97.0%	6.7
State	87.6	93.7%	

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	116.0	5.2%	

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

**Did Your School Make Subgroup Component AYP for 2005-2006?****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 enrollment and time 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	Yes	Yes
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
Displaced Students	N/A	N/A
<b>Adequate Whole School Attendance Rate?</b>		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 *2005-2006 School Accountability Subgroup Component Report* at [www.louisianaschools.net](http://www.louisianaschools.net).
- The Displaced Students subgroup was only evaluated for meeting the test participation requirement.

## Has Your School Failed to Make Subgroup Component AYP in the Same Subject for Multiple Years?

No

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

Subject	2002-03	2003-04	2004-05	2005-06	Summary
ELA	Passed	Passed	Passed	Passed	Passed
Math	Passed	Passed	Passed	Passed	Passed
Additional Academic Indicator	Passed	Passed	Passed	Passed	Passed

- The Whole School Additional Academic Indicator is the attendance rate.
- What happens if your school failed to make Subgroup Component AYP in the same subject for 2 consecutive years or more?
  - Failed most current year – No consequences related to Subgroup Component AYP; however, another year of failure in the same subject will result in SI identification.
  - Passed only current year – Remain in prior year SI level, depending upon the SPS Component.
  - Failed two consecutive years – Remain in or move into SI 2, depending upon the SPS Component.
  - Failed three years – Remain in or move into SI 3 or higher, depending upon the SPS Component.
  - Failed four consecutive years – Move into SI 4, depending upon the SPS Component.
- To obtain the detailed subgroup results for any year, please see your *2005-2006 School Accountability Subgroup Component Report* at [www.louisianaschools.net](http://www.louisianaschools.net).

## Safety and School Environment

### School Climate (2005-2006)

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| <b>Your School has a:</b>                | 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 (2005-2006)

Class Size Range	Your School	Your District	State
1-20	31%	48%	62%
21-26	51%	46%	33%
27-33	0%	5%	4%
34 or more	18%	1%	1%

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

## School Characteristics

### Teacher Quality (2005-2006)

	Your School	Your District
Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition	44%	73%

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

### PK-12 Enrollment (October 3, 2005)

	Number	Percent
Total Students	225	100%
◆ Regular Education	209	93%
◆ Students with Disabilities*	16	7%
Total students eligible for Free or Reduced Price Lunch	60	27%

- \* Students with Disabilities includes students with speech and language impairments.

## 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 SPS and from the test results used for the Subgroup Component calculations because of inclusion/exclusion of certain students.
- These results include:
  - ♦ Grades 3-8, GEE, and LAA 1.
  - ♦ Eligible test takers who were and were not enrolled in your school for the full academic year.
- The "Other" ethnicity 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	3	2.0	10	6.7	71	47.3	47	31.3	19	12.7
	African American/Black	1	3.0	2	6.1	20	60.6	7	21.2	3	9.1
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	0	0.0	1	9.1	5	45.5	3	27.3	2	18.2
	White	2	2.0	6	6.1	42	42.9	34	34.7	14	14.3
	Other										
	Students with Disabilities	2	16.7	0	0.0	6	50.0	4	33.3	0	0.0
	Students without Disabilities	1	0.7	10	7.2	65	47.1	43	31.2	19	13.8
	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	1	2.6	2	5.3	24	63.2	9	23.7	2	5.3
	Non-Economically Disadvantaged	2	1.8	8	7.1	47	42.0	38	33.9	17	15.2
	Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Male	2	2.9	6	8.6	34	48.6	21	30.0	7	10.0
	Female	1	1.3	4	5.0	37	46.3	26	32.5	12	15.0
Displaced Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Math	All Students	3	2.0	11	7.3	81	54.0	44	29.3	11	7.3
	African American/Black	1	3.0	6	18.2	20	60.6	6	18.2	0	0.0
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	0	0.0	0	0.0	4	36.4	3	27.3	4	36.4
	White	2	2.0	5	5.1	53	54.1	33	33.7	5	5.1
	Other										
	Students with Disabilities	2	16.7	1	8.3	7	58.3	1	8.3	1	8.3
	Students without Disabilities	1	0.7	10	7.2	74	53.6	43	31.2	10	7.2
	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	1	2.6	5	13.2	20	52.6	8	21.1	4	10.5
	Non-Economically Disadvantaged	2	1.8	6	5.4	61	54.5	36	32.1	7	6.3
	Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Male	2	2.9	4	5.7	36	51.4	20	28.6	8	11.4
	Female	1	1.3	7	8.8	45	56.3	24	30.0	3	3.8
Displaced Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

- 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.
- Students who scored at the *Foundational* or *Pre-Foundational* achievement levels on the LAA 2 were included as *Unsatisfactory*.

## Definitions

**Academic Assistance (AA)** – Schools are placed into Academic Assistance if they do not meet growth requirements but have a New Baseline SPS at or above 60.0.

**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 60.0 or above; and
- 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 in a given year on the standards-based assessments for grades 3-8, 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 and Performance Label. It is compared against the next year's Growth SPS to determine if adequate growth is achieved. It is based on one year of assessment data (2005-2006) and two years of attendance and dropout data (2003-2004 and 2004-2005).

**Full Academic Year (FAY)** – Students are considered to be enrolled the full academic year if they are enrolled at October enrollment and at the time of testing.

**Growth Labels** – The label that describes the level of growth achieved by a school and is 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, 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 of a point 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 an SPS decline of more than 2.5 points
- *No Label Assigned* – a school with a New Baseline SPS of 105.0 or more that did not achieve its Growth Target

**Growth School Performance Score (SPS)** – A one-year SPS that is compared to the Transition 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 120.0. 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 LEP students and/or students with disabilities has a slightly lower Growth Target to achieve.

**Incentive Points** – The school received 50 incentive points for 4<sup>th</sup> or 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2005 or Spring 2006) on a LEAP subject area test, or Option 2 8<sup>th</sup> graders who passed a LEAP test they had previously failed.

**LEAP Alternate Assessment, Level 1 (LAA 1)** – Formerly LEAP Alternate Assessment, LAA 1 is Louisiana's assessment for students with significant cognitive disabilities. It is a performance-based assessment designed for students whose instructional Individualized Education Program (IEP) objectives focus on functional abilities.

**LEAP Alternate Assessment, Level 2 (LAA 2)** – LAA 2 is Louisiana's assessment for students with persistent academic disabilities. It allows eligible students to participate in an academic assessment that is sensitive to measuring progress in their learning.

**Performance Labels** – The label that describes a school's level of performance based on its New Baseline SPS.

The Performance Labels are as follows:

<i>Five Stars</i>	★★★★★	(SPS 140.0 or higher);
<i>Four Stars</i>	★★★★	(SPS 120.0 – 139.9);
<i>Three Stars</i>	★★★	(SPS 100.0 – 119.9);
<i>Two Stars</i>	★★	(SPS 80.0 – 99.9);
<i>One Star</i>	★	(SPS 60.0 – 79.9);
<i>Academically Unacceptable</i>		(SPS below 60.0).

**Recovery School District** – The Recovery School District was established to ensure that an appropriate education is provided for children attending any public elementary or secondary traditional or charter school that has been identified by the Louisiana State Legislature as failed or part of a district in academic crisis.

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

**Scholastic Audit** – A process that uses predefined *Principles* and indicators for school improvement as the measure of a school's preparedness for improvement.

**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 120.0 by 2014. The SPS Goal is calculated by adding the New (2006-07) Growth Target to the New 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 Transition Baseline SPS.

#### Transition Baseline SPS

- Used to compare to 2005-06 Growth SPS for Growth, Growth Labels and Rewards.
- Uses data from LEAP/GEE and LAA 1 from 2003-04 and 2004-05, Attendance and Dropouts from 2002-03 and 2003-04.
- Weighted 90% CRT Index, either 10% Attendance Index (K-6 school) or 5% Attendance Index and 5% Dropout Index (Grades 7-12).

## Need Additional Information?

Please see the Louisiana Department of Education's website at [www.louisianaschools.net](http://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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