

2002-2003 District Composite Report

Jefferson 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.

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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).

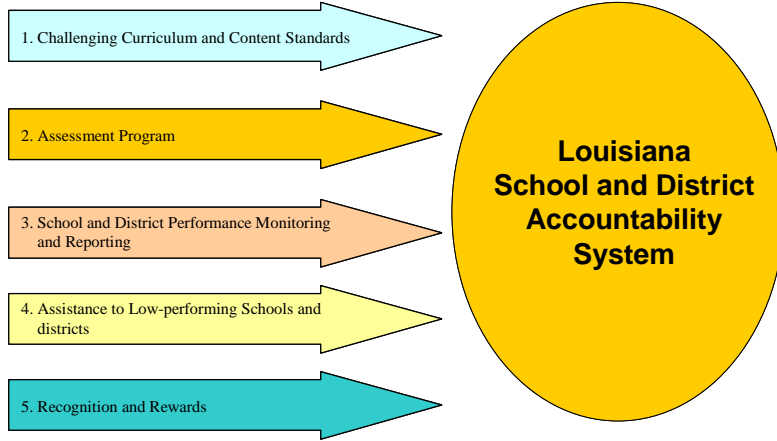
Fortunately, the existing Louisiana School and District Accountability System meets many of the requirements of the new law. The state of Louisiana was already engaged in annual assessments of its students, reporting on student groups, assessing adequate yearly progress, helping low performing schools 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.

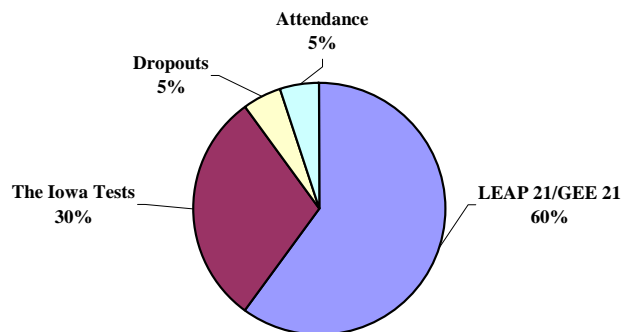
Facet 2—Assessment Program. A new, rigorous assessment program for Louisiana students began in spring of 1999. Additional assessments for high school students and students with significant disabilities have been added in recent years. The assessment program includes:

- 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
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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		84	84	85	85	85	
October 1 Membership		53,622	51,837	50,891	50,766	51,501	
Number on Free/Reduced Lunch		37,713	35,210	34,117	35,193	37,703	
Number of Faculty		3,643	3,619	3,639	3,594	3,577	
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)											
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>
Five Stars (*****)										0.0	0		
Four Stars (****)										0.0	0		
Three Stars (***)										3.8	3		
Two Stars (**)										38.8	31		
One Star (*)										38.8	31		
Academic Warning										16.3	13		
Academically Unacceptable										2.5	2		
Number of Schools										100.0	80		
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	1.4	1	N/A	N/A	3.8	3			
Exemplary Academic Growth	N/A	N/A	N/A	N/A	58.3	42	N/A	N/A	6.3	5			
Recognized Academic Growth	N/A	N/A	N/A	N/A	20.8	15	N/A	N/A	21.5	17			
Minimal Academic Growth	N/A	N/A	N/A	N/A	12.5	9	N/A	N/A	36.7	29			
No Growth	N/A	N/A	N/A	N/A	6.9	5	N/A	N/A	24.1	19			
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	7.6	6			
Number of Schools	N/A	N/A	N/A	N/A	100.0	72	N/A	N/A	100.0	79			
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)									43.8	35		
School Improvement 1 (SI 1)									55.0	44		
School Improvement 2 (SI 2)									1.3	1		
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	
	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	79.2	57	N/A	N/A	20.3	16		
State												
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)					76.1		76.0			~		
Subgroup Performance Scores (GPS)												
- African American/Black					61.2		61.8			~		
- American Indian/Native Alaskan					83.2		79.6			~		
- Asian/Pacific Islander					103.7		103.5			~		
- Hispanic					81.0		77.9			~		
- White					90.5		90.8			~		
- Economically Disadvantaged (Free and Reduced Lunch)					73.5		72.8			~		
- Students with Disabilities					39.7		47.2			~		
- Limited English Proficient (LEP)					74.4		79.8			~		
K-12 Grades												
District Performance Score (DPS)					~		70.1			~		
Subgroup Performance Scores (GPS)												
- African American/Black					~		57.1			~		
- American Indian/Native Alaskan					~		79.3			~		
- Asian/Pacific Islander					~		99.1			~		
- Hispanic					~		72.8			~		
- White					~		84.9			~		
- Economically Disadvantaged (Free and Reduced Lunch)					~		68.6			~		
- Students with Disabilities					~		38.8			~		
- Limited English Proficient (LEP)					~		73.8			~		

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*													
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District		<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										98.7	78		
Made AYP for Subgroup Component										90.2	74		
State													
Made AYP for SPS Component										94.9	1,282		
Made AYP for Subgroup Component										93.8	1,237		

Table 1h: Faculty Degree Data													
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District		<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		36.8	1,339	36.0	1,304	36.2	1,316	35.3	1,269	35.4	1,268		
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**													
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District		<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										89.5	6,774		
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	29.1	933	32.2	1,089	35.2	1,194	37.5	1,224	39.4	1,319		
Class Size Range 21 - 26	47.0	1,508	47.4	1,605	46.6	1,579	44.5	1,454	43.3	1,450		
Class Size Range 27 - 33	23.9	765	20.4	690	18.2	616	18.1	590	17.3	580		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Middle/Jr. High Schools												
Class Size Range 1 - 20	13.8	286	15.4	305	15.0	297	15.3	295	15.6	301		
Class Size Range 21 - 26	29.2	608	33.6	665	32.0	635	27.5	531	27.3	525		
Class Size Range 27 - 33	57.0	1,186	51.0	1,009	53.1	1,055	57.3	1,108	57.1	1,098		
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	21.9	546	27.5	728	28.9	747	27.6	642	27.7	623		
Class Size Range 21 - 26	24.1	600	23.1	610	22.6	584	17.9	415	16.2	365		
Class Size Range 27 - 33	54.0	1,347	49.4	1,308	48.6	1,258	54.3	1,262	55.4	1,247		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.2	4	0.8	17		
Combination Schools												
Class Size Range 1 - 20	84.6	66	76.1	54	78.6	55	85.9	61	78.8	52		
Class Size Range 21 - 26	15.4	12	21.1	15	20.0	14	5.6	4	21.2	14		
Class Size Range 27 - 33	0.0	0	2.8	2	1.4	1	8.5	6	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	23.3	1,831	26.9	2,176	28.5	2,293	29.3	2,222	30.2	2,295		
Class Size Range 21 - 26	34.7	2,728	35.8	2,895	35.0	2,812	31.7	2,404	31.0	2,354		
Class Size Range 27 - 33	42.0	3,298	37.2	3,009	36.5	2,930	39.1	2,966	38.5	2,925		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.1	4	0.2	17		

~ = 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	
	<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>
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						
District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>
Elementary Schools	94.8	95.3	94.8	95.2	94.8	
Middle/Jr. High Schools	91.5	92.8	92.3	92.1	91.5	
High Schools	89.7	90.1	90.2	90.6	90.6	
Combination Schools	93.2	92.5	94.4	94.8	95.1	
All Schools	92.8	93.5	93.2	93.4	93.1	
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District (Elementary Schools)												
Suspended (In School)	0.2	67	0.2	66	0.4	110	0.8	233	0.9	252		
Suspended (Out of School)	11.7	3,420	11.7	3,407	13.6	3,929	14.5	4,203	14.9	4,357		
Expelled (In School)	0.0	5	0.0	1	0.0	6	0.0	5	0.0	3		
Expelled (Out of School)	0.3	74	0.2	55	0.2	50	0.3	91	0.3	73		
District (Middle/Jr. High Schools)												
Suspended (In School)	24.5	2,233	22.3	2,852	21.1	2,682	19.7	2,513	22.3	2,886		
Suspended (Out of School)	36.3	3,315	20.0	2,554	23.0	2,918	26.9	3,434	28.8	3,738		
Expelled (In School)	0.6	54	0.6	76	1.3	166	1.9	240	1.2	158		
Expelled (Out of School)	4.4	402	2.8	355	2.7	343	2.2	282	3.0	388		
District (High Schools)												
Suspended (In School)	18.5	3,404	23.9	3,250	23.3	3,043	26.5	3,416	28.3	3,663		
Suspended (Out of School)	12.1	2,232	14.0	1,896	13.5	1,760	13.9	1,793	15.4	2,000		
Expelled (In School)	0.0	4	0.1	7	0.0	2	0.0	3	0.0	5		
Expelled (Out of School)	1.4	264	1.3	180	1.6	212	1.6	211	2.2	279		
District (Combination Schools)												
Suspended (In School)	22.3	75	13.1	42	14.6	42	12.7	36	12.5	34		
Suspended (Out of School)	16.7	56	13.1	42	6.6	19	11.3	32	9.9	27		
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	0.4	1	0.0	0	0.7	2		
District (All Schools)												
Suspended (In School)	10.2	5,776	11.2	6,208	10.8	5,874	11.3	6,198	12.4	6,829		
Suspended (Out of School)	15.9	8,980	14.2	7,882	15.8	8,606	17.2	9,434	18.3	10,096		
Expelled (In School)	0.1	63	0.2	84	0.3	174	0.5	248	0.3	166		
Expelled (Out of School)	1.3	740	1.1	590	1.1	606	1.1	584	1.3	742		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
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	5.6	217	6.2	232	6.5	240	7.8	271	8.4	300				
Grade 1	13.8	628	15.0	655	14.1	604	14.8	619	15.2	612				
Grade 2	7.1	312	8.4	346	8.0	322	9.2	362	8.2	328				
Grade 3	5.5	229	7.4	307	9.0	366	8.6	349	8.7	350				
Grade 4	7.8	323	7.9	327	16.3	660	10.5	453	9.4	396				
Grade 5	5.2	211	5.2	196	6.7	259	4.0	137	4.6	173				
Grade 6	11.6	511	15.1	624	16.7	669	13.6	559	14.1	559				
Grade 7	14.7	646	18.2	763	19.5	799	19.4	778	18.4	774				
Grade 8	11.5	417	10.1	371	24.0	822	15.1	574	15.2	554				
Grade 9	20.1	793	21.9	805	23.1	892	20.4	660	20.7	747				
Grade 10	17.5	602	19.0	610	17.9	545	18.1	577	17.9	537				
Grade 11	10.2	286	13.1	359	10.0	255	14.7	362	12.1	316				
Grade 12	4.0	104	4.7	122	4.9	126	3.9	97	3.9	88				
All Grades (K-12)	10.5	5,279	11.8	5,717	13.8	6,559	12.4	5,798	12.2	5,734				
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		
	<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>	
Grade 7	1.8	87	2.9	137	3.3	151	3.2	153	~	~			
Grade 8	4.1	189	5.5	229	4.7	217	5.7	253	~	~			
Grade 9	12.1	590	13.0	653	11.2	465	8.7	393	~	~			
Grade 10	12.5	519	12.3	479	10.9	433	10.2	387	~	~			
Grade 11	9.7	327	10.2	324	10.0	301	8.8	280	~	~			
Grade 12	8.4	256	6.7	198	6.2	175	6.7	177	~	~			
Grades 9 - 12	11.0	1,692	11.0	1,654	9.9	1,374	8.8	1,237	~	~			
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	0.9	38	1.5	60	0.9	38	2.1	90	0.9	37		
Mastery *	12.2	510	12.2	494	12.9	564	15.0	638	12.1	504		
Basic	38.8	1,627	39.7	1,613	45.5	1,992	41.2	1,751	43.4	1,811		
Approaching Basic	26.3	1,104	26.9	1,091	24.3	1,063	29.8	1,264	26.6	1,110		
Unsatisfactory	21.8	916	19.8	804	16.4	720	11.8	502	17.1	713		
Grade 4 Mathematics												
Advanced	1.2	50	1.2	49	1.3	57	2.1	90	2.2	90		
Mastery *	6.7	282	9.1	370	9.7	423	10.8	460	11.2	468		
Basic	28.9	1,211	36.5	1,481	44.6	1,952	41.7	1,771	41.5	1,733		
Approaching Basic	27.1	1,138	24.1	978	24.3	1,065	24.1	1,023	23.4	976		
Unsatisfactory	36.1	1,512	29.1	1,182	20.1	877	21.2	900	21.7	904		
Grade 4 Science												
Advanced	N/A	N/A	0.6	23	1.5	65	3.1	130	1.8	73		
Mastery *	N/A	N/A	8.4	340	9.5	415	10.4	440	10.8	452		
Basic	N/A	N/A	40.8	1,654	41.2	1,804	45.9	1,942	34.9	1,455		
Approaching Basic	N/A	N/A	33.2	1,347	35.3	1,545	29.8	1,263	36.0	1,501		
Unsatisfactory	N/A	N/A	17.0	689	12.5	545	10.8	458	16.5	686		
Grade 4 Social Studies												
Advanced	N/A	N/A	0.3	12	1.0	44	1.0	41	1.7	71		
Mastery *	N/A	N/A	10.3	417	10.6	464	7.9	333	10.6	442		
Basic	N/A	N/A	42.2	1,712	46.8	2,049	50.1	2,120	45.4	1,894		
Approaching Basic	N/A	N/A	24.9	1,011	23.4	1,023	25.3	1,072	24.9	1,039		
Unsatisfactory	N/A	N/A	22.2	901	18.2	794	15.8	667	17.3	722		

~ = 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	0.9	34	0.7	25	0.6	21	1.1	37	1.0	39		
Mastery *	8.1	303	11.0	391	12.1	437	13.6	463	11.5	449		
Basic	26.3	984	37.4	1,332	37.9	1,365	32.8	1,114	35.5	1,388		
Approaching Basic	38.4	1,437	36.8	1,310	35.8	1,289	40.2	1,367	33.8	1,323		
Unsatisfactory	26.4	988	14.2	505	13.5	487	12.2	416	18.2	713		
Grade 8 Mathematics												
Advanced	0.7	25	1.5	53	2.2	78	1.2	40	2.3	88		
Mastery *	3.2	119	3.1	111	3.5	125	2.6	87	3.8	147		
Basic	28.4	1,064	35.0	1,245	41.3	1,486	39.9	1,353	37.9	1,483		
Approaching Basic	21.0	784	24.1	859	24.5	880	30.2	1,024	24.7	966		
Unsatisfactory	46.7	1,748	36.3	1,291	28.5	1,025	26.2	889	31.4	1,226		
Grade 8 Science												
Advanced	N/A	N/A	0.4	16	0.8	29	0.9	31	0.8	32		
Mastery *	N/A	N/A	12.2	436	14.1	505	12.2	415	9.8	384		
Basic	N/A	N/A	29.0	1,032	34.6	1,238	33.1	1,121	31.3	1,225		
Approaching Basic	N/A	N/A	31.3	1,114	28.4	1,019	32.5	1,101	33.5	1,310		
Unsatisfactory	N/A	N/A	27.0	963	22.1	791	21.3	721	24.5	960		
Grade 8 Social Studies												
Advanced	N/A	N/A	0.2	8	1.1	39	0.6	21	0.3	13		
Mastery *	N/A	N/A	8.8	312	11.1	399	7.2	245	7.4	290		
Basic	N/A	N/A	39.7	1,414	40.5	1,450	43.2	1,463	36.5	1,427		
Approaching Basic	N/A	N/A	25.0	888	24.8	888	27.8	943	30.0	1,172		
Unsatisfactory	N/A	N/A	26.3	936	22.4	803	21.1	716	25.7	1,005		

~ = 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	0.6	17	0.8	22	0.7	23		
Mastery *	N/A	N/A	N/A	N/A	9.4	274	9.9	277	8.6	268		
Basic	N/A	N/A	N/A	N/A	39.4	1,145	36.1	1,007	35.1	1,092		
Approaching Basic	N/A	N/A	N/A	N/A	25.4	737	27.5	769	26.3	819		
Unsatisfactory	N/A	N/A	N/A	N/A	25.1	730	25.7	718	29.2	907		
Mathematics												
Advanced	N/A	N/A	N/A	N/A	3.1	89	3.3	93	3.9	122		
Mastery *	N/A	N/A	N/A	N/A	9.5	275	8.9	250	11.5	357		
Basic	N/A	N/A	N/A	N/A	31.6	914	32.2	902	33.2	1,031		
Approaching Basic	N/A	N/A	N/A	N/A	16.4	474	18.1	506	18.5	576		
Unsatisfactory	N/A	N/A	N/A	N/A	39.4	1,140	37.4	1,048	32.9	1,022		
Science												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.5	66	1.5	39		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.9	315	10.4	266		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.6	864	37.4	953		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.0	557	25.7	654		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	31.9	845	24.9	634		
Social Studies												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	29	1.3	32		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.8	205	8.6	217		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.7	1,101	43.1	1,089		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.5	568	24.9	629		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.0	740	22.1	559		

~ = 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	13.7	14.7	15.9	16.5	15.8	
Third Quartile	24.2	23.8	25.4	25.8	30.3	
Second Quartile	31.1	33.0	33.2	32.3	31.2	
First Quartile	31.1	28.5	25.6	25.4	22.7	
Percentile Rank	42	43	45	46	47	
Grade 05						
Fourth Quartile	16.4	15.7	18.0	16.7	17.6	
Third Quartile	22.7	27.1	30.1	28.4	29.3	
Second Quartile	32.6	33.3	35.3	35.6	35.6	
First Quartile	28.4	23.9	16.6	19.3	17.5	
Percentile Rank	45	46	51	48	50	
Grade 06						
Fourth Quartile	14.0	15.1	14.8	14.8	10.4	
Third Quartile	21.3	22.6	23.9	25.0	20.3	
Second Quartile	32.1	34.9	34.8	37.3	33.4	
First Quartile	32.5	27.4	26.5	22.9	35.9	
Percentile Rank	41	44	45	46	37	
Grade 07						
Fourth Quartile	12.1	14.5	13.9	13.7	14.1	
Third Quartile	20.2	22.5	22.2	23.7	20.4	
Second Quartile	31.2	31.0	31.2	29.7	35.0	
First Quartile	36.5	32.1	32.7	32.9	30.5	
Percentile Rank	39	42	41	42	42	
Grade 09						
Fourth Quartile	12.9	13.4	13.4	13.6	13.1	
Third Quartile	22.8	23.2	24.6	22.1	23.4	
Second Quartile	30.9	30.0	33.1	31.1	33.7	
First Quartile	33.4	33.4	28.9	33.2	29.8	
Percentile Rank	40	40	42	41	41	

~ = 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

District	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
ACT Average Composite Score	18.8	18.6	18.9	18.6	18.8	
State						
ACT Average Composite Score	19.6	19.6	19.6	19.6	19.6	

Table 4b: First-Time College Freshmen Performance

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>
Number of High School Graduates ¹		2,479		2,588		2,554		2,433		2,261		
HS Graduates Who Were First-Time College Freshmen	37.1	919	35.3	913	35.3	901	32.7	796	33.5	757		
First-Time Freshmen Enrolled in College Developmental Courses	57.6	529	57.7	527	56.8	512	54.2	431	57.7	437		
State												
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.

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.

Jefferson 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.

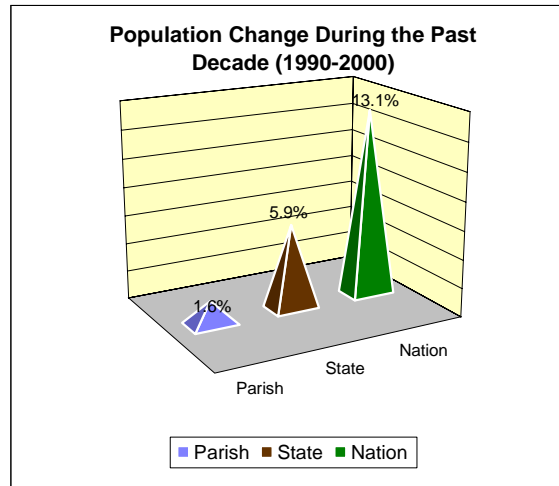
**Population by Race
Parish**

Race	Parish	
	Number	Percent
White	318,002	69.8%
Black	104,121	22.9%
Other	33,343	7.2%
Total	455,466	99.9%

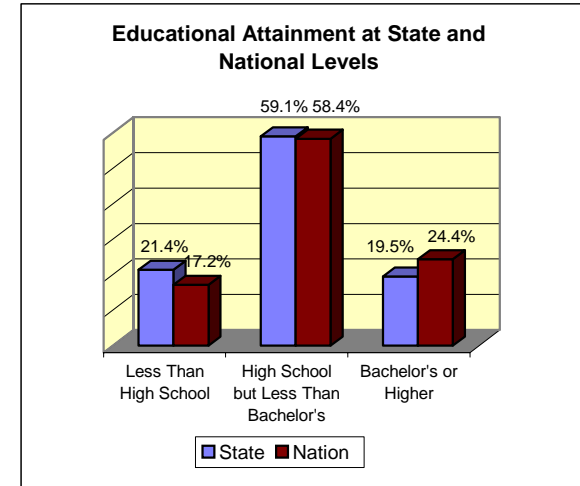
**Population by Race
State and Nation**

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.

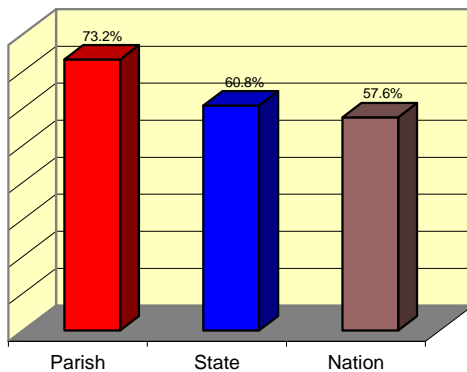


Sources: U.S. Census Bureau, Census 2000.



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	\$37,312	\$30,466	\$37,005
Persons Below Poverty	13.1%	18.4%	13.3%
Children Below Poverty	20.6%	26.0%	19.9%

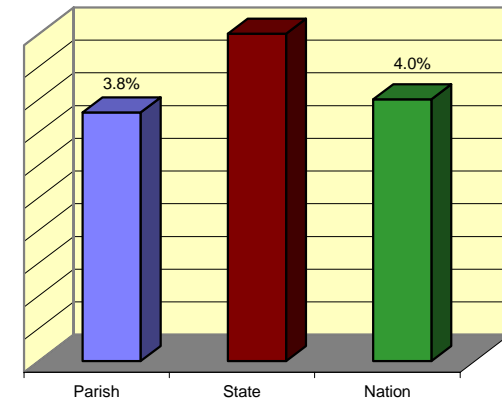
Source: U.S. Census Bureau, Census 2000.

Teenage Birth and Single Motherhood

	Parish	State	Nation
Teenage Birth Rate (1)	14.3%	17.0%	12.2%
Female Householders (2)	15.4%	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:

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

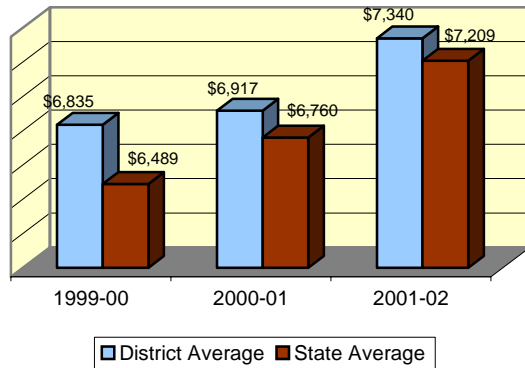
Note: District data are as of the publication date of this report. Audits of student and financial data may result in revision subsequent to the publication of this report. Some districts' financial data may be adjusted after the publication of this report because of audits.

Jefferson Parish Financial Profile

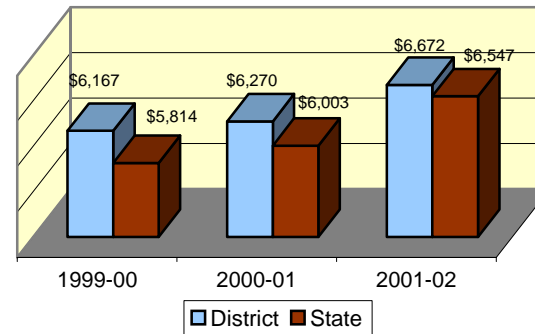
Figure 6

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	\$179,150,902	51.1%	39.0%	\$180,227,966	51.2%	39.7%	\$183,664,093	49.3%	38.8%
State	\$133,148,198	38.0%	49.3%	\$131,398,019	37.3%	48.7%	\$140,413,410	37.7%	48.5%
Federal	\$38,420,000	11.0%	11.7%	\$40,376,016	11.5%	11.6%	\$48,565,485	13.0%	12.7%
Total	\$350,719,100	100.0%	100.0%	\$352,002,002	100.0%	100.0%	\$372,642,988	100.0%	100.0%

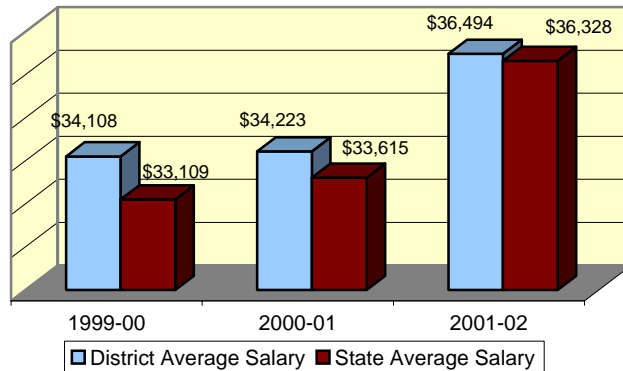
Revenues Per Pupil



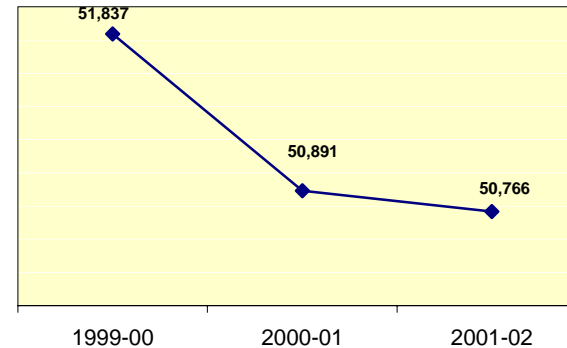
Expenditures Per Pupil



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	2-94
Teacher Quality	2-98
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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.

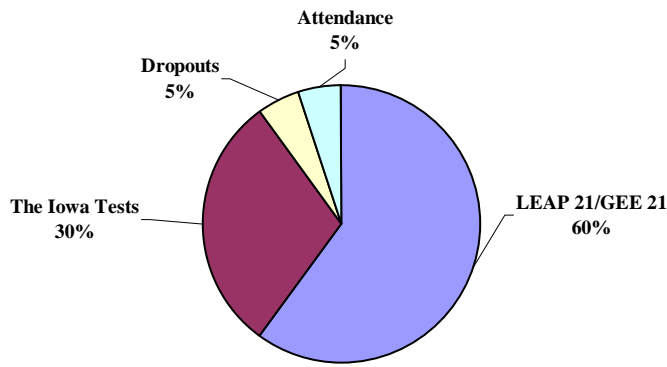
As discussed in the Introduction, the Louisiana School and District Accountability System has undergone many recent changes to bring the accountability system into compliance with federal guidelines as mandated by the No Child Left Behind (NCLB) Act of 2001. One significant change is the system will 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/combo 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 Jefferson Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026001	John Q. Adams Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	812	708	712	745	806	806
	Number on Free/Reduced Lunch	451	365	383	430	494	494
	Percent on Free/Reduced Lunch	55.5	51.6	53.8	57.7	61.3	61.3
	Number of Faculty	50	46	48	46	47	47
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	88.6	N/A	87.2	87.2
	Point Change in SPS	N/A	16.3	19.8	1.0	-0.2	-0.2
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	68.8	N/A	87.4	N/A	87.2	87.2
	Growth Target	5.9	N/A	5.0	N/A	2.7	2.7
	Performance Label ²	5	N/A	4	N/A	4	4
	SPS for Current Year	68.8	85.1	87.4	88.4	87.2	87.2
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026002	Airline Park Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	312	305	330	330	344	
	Number on Free/Reduced Lunch	224	193	198	234	243	
	Percent on Free/Reduced Lunch	71.8	63.3	61.7	70.9	70.6	
	Number of Faculty	27	26	26	26	29	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	99.7	N/A	89.8	
	Point Change in SPS	N/A	15.3	21.9	-0.7	-6.0	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	77.8	N/A	95.8	N/A	87.6	
	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	77.8	93.1	95.8	95.1	87.6	
	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.

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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026003	A.C. Alexander Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	569	578	528	581	633	
	Number on Free/Reduced Lunch	460	473	424	471	528	
	Percent on Free/Reduced Lunch	80.8	81.8	80.3	81.1	83.4	
	Number of Faculty	38	36	34	37	43	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	92.5	N/A	97.2	
	Point Change in SPS	N/A	0.0	19.2	5.0	6.4	
	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	NO	
	Baseline SPS	73.3	N/A	90.8	N/A	96.2	
	Growth Target	5.1	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	73.3	73.3	90.8	95.8	96.2	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026004	Ames Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	314	339	321	353	362	
	Number on Free/Reduced Lunch	294	330	307	346	351	
	Percent on Free/Reduced Lunch	93.6	97.3	95.6	98.0	97.0	
	Number of Faculty	23	23	23	24	25	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	86.6	N/A	78.5	
	Point Change in SPS	N/A	6.2	32.8	13.9	4.5	
	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	53.8	N/A	74.0	N/A	76	
	Growth Target	9.1	N/A	6.2	N/A	3.7	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	53.8	60.0	74.0	87.9	76.0	
	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

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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026005	J.J. Audubon Elementary School						
	Grade Structure	K-5	K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	568	530	510	502	503	
	Number on Free/Reduced Lunch	434	416	415	420	426	
	Percent on Free/Reduced Lunch	76.4	78.5	81.4	83.7	84.7	
	Number of Faculty	39	37	39	39	37	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	86.8	N/A	81.8	
	Point Change in SPS	N/A	11.1	26.7	6.7	3.8	
	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	60.1	N/A	78.0	N/A	79.1	
	Growth Target	7.4	N/A	5.0	N/A	3.2	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	60.1	71.2	78.0	84.7	79.1	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026008	Alice M. Birney Elementary School						
	Grade Structure	K-5	K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	562	549	559	581	546	
	Number on Free/Reduced Lunch	266	224	212	231	289	
	Percent on Free/Reduced Lunch	47.3	40.8	38.6	39.8	52.9	
	Number of Faculty	33	34	33	33	36	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	95.5	N/A	100.3	
	Point Change in SPS	N/A	1.1	2.8	2.6	4.1	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label ¹	N/A	N/A	4	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	92.7	N/A	96.2	N/A	99.4	
	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	92.7	93.8	96.2	98.8	99.4	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026009	Bissonet Plaza Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	676	674	644	636	679	
	Number on Free/Reduced Lunch	345	349	319	327	386	
	Percent on Free/Reduced Lunch	51.0	51.8	49.5	51.4	56.8	
	Number of Faculty	42	42	39	41	45	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	109.0	N/A	100.6	
	Point Change in SPS	N/A	12.8	17.5	-5.8	-4.5	
	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	91.5	N/A	105.1	N/A	100.7	
	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	91.5	104.3	105.1	99.3	100.7	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026010	Alfred Bonnabel High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,908	1,856	1,788	1,758	1766	
	Number on Free/Reduced Lunch	1,118	966	723	790	948	
	Percent on Free/Reduced Lunch	58.6	52.0	40.4	44.9	53.7	
	Number of Faculty	135	137	139	133	128	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	60.2	
	Point Change in SPS	N/A	N/A	N/A	5.9	9.8	
	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	50.4	N/A	59.9	
	Growth Target	N/A	N/A	6.5	N/A	4.8	
	Performance Label ²	N/A	N/A	5	N/A	6	
	SPS for Current Year	N/A	N/A	50.4	56.3	59.9	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026012	Bridge City Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	618	593	577	559	518	518
	Number on Free/Reduced Lunch	563	547	534	520	483	483
	Percent on Free/Reduced Lunch	91.1	92.2	92.7	93.0	93.2	93.2
	Number of Faculty	40	40	41	39	39	39
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	66.7	N/A	73.1	73.1
	Point Change in SPS	N/A	3.7	13.0	12.5	11.4	11.4
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label ¹	N/A	N/A	3	N/A	3	3
	Reward Eligibility	N/A	N/A	YES	N/A	YES	YES
	Baseline SPS	53.7	N/A	61.7	N/A	69.9	69.9
	Growth Target	8.5	N/A	8.7	N/A	4.1	4.1
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	53.7	57.4	61.7	74.2	69.9	69.9
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026013	Bridgedale Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	404	397	411	367	368	
	Number on Free/Reduced Lunch	285	294	292	294	308	
	Percent on Free/Reduced Lunch	70.5	74.1	71.0	80.1	83.7	
	Number of Faculty	26	26	26	24	25	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	92.2	N/A	91.6	
	Point Change in SPS	N/A	1.8	14.9	4.8	7.3	
	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	77.3	N/A	84.3	N/A	91.4	
	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	77.3	79.1	84.3	89.1	91.4	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026015	John Clancy Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	482	451	415	399	408	
	Number on Free/Reduced Lunch	449	415	375	373	381	
	Percent on Free/Reduced Lunch	93.2	92.0	90.4	93.5	93.4	
	Number of Faculty	34	34	30	32	33	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	69.9	N/A	66.9	
	Point Change in SPS	N/A	15.6	13.3	-5.7	-4.1	
	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	56.6	N/A	71.0	N/A	64.7	
	Growth Target	7.9	N/A	6.6	N/A	4.3	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	56.6	72.2	71.0	65.3	64.7	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026016	George Cox Elementary School						
	Grade Structure	K-6	K-6	K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	594	564	578	632	587	
	Number on Free/Reduced Lunch	538	518	525	601	549	
	Percent on Free/Reduced Lunch	90.6	91.8	93.9	95.1	93.5	
	Number of Faculty	44	43	42	44	39	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	63.0	N/A	66.3	
	Point Change in SPS	N/A	4.0	9.4	11.9	9.5	
	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	53.6	N/A	56.8	N/A	66.3	
	Growth Target	8.8	N/A	9.8	N/A	4.4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	53.6	57.6	56.8	68.7	66.3	
	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 Jefferson Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026017	Helen Cox Junior High School						
	Grade Structure	7-9	7-9	6-9	6-9	6-9	6-9
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	661	601	633	678	660	660
	Number on Free/Reduced Lunch	488	405	449	508	510	510
	Percent on Free/Reduced Lunch	73.8	67.4	70.9	74.9	77.3	77.3
	Number of Faculty	42	44	46	49	47	47
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	55.9	N/A	61.0	61.0
	Point Change in SPS	N/A	13.7	12.7	4.2	3.2	3.2
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	43.2	N/A	57.8	N/A	60.4	60.4
	Growth Target	10.8	N/A	9.8	N/A	4.9	4.9
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	43.2	56.9	57.8	62.0	60.4	60.4
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026019	Deckbar School						
	Grade Structure	K-8,NG	1-8	1-8	1-8	K-8	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	57	56	55	73	62	
	Number on Free/Reduced Lunch	53	47	49	60	50	
	Percent on Free/Reduced Lunch	93.0	83.9	89.1	82.2	80.6	
	Number of Faculty	15	16	17	17	21	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026020	Ella Dolhonde Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	439	408	414	444	494	
	Number on Free/Reduced Lunch	313	280	288	329	358	
	Percent on Free/Reduced Lunch	71.3	68.6	69.6	74.1	72.5	
	Number of Faculty	39	41	40	40	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	86.9	N/A	84.0	
	Point Change in SPS	N/A	6.3	24.8	2.0	5.3	
	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	NO	
	Baseline SPS	62.1	N/A	78.7	N/A	84.1	
	Growth Target	7.3	N/A	5.0	N/A	2.6	
	Performance Label ²	5	N/A	5	N/A	4	
	SPS for Current Year	62.1	68.4	78.7	80.7	84.1	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026021	Frederick Douglass Elementary School						
	Grade Structure	1-6	1-6	1-6	1-6	1-6	1-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	279	312	341	352	336	336
	Number on Free/Reduced Lunch	257	295	313	340	321	321
	Percent on Free/Reduced Lunch	92.1	94.6	91.8	96.6	95.5	95.5
	Number of Faculty	22	24	25	27	25	25
	Paired/Shared	YES	YES	YES	YES	YES	YES
	Growth School Performance Score (SPS)	N/A	N/A	60.9	N/A	49.6	49.6
	Point Change in SPS	N/A	-4.9	17.6	3.5	-0.8	-0.8
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	43.3	N/A	50.4	N/A	49.6	49.6
	Growth Target	10.8	N/A	10.7	N/A	5.7	5.7
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	43.3	38.4	50.4	53.9	49.6	49.6
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026022	East Jefferson High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,229	1,182	1,109	1,083	1119	
	Number on Free/Reduced Lunch	524	433	381	423	522	
	Percent on Free/Reduced Lunch	42.6	36.6	34.4	39.1	46.6	
	Number of Faculty	96	92	89	86	83	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	61.8	
	Point Change in SPS	N/A	N/A	N/A	-0.3	5.5	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label ¹	N/A	N/A	N/A	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	56.3	N/A	61.9	
	Growth Target	N/A	N/A	6.2	N/A	4.8	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	56.3	56.0	61.9	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026023	John Ehret High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	2,908	2,771	2,737	2,821	2883	
	Number on Free/Reduced Lunch	1,997	1,609	1,529	1,621	1868	
	Percent on Free/Reduced Lunch	68.7	58.1	55.9	57.5	64.8	
	Number of Faculty	169	165	172	173	164	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	63.2	
	Point Change in SPS	N/A	N/A	N/A	2.8	6.6	
	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	56.6	N/A	64.2	
	Growth Target	N/A	N/A	6.2	N/A	4.7	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	56.6	59.4	64.2	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026024	Ellender Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	1,034	999	1,015	968	963	963
	Number on Free/Reduced Lunch	780	746	767	779	757	757
	Percent on Free/Reduced Lunch	75.4	74.7	75.6	80.5	78.6	78.6
	Number of Faculty	65	61	60	63	59	59
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	71.8	N/A	69.8	69.8
	Point Change in SPS	N/A	11.2	15.8	1.4	-1.2	-1.2
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	56.0	N/A	71.0	N/A	69	69
	Growth Target	8.4	N/A	6.8	N/A	4.3	4.3
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	56.0	67.2	71.0	72.4	69.0	69.0
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026025	J.C. Ellis Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	495	480	434	430	463	463
	Number on Free/Reduced Lunch	337	319	308	303	337	337
	Percent on Free/Reduced Lunch	68.1	66.5	71.0	70.5	72.8	72.8
	Number of Faculty	34	34	33	34	33	33
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	73.1	N/A	89.5	89.5
	Point Change in SPS	N/A	5.0	-1.8	8.7	11.6	11.6
	Met Growth Target	N/A	N/A	NO	N/A	YES	YES
	Growth Label ¹	N/A	N/A	5	N/A	2	2
	Reward Eligibility	N/A	N/A	NO	N/A	YES	YES
	Baseline SPS	74.9	N/A	77.9	N/A	88.5	88.5
	Growth Target	5.0	N/A	5.0	N/A	2.3	2.3
	Performance Label ²	4	N/A	5	N/A	4	4
	SPS for Current Year	74.9	79.9	77.9	86.6	88.5	88.5
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026026	Bonella A. St. Ville Elementary School						
	Grade Structure	1-6	1-6	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	391	356	387	387	388	
	Number on Free/Reduced Lunch	378	351	352	375	374	
	Percent on Free/Reduced Lunch	96.7	98.6	91.2	96.9	96.4	
	Number of Faculty	29	30	33	36	31	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	38.2	N/A	33.2	
	Point Change in SPS	N/A	-12.1	-3.0	1.9	1.1	
	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	41.2	N/A	32.1	N/A	33.3	
	Growth Target	10.9	N/A	15.3	N/A	6.9	
	Performance Label ²	5	N/A	5	N/A	7	
	SPS for Current Year	41.2	29.1	32.1	34.0	33.3	
	School Improvement Status ³					2	
	Made AYP for SPS Component ⁴					NO	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026027	Estelle Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	914	909	940	920	916	
	Number on Free/Reduced Lunch	748	734	718	737	738	
	Percent on Free/Reduced Lunch	81.8	80.7	77.8	80.1	80.6	
	Number of Faculty	64	65	68	65	66	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	83.2	N/A	84.9	
	Point Change in SPS	N/A	7.0	15.8	7.7	8.4	
	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	67.4	N/A	76.5	N/A	85.5	
	Growth Target	6.2	N/A	5.4	N/A	2.8	
	Performance Label ²	5	N/A	5	N/A	4	
	SPS for Current Year	67.4	74.4	76.5	84.2	85.5	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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026029	Fisher Middle/High School						
	Grade Structure	7-12	7-12	7-12	7-12	7-12	7-12
	School Type	High	High	High	High	High	High
	October 1 Membership	561	542	516	498	507	507
	Number on Free/Reduced Lunch	301	257	195	211	268	268
	Percent on Free/Reduced Lunch	53.7	47.4	37.8	42.4	52.9	52.9
	Number of Faculty	45	45	46	45	39	39
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	71.1	N/A	80.8	80.8
	Point Change in SPS	N/A	9.9	12.0	-1.3	8.5	8.5
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label ¹	N/A	N/A	3	N/A	3	3
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	59.1	N/A	72.3	N/A	79.7	79.7
	Growth Target	7.7	N/A	5.2	N/A	3.4	3.4
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	59.1	69.0	72.3	71.0	79.7	79.7
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026030	Henry Ford Junior High School						
	Grade Structure	7-9	7-9	7-9	7-9	7-9	7-9
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	674	694	625	644	659	659
	Number on Free/Reduced Lunch	558	561	503	520	559	559
	Percent on Free/Reduced Lunch	82.8	80.8	80.5	80.7	84.8	84.8
	Number of Faculty	46	49	49	47	46	46
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	65.6	N/A	64.4	64.4
	Point Change in SPS	N/A	9.9	20.9	3.8	3.5	3.5
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	44.7	N/A	60.9	N/A	63.4	63.4
	Growth Target	10.3	N/A	8.8	N/A	4.6	4.6
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	44.7	54.6	60.9	64.7	63.4	63.4
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026031	Grand Isle High School						
	Grade Structure	K-12	K-12	K-12	K-12	K-12	
	School Type	Combination	Combination	Combination	Combination	Combination	
	October 1 Membership	286	276	257	233	239	
	Number on Free/Reduced Lunch	212	215	203	178	183	
	Percent on Free/Reduced Lunch	74.1	77.9	79.0	76.4	76.6	
	Number of Faculty	30	30	30	29	29	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	85.9	N/A	87.9	
	Point Change in SPS	N/A	-5.4	14.9	10.4	15.0	
	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	71.0	N/A	72.9	N/A	84.2	
	Growth Target	5.3	N/A	5.0	N/A	2.9	
	Performance Label ²	4	N/A	5	N/A	4	
	SPS for Current Year	71.0	65.6	72.9	83.3	84.2	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026032	Green Park Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	436	435	406	439	470	
	Number on Free/Reduced Lunch	224	223	189	214	250	
	Percent on Free/Reduced Lunch	51.4	51.3	46.7	48.7	53.2	
	Number of Faculty	30	33	31	34	34	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	94.7	N/A	90.7	
	Point Change in SPS	N/A	0.6	10.1	1.7	-0.1	
	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	84.6	N/A	90.8	N/A	90.7	
	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	84.6	85.2	90.8	92.5	90.7	
	School Improvement Status ³					1	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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026033	Greenlawn Terrace Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	401	411	422	423	404	
	Number on Free/Reduced Lunch	321	310	308	325	316	
	Percent on Free/Reduced Lunch	80.0	75.4	73.3	76.8	78.2	
	Number of Faculty	29	30	29	31	32	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	92.3	N/A	95.9	
	Point Change in SPS	N/A	5.4	6.7	4.1	4.0	
	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	85.6	N/A	91.9	N/A	93.4	
	Growth Target	5.0	N/A	5.0	N/A	2.2	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	85.6	91.0	91.9	96.0	93.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026034	Gretna #2 Kindergarten Center						
	Grade Structure	PK,K	PK,K	PK,K	PK,K	PK,K	PK,K
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	154	156	174	171	191	191
	Number on Free/Reduced Lunch	128	147	135	148	173	173
	Percent on Free/Reduced Lunch	83.1	94.2	83.9	86.5	90.6	90.6
	Number of Faculty	12	14	13	12	13	13
	Paired/Shared	YES	YES	YES	YES	YES	YES
	Growth School Performance Score (SPS)	N/A	N/A	60.9	N/A	49.6	49.6
	Point Change in SPS	N/A	-4.9	17.6	3.5	-0.8	-0.8
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	43.3	N/A	50.4	N/A	49.6	49.6
	Growth Target	10.8	N/A	10.7	N/A	5.7	5.7
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	43.3	38.4	50.4	53.9	49.6	49.6
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					N/A	N/A

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Table 7
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026035	Gretna Junior High School						
	Grade Structure	7-9	7-9	7-9	7-9	7-9	7-9
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	987	971	965	968	924	924
	Number on Free/Reduced Lunch	861	827	844	857	823	823
	Percent on Free/Reduced Lunch	87.2	85.2	87.5	88.5	89.1	89.1
	Number of Faculty	62	60	59	62	60	60
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	50.5	N/A	52.6	52.6
	Point Change in SPS	N/A	9.8	12.0	0.5	0.8	0.8
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	38.5	N/A	51.8	N/A	51.4	51.4
	Growth Target	11.9	N/A	11.1	N/A	5.5	5.5
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	38.5	48.3	51.8	52.3	51.4	51.4
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					NO	NO

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026036	Shirley Johnson/Gretna Park Elementary School						
	Grade Structure	K-6	K-6	K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	723	699	694	692	748	
	Number on Free/Reduced Lunch	670	641	634	596	695	
	Percent on Free/Reduced Lunch	92.7	91.7	91.4	86.1	92.9	
	Number of Faculty	50	50	49	46	47	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	67.4	N/A	75.4	
	Point Change in SPS	N/A	8.1	14.7	18.9	10.2	
	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	NO	
	Baseline SPS	52.7	N/A	65.2	N/A	73.4	
	Growth Target	8.8	N/A	7.9	N/A	3.6	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	52.7	60.8	65.2	84.1	73.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026038	Harahan Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	410	413	405	418	456	
	Number on Free/Reduced Lunch	196	207	211	202	245	
	Percent on Free/Reduced Lunch	47.8	50.1	52.6	48.3	53.7	
	Number of Faculty	30	28	29	34	33	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	102.5	N/A	106.8	
	Point Change in SPS	N/A	6.4	18.6	9.0	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	83.9	N/A	97.5	N/A	108.2	
	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	83.9	90.3	97.5	106.5	108.2	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026039	T.H. Harris Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	755	738	762	756	748	748
	Number on Free/Reduced Lunch	377	355	325	329	381	381
	Percent on Free/Reduced Lunch	49.9	48.1	42.7	43.5	50.9	50.9
	Number of Faculty	53	52	53	51	49	49
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	80.4	N/A	82.2	82.2
	Point Change in SPS	N/A	10.3	8.4	0.7	0.4	0.4
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	72.0	N/A	81.8	N/A	80	80
	Growth Target	5.3	N/A	5.0	N/A	3.3	3.3
	Performance Label ²	4	N/A	4	N/A	4	4
	SPS for Current Year	72.0	82.3	81.8	82.5	80.0	80.0
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026040	William Hart Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	373	382	407	440	390	
	Number on Free/Reduced Lunch	357	371	393	424	368	
	Percent on Free/Reduced Lunch	95.7	97.1	96.6	96.4	94.4	
	Number of Faculty	26	24	26	24	27	
	Paired/Shared	YES	YES	YES	YES	NO	
	Growth School Performance Score (SPS)	N/A	N/A	83.4	N/A	59.1	
	Point Change in SPS	N/A	21.8	28.4	-13.0	-16.8	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	55.0	N/A	75.9	N/A	56.9	
	Growth Target	8.7	N/A	5.5	N/A	5	
	Performance Label ²	5	N/A	5	N/A	6	
	SPS for Current Year	55.0	76.8	75.9	62.9	56.9	
	School Improvement Status ³					1	
	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
026041	Harvey Kindergarten Center						
	Grade Structure	K	K	K	K	PK,K	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	115	110	141	126	117	
	Number on Free/Reduced Lunch	83	81	88	91	84	
	Percent on Free/Reduced Lunch	72.2	73.6	67.7	72.2	71.8	
	Number of Faculty	7	8	8	8	9	
	Paired/Shared	YES	YES	YES	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	86.6	N/A	91.9	
	Point Change in SPS	N/A	7.6	9.2	4.2	3.2	
	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	77.4	N/A	88.7	N/A	91.8	
	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	77.4	85.0	88.7	92.9	91.8	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026042	V.C. Haynes Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	549	500	510	544	557	557
	Number on Free/Reduced Lunch	299	268	271	298	333	333
	Percent on Free/Reduced Lunch	54.5	53.6	53.1	54.8	59.8	59.8
	Number of Faculty	42	40	41	40	40	40
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	80.3	N/A	82.4	82.4
	Point Change in SPS	N/A	4.1	2.7	-3.8	-0.7	-0.7
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label ¹	N/A	N/A	4	N/A	5	5
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	77.6	N/A	83.1	N/A	80.2	80.2
	Growth Target	5.0	N/A	5.0	N/A	3.2	3.2
	Performance Label ²	4	N/A	4	N/A	4	4
	SPS for Current Year	77.6	81.7	83.1	79.3	80.2	80.2
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026043	Hazel Park/Hilda Knoff School						
	Grade Structure	PK,K-5	K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	481	435	409	403	336	
	Number on Free/Reduced Lunch	251	241	210	221	212	
	Percent on Free/Reduced Lunch	52.2	55.4	52.5	54.8	63.1	
	Number of Faculty	34	34	34	33	31	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	85.4	N/A	87.6	
	Point Change in SPS	N/A	9.9	5.0	-4.3	-0.9	
	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	80.4	N/A	88.5	N/A	87.6	
	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	80.4	90.3	88.5	84.2	87.6	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026044	Phoebe Hearst School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	595	600	556	555	607	
	Number on Free/Reduced Lunch	339	342	318	354	436	
	Percent on Free/Reduced Lunch	57.0	57.0	57.8	63.8	71.8	
	Number of Faculty	38	41	41	40	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	88.8	N/A	87.3	
	Point Change in SPS	N/A	2.2	3.7	2.4	0.9	
	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	85.1	N/A	86.4	N/A	87.3	
	Growth Target	5.0	N/A	5.0	N/A	2.5	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	85.1	87.3	86.4	88.8	87.3	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026045	L.W. Higgins High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,905	1,884	1,778	1,707	1693	
	Number on Free/Reduced Lunch	1,364	1,153	1,071	1,071	1229	
	Percent on Free/Reduced Lunch	71.6	61.2	60.2	62.7	72.6	
	Number of Faculty	116	117	114	113	108	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	45.3	
	Point Change in SPS	N/A	N/A	N/A	-4.2	0.5	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label ¹	N/A	N/A	N/A	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	44.8	N/A	45.5	
	Growth Target	N/A	N/A	7.9	N/A	6.2	
	Performance Label ²	N/A	N/A	5	N/A	6	
	SPS for Current Year	N/A	N/A	44.8	40.6	45.5	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026046	Homedale School						
	Grade Structure	K-6	K-6	K-6	K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	242	255	245	252	293	
	Number on Free/Reduced Lunch	220	239	230	237	271	
	Percent on Free/Reduced Lunch	90.9	93.7	93.9	94.0	92.5	
	Number of Faculty	21	20	19	20	23	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	75.5	N/A	73.2	
	Point Change in SPS	N/A	-9.0	12.3	9.0	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	63.2	N/A	68.6	N/A	73.2	
	Growth Target	6.8	N/A	7.1	N/A	3.9	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	63.2	54.2	68.6	77.6	73.2	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026047	Jefferson Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	472	445	447	467	456	
	Number on Free/Reduced Lunch	278	265	273	273	302	
	Percent on Free/Reduced Lunch	58.9	59.6	61.1	58.5	66.2	
	Number of Faculty	29	25	25	27	30	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	93.2	N/A	92.6	
	Point Change in SPS	N/A	0.3	13.8	-1.7	2.8	
	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	79.4	N/A	89.8	N/A	92.6	
	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	79.4	79.7	89.8	88.1	92.6	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026050	Harold Keller Elementary School						
	Grade Structure	PK,K-5	K-5	K-5	K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	475	442	437	420	468	
	Number on Free/Reduced Lunch	217	229	253	265	303	
	Percent on Free/Reduced Lunch	45.7	51.8	57.9	63.1	64.7	
	Number of Faculty	33	32	32	31	33	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	101.3	N/A	100.0	
	Point Change in SPS	N/A	2.5	3.3	1.8	1.0	
	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	98.0	N/A	99.0	N/A	100.1	
	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	98.0	100.5	99.0	100.8	100.1	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026051	Grace King High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,491	1,525	1,496	1,503	1499	
	Number on Free/Reduced Lunch	533	463	473	535	586	
	Percent on Free/Reduced Lunch	35.7	30.4	31.6	35.6	39.1	
	Number of Faculty	110	111	111	107	101	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	86.4	
	Point Change in SPS	N/A	N/A	N/A	6.4	7.8	
	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	78.6	N/A	86.4	
	Growth Target	N/A	N/A	5.0	N/A	2.7	
	Performance Label ²	N/A	N/A	4	N/A	4	
	SPS for Current Year	N/A	N/A	78.6	85.0	86.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026055	Lincoln Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	455	461	509	476	477	477
	Number on Free/Reduced Lunch	424	438	475	458	464	464
	Percent on Free/Reduced Lunch	93.2	95.0	95.0	96.2	97.3	97.3
	Number of Faculty	35	35	38	39	37	37
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	70.6	N/A	47.8	47.8
	Point Change in SPS	N/A	0.2	29.3	-5.5	-9.5	-9.5
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	6	6
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	41.3	N/A	57.3	N/A	48.2	48.2
	Growth Target	11.3	N/A	10.2	N/A	6	6
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	41.3	41.5	57.3	51.8	48.2	48.2
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026056	Livaudais Junior High School						
	Grade Structure	7-9	7-9	7-9	7-9	7-9	7-9
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	823	786	777	837	916	916
	Number on Free/Reduced Lunch	631	567	540	670	787	787
	Percent on Free/Reduced Lunch	76.7	72.1	69.5	80.0	85.9	85.9
	Number of Faculty	46	46	45	48	52	52
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	62.9	N/A	61.8	61.8
	Point Change in SPS	N/A	11.0	14.7	-2.2	-2.4	-2.4
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	48.2	N/A	64.2	N/A	60.8	60.8
	Growth Target	10.0	N/A	8.4	N/A	4.9	4.9
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	48.2	59.2	64.2	62.0	60.8	60.8
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026057	Live Oak Manor Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	441	372	362	365	372	
	Number on Free/Reduced Lunch	333	287	280	282	294	
	Percent on Free/Reduced Lunch	75.5	77.2	77.6	77.3	79.0	
	Number of Faculty	30	26	26	25	26	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	98.0	N/A	88.8	
	Point Change in SPS	N/A	24.3	29.9	-7.6	-4.9	
	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	68.1	N/A	93.7	N/A	87.8	
	Growth Target	6.1	N/A	5.0	N/A	2.7	
	Performance Label ²	5	N/A	4	N/A	4	
	SPS for Current Year	68.1	92.4	93.7	86.1	87.8	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026058	L.H. Marrero Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	940	899	938	944	970	970
	Number on Free/Reduced Lunch	774	731	750	785	826	826
	Percent on Free/Reduced Lunch	82.3	81.3	80.0	83.2	85.2	85.2
	Number of Faculty	53	56	56	53	54	54
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	77.2	N/A	72.8	72.8
	Point Change in SPS	N/A	13.3	23.5	4.1	-0.4	-0.4
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	53.7	N/A	73.2	N/A	69.8	69.8
	Growth Target	8.7	N/A	6.3	N/A	4.2	4.2
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	53.7	67.0	73.2	77.3	69.8	69.8
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026060	Rudolph Matas School						
	Grade Structure	K-5	K-5	PK,K-5	K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	487	496	544	443	414	
	Number on Free/Reduced Lunch	224	218	202	187	188	
	Percent on Free/Reduced Lunch	46.0	44.0	39.7	42.2	45.4	
	Number of Faculty	47	47	48	43	42	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	102.8	N/A	103.0	
	Point Change in SPS	N/A	2.7	18.1	11.7	7.2	
	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	NO	
	Baseline SPS	84.7	N/A	95.8	N/A	99.4	
	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	84.7	87.4	95.8	107.5	99.4	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026061	McDonogh #26 Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	379	343	372	371	336	
	Number on Free/Reduced Lunch	343	315	332	337	308	
	Percent on Free/Reduced Lunch	90.5	91.8	89.2	90.8	91.7	
	Number of Faculty	29	27	29	31	27	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	83.5	N/A	77.9	
	Point Change in SPS	N/A	22.4	28.5	3.2	-0.7	
	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	55.0	N/A	78.6	N/A	73.6	
	Growth Target	8.4	N/A	5.1	N/A	3.7	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	55.0	77.4	78.6	81.8	73.6	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026062	J.D. Meisler Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	1,094	1,074	1,113	1,092	1141	
	Number on Free/Reduced Lunch	621	539	577	588	661	
	Percent on Free/Reduced Lunch	56.8	50.2	51.8	53.8	57.9	
	Number of Faculty	66	67	68	66	65	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	95.8	N/A	92.8	
	Point Change in SPS	N/A	11.4	15.6	-2.6	-1.0	
	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	80.2	N/A	93.8	N/A	91.3	
	Growth Target	5.0	N/A	5.0	N/A	2.2	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	80.2	91.6	93.8	91.2	91.3	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026063	Metairie Grammar School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	287	278	276	280	289	
	Number on Free/Reduced Lunch	144	144	125	172	182	
	Percent on Free/Reduced Lunch	50.2	51.8	45.3	61.4	63.0	
	Number of Faculty	19	21	22	22	23	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	109.1	N/A	98.0	
	Point Change in SPS	N/A	7.8	21.7	-1.7	-4.1	
	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	87.4	N/A	102.1	N/A	97.6	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	3	N/A	4	
	SPS for Current Year	87.4	95.2	102.1	100.4	97.6	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026064	Kate Middleton Elementary						
	Grade Structure	PK,K	PK,K	PK,K	PK,K	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	177	229	191	182	361	
	Number on Free/Reduced Lunch	145	202	152	172	329	
	Percent on Free/Reduced Lunch	81.9	88.2	84.4	94.5	91.1	
	Number of Faculty	15	14	15	13	25	
	Paired/Shared	YES	YES	YES	YES	NO	
	Growth School Performance Score (SPS)	N/A	N/A	83.4	N/A	57.1	
	Point Change in SPS	N/A	21.8	28.4	-13.0	-18.8	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label ¹	N/A	N/A	2	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	55.0	N/A	75.9	N/A	45	
	Growth Target	8.7	N/A	5.5	N/A	6	
	Performance Label ²	5	N/A	5	N/A	6	
	SPS for Current Year	55.0	76.8	75.9	62.9	45.0	
	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 Jefferson Parish

026065 Vic A. Pitre Elementary School	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade Structure	K-6	K-6	K-6	PK,K-6	PK,K-6	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	717	711	653	669	612	
Number on Free/Reduced Lunch	636	622	586	589	539	
Percent on Free/Reduced Lunch	88.7	87.5	89.7	88.0	88.1	
Number of Faculty	45	45	44	43	39	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	85.7	N/A	79.1	
Point Change in SPS	N/A	5.3	27.0	0.9	2.1	
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	58.7	N/A	77.0	N/A	78.1	
Growth Target	7.9	N/A	5.4	N/A	3.6	
Performance Label ²	5	N/A	5	N/A	5	
SPS for Current Year	58.7	64.0	77.0	77.9	78.1	
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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026066	Ella C. Pittman Elementary School						
	Grade Structure	1-5	1-5	1-5	1-5	1-5	1-5
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	711	673	664	699	678	678
	Number on Free/Reduced Lunch	508	468	469	509	484	484
	Percent on Free/Reduced Lunch	71.4	69.5	70.6	72.8	71.4	71.4
	Number of Faculty	41	41	39	39	39	39
	Paired/Shared	YES	YES	YES	YES	YES	YES
	Growth School Performance Score (SPS)	N/A	N/A	86.6	N/A	91.9	91.9
	Point Change in SPS	N/A	7.6	9.2	4.2	3.2	3.2
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	77.4	N/A	88.7	N/A	91.8	91.8
	Growth Target	5.0	N/A	5.0	N/A	2.4	2.4
	Performance Label ²	4	N/A	4	N/A	4	4
	SPS for Current Year	77.4	85.0	88.7	92.9	91.8	91.8
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026067	Norbert Rillieux Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	411	418	373	352	366	
	Number on Free/Reduced Lunch	385	394	349	313	345	
	Percent on Free/Reduced Lunch	93.7	94.3	93.6	88.9	94.3	
	Number of Faculty	32	31	31	28	27	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	76.3	N/A	66.5	
	Point Change in SPS	N/A	-1.2	18.7	5.1	2.7	
	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	57.6	N/A	63.8	N/A	64.9	
	Growth Target	7.9	N/A	7.7	N/A	4.5	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	57.6	56.4	63.8	68.9	64.9	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026068	Riverdale High School						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,151	1,092	1,033	1,073	1053	
	Number on Free/Reduced Lunch	490	360	340	350	443	
	Percent on Free/Reduced Lunch	42.6	33.0	32.9	32.6	42.1	
	Number of Faculty	93	90	87	89	82	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	77.5	
	Point Change in SPS	N/A	N/A	N/A	9.8	13.6	
	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	63.9	N/A	78.3	
	Growth Target	N/A	N/A	5.0	N/A	3.5	
	Performance Label ²	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	63.9	73.7	78.3	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026069	Marie B. Riviere Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	322	287	318	334	302	
	Number on Free/Reduced Lunch	208	174	182	207	189	
	Percent on Free/Reduced Lunch	64.6	60.6	58.3	62.0	62.6	
	Number of Faculty	25	24	25	25	28	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	87.6	N/A	97.9	
	Point Change in SPS	N/A	2.9	0.0	6.5	6.8	
	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	87.6	N/A	91.1	N/A	96.9	
	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	87.6	90.5	91.1	97.6	96.9	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026070	Theodore Roosevelt Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	813	765	740	748	787	787
	Number on Free/Reduced Lunch	600	521	468	511	591	591
	Percent on Free/Reduced Lunch	73.8	68.1	63.2	68.3	75.1	75.1
	Number of Faculty	54	52	51	51	45	45
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	72.2	N/A	69.9	69.9
	Point Change in SPS	N/A	11.4	12.8	1.9	-2.1	-2.1
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	59.4	N/A	72.0	N/A	67.6	67.6
	Growth Target	7.5	N/A	6.1	N/A	4	4
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	59.4	70.8	72.0	73.9	67.6	67.6
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					NO	NO

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026072	L.W. Ruppel Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	633	604	606	532	564	
	Number on Free/Reduced Lunch	589	559	555	431	525	
	Percent on Free/Reduced Lunch	93.0	92.5	91.6	81.0	93.1	
	Number of Faculty	41	44	41	38	41	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	63.4	N/A	48.6	
	Point Change in SPS	N/A	-8.4	20.3	8.1	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	43.1	N/A	48.5	N/A	48	
	Growth Target	10.5	N/A	10.9	N/A	5.9	
	Performance Label ²	5	N/A	5	N/A	6	
	SPS for Current Year	43.1	34.7	48.5	56.6	48.0	
	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 Jefferson Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026073	Walter G. Schneckenburger Elem School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	450	442	455	418	419	
	Number on Free/Reduced Lunch	212	212	215	233	255	
	Percent on Free/Reduced Lunch	47.1	48.0	48.2	55.7	60.9	
	Number of Faculty	25	27	28	28	29	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	102.6	N/A	92.7	
	Point Change in SPS	N/A	0.6	14.9	2.3	-2.0	
	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	87.7	N/A	94.7	N/A	92.7	
	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	87.7	88.3	94.7	97.0	92.7	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026074	Catherine Strehle Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	455	454	462	452	461	461
	Number on Free/Reduced Lunch	398	393	406	387	408	408
	Percent on Free/Reduced Lunch	87.5	86.6	88.1	85.6	88.5	88.5
	Number of Faculty	31	31	34	34	33	33
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	80.8	N/A	94.3	94.3
	Point Change in SPS	N/A	-6.0	21.8	21.0	24.7	24.7
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label ¹	N/A	N/A	2	N/A	2	2
	Reward Eligibility	N/A	N/A	YES	N/A	YES	YES
	Baseline SPS	59.0	N/A	69.6	N/A	93.5	93.5
	Growth Target	7.5	N/A	7.2	N/A	2.2	2.2
	Performance Label ²	5	N/A	5	N/A	4	4
	SPS for Current Year	59.0	53.0	69.6	90.6	93.5	93.5
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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School Characteristics and Accountability Information of Jefferson Parish

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026075 Terrytown Elementary School						
Grade Structure	K-6	K-6	K-6	K-6	PK,K-6	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	701	700	692	698	615	
Number on Free/Reduced Lunch	576	584	550	596	500	
Percent on Free/Reduced Lunch	82.2	83.4	79.5	85.4	81.3	
Number of Faculty	41	44	44	42	44	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	74.1	N/A	64.1	
Point Change in SPS	N/A	-9.6	-2.5	-6.3	-5.2	
Met Growth Target	N/A	N/A	NO	N/A	NO	
Growth Label ¹	N/A	N/A	5	N/A	6	
Reward Eligibility	N/A	N/A	NO	N/A	NO	
Baseline SPS	76.6	N/A	69.3	N/A	64	
Growth Target	5.0	N/A	6.8	N/A	4.3	
Performance Label ²	4	N/A	5	N/A	5	
SPS for Current Year	76.6	67.0	69.3	63.0	64.0	
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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026077	Waggaman Special School						
	Grade Structure	K-8,NG	1-8	1-8	1-8	1-8	1-8
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	79	102	94	93	61	61
	Number on Free/Reduced Lunch	73	89	75	86	51	51
	Percent on Free/Reduced Lunch	92.4	87.3	79.8	92.5	83.6	83.6
	Number of Faculty	17	17	16	18	16	16
	Paired/Shared	N/A	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	N/A
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	N/A
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	N/A
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	N/A
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	N/A
	Growth Target	N/A	N/A	N/A	N/A	N/A	N/A
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	N/A
	SPS for Current Year	N/A	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
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026078	Miller Wall Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	626	576	569	544	600	
	Number on Free/Reduced Lunch	554	527	507	490	545	
	Percent on Free/Reduced Lunch	88.5	91.5	89.4	90.1	90.8	
	Number of Faculty	42	40	41	42	43	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	59.9	N/A	65.1	
	Point Change in SPS	N/A	6.7	5.0	5.9	6.4	
	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	54.9	N/A	58.7	N/A	62.6	
	Growth Target	8.4	N/A	9.4	N/A	4.5	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	54.9	61.6	58.7	64.6	62.6	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026079	Washington Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	246	215	215	196	247	
	Number on Free/Reduced Lunch	204	207	205	188	242	
	Percent on Free/Reduced Lunch	82.9	96.3	97.6	95.9	98.0	
	Number of Faculty	20	22	21	20	25	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	68.9	N/A	74.5	
	Point Change in SPS	N/A	8.7	7.3	7.0	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	61.6	N/A	67.4	N/A	73.8	
	Growth Target	7.1	N/A	7.4	N/A	3.7	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	61.6	70.3	67.4	74.4	73.8	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026080	West Jefferson High School						
	Grade Structure	9-12	9-12	8-12	8-12	9-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,864	1,781	1,623	1,578	1550	
	Number on Free/Reduced Lunch	1,201	1,045	966	935	1069	
	Percent on Free/Reduced Lunch	64.4	58.7	59.5	59.3	69.0	
	Number of Faculty	118	121	118	111	108	
	Paired/Shared	N/A	N/A	NO	YES	YES	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	52.6	
	Point Change in SPS	N/A	N/A	N/A	8.4	20.9	
	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	31.7	N/A	52.8	
	Growth Target	N/A	N/A	9.8	N/A	5.6	
	Performance Label ²	N/A	N/A	5	N/A	6	
	SPS for Current Year	N/A	N/A	31.7	40.1	52.8	
	School Improvement Status ³					N/A	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026081	Joseph S. Maggiore Sr. Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	515	522	475	471	485	
	Number on Free/Reduced Lunch	490	499	445	441	458	
	Percent on Free/Reduced Lunch	95.1	95.6	93.7	93.6	94.4	
	Number of Faculty	35	34	34	35	35	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	73.5	N/A	62.4	
	Point Change in SPS	N/A	-4.6	24.5	3.8	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	49.0	N/A	60.5	N/A	60.2	
	Growth Target	9.7	N/A	8.6	N/A	4.7	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	49.0	44.4	60.5	64.3	60.2	
	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
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026082	Westwego Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	397	385	358	345	371	371
	Number on Free/Reduced Lunch	362	356	321	316	344	344
	Percent on Free/Reduced Lunch	91.2	92.5	89.7	91.6	92.7	92.7
	Number of Faculty	27	29	30	27	27	27
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	89.1	N/A	72.9	72.9
	Point Change in SPS	N/A	5.8	40.3	11.3	8.7	8.7
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label ¹	N/A	N/A	2	N/A	3	3
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	48.8	N/A	64.2	N/A	73.3	73.3
	Growth Target	9.7	N/A	8.5	N/A	3.7	3.7
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	48.8	54.6	64.2	75.5	73.3	73.3
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026083	Woodland West Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	814	796	817	814	849	
	Number on Free/Reduced Lunch	631	641	655	699	721	
	Percent on Free/Reduced Lunch	77.5	80.5	80.2	85.9	84.9	
	Number of Faculty	50	50	53	51	52	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	69.5	N/A	67.2	
	Point Change in SPS	N/A	5.5	7.7	-0.1	-0.8	
	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	61.8	N/A	68.0	N/A	67.1	
	Growth Target	7.3	N/A	7.3	N/A	4.3	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	61.8	67.3	68.0	67.9	67.1	
	School Improvement Status ³					1	
	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
026084	G.T. Woods Elementary School						
	Grade Structure	K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	249	251	260	274	265	265
	Number on Free/Reduced Lunch	241	245	244	261	260	260
	Percent on Free/Reduced Lunch	96.8	97.6	95.7	95.3	98.1	98.1
	Number of Faculty	21	19	20	20	22	22
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	86.0	N/A	92.7	92.7
	Point Change in SPS	N/A	8.1	2.6	8.0	7.7	7.7
	Met Growth Target	N/A	N/A	NO	N/A	YES	YES
	Growth Label ¹	N/A	N/A	4	N/A	3	3
	Reward Eligibility	N/A	N/A	NO	N/A	YES	YES
	Baseline SPS	83.4	N/A	85.0	N/A	92.7	92.7
	Growth Target	5.0	N/A	5.0	N/A	2.3	2.3
	Performance Label ²	4	N/A	4	N/A	4	4
	SPS for Current Year	83.4	91.5	85.0	93.0	92.7	92.7
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026085	Stella Worley Junior High School						
	Grade Structure	7-9	7-9	7-9	7-9	7-9	7-9
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	863	802	766	756	742	742
	Number on Free/Reduced Lunch	715	638	603	628	648	648
	Percent on Free/Reduced Lunch	82.9	79.6	78.7	83.1	87.3	87.3
	Number of Faculty	54	53	51	53	49	49
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	55.5	N/A	56.6	56.6
	Point Change in SPS	N/A	11.5	18.8	3.3	2.7	2.7
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	36.7	N/A	53.9	N/A	54.5	54.5
	Growth Target	11.8	N/A	10.7	N/A	5.3	5.3
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	36.7	48.2	53.9	57.2	54.5	54.5
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					NO	NO

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Table 7
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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026086	Joseph A. Cuillier Sr. Career Center						
	Grade Structure	9-12,NG	9-10	9-12,NG	9-12,NG	9-12,NG	
	School Type	High	High	High	High	High	
	October 1 Membership	~	0	~	~	~	
	Number on Free/Reduced Lunch	~	~	~	~	~	
	Percent on Free/Reduced Lunch	~	~	~	~	~	
	Number of Faculty	27	23	25	29	30	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026087	Paul J. Solis Elementary School						
	Grade Structure	K-6	K-6	K-6	K-6	K-6	K-6
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	824	759	784	843	874	874
	Number on Free/Reduced Lunch	477	434	473	547	566	566
	Percent on Free/Reduced Lunch	57.9	57.2	60.9	64.9	64.8	64.8
	Number of Faculty	44	44	46	47	48	48
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	90.3	N/A	89.3	89.3
	Point Change in SPS	N/A	3.1	13.9	7.2	3.5	3.5
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	76.4	N/A	85.8	N/A	89.3	89.3
	Growth Target	5.0	N/A	5.0	N/A	2.6	2.6
	Performance Label ²	4	N/A	4	N/A	4	4
	SPS for Current Year	76.4	79.5	85.8	93.0	89.3	89.3
	School Improvement Status ³					N/A	N/A
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026088	Woodmere Elementary School						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	821	780	773	780	749	
	Number on Free/Reduced Lunch	681	665	697	714	661	
	Percent on Free/Reduced Lunch	82.9	85.3	90.2	91.5	88.3	
	Number of Faculty	46	43	49	49	50	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	63.3	N/A	64.4	
	Point Change in SPS	N/A	-2.5	8.2	8.2	5.6	
	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	55.1	N/A	58.8	N/A	64.4	
	Growth Target	8.8	N/A	9.6	N/A	4.6	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	55.1	52.6	58.8	67.0	64.4	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026089	Chateau Estates Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	767	726	705	688	687	
	Number on Free/Reduced Lunch	333	341	341	373	384	
	Percent on Free/Reduced Lunch	43.4	47.0	48.4	54.2	55.9	
	Number of Faculty	40	41	41	38	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	105.3	N/A	99.3	
	Point Change in SPS	N/A	-0.6	10.0	0.6	-1.0	
	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	95.3	N/A	100.3	N/A	99.2	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label ²	4	N/A	3	N/A	4	
	SPS for Current Year	95.3	94.7	100.3	100.9	99.2	
	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026093	Lucille Cherbonnier Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	576	531	508	497	580	
	Number on Free/Reduced Lunch	468	436	402	405	490	
	Percent on Free/Reduced Lunch	81.3	82.1	80.9	81.5	84.5	
	Number of Faculty	37	35	36	36	35	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	62.3	N/A	59.4	
	Point Change in SPS	N/A	7.1	12.6	1.7	-1.5	
	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	49.7	N/A	60.9	N/A	58.5	
	Growth Target	9.5	N/A	9.0	N/A	5.2	
	Performance Label ²	5	N/A	5	N/A	6	
	SPS for Current Year	49.7	56.8	60.9	62.6	58.5	
	School Improvement Status ³					1	
	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
026094	Joshua Butler Elementary School						
	Grade Structure	PK,K-6	PK,K-6	PK,K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	586	566	558	547	558	
	Number on Free/Reduced Lunch	512	501	481	494	508	
	Percent on Free/Reduced Lunch	87.4	88.5	88.4	90.3	91.0	
	Number of Faculty	39	40	40	40	41	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	65.8	N/A	72.2	
	Point Change in SPS	N/A	5.4	7.0	8.9	9.5	
	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	58.8	N/A	62.7	N/A	70.2	
	Growth Target	7.7	N/A	8.4	N/A	4	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	58.8	64.2	62.7	71.6	70.2	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026096	Geraldine Boudreaux Elementary School						
	Grade Structure	K-6	K-6	K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	836	784	813	726	747	
	Number on Free/Reduced Lunch	563	548	624	560	599	
	Percent on Free/Reduced Lunch	67.3	69.9	76.8	77.1	80.2	
	Number of Faculty	44	43	46	46	50	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	67.1	N/A	76.3	
	Point Change in SPS	N/A	7.9	-2.1	4.8	2.8	
	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	69.2	N/A	73.5	N/A	76.3	
	Growth Target	6.0	N/A	6.1	N/A	3.5	
	Performance Label ²	5	N/A	5	N/A	5	
	SPS for Current Year	69.2	77.1	73.5	78.3	76.3	
	School Improvement Status ³					1	
	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
026097	Jean Lafitte Elementary School						
	Grade Structure	K-6	K-6	K-6	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	547	560	555	515	553	
	Number on Free/Reduced Lunch	397	386	325	301	394	
	Percent on Free/Reduced Lunch	72.6	68.9	58.6	58.4	71.2	
	Number of Faculty	35	37	36	35	35	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	87.6	N/A	90.9	
	Point Change in SPS	N/A	0.5	16.4	11.9	9.0	
	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	71.2	N/A	81.9	N/A	90.4	
	Growth Target	5.5	N/A	5.0	N/A	2.5	
	Performance Label ²	4	N/A	4	N/A	4	
	SPS for Current Year	71.2	71.7	81.9	93.8	90.4	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026098	Congetta Trippe Janet Elementary School						
	Grade Structure	PK,K-5	PK,K-5	PK,K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	818	804	777	756	746	
	Number on Free/Reduced Lunch	568	516	501	490	493	
	Percent on Free/Reduced Lunch	69.4	64.2	64.5	64.8	66.1	
	Number of Faculty	44	43	46	43	39	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	74.9	N/A	81.0	
	Point Change in SPS	N/A	2.7	3.2	3.7	4.6	
	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	71.7	N/A	76.4	N/A	80.8	
	Growth Target	5.5	N/A	5.8	N/A	3.4	
	Performance Label ²	4	N/A	5	N/A	4	
	SPS for Current Year	71.7	74.4	76.4	80.1	80.8	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					YES	
	Made AYP for Subgroup Component ⁴					YES	

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026099	Harry S. Truman Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	1,054	1,013	1,001	1,004	978	978
	Number on Free/Reduced Lunch	878	813	815	849	838	838
	Percent on Free/Reduced Lunch	83.3	80.3	81.4	84.6	85.7	85.7
	Number of Faculty	70	70	72	68	68	68
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	67.8	N/A	61.8	61.8
	Point Change in SPS	N/A	20.3	19.3	-8.0	-7.8	-7.8
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	2	N/A	6	6
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	48.5	N/A	69.6	N/A	61.1	61.1
	Growth Target	9.8	N/A	7.0	N/A	4.7	4.7
	Performance Label ²	5	N/A	5	N/A	5	5
	SPS for Current Year	48.5	68.8	69.6	61.6	61.1	61.1
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7

School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026100	Riverdale Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	594	540	561	547	576	576
	Number on Free/Reduced Lunch	337	275	267	283	338	338
	Percent on Free/Reduced Lunch	56.7	50.9	47.6	51.7	58.7	58.7
	Number of Faculty	43	40	43	41	37	37
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	75.8	N/A	78.4	78.4
	Point Change in SPS	N/A	8.3	3.8	2.2	0.7	0.7
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label ¹	N/A	N/A	4	N/A	4	4
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	72.0	N/A	77.7	N/A	78.7	78.7
	Growth Target	5.2	N/A	5.1	N/A	3.4	3.4
	Performance Label ²	4	N/A	5	N/A	5	5
	SPS for Current Year	72.0	80.3	77.7	79.9	78.7	78.7
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	YES

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Table 7
School Characteristics and Accountability Information of Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026101	Jefferson Community School (Charter School)						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	48	72	82	50	57	
	Number on Free/Reduced Lunch	41	56	61	31	44	
	Percent on Free/Reduced Lunch	85.4	77.8	74.4	62.0	77.2	
	Number of Faculty	8	8	8	8	7	
	Paired/Shared	N/A	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	N/A
	Point Change in SPS	N/A	N/A	N/A	N/A	N/A	N/A
	Met Growth Target	N/A	N/A	N/A	N/A	N/A	N/A
	Growth Label ¹	N/A	N/A	N/A	N/A	N/A	N/A
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	N/A
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	N/A
	Growth Target	N/A	N/A	N/A	N/A	N/A	N/A
	Performance Label ²	N/A	N/A	N/A	N/A	N/A	N/A
	SPS for Current Year	N/A	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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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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026102	Ralph J. Bunche Middle School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	School Type	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	634	579	544	492	491	491
	Number on Free/Reduced Lunch	575	492	488	440	459	459
	Percent on Free/Reduced Lunch	90.7	85.0	89.7	89.4	93.5	93.5
	Number of Faculty	44	44	40	38	34	34
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	54.1	N/A	50.0	50.0
	Point Change in SPS	N/A	5.1	11.9	3.9	2.3	2.3
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label ¹	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	42.2	N/A	47.7	N/A	50.2	50.2
	Growth Target	10.5	N/A	11.3	N/A	5.4	5.4
	Performance Label ²	5	N/A	5	N/A	6	6
	SPS for Current Year	42.2	47.3	47.7	51.6	50.2	50.2
	School Improvement Status ³					1	1
	Made AYP for SPS Component ⁴					YES	YES
	Made AYP for Subgroup Component ⁴					YES	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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026103	Westbank Alternative School						
	Grade Structure	~	~	6-8	6-8	6-8	
	School Type	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	
	October 1 Membership	~	~	~	22	8	
	Number on Free/Reduced Lunch	~	~	~	19	8	
	Percent on Free/Reduced Lunch	~	~	~	86.4	100.0	
	Number of Faculty	~	~	~	~	9	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	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	NO	N/A	NO	
	Baseline SPS	N/A	N/A	N/A	N/A	27.9	
	Growth Target	N/A	N/A	N/A	N/A	8.2	
	Performance Label ²	N/A	N/A	N/A	N/A	7	
	SPS for Current Year	N/A	N/A	N/A	24.8	27.9	
	School Improvement Status ³					N/A	
	Made AYP for SPS Component ⁴					N/A	
	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.

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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

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 Jefferson Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026104	Jefferson Wetlands Marine Institute						
	Grade Structure	~	~	~	6-12	6-12	
	School Type	~	~	~	High	High	
	October 1 Membership	~	~	~	5	28	
	Number on Free/Reduced Lunch	~	~	~	5	27	
	Percent on Free/Reduced Lunch	~	~	~	100.0	96.4	
	Number of Faculty	~	~	~	~	~	
	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.

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 Jefferson Parish

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District												
Total Number of Schools	84		84		85		85		85			
October 1 Membership	53,622		51,837		50,891		50,766		51,501			
Number of Faculty	3,643		3,619		3,639		3,594		3,577			
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 (****)									0.0	0		
Three Stars (***)									3.8	3		
Two Stars (**)									38.8	31		
One Star (*)									38.8	31		
Academic Warning									16.3	13		
Academically Unacceptable									2.5	2		
Schools By Growth Label ¹												
No Label Assigned	N/A	N/A	N/A	N/A	1.4	1	N/A	N/A	3.8	3		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	58.3	42	N/A	N/A	6.3	5		
Recognized Academic Growth	N/A	N/A	N/A	N/A	20.8	15	N/A	N/A	21.5	17		
Minimal Academic Growth	N/A	N/A	N/A	N/A	12.5	9	N/A	N/A	36.7	29		
No Growth	N/A	N/A	N/A	N/A	6.9	5	N/A	N/A	24.1	19		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	7.6	6		
Number of Schools	N/A	N/A	N/A	N/A	100.0	72	N/A	N/A	100.0	79		
Schools By Levels of School Improvement												
Not in School Improvement (SI)									43.8	35		
School Improvement 1 (SI 1)									55.0	44		
School Improvement 2 (SI 2)									1.3	1		
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	79.2	57	N/A	N/A	20.3	16		
Schools by AYP Status ²												
Made AYP for SPS Component									98.7	78		
Made AYP for Subgroup Component									90.2	74		

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.

Table 7
School Characteristics and Accountability Information of Jefferson 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

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

Table 8
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026001	John Q. Adams Middle School	56.0	28	50.0	23	58.3	28	52.2	24	46.8	22		
026002	Airline Park Elementary School	48.1	13	42.3	11	53.8	14	46.2	12	51.7	15		
026003	A.C. Alexander Elementary School	42.1	16	33.3	12	35.3	12	40.5	15	32.6	14		
026004	Ames Elementary School	34.8	8	30.4	7	26.1	6	29.2	7	24.0	6		
026005	J.J. Audubon Elementary School	28.2	11	27.0	10	28.2	11	17.9	7	21.6	8		
026008	Alice M. Birney Elementary School	42.4	14	47.1	16	45.5	15	42.4	14	44.4	16		
026009	Bissonet Plaza Elementary School	52.4	22	59.5	25	53.8	21	53.7	22	48.9	22		
026010	Alfred Bonnabel High School	52.6	71	48.2	66	48.2	67	48.1	64	47.7	61		
026012	Bridge City Elementary School	25.0	10	25.0	10	31.7	13	30.8	12	35.9	14		
026013	Bridgedale Elementary School	57.7	15	57.7	15	61.5	16	54.2	13	52.0	13		
026015	John Clancy Elementary School	32.4	11	38.2	13	26.7	8	21.9	7	18.2	6		
026016	George Cox Elementary School	29.5	13	23.3	10	28.6	12	25.0	11	20.5	8		
026017	Helen Cox Junior High School	33.3	14	27.3	12	32.6	15	28.6	14	27.7	13		
026019	Deckbar School	46.7	7	31.3	5	41.2	7	41.2	7	28.6	6		
026020	Ella Dolhonde Elementary School	41.0	16	36.6	15	32.5	13	32.5	13	35.0	14		
026021	Frederick Douglass Elementary School	27.3	6	29.2	7	28.0	7	25.9	7	28.0	7		
026022	East Jefferson High School	43.8	42	46.7	43	44.9	40	46.5	40	53.0	44		
026023	John Ehret High School	41.4	70	42.4	70	41.9	72	40.5	70	43.3	71		
026024	Ellender Middle School	41.5	27	44.3	27	36.7	22	34.9	22	33.9	20		
026025	J.C. Ellis Elementary School	29.4	10	29.4	10	33.3	11	32.4	11	30.3	10		
026026	Bonella A. St. Ville Elementary School	31.0	9	26.7	8	33.3	11	25.0	9	25.8	8		
026027	Estelle Elementary School	29.7	19	27.7	18	27.9	19	33.8	22	31.8	21		
026029	Fisher Middle/High School	28.9	13	35.6	16	39.1	18	35.6	16	28.2	11		
026030	Henry Ford Junior High School	30.4	14	32.7	16	34.7	17	36.2	17	41.3	19		
026031	Grand Isle High School	43.3	13	43.3	13	40.0	12	44.8	13	44.8	13		
026032	Green Park Elementary School	36.7	11	36.4	12	32.3	10	32.4	11	32.4	11		
026033	Greenlawn Terrace Elementary School	31.0	9	30.0	9	31.0	9	25.8	8	25.0	8		
026034	Gretna #2 Kindergarten Center	50.0	6	28.6	4	38.5	5	41.7	5	46.2	6		
026035	Gretna Junior High School	25.8	16	33.3	20	33.9	20	35.5	22	35.0	21		
026036	Shirley Johnson/Gretna Park Elementary School	20.0	10	22.0	11	26.5	13	23.9	11	23.4	11		
026038	Harahan Elementary School	26.7	8	28.6	8	31.0	9	29.4	10	30.3	10		
026039	T.H. Harris Middle School	47.2	25	46.2	24	41.5	22	37.3	19	36.7	18		
026040	William Hart Elementary School	30.8	8	29.2	7	23.1	6	20.8	5	22.2	6		
026041	Harvey Kindergarten Center	14.3	1	25.0	2	25.0	2	37.5	3	33.3	3		
026042	V.C. Haynes Middle School	42.9	18	45.0	18	41.5	17	37.5	15	32.5	13		
026043	Hazel Park/Hilda Knoff School	32.4	11	32.4	11	32.4	11	30.3	10	22.6	7		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026044	Phoebe Hearst School	44.7	17	41.5	17	39.0	16	42.5	17	37.5	15		
026045	L.W. Higgins High School	36.2	42	39.3	46	41.2	47	39.8	45	39.8	43		
026046	Homedale School	47.6	10	45.0	9	47.4	9	50.0	10	43.5	10		
026047	Jefferson Elementary School	31.0	9	24.0	6	20.0	5	25.9	7	20.0	6		
026050	Harold Keller Elementary School	21.2	7	28.1	9	31.3	10	25.8	8	30.3	10		
026051	Grace King High School	49.1	54	49.5	55	53.2	59	51.4	55	50.5	51		
026055	Lincoln Elementary School	22.9	8	20.0	7	15.8	6	12.8	5	16.2	6		
026056	Livaudais Junior High School	23.9	11	26.1	12	22.2	10	25.0	12	28.8	15		
026057	Live Oak Manor Elementary School	26.7	8	23.1	6	19.2	5	24.0	6	26.9	7		
026058	L.H. Marrero Middle School	30.2	16	28.6	16	23.2	13	26.4	14	29.6	16		
026060	Rudolph Matas School	40.4	19	38.3	18	33.3	16	44.2	19	50.0	21		
026061	McDonogh #26 Elementary School	20.7	6	37.0	10	34.5	10	22.6	7	33.3	9		
026062	J.D. Meisler Middle School	51.5	34	53.7	36	50.0	34	54.5	36	56.9	37		
026063	Metairie Grammar School	47.4	9	42.9	9	40.9	9	40.9	9	34.8	8		
026064	Kate Middleton Elementary	33.3	5	21.4	3	46.7	7	38.5	5	16.0	4		
026065	Vic A. Pitre Elementary School	26.7	12	20.0	9	29.5	13	25.6	11	30.8	12		
026066	Ella C. Pittman Elementary School	29.3	12	34.1	14	28.2	11	33.3	13	33.3	13		
026067	Norbert Rillieux Elementary School	43.8	14	41.9	13	41.9	13	35.7	10	29.6	8		
026068	Riverdale High School	51.6	48	53.3	48	54.0	47	51.7	46	53.7	44		
026069	Marie B. Riviere Elementary School	60.0	15	62.5	15	60.0	15	52.0	13	53.6	15		
026070	Theodore Roosevelt Middle School	48.1	26	46.2	24	41.2	21	45.1	23	46.7	21		
026072	L.W. Ruppel Elementary School	14.6	6	18.2	8	22.0	9	18.4	7	19.5	8		
026073	Walter G. Schneckenburger Elem School	64.0	16	55.6	15	60.7	17	53.6	15	48.3	14		
026074	Catherine Strehle Elementary School	29.0	9	22.6	7	23.5	8	23.5	8	30.3	10		
026075	Terrytown Elementary School	26.8	11	13.6	6	15.9	7	14.3	6	20.5	9		
026077	Waggaman Special School	23.5	4	29.4	5	25.0	4	16.7	3	18.8	3		
026078	Miller Wall Elementary School	26.2	11	30.0	12	31.7	13	28.6	12	23.3	10		
026079	Washington Elementary School	45.0	9	45.5	10	52.4	11	50.0	10	40.0	10		
026080	West Jefferson High School	39.0	46	36.4	44	42.4	50	42.3	47	42.6	46		
026081	Joseph S. Maggiore Sr. Elementary School	28.6	10	26.5	9	23.5	8	25.7	9	25.7	9		
026082	Westwego Elementary School	29.6	8	34.5	10	30.0	9	33.3	9	29.6	8		
026083	Woodland West Elementary School	30.0	15	32.0	16	32.1	17	25.5	13	26.9	14		
026084	G.T. Woods Elementary School	19.0	4	15.8	3	15.0	3	15.0	3	27.3	6		
026085	Stella Worley Junior High School	29.6	16	26.4	14	27.5	14	30.2	16	32.7	16		
026086	Joseph A. Cuillier Sr. Career Center	22.2	6	21.7	5	20.0	5	13.8	4	20.0	6		
026087	Paul J. Solis Elementary School	31.8	14	22.7	10	21.7	10	19.1	9	27.1	13		

~ = 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>
026088	Woodmere Elementary School	21.7	10	25.6	11	26.5	13	24.5	12	22.0	11		
026089	Chateau Estates Elementary School	45.0	18	36.6	15	34.1	14	39.5	15	37.5	15		
026093	Lucille Cherbonnier Elementary School	21.6	8	22.9	8	33.3	12	36.1	13	40.0	14		
026094	Joshua Butler Elementary School	35.9	14	27.5	11	25.0	10	22.5	9	17.1	7		
026096	Geraldine Boudreaux Elementary School	36.4	16	32.6	14	30.4	14	30.4	14	32.0	16		
026097	Jean Lafitte Elementary School	28.6	10	27.0	10	27.8	10	28.6	10	34.3	12		
026098	Congetta Trippe Janet Elementary School	27.3	12	20.9	9	19.6	9	18.6	8	20.5	8		
026099	Harry S. Truman Middle School	30.0	21	37.1	26	33.3	24	38.2	26	38.2	26		
026100	Riverdale Middle School	46.5	20	42.5	17	37.2	16	31.7	13	37.8	14		
026101	Jefferson Community School (Charter School)	50.0	4	37.5	3	37.5	3	37.5	3	42.9	3		
026102	Ralph J. Bunche Middle School	34.1	15	34.1	15	37.5	15	42.1	16	29.4	10		
026103	Westbank Alternative School	~	~	~	~	~	~	~	~	33.3	3		
District		36.8	1,339	36.0	1,304	36.2	1,316	35.3	1,269	35.4	1,268		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026001 John Q. Adams Middle School									89.9	116		
026002 Airline Park Elementary School									100.0	28		
026003 A.C. Alexander Elementary School									80.0	44		
026004 Ames Elementary School									96.2	25		
026005 J.J. Audubon Elementary School									88.4	76		
026008 Alice M. Birney Elementary School									100.0	150		
026009 Bissonet Plaza Elementary School									91.8	112		
026010 Alfred Bonnabel High School									93.2	123		
026012 Bridge City Elementary School									100.0	71		
026013 Bridgedale Elementary School									100.0	50		
026015 John Clancy Elementary School									100.0	23		
026016 George Cox Elementary School									87.5	28		
026017 Helen Cox Junior High School									70.1	75		
026020 Ella Dolhonde Elementary School									100.0	74		
026021 Frederick Douglass Elementary School									81.8	18		
026022 East Jefferson High School									95.0	190		
026023 John Ehret High School									87.4	389		
026024 Ellender Middle School									88.1	140		
026025 J.C. Ellis Elementary School									100.0	41		
026026 Bonella A. St. Ville Elementary School									55.8	29		
026027 Estelle Elementary School									100.0	102		
026029 Fisher Middle/High School									87.5	168		
026030 Henry Ford Junior High School									75.7	81		
026031 Grand Isle High School									80.6	50		
026032 Green Park Elementary School									100.0	67		
026033 Greenlawn Terrace Elementary School									90.4	66		
026035 Gretna Junior High School									84.8	139		
026036 Shirley Johnson/Gretna Park Elementary									89.6	163		
026038 Harahan Elementary School									100.0	60		
026039 T.H. Harris Middle School									100.0	115		
026040 William Hart Elementary School									100.0	53		
026042 V.C. Haynes Middle School									87.6	78		
026043 Hazel Park/Hilda Knoff School									100.0	30		
026044 Phoebe Hearst School									91.9	102		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026045	L.W. Higgins High School									87.7	114		
026046	Homedale School									100.0	58		
026047	Jefferson Elementary School									100.0	41		
026050	Harold Keller Elementary School									93.7	177		
026051	Grace King High School									94.5	274		
026055	Lincoln Elementary School									44.8	13		
026056	Livaudais Junior High School									78.8	108		
026057	Live Oak Manor Elementary School									100.0	51		
026058	L.H. Marrero Middle School									78.0	117		
026060	Rudolph Matas School									100.0	68		
026061	McDonogh #26 Elementary School									100.0	30		
026062	J.D. Meisler Middle School									90.7	165		
026063	Metairie Grammar School									100.0	45		
026064	Kate Middleton Elementary									61.5	16		
026065	Vic A. Pitre Elementary School									93.5	58		
026066	Ella C. Pittman Elementary School									99.2	124		
026067	Norbert Rillieux Elementary School									66.7	36		
026068	Riverdale High School									94.6	209		
026069	Marie B. Riviere Elementary School									100.0	35		
026070	Theodore Roosevelt Middle School									88.5	116		
026072	L.W. Ruppel Elementary School									20.4	11		
026073	Walter G. Schneckenburger Elem School									100.0	68		
026074	Catherine Strehle Elementary School									100.0	40		
026075	Terrytown Elementary School									82.3	65		
026078	Miller Wall Elementary School									83.6	56		
026079	Washington Elementary School									100.0	35		
026080	West Jefferson High School									83.9	198		
026081	Joseph S. Maggiore Sr. Elementary Schoo									97.9	47		
026082	Westwego Elementary School									98.0	48		
026083	Woodland West Elementary School									84.2	64		
026084	G.T. Woods Elementary School									90.9	70		
026085	Stella Worley Junior High School									80.3	94		
026087	Paul J. Solis Elementary School									99.1	112		
026088	Woodmere Elementary School									87.8	129		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026089 Chateau Estates Elementary School									100.0	164		
026093 Lucille Cherbonnier Elementary School									86.9	53		
026094 Joshua Butler Elementary School									93.2	68		
026096 Geraldine Boudreaux Elementary School									100.0	90		
026097 Jean Lafitte Elementary School									100.0	74		
026098 Congetta Trippe Janet Elementary School									100.0	79		
026099 Harry S. Truman Middle School									83.1	128		
026100 Riverdale Middle School									80.5	70		
026101 Jefferson Community School (Charter Sch									45.0	9		
026102 Ralph J. Bunche Middle School									81.2	56		
026103 Westbank Alternative School									60.0	15		
District									89.5	6,774		
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

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

*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>
026002	Airline Park Elementary School												
	Class Size Range 1 - 20	70.4	38	42.5	17	28.6	12	50.0	16	84.9	28		
	Class Size Range 21 - 26	29.6	16	40.0	16	71.4	30	46.9	15	15.2	5		
	Class Size Range 27 - 33	0.0	0	17.5	7	0.0	0	3.1	1	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026003	A.C. Alexander Elementary School												
	Class Size Range 1 - 20	26.6	17	28.6	16	24.5	13	60.0	36	24.2	15		
	Class Size Range 21 - 26	64.1	41	55.4	31	67.9	36	35.0	21	51.6	32		
	Class Size Range 27 - 33	9.4	6	16.1	9	7.6	4	5.0	3	24.2	15		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026004	Ames Elementary School												
	Class Size Range 1 - 20	54.8	17	12.9	4	64.7	22	35.0	7	24.1	7		
	Class Size Range 21 - 26	25.8	8	54.8	17	35.3	12	60.0	12	51.7	15		
	Class Size Range 27 - 33	19.4	6	32.3	10	0.0	0	5.0	1	24.1	7		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026005	J.J. Audubon Elementary School												
	Class Size Range 1 - 20	14.3	8	39.7	27	65.4	51	34.3	24	69.3	52		
	Class Size Range 21 - 26	78.6	44	44.1	30	33.3	26	44.3	31	16.0	12		
	Class Size Range 27 - 33	7.1	4	16.2	11	1.3	1	21.4	15	14.7	11		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026008	Alice M.Birney Elementary School												
	Class Size Range 1 - 20	14.7	16	24.6	28	44.0	48	39.1	43	44.1	45		
	Class Size Range 21 - 26	74.3	81	62.3	71	36.7	40	45.5	50	35.3	36		
	Class Size Range 27 - 33	11.0	12	13.2	15	19.3	21	15.5	17	20.6	21		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026009	Bissonet Plaza Elementary School												
	Class Size Range 1 - 20	16.7	18	26.8	30	15.5	15	19.2	15	29.2	26		
	Class Size Range 21 - 26	58.3	63	54.5	61	57.7	56	51.3	40	50.6	45		
	Class Size Range 27 - 33	25.0	27	18.8	21	26.8	26	29.5	23	20.2	18		
	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>
026012	Bridge City Elementary School												
	Class Size Range 1 - 20	47.8	32	51.2	44	57.8	48	57.4	39	61.2	41		
	Class Size Range 21 - 26	34.3	23	44.2	38	42.2	35	42.7	29	38.8	26		
	Class Size Range 27 - 33	17.9	12	4.7	4	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		
026013	Bridgedale Elementary School												
	Class Size Range 1 - 20	41.2	7	16.7	4	24.1	7	66.7	16	27.5	11		
	Class Size Range 21 - 26	41.2	7	45.8	11	69.0	20	25.0	6	72.5	29		
	Class Size Range 27 - 33	17.7	3	37.5	9	6.9	2	8.3	2	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026015	John Clancy Elementary School												
	Class Size Range 1 - 20	65.9	29	22.5	9	60.0	21	20.7	6	54.6	12		
	Class Size Range 21 - 26	34.1	15	52.5	21	40.0	14	69.0	20	36.4	8		
	Class Size Range 27 - 33	0.0	0	25.0	10	0.0	0	10.3	3	9.1	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026016	George Cox Elementary School												
	Class Size Range 1 - 20	36.4	12	23.9	11	34.1	15	36.7	11	62.9	22		
	Class Size Range 21 - 26	63.6	21	65.2	30	65.9	29	63.3	19	22.9	8		
	Class Size Range 27 - 33	0.0	0	10.9	5	0.0	0	0.0	0	14.3	5		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026020	Ella Dolhonde Elementary School												
	Class Size Range 1 - 20	47.7	21	85.0	51	55.4	31	51.9	27	47.3	26		
	Class Size Range 21 - 26	52.3	23	15.0	9	44.6	25	44.2	23	52.7	29		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	3.9	2	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026021	Frederick Douglass Elementary School												
	Class Size Range 1 - 20	73.7	14	57.7	15	36.4	8	34.8	8	45.5	10		
	Class Size Range 21 - 26	26.3	5	42.3	11	63.6	14	47.8	11	36.4	8		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	17.4	4	18.2	4		
	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>
026025	J.C. Ellis Elementary School												
	Class Size Range 1 - 20	33.3	20	45.2	28	62.3	38	56.5	39	36.4	16		
	Class Size Range 21 - 26	53.3	32	51.6	32	37.7	23	34.8	24	54.6	24		
	Class Size Range 27 - 33	13.3	8	3.2	2	0.0	0	8.7	6	9.1	4		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026026	Bonella A. St. Ville Elementary School												
	Class Size Range 1 - 20	32.5	13	38.6	17	45.2	28	56.5	35	42.2	19		
	Class Size Range 21 - 26	40.0	16	38.6	17	51.6	32	43.6	27	48.9	22		
	Class Size Range 27 - 33	27.5	11	22.7	10	3.2	2	0.0	0	8.9	4		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026027	Estelle Elementary School												
	Class Size Range 1 - 20	13.9	11	17.6	16	15.2	14	13.5	14	8.1	8		
	Class Size Range 21 - 26	32.9	26	36.3	33	33.7	31	30.8	32	37.4	37		
	Class Size Range 27 - 33	53.2	42	46.2	42	51.1	47	55.8	58	54.6	54		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026032	Green Park Elementary School												
	Class Size Range 1 - 20	6.1	3	50.0	32	30.9	17	65.0	39	30.8	16		
	Class Size Range 21 - 26	61.2	30	35.9	23	63.6	35	33.3	20	34.6	18		
	Class Size Range 27 - 33	32.7	16	14.1	9	5.5	3	1.7	1	34.6	18		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026033	Greenlawn Terrace Elementary School												
	Class Size Range 1 - 20	21.1	8	28.9	13	27.8	10	54.7	29	69.4	43		
	Class Size Range 21 - 26	73.7	28	66.7	30	58.3	21	41.5	22	29.0	18		
	Class Size Range 27 - 33	5.3	2	4.4	2	13.9	5	3.8	2	1.6	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026034	Gretna #2 Kindergarten Center												
	Class Size Range 1 - 20	14.3	1	0.0	0	16.7	1	16.7	1	37.5	3		
	Class Size Range 21 - 26	85.7	6	100.0	7	83.3	5	83.3	5	62.5	5		
	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>
026036	Shirley Johnson/Gretna Park Elementary School												
	Class Size Range 1 - 20	18.6	11	38.9	28	16.4	17	18.6	24	38.9	49		
	Class Size Range 21 - 26	40.7	24	30.6	22	59.6	62	70.5	91	34.9	44		
	Class Size Range 27 - 33	40.7	24	30.6	22	24.0	25	10.9	14	26.2	33		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026038	Harahan Elementary School												
	Class Size Range 1 - 20	38.4	28	18.0	7	33.3	13	38.3	18	44.6	25		
	Class Size Range 21 - 26	61.6	45	56.4	22	41.0	16	40.4	19	55.4	31		
	Class Size Range 27 - 33	0.0	0	25.6	10	25.6	10	21.3	10	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026040	William Hart Elementary School												
	Class Size Range 1 - 20	23.1	9	14.3	7	0.0	0	11.1	7	44.3	27		
	Class Size Range 21 - 26	66.7	26	63.3	31	81.0	47	61.9	39	26.2	16		
	Class Size Range 27 - 33	10.3	4	22.5	11	19.0	11	27.0	17	29.5	18		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026041	Harvey Kindergarten Center												
	Class Size Range 1 - 20	0.0	0	20.0	1	0.0	0	0.0	0	0.0	0		
	Class Size Range 21 - 26	100.0	5	80.0	4	100.0	5	100.0	5	100.0	5		
	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		
026043	Hazel Park/Hilda Knoff School												
	Class Size Range 1 - 20	41.9	18	54.6	24	58.3	28	23.7	9	66.7	22		
	Class Size Range 21 - 26	58.1	25	43.2	19	41.7	20	57.9	22	30.3	10		
	Class Size Range 27 - 33	0.0	0	2.3	1	0.0	0	18.4	7	3.0	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026044	Phoebe Hearst School												
	Class Size Range 1 - 20	33.0	31	38.9	44	44.4	48	46.4	45	44.8	43		
	Class Size Range 21 - 26	51.1	48	30.1	34	35.2	38	51.6	50	53.1	51		
	Class Size Range 27 - 33	16.0	15	31.0	35	20.4	22	2.1	2	2.1	2		
	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>
026046	Homedale School												
	Class Size Range 1 - 20	71.1	54	54.9	28	42.9	12	41.0	16	65.3	32		
	Class Size Range 21 - 26	29.0	22	45.1	23	39.3	11	59.0	23	34.7	17		
	Class Size Range 27 - 33	0.0	0	0.0	0	17.9	5	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		
026047	Jefferson Elementary School												
	Class Size Range 1 - 20	12.9	8	6.4	3	11.3	6	2.3	1	17.8	8		
	Class Size Range 21 - 26	61.3	38	70.2	33	64.2	34	81.8	36	82.2	37		
	Class Size Range 27 - 33	25.8	16	23.4	11	24.5	13	15.9	7	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026050	Harold Keller Elementary School												
	Class Size Range 1 - 20	61.2	74	61.4	70	47.0	47	54.6	53	61.2	60		
	Class Size Range 21 - 26	31.4	38	28.1	32	41.0	41	44.3	43	30.6	30		
	Class Size Range 27 - 33	7.4	9	10.5	12	12.0	12	1.0	1	8.2	8		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026055	Lincoln Elementary School												
	Class Size Range 1 - 20	50.0	11	30.4	7	48.8	20	29.3	12	45.5	15		
	Class Size Range 21 - 26	27.3	6	52.2	12	19.5	8	29.3	12	42.4	14		
	Class Size Range 27 - 33	22.7	5	17.4	4	31.7	13	41.5	17	12.1	4		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026057	Live Oak Manor Elementary School												
	Class Size Range 1 - 20	46.7	28	30.8	16	20.9	9	25.5	12	31.9	15		
	Class Size Range 21 - 26	30.0	18	44.2	23	44.2	19	74.5	35	66.0	31		
	Class Size Range 27 - 33	23.3	14	25.0	13	34.9	15	0.0	0	2.1	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026060	Rudolph Matas School												
	Class Size Range 1 - 20	30.4	21	44.4	32	25.0	16	45.3	24	71.0	44		
	Class Size Range 21 - 26	49.3	34	37.5	27	71.9	46	54.7	29	29.0	18		
	Class Size Range 27 - 33	20.3	14	18.1	13	3.1	2	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>
026061	McDonogh #26 Elementary School												
	Class Size Range 1 - 20	65.6	21	36.7	11	43.3	13	45.2	14	54.6	18		
	Class Size Range 21 - 26	34.4	11	46.7	14	56.7	17	54.8	17	39.4	13		
	Class Size Range 27 - 33	0.0	0	16.7	5	0.0	0	0.0	0	6.1	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026063	Metairie Grammar School												
	Class Size Range 1 - 20	57.1	20	40.0	14	37.0	17	33.3	12	44.4	16		
	Class Size Range 21 - 26	42.9	15	57.1	20	37.0	17	50.0	18	52.8	19		
	Class Size Range 27 - 33	0.0	0	2.9	1	26.1	12	16.7	6	2.8	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026064	Kate Middleton Elementary												
	Class Size Range 1 - 20	100.0	9	70.0	7	100.0	9	50.0	4	6.7	2		
	Class Size Range 21 - 26	0.0	0	30.0	3	0.0	0	50.0	4	26.7	8		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	66.7	20		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026065	Vic A. Pitre Elementary School												
	Class Size Range 1 - 20	2.9	2	9.7	7	30.0	24	40.8	31	19.3	11		
	Class Size Range 21 - 26	32.4	22	30.6	22	70.0	56	39.5	30	79.0	45		
	Class Size Range 27 - 33	64.7	44	59.7	43	0.0	0	19.7	15	1.8	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026066	Ella C. Pittman Elementary School												
	Class Size Range 1 - 20	26.4	23	19.0	15	13.2	9	18.6	16	6.7	7		
	Class Size Range 21 - 26	43.7	38	68.4	54	51.5	35	51.2	44	89.4	93		
	Class Size Range 27 - 33	29.9	26	12.7	10	35.3	24	30.2	26	3.9	4		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026067	Norbert Rillieux Elementary School												
	Class Size Range 1 - 20	58.3	35	40.6	26	39.7	23	54.4	25	53.9	35		
	Class Size Range 21 - 26	41.7	25	42.2	27	60.3	35	45.7	21	26.2	17		
	Class Size Range 27 - 33	0.0	0	17.2	11	0.0	0	0.0	0	20.0	13		
	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>
026069	Marie B. Riviere Elementary School												
	Class Size Range 1 - 20	34.9	15	51.4	19	65.9	29	24.4	10	79.5	31		
	Class Size Range 21 - 26	60.5	26	48.7	18	34.1	15	75.6	31	20.5	8		
	Class Size Range 27 - 33	4.7	2	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		
026072	L.W. Ruppel Elementary School												
	Class Size Range 1 - 20	34.9	23	46.0	34	29.4	20	48.6	34	19.1	12		
	Class Size Range 21 - 26	65.2	43	54.1	40	41.2	28	51.4	36	81.0	51		
	Class Size Range 27 - 33	0.0	0	0.0	0	29.4	20	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		
026073	Walter G. Schneckenburger Elem School												
	Class Size Range 1 - 20	21.6	16	19.4	18	24.5	12	52.0	26	51.8	29		
	Class Size Range 21 - 26	67.6	50	58.1	54	51.0	25	34.0	17	33.9	19		
	Class Size Range 27 - 33	10.8	8	22.6	21	24.5	12	14.0	7	14.3	8		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026074	Catherine Strehle Elementary School												
	Class Size Range 1 - 20	37.5	15	32.3	10	40.5	15	57.1	24	31.9	15		
	Class Size Range 21 - 26	62.5	25	29.0	9	27.0	10	14.3	6	68.1	32		
	Class Size Range 27 - 33	0.0	0	38.7	12	32.4	12	28.6	12	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026075	Terrytown Elementary School												
	Class Size Range 1 - 20	9.4	8	17.6	19	15.8	16	11.9	10	36.5	31		
	Class Size Range 21 - 26	51.8	44	72.2	78	52.5	53	34.5	29	37.7	32		
	Class Size Range 27 - 33	38.8	33	10.2	11	31.7	32	53.6	45	25.9	22		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026078	Miller Wall Elementary School												
	Class Size Range 1 - 20	32.7	16	23.2	13	25.9	14	46.2	24	50.0	37		
	Class Size Range 21 - 26	53.1	26	57.1	32	74.1	40	53.9	28	50.0	37		
	Class Size Range 27 - 33	14.3	7	19.6	11	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>
026079	Washington Elementary School												
	Class Size Range 1 - 20	86.2	25	84.4	27	78.4	29	82.4	28	80.5	33		
	Class Size Range 21 - 26	13.8	4	9.4	3	2.7	1	0.0	0	19.5	8		
	Class Size Range 27 - 33	0.0	0	6.3	2	18.9	7	17.7	6	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026081	Joseph S. Maggiore Sr. Elementary School												
	Class Size Range 1 - 20	20.0	10	22.7	17	68.4	39	81.0	51	70.9	39		
	Class Size Range 21 - 26	80.0	40	57.3	43	17.5	10	19.1	12	29.1	16		
	Class Size Range 27 - 33	0.0	0	20.0	15	14.0	8	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		
026082	Westwego Elementary School												
	Class Size Range 1 - 20	30.2	16	52.8	28	75.4	49	76.8	43	37.9	22		
	Class Size Range 21 - 26	43.4	23	45.3	24	24.6	16	23.2	13	62.1	36		
	Class Size Range 27 - 33	26.4	14	1.9	1	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		
026083	Woodland West Elementary School												
	Class Size Range 1 - 20	5.8	6	19.3	23	25.0	26	30.9	34	2.4	2		
	Class Size Range 21 - 26	21.4	22	47.1	56	44.2	46	30.9	34	45.1	37		
	Class Size Range 27 - 33	72.8	75	33.6	40	30.8	32	38.2	42	52.4	43		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026084	G.T. Woods Elementary School												
	Class Size Range 1 - 20	48.1	25	45.5	25	58.1	36	72.1	49	76.8	53		
	Class Size Range 21 - 26	51.9	27	45.5	25	41.9	26	27.9	19	23.2	16		
	Class Size Range 27 - 33	0.0	0	9.1	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		
026087	Paul J. Solis Elementary School												
	Class Size Range 1 - 20	9.4	8	15.0	12	18.2	16	13.7	13	8.8	8		
	Class Size Range 21 - 26	21.2	18	30.0	24	39.8	35	36.8	35	25.3	23		
	Class Size Range 27 - 33	69.4	59	55.0	44	42.1	37	49.5	47	65.9	60		
	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026088 Woodmere Elementary School												
Class Size Range 1 - 20	6.4	7	33.9	44	25.3	38	15.3	19	25.7	35		
Class Size Range 21 - 26	47.7	52	34.6	45	40.7	61	45.2	56	44.9	61		
Class Size Range 27 - 33	45.9	50	31.5	41	34.0	51	39.5	49	29.4	40		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026089 Chateau Estates Elementary School												
Class Size Range 1 - 20	2.5	2	17.4	15	11.7	12	14.2	15	23.6	26		
Class Size Range 21 - 26	48.2	39	55.8	48	65.1	67	56.6	60	50.9	56		
Class Size Range 27 - 33	49.4	40	26.7	23	23.3	24	29.3	31	25.5	28		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026093 Lucille Cherbonnier Elementary School												
Class Size Range 1 - 20	15.6	10	13.3	10	55.4	41	22.2	14	15.6	10		
Class Size Range 21 - 26	56.3	36	85.3	64	33.8	25	58.7	37	70.3	45		
Class Size Range 27 - 33	28.1	18	1.3	1	10.8	8	19.1	12	14.1	9		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026094 Joshua Butler Elementary School												
Class Size Range 1 - 20	38.1	24	38.2	26	66.2	45	90.5	57	75.6	59		
Class Size Range 21 - 26	33.3	21	61.8	42	11.8	8	9.5	6	2.6	2		
Class Size Range 27 - 33	28.6	18	0.0	0	22.1	15	0.0	0	21.8	17		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026096 Geraldine Boudreaux Elementary School												
Class Size Range 1 - 20	11.2	10	20.0	19	16.4	20	29.9	26	27.8	27		
Class Size Range 21 - 26	30.3	27	25.3	24	45.9	56	40.2	35	51.6	50		
Class Size Range 27 - 33	58.4	52	54.7	52	37.7	46	29.9	26	20.6	20		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026097 Jean Lafitte Elementary School												
Class Size Range 1 - 20	10.0	6	21.2	14	30.7	19	20.0	12	24.6	15		
Class Size Range 21 - 26	55.0	33	74.2	49	41.9	26	58.3	35	32.8	20		
Class Size Range 27 - 33	35.0	21	4.6	3	27.4	17	21.7	13	42.6	26		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026098 Congetta Trippe Janet Elementary School												
Class Size Range 1 - 20	3.9	3	10.9	7	11.8	8	10.5	7	9.1	6		
Class Size Range 21 - 26	34.6	27	26.6	17	58.8	40	29.9	20	37.9	25		
Class Size Range 27 - 33	61.5	48	62.5	40	29.4	20	59.7	40	53.0	35		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
District (Elementary Schools)												
Class Size Range 1 - 20	29.1	933	32.2	1,089	35.2	1,194	37.5	1,224	39.4	1,319		
Class Size Range 21 - 26	47.0	1,508	47.4	1,605	46.6	1,579	44.5	1,454	43.3	1,450		
Class Size Range 27 - 33	23.9	765	20.4	690	18.2	616	18.1	590	17.3	580		
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	23.3	1,831	26.9	2,176	28.5	2,293	29.3	2,222	30.2	2,295		
Class Size Range 21 - 26	34.7	2,728	35.8	2,895	35.0	2,812	31.7	2,404	31.0	2,354		
Class Size Range 27 - 33	42.0	3,298	37.2	3,009	36.5	2,930	39.1	2,966	38.5	2,925		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.1	4	0.2	17		
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>
026001	John Q. Adams Middle School												
	Class Size Range 1 - 20	7.8	11	16.8	21	13.0	16	4.9	6	7.2	9		
	Class Size Range 21 - 26	25.5	36	28.0	35	30.1	37	26.2	32	18.4	23		
	Class Size Range 27 - 33	66.7	94	55.2	69	56.9	70	68.9	84	74.4	93		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026017	Helen Cox Junior High School												
	Class Size Range 1 - 20	15.5	17	32.1	35	24.2	29	23.9	27	31.6	36		
	Class Size Range 21 - 26	30.0	33	16.5	18	42.5	51	34.5	39	30.7	35		
	Class Size Range 27 - 33	54.6	60	51.4	56	33.3	40	41.6	47	37.7	43		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026024	Ellender Middle School												
	Class Size Range 1 - 20	8.2	14	9.8	16	4.3	7	15.0	25	6.5	10		
	Class Size Range 21 - 26	39.2	67	25.8	42	21.6	35	24.6	41	33.8	52		
	Class Size Range 27 - 33	52.6	90	64.4	105	74.1	120	60.5	101	59.7	92		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026030	Henry Ford Junior High School												
	Class Size Range 1 - 20	25.6	31	19.6	20	22.9	24	21.7	23	10.8	12		
	Class Size Range 21 - 26	32.2	39	40.2	41	43.8	46	20.8	22	40.5	45		
	Class Size Range 27 - 33	42.2	51	40.2	41	33.3	35	57.6	61	48.7	54		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026035	Gretna Junior High School												
	Class Size Range 1 - 20	16.2	26	11.5	19	12.6	19	15.9	23	18.6	29		
	Class Size Range 21 - 26	16.8	27	24.2	40	17.2	26	26.9	39	30.8	48		
	Class Size Range 27 - 33	67.1	108	64.2	106	70.2	106	57.2	83	50.6	79		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026039	T.H. Harris Middle School												
	Class Size Range 1 - 20	10.0	14	11.3	14	21.9	28	7.0	8	2.7	3		
	Class Size Range 21 - 26	27.9	39	47.6	59	50.0	64	34.8	40	30.9	34		
	Class Size Range 27 - 33	62.1	87	41.1	51	28.1	36	58.3	67	66.4	73		
	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>
026042	V.C. Haynes Middle School												
	Class Size Range 1 - 20	11.4	10	15.7	13	12.1	10	12.4	10	24.7	22		
	Class Size Range 21 - 26	35.2	31	39.8	33	42.2	35	23.5	19	33.7	30		
	Class Size Range 27 - 33	53.4	47	44.6	37	45.8	38	64.2	52	41.6	37		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026056	Livaudais Junior High School												
	Class Size Range 1 - 20	6.6	9	5.6	7	4.8	6	8.2	11	7.2	11		
	Class Size Range 21 - 26	38.2	52	40.0	50	30.4	38	25.9	35	19.7	30		
	Class Size Range 27 - 33	55.2	75	54.4	68	64.8	81	65.9	89	73.0	111		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026058	L.H. Marrero Middle School												
	Class Size Range 1 - 20	9.7	14	17.4	27	7.3	11	12.7	19	16.7	25		
	Class Size Range 21 - 26	29.7	43	33.6	52	28.0	42	30.7	46	26.0	39		
	Class Size Range 27 - 33	60.7	88	49.0	76	64.7	97	56.7	85	57.3	86		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026062	J.D. Meisler Middle School												
	Class Size Range 1 - 20	16.9	34	14.7	29	14.7	29	8.5	16	12.4	22		
	Class Size Range 21 - 26	18.9	38	32.0	63	30.0	59	24.5	46	22.6	40		
	Class Size Range 27 - 33	64.2	129	53.3	105	55.3	109	67.0	126	65.0	115		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026070	Theodore Roosevelt Middle School												
	Class Size Range 1 - 20	19.9	30	20.3	27	21.4	30	26.0	33	15.1	19		
	Class Size Range 21 - 26	32.5	49	27.8	37	37.1	52	29.1	37	23.0	29		
	Class Size Range 27 - 33	47.7	72	51.9	69	41.4	58	44.9	57	61.9	78		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026085	Stella Worley Junior High School												
	Class Size Range 1 - 20	10.9	15	9.6	13	4.7	6	5.1	6	3.8	4		
	Class Size Range 21 - 26	27.5	38	33.3	45	32.8	42	38.1	45	34.9	37		
	Class Size Range 27 - 33	61.6	85	57.0	77	62.5	80	56.8	67	61.3	65		
	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>
026099	Harry S. Truman Middle School												
	Class Size Range 1 - 20	12.5	20	10.8	17	10.1	16	11.0	17	24.0	37		
	Class Size Range 21 - 26	18.8	30	30.4	48	23.4	37	26.6	41	22.7	35		
	Class Size Range 27 - 33	68.8	110	58.9	93	66.5	105	62.3	96	53.3	82		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026100	Riverdale Middle School												
	Class Size Range 1 - 20	7.1	7	13.3	12	14.6	14	12.5	11	3.5	3		
	Class Size Range 21 - 26	29.6	29	38.9	35	21.9	21	28.4	25	20.7	18		
	Class Size Range 27 - 33	63.3	62	47.8	43	63.5	61	59.1	52	75.9	66		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026101	Jefferson Community School (Charter School)												
	Class Size Range 1 - 20	100.0	20	100.0	20	75.0	15	75.0	15	100.0	20		
	Class Size Range 21 - 26	0.0	0	0.0	0	25.0	5	25.0	5	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		
026102	Ralph J. Bunche Middle School												
	Class Size Range 1 - 20	14.1	14	15.8	15	36.6	37	20.0	15	20.6	14		
	Class Size Range 21 - 26	57.6	57	70.5	67	44.6	45	25.3	19	44.1	30		
	Class Size Range 27 - 33	28.3	28	13.7	13	18.8	19	54.7	41	35.3	24		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026103	Westbank Alternative School												
	Class Size Range 1 - 20	~	~	~	~	~	~	100.0	30	100.0	25		
	Class Size Range 21 - 26	~	~	~	~	~	~	0.0	0	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	~	~	0.0	0	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	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	13.8	286	15.4	305	15.0	297	15.3	295	15.6	301		
Class Size Range 21 - 26	29.2	608	33.6	665	32.0	635	27.5	531	27.3	525		
Class Size Range 27 - 33	57.0	1,186	51.0	1,009	53.1	1,055	57.3	1,108	57.1	1,098		
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	23.3	1,831	26.9	2,176	28.5	2,293	29.3	2,222	30.2	2,295		
Class Size Range 21 - 26	34.7	2,728	35.8	2,895	35.0	2,812	31.7	2,404	31.0	2,354		
Class Size Range 27 - 33	42.0	3,298	37.2	3,009	36.5	2,930	39.1	2,966	38.5	2,925		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.1	4	0.2	17		
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>
026010	Alfred Bonnabel High School												
	Class Size Range 1 - 20	24.1	83	25.0	84	24.2	78	25.6	72	11.7	21		
	Class Size Range 21 - 26	17.7	61	21.4	72	23.3	75	17.4	49	14.4	26		
	Class Size Range 27 - 33	58.1	200	53.6	180	52.5	169	56.9	160	73.9	133		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026022	East Jefferson High School												
	Class Size Range 1 - 20	35.9	102	39.0	110	41.7	115	35.4	87	39.1	107		
	Class Size Range 21 - 26	30.6	87	26.6	75	22.1	61	17.5	43	22.6	62		
	Class Size Range 27 - 33	33.5	95	34.4	97	36.2	100	47.2	116	38.3	105		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026023	John Ehret High School												
	Class Size Range 1 - 20	16.3	84	19.4	101	18.6	96	13.4	64	17.9	93		
	Class Size Range 21 - 26	23.6	122	25.5	133	18.8	97	13.8	66	14.8	77		
	Class Size Range 27 - 33	60.1	310	55.1	287	62.5	322	72.0	345	67.3	350		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.8	4	0.0	0		
026029	Fisher Middle/High School												
	Class Size Range 1 - 20	34.5	40	33.3	38	39.6	44	45.1	51	35.5	38		
	Class Size Range 21 - 26	29.3	34	28.1	32	30.6	34	30.1	34	25.2	27		
	Class Size Range 27 - 33	36.2	42	38.6	44	29.7	33	24.8	28	39.3	42		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026045	L.W. Higgins High School												
	Class Size Range 1 - 20	14.2	47	12.5	42	11.4	36	5.6	10	9.7	17		
	Class Size Range 21 - 26	22.6	75	26.6	89	30.2	95	18.5	33	12.6	22		
	Class Size Range 27 - 33	63.3	210	60.9	204	58.4	184	75.8	135	68.0	119		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	9.7	17		
026051	Grace King High School												
	Class Size Range 1 - 20	27.6	85	28.8	93	31.0	102	30.5	95	32.2	101		
	Class Size Range 21 - 26	25.7	79	20.4	66	25.5	84	23.1	72	17.2	54		
	Class Size Range 27 - 33	46.8	144	50.8	164	43.5	143	46.5	145	50.6	159		
	Class Size Range 34 +	0.0	0	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>
026068	Riverdale High School												
	Class Size Range 1 - 20	16.4	43	22.1	58	22.7	59	21.5	55	20.7	51		
	Class Size Range 21 - 26	30.8	81	20.5	54	23.9	62	19.5	50	21.9	54		
	Class Size Range 27 - 33	52.9	139	57.4	151	53.5	139	59.0	151	57.5	142		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026080	West Jefferson High School												
	Class Size Range 1 - 20	18.0	59	18.0	58	24.2	77	21.8	67	15.5	44		
	Class Size Range 21 - 26	18.7	61	25.8	83	23.0	73	19.2	59	15.1	43		
	Class Size Range 27 - 33	63.3	207	56.2	181	52.8	168	59.1	182	69.4	197		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
026086	Joseph A. Cuillier Sr. Career Center												
	Class Size Range 1 - 20	~	~	95.5	126	97.8	135	94.0	141	100.0	151		
	Class Size Range 21 - 26	~	~	4.6	6	2.2	3	6.0	9	0.0	0		
	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	21.9	546	27.5	728	28.9	747	27.6	642	27.7	623		
Class Size Range 21 - 26	24.1	600	23.1	610	22.6	584	17.9	415	16.2	365		
Class Size Range 27 - 33	54.0	1,347	49.4	1,308	48.6	1,258	54.3	1,262	55.4	1,247		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.2	4	0.8	17		
District (All Schools)												
Class Size Range 1 - 20	23.3	1,831	26.9	2,176	28.5	2,293	29.3	2,222	30.2	2,295		
Class Size Range 21 - 26	34.7	2,728	35.8	2,895	35.0	2,812	31.7	2,404	31.0	2,354		
Class Size Range 27 - 33	42.0	3,298	37.2	3,009	36.5	2,930	39.1	2,966	38.5	2,925		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.1	4	0.2	17		
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>
026031	Grand Isle High School												
	Class Size Range 1 - 20	84.6	66	76.1	54	78.6	55	85.9	61	78.8	52		
	Class Size Range 21 - 26	15.4	12	21.1	15	20.0	14	5.6	4	21.2	14		
	Class Size Range 27 - 33	0.0	0	2.8	2	1.4	1	8.5	6	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	District (Combination Schools)												
	Class Size Range 1 - 20	84.6	66	76.1	54	78.6	55	85.9	61	78.8	52		
	Class Size Range 21 - 26	15.4	12	21.1	15	20.0	14	5.6	4	21.2	14		
	Class Size Range 27 - 33	0.0	0	2.8	2	1.4	1	8.5	6	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	23.3	1,831	26.9	2,176	28.5	2,293	29.3	2,222	30.2	2,295		
	Class Size Range 21 - 26	34.7	2,728	35.8	2,895	35.0	2,812	31.7	2,404	31.0	2,354		
	Class Size Range 27 - 33	42.0	3,298	37.2	3,009	36.5	2,930	39.1	2,966	38.5	2,925		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.1	4	0.2	17		
	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	3-8
Student Retention	3-25
Student Dropouts.....	3-36

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.
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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
026002	Airline Park Elementary School	96.2	96.2	95.2	95.5	98.0
026003	A.C. Alexander Elementary School	95.6	96.0	95.7	96.2	94.9
026004	Ames Elementary School	93.4	93.0	95.1	95.6	93.7
026005	J.J. Audubon Elementary School	95.3	95.7	95.4	95.0	94.8
026008	Alice M.Birney Elementary School	95.4	96.0	95.8	95.8	94.9
026009	Bissonet Plaza Elementary School	95.6	96.2	95.8	96.2	95.9
026012	Bridge City Elementary School	94.2	94.0	93.8	94.0	94.0
026013	Bridgedale Elementary School	95.0	95.0	95.0	95.0	93.6
026015	John Clancy Elementary School	95.4	95.8	96.2	96.1	97.0
026016	George Cox Elementary School	92.9	93.5	91.7	92.5	94.2
026019	Deckbar School	78.0	82.2	83.9	81.8	81.0
026020	Ella Dolhonde Elementary School	95.5	95.5	95.6	96.6	96.4
026021	Frederick Douglass Elementary School	93.0	93.0	92.5	92.6	93.5
026025	J.C. Ellis Elementary School	95.6	95.6	94.5	95.3	94.9
026026	Bonella A. St. Ville Elementary School	92.0	91.8	90.9	91.1	90.4
026027	Estelle Elementary School	93.4	95.0	95.2	95.3	94.7
026032	Green Park Elementary School	95.1	95.6	94.9	95.2	94.6
026033	Greenlawn Terrace Elementary School	94.0	94.5	95.3	96.4	95.0
026034	Gretna #2 Kindergarten Center	90.7	93.4	90.7	91.7	91.6
026036	Shirley Johnson/Gretna Park Elementary School	94.4	95.3	95.0	94.6	94.3
026038	Harahan Elementary School	96.1	96.4	96.0	97.1	96.1
026040	William Hart Elementary School	94.1	96.4	95.2	94.2	94.4
026041	Harvey Kindergarten Center	93.4	94.9	95.5	96.1	93.9
026043	Hazel Park/Hilda Knoff School	96.4	94.4	93.8	95.4	94.5
026044	Phoebe Hearst School	96.2	95.8	96.8	96.9	96.6
026046	Homedale School	94.4	94.3	93.2	93.3	94.0
026047	Jefferson Elementary School	96.3	96.7	96.1	96.6	95.9
026050	Harold Keller Elementary School	96.6	96.4	95.9	96.1	94.8
026055	Lincoln Elementary School	97.4	96.0	96.9	97.6	96.7
026057	Live Oak Manor Elementary School	94.2	96.6	96.9	95.2	94.5
026060	Rudolph Matas School	95.1	95.1	91.7	95.4	94.5
026061	McDonogh #26 Elementary School	94.6	94.8	95.0	95.0	94.5
026063	Metairie Grammar School	96.3	96.0	95.4	95.1	95.1
026064	Kate Middleton Elementary	95.2	96.2	94.6	94.8	95.4
026065	Vic A. Pitre Elementary School	94.8	94.9	94.3	94.5	94.0

~ = Unavailable or insufficient data

Table 11a: Percent of Student Attendance
Elementary Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
026066 Ella C. Pittman Elementary School	95.0	95.7	95.8	95.4	95.1	
026067 Norbert Rillieux Elementary School	95.7	96.0	95.1	96.4	95.8	
026069 Marie B. Riviere Elementary School	95.4	96.5	95.2	96.3	95.2	
026072 L.W. Ruppel Elementary School	93.1	95.1	90.4	93.8	92.4	
026073 Walter G. Schneckenburger Elem School	95.3	95.8	95.6	95.0	95.1	
026074 Catherine Strehle Elementary School	94.7	94.6	94.2	94.5	94.1	
026075 Terrytown Elementary School	94.4	95.3	95.5	95.6	95.4	
026077 Waggaman Special School	85.7	77.7	81.4	83.1	82.5	
026078 Miller Wall Elementary School	95.0	95.3	94.7	95.7	95.1	
026079 Washington Elementary School	95.7	95.0	95.8	95.7	95.1	
026081 Joseph S. Maggiore Sr. Elementary School	91.0	93.6	94.7	94.9	96.7	
026082 Westwego Elementary School	92.8	94.0	94.3	94.3	92.3	
026083 Woodland West Elementary School	94.0	95.1	94.8	94.6	95.0	
026084 G.T. Woods Elementary School	97.5	96.2	95.6	95.8	95.8	
026087 Paul J. Solis Elementary School	96.1	96.6	96.4	96.7	96.6	
026088 Woodmere Elementary School	94.6	95.6	95.5	94.8	94.6	
026089 Chateau Estates Elementary School	95.7	96.5	96.2	95.8	95.0	
026093 Lucille Cherbonnier Elementary School	95.2	95.5	94.6	96.3	96.1	
026094 Joshua Butler Elementary School	94.4	95.0	94.6	95.0	94.4	
026096 Geraldine Boudreaux Elementary School	96.2	96.5	95.2	95.8	95.1	
026097 Jean Lafitte Elementary School	92.7	94.0	94.4	93.9	93.0	
026098 Congetta Trippe Janet Elementary School	95.6	96.3	95.1	95.5	95.1	
District (Elementary Schools)	94.8	95.3	94.8	95.2	94.8	
District (All Schools)	92.8	93.5	93.2	93.4	93.1	
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
026001 John Q. Adams Middle School	91.6	93.6	93.0	92.9	92.3	
026017 Helen Cox Junior High School	89.8	92.7	91.7	92.1	90.7	
026024 Ellender Middle School	94.1	94.6	94.7	94.3	94.2	
026030 Henry Ford Junior High School	91.1	91.0	92.2	91.9	91.0	
026035 Gretna Junior High School	87.6	90.4	89.0	89.4	89.6	
026039 T.H. Harris Middle School	92.7	93.7	93.5	93.5	93.5	
026042 V.C. Haynes Middle School	90.7	92.8	92.3	93.3	92.0	
026056 Livaudais Junior High School	91.9	92.6	92.1	90.9	90.9	
026058 L.H. Marrero Middle School	91.8	94.0	94.5	93.3	90.0	
026062 J.D. Meisler Middle School	93.6	93.9	93.9	94.1	93.5	
026070 Theodore Roosevelt Middle School	93.0	93.0	92.9	92.6	91.2	
026085 Stella Worley Junior High School	89.4	91.1	90.6	89.8	88.1	
026099 Harry S. Truman Middle School	92.7	93.5	90.8	91.3	91.6	
026100 Riverdale Middle School	92.6	93.3	93.2	93.0	92.6	
026101 Jefferson Community School (Charter School)	88.2	89.2	88.3	87.8	89.5	
026102 Ralph J. Bunche Middle School	88.9	91.1	90.0	90.7	89.4	
026103 Westbank Alternative School	~	~	80.2	74.5	94.4	
District (Middle/Jr. High Schools)	91.5	92.8	92.3	92.1	91.5	
District (All Schools)	92.8	93.5	93.2	93.4	93.1	
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
026010 Alfred Bonnabel High School	89.3	88.2	89.5	88.9	89.8	
026022 East Jefferson High School	85.6	88.5	89.7	89.9	89.4	
026023 John Ehret High School	91.5	91.1	91.1	91.9	91.6	
026029 Fisher Middle/High School	92.0	92.6	91.4	92.2	93.1	
026045 L.W. Higgins High School	90.1	91.3	89.7	90.6	90.6	
026051 Grace King High School	90.6	90.1	91.3	90.9	90.6	
026068 Riverdale High School	91.6	92.8	92.4	91.4	90.8	
026080 West Jefferson High School	88.0	89.4	90.0	89.0	89.6	
026104 Jefferson Wetlands Marine Institute	~	~	~	95.1	97.3	
District (High Schools)	89.7	90.1	90.2	90.6	90.6	
District (All Schools)	92.8	93.5	93.2	93.4	93.1	
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
026031 Grand Isle High School	93.2	92.5	94.4	94.8	95.1	
District (Combination Schools)	93.2	92.5	94.4	94.8	95.1	
District (All Schools)	92.8	93.5	93.2	93.4	93.1	
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>
026002	Airline Park Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	1.6	6		
	Suspended (Out of School)	6.8	23	7.1	25	11.3	43	12.8	51	11.0	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	0.5	2	0.8	3		
026003	A.C. Alexander Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	3.1	19	6.6	44	4.2	25	2.8	19	2.0	14		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.2	1	0.0	0	0.0	0	0.1	1	~	~		
026004	Ames Elementary School												
	Suspended (In School)	0.0	0	0.0	0	6.5	25	10.1	44	0.5	2		
	Suspended (Out of School)	16.5	60	17.6	72	12.5	48	13.5	59	18.5	80		
	Expelled (In School)	0.3	1	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.7	3	0.5	2	0.0	0	~	~		
026005	J.J. Audubon Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.2	1	0.3	2	0.2	1		
	Suspended (Out of School)	9.4	59	7.6	46	14.2	79	14.7	85	15.6	88		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.2	1	0.5	3	0.2	1		
026008	Alice M.Birney Elementary School												
	Suspended (In School)	0.2	1	0.0	0	0.3	2	0.0	0	0.2	1		
	Suspended (Out of School)	3.9	24	4.4	27	3.4	21	3.9	25	5.3	32		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.2	1	0.0	0	0.2	1	0.0	0	~	~		
026009	Bissonet Plaza Elementary School												
	Suspended (In School)	0.1	1	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	4.3	32	3.2	24	3.9	28	4.6	33	5.5	41		
	Expelled (In School)	0.3	2	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	~	~		
026012	Bridge City Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	20.5	138	19.2	130	25.5	169	28.5	180	33.5	204		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.2	1	0.1	1	0.0	0	0.5	3	0.5	3		

~ = 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>
026013	Bridgedale Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	7.2	30	11.3	52	7.7	35	6.3	28	9.9	40		
	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	~	~		
026015	John Clancy Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.2	1	0.0	0	0.2	1		
	Suspended (Out of School)	16.7	91	17.1	93	27.3	127	18.8	96	13.1	58		
	Expelled (In School)	0.2	1	0.0	0	0.0	0	0.2	1	~	~		
	Expelled (Out of School)	0.0	0	0.4	2	0.0	0	0.0	0	0.2	1		
026016	George Cox Elementary School												
	Suspended (In School)	0.1	1	0.0	0	0.0	0	0.1	1	~	~		
	Suspended (Out of School)	16.0	116	21.7	157	29.8	217	25.8	197	26.2	184		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.3	2	~	~		
	Expelled (Out of School)	1.9	14	0.8	6	1.4	10	1.3	10	0.7	5		
026019	Deckbar School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	2.6	3	0.0	0	0.0	0	0.0	0	~	~		
	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	~	~		
026020	Ella Dolhonde Elementary School												
	Suspended (In School)	0.2	1	0.4	2	0.0	0	0.0	0	0.2	1		
	Suspended (Out of School)	7.7	40	6.3	31	1.2	6	9.4	50	8.8	50		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.2	1	0.0	0	0.0	0	0.2	1		
026021	Frederick Douglass Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	19.6	74	14.7	63	11.0	48	9.8	42	14.5	60		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.3	1	0.0	0	0.0	0	0.0	0	~	~		
026025	J.C. Ellis Elementary School												
	Suspended (In School)	0.0	0	0.0	0	1.3	7	0.9	5	3.0	16		
	Suspended (Out of School)	2.3	13	6.8	38	11.1	58	9.3	50	5.5	30		
	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	0.6	3	~	~		

~ = Unavailable or insufficient data

Table 12a: Student Suspensions and Expulsions
Elementary Schools

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026026 Bonella A. St. Ville Elementary School												
Suspended (In School)	2.3	12	0.0	0	0.4	2	3.4	17	~	~		
Suspended (Out of School)	42.7	219	44.7	204	41.9	201	40.7	201	30.7	162		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	3.5	18	0.0	0	0.0	0	0.2	1	1.5	8		
026027 Estelle Elementary School												
Suspended (In School)	4.0	41	4.1	41	1.8	18	2.1	21	2.5	25		
Suspended (Out of School)	13.1	133	11.2	113	11.4	117	14.5	148	11.1	110		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.1	1	0.0	0	0.1	1	0.0	0	~	~		
026032 Green Park Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	1.4	7	~	~		
Suspended (Out of School)	0.7	3	0.6	3	8.0	35	8.1	41	9.4	45		
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	0.6	3	~	~		
026033 Greenlawn Terrace Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	2.5	10	2.6	12	1.6	8	1.3	6	4.3	20		
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	~	~		
026034 Gretna #2 Kindergarten Center												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.4	1	~	~		
Suspended (Out of School)	11.2	21	10.4	22	12.9	30	2.2	5	1.7	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	0.4	1	0.0	0	~	~		
026036 Shirley Johnson/Gretna Park Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	13.5	122	20.7	171	20.0	169	16.3	142	15.4	143		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.3	3	0.1	1	0.2	2	0.3	3	~	~		
026038 Harahan Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	3.0	13	1.3	6	0.0	0	0.8	4	1.2	6		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.7	3	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>
026040	William Hart Elementary School												
	Suspended (In School)	0.5	2	1.6	7	0.0	0	0.5	3	8.4	40		
	Suspended (Out of School)	11.8	53	6.0	27	16.8	83	27.2	149	24.3	116		
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.0	0	~	~		
	Expelled (Out of School)	0.2	1	0.4	2	0.0	0	0.4	2	0.8	4		
026043	Hazel Park/Hilda Knoff School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.2	1	~	~		
	Suspended (Out of School)	9.4	50	6.9	34	8.0	38	6.5	29	4.1	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	0.4	2	~	~		
026044	Phoebe Hearst School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.1	1		
	Suspended (Out of School)	4.4	30	4.9	33	4.9	31	6.7	46	7.9	55		
	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	0.2	1	0.1	1	~	~		
026046	Homedale School												
	Suspended (In School)	0.0	0	0.0	0	10.5	32	2.4	7	~	~		
	Suspended (Out of School)	22.1	68	19.5	60	28.0	85	28.6	83	23.8	86		
	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	1.3	4	0.0	0	0.8	3		
026047	Jefferson Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	0.4	2	1.8	9	3.9	19	2.9	15	3.9	20		
	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	~	~		
026050	Harold Keller Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	4.2	20	4.8	23	5.5	26	5.6	25	5.0	25		
	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	~	~		
026055	Lincoln Elementary School												
	Suspended (In School)	0.0	0	0.2	1	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	12.2	61	8.0	44	6.9	42	3.1	17	4.1	23		
	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>
026057	Live Oak Manor Elementary School												
	Suspended (In School)	0.2	1	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	14.0	66	11.8	49	5.3	21	14.9	60	22.8	94		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.2	1	0.0	0	0.0	0	0.2	1	~	~		
026060	Rudolph Matas School												
	Suspended (In School)	0.0	0	0.0	0	0.2	1	0.0	0	~	~		
	Suspended (Out of School)	6.7	36	5.0	27	1.7	10	3.3	16	4.2	20		
	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	0.2	1	0.0	0	~	~		
026061	McDonogh #26 Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	20.7	104	19.0	83	18.9	88	18.6	80	21.5	90		
	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	~	~		
026063	Metairie Grammar School												
	Suspended (In School)	0.3	1	0.0	0	1.6	5	0.3	1	2.2	7		
	Suspended (Out of School)	5.5	17	9.1	27	12.3	39	13.6	45	14.0	44		
	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	0.3	1		
026064	Kate Middleton Elementary												
	Suspended (In School)	~	~	0.0	0	0.0	0	0.0	0	0.7	3		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	0.0	0	16.2	74		
026065	Vic A. Pitre Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.1	1	0.0	0	~	~		
	Suspended (Out of School)	15.1	128	18.0	146	16.8	129	17.3	136	15.8	113		
	Expelled (In School)	0.0	0	0.0	0	0.4	3	0.0	0	0.1	1		
	Expelled (Out of School)	0.2	2	0.5	4	0.4	3	1.0	8	1.1	8		
026066	Ella C. Pittman Elementary School												
	Suspended (In School)	0.1	1	0.0	0	0.6	4	9.8	76	15.0	111		
	Suspended (Out of School)	10.2	84	8.6	66	16.6	121	15.4	119	19.6	145		
	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	0.1	1		

~ = 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>
026067	Norbert Rillieux Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	4.7	20	2.1	11	2.3	10	2.3	9	2.0	9		
	Expelled (In School)	0.2	1	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.2	1	0.0	0	~	~		
026069	Marie B. Riviere Elementary School												
	Suspended (In School)	0.0	0	0.9	3	1.1	4	6.4	24	4.7	17		
	Suspended (Out of School)	3.9	14	5.3	18	6.9	26	9.4	35	5.5	20		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.6	2	0.0	0	0.0	0	0.3	1	~	~		
026072	L.W. Ruppel Elementary School												
	Suspended (In School)	0.1	1	0.3	2	0.0	0	0.0	0	0.1	1		
	Suspended (Out of School)	21.3	152	17.4	128	23.4	167	12.2	80	26.4	177		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.5	4	0.0	0	0.2	1	0.4	3		
026073	Walter G. Schneckenburger Elem School												
	Suspended (In School)	0.0	0	0.0	0	0.4	2	0.2	1	~	~		
	Suspended (Out of School)	2.9	14	4.2	22	6.0	31	10.7	51	10.8	53		
	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	0.2	1	0.2	1	~	~		
026074	Catherine Strehle Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	15.5	73	18.6	93	17.9	92	24.0	120	23.3	123		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.9	4	0.8	4	0.2	1	1.4	7	0.9	5		
026075	Terrytown Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	11.3	92	14.2	112	12.2	96	14.5	116	12.7	90		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.5	4	0.8	6	0.0	0	0.0	0	0.1	1		
026077	Waggaman Special School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	3.1	4	1.9	2		
	Suspended (Out of School)	50.3	74	0.0	0	0.0	0	54.7	70	61.9	65		
	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>
026078	Miller Wall Elementary School												
	Suspended (In School)	0.1	1	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	16.8	124	22.4	154	23.2	153	28.9	197	23.3	163		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.1	1	0.3	2	0.5	3	0.3	2	0.6	4		
026079	Washington Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.8	2	0.0	0	~	~		
	Suspended (Out of School)	1.2	3	1.5	4	3.5	9	3.6	9	5.1	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	0.3	1		
026081	Joseph S. Maggiore Sr. Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	12.1	72	20.5	128	22.2	127	22.8	123	23.2	142		
	Expelled (In School)	0.0	0	0.2	1	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.3	2	1.1	7	0.2	1	0.4	2	~	~		
026082	Westwego Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	1.8	7	3.4	14		
	Suspended (Out of School)	12.2	53	0.6	3	31.2	133	29.6	118	32.2	134		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.3	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.9	4	2.3	9	1.7	7		
026083	Woodland West Elementary School												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	16.8	162	19.3	184	23.9	231	24.8	237	21.8	216		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.2	2	0.4	4	0.8	8	0.0	0	0.1	1		
026084	G.T. Woods Elementary School												
	Suspended (In School)	0.0	0	1.0	3	0.0	0	0.9	3	0.3	1		
	Suspended (Out of School)	0.3	1	19.5	59	13.9	42	12.0	41	12.9	40		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	1.0	3	0.0	0	0.0	0	~	~		
026087	Paul J. Solis Elementary School												
	Suspended (In School)	0.0	0	0.8	7	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	14.5	128	12.9	108	8.1	73	8.1	75	9.0	86		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.1	1	~	~		
	Expelled (Out of School)	0.5	4	0.2	2	0.0	0	0.2	2	0.2	2		

~ = 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>
026088 Woodmere Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.2	2	0.3	3	~	~		
Suspended (Out of School)	17.2	166	14.8	140	16.6	153	25.4	236	18.4	156		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.3	3	0.0	0	0.0	0	0.9	8	0.5	4		
026089 Chateau Estates Elementary School												
Suspended (In School)	0.2	2	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	4.6	39	2.2	17	5.7	44	7.0	53	8.2	62		
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	~	~		
026093 Lucille Cherbonnier Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.2	1	~	~		
Suspended (Out of School)	15.5	99	13.4	80	18.2	107	10.3	62	23.4	152		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.2	1	0.0	0	0.0	0	0.0	0	0.2	1		
026094 Joshua Butler Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	15.2	98	13.6	88	10.8	72	14.1	89	16.2	99		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.2	1		
Expelled (Out of School)	0.3	2	0.0	0	0.2	1	0.6	4	0.2	1		
026096 Geraldine Boudreaux Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.1	1	0.4	4	0.2	2		
Suspended (Out of School)	11.7	109	15.0	132	23.2	214	23.5	214	24.9	217		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.2	2	0.3	3	0.1	1	0.5	5	~	~		
026097 Jean Lafitte Elementary School												
Suspended (In School)	0.2	1	0.0	0	0.0	0	0.3	2	~	~		
Suspended (Out of School)	6.4	38	7.3	44	3.0	18	6.1	35	7.5	45		
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	0.2	1	~	~		
026098 Congetta Trippe Janet Elementary School												
Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Suspended (Out of School)	3.7	33	2.7	24	6.7	56	10.7	85	10.2	81		
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	0.2	2	0.6	5	0.5	4		

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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>
District (Elementary Schools)												
Suspended (In School)	0.2	67	0.2	66	0.4	110	0.8	233	0.9	252		
Suspended (Out of School)	11.7	3,420	11.7	3,407	13.6	3,929	14.5	4,203	14.9	4,357		
Expelled (In School)	0.0	5	0.0	1	0.0	6	0.0	5	0.0	3		
Expelled (Out of School)	0.3	74	0.2	55	0.2	50	0.3	91	0.3	73		
District (All Schools)												
Suspended (In School)	10.2	5,776	11.2	6,208	10.8	5,874	11.3	6,198	12.4	6,829		
Suspended (Out of School)	15.9	8,980	14.2	7,882	15.8	8,606	17.2	9,434	18.3	10,096		
Expelled (In School)	0.1	63	0.2	84	0.3	174	0.5	248	0.3	166		
Expelled (Out of School)	1.3	740	1.1	590	1.1	606	1.1	584	1.3	742		
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>
026001	John Q. Adams Middle School												
	Suspended (In School)	18.1	169	25.6	201	28.9	232	23.3	194	29.8	270		
	Suspended (Out of School)	10.8	101	9.0	71	13.0	104	18.5	154	16.4	149		
	Expelled (In School)	0.6	6	0.8	6	2.0	16	1.4	12	1.8	16		
	Expelled (Out of School)	2.3	21	1.7	13	1.3	10	1.8	15	1.4	13		
026017	Helen Cox Junior High School												
	Suspended (In School)	10.3	78	19.4	134	11.0	82	10.4	80	21.4	162		
	Suspended (Out of School)	35.8	270	23.6	163	41.5	311	46.1	355	38.2	289		
	Expelled (In School)	0.3	2	0.6	4	1.3	10	3.4	26	0.1	1		
	Expelled (Out of School)	4.1	31	3.8	26	3.3	25	0.6	5	2.5	19		
026024	Ellender Middle School												
	Suspended (In School)	9.3	105	16.2	180	20.2	228	14.6	160	12.7	132		
	Suspended (Out of School)	32.4	366	27.2	302	20.4	231	36.3	398	45.7	477		
	Expelled (In School)	0.2	2	0.2	2	1.2	13	2.6	29	2.1	22		
	Expelled (Out of School)	2.8	32	4.0	44	2.7	30	1.7	19	2.6	27		
026030	Henry Ford Junior High School												
	Suspended (In School)	7.8	58	20.9	159	19.9	136	18.8	133	22.2	162		
	Suspended (Out of School)	35.0	260	23.2	177	25.1	172	24.6	174	29.6	216		
	Expelled (In School)	0.0	0	0.3	2	0.2	1	0.6	4	0.1	1		
	Expelled (Out of School)	0.9	7	1.6	12	1.5	10	0.8	6	1.9	14		
026035	Gretna Junior High School												
	Suspended (In School)	23.8	276	29.6	335	29.1	327	24.2	271	28.8	310		
	Suspended (Out of School)	22.9	266	22.1	250	28.8	324	32.6	365	31.6	340		
	Expelled (In School)	0.1	1	0.9	10	1.1	12	2.9	32	2.4	26		
	Expelled (Out of School)	3.6	42	2.9	33	4.1	46	2.6	29	2.0	22		
026039	T.H. Harris Middle School												
	Suspended (In School)	21.6	177	19.7	167	17.1	143	17.8	148	19.8	166		
	Suspended (Out of School)	22.0	180	15.0	127	17.4	146	17.9	149	19.6	164		
	Expelled (In School)	0.5	4	0.0	0	1.4	12	1.6	13	1.8	15		
	Expelled (Out of School)	0.7	6	1.9	16	0.8	7	0.0	0	0.4	3		
026042	V.C. Haynes Middle School												
	Suspended (In School)	15.0	95	25.4	144	19.6	115	24.0	146	26.0	162		
	Suspended (Out of School)	25.6	162	18.3	104	14.2	83	12.2	74	15.6	97		
	Expelled (In School)	0.2	1	0.2	1	0.2	1	1.1	7	0.8	5		
	Expelled (Out of School)	2.8	18	2.6	15	1.9	11	1.6	10	0.8	5		

~ = 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>
026056	Livaudais Junior High School												
	Suspended (In School)	9.8	99	21.9	190	13.6	117	12.9	124	15.3	161		
	Suspended (Out of School)	30.4	306	31.7	275	40.9	353	41.8	400	45.4	476		
	Expelled (In School)	0.7	7	1.3	11	1.6	14	1.7	16	0.4	4		
	Expelled (Out of School)	3.6	36	5.0	43	3.9	34	4.9	47	5.0	52		
026058	L.H. Marrero Middle School												
	Suspended (In School)	17.5	206	21.6	252	25.5	279	24.5	269	28.9	321		
	Suspended (Out of School)	28.3	334	22.3	260	23.9	262	31.7	348	35.7	397		
	Expelled (In School)	1.4	16	0.3	4	0.8	9	1.0	11	1.1	12		
	Expelled (Out of School)	5.4	64	2.7	32	2.7	29	1.5	17	4.5	50		
026062	J.D. Meisler Middle School												
	Suspended (In School)	13.8	166	13.2	159	14.3	177	12.1	146	13.9	174		
	Suspended (Out of School)	7.4	89	5.6	68	6.3	78	8.1	98	8.8	111		
	Expelled (In School)	0.3	3	0.5	6	0.6	7	1.2	15	1.0	12		
	Expelled (Out of School)	0.3	3	0.7	9	0.1	1	0.0	0	0.9	11		
026070	Theodore Roosevelt Middle School												
	Suspended (In School)	29.1	261	25.6	216	27.6	233	24.9	215	16.2	144		
	Suspended (Out of School)	12.4	111	10.3	87	15.1	127	16.2	140	17.8	158		
	Expelled (In School)	0.3	3	0.1	1	0.1	1	1.2	10	0.8	7		
	Expelled (Out of School)	2.1	19	1.2	10	3.0	25	2.7	23	3.5	31		
026085	Stella Worley Junior High School												
	Suspended (In School)	14.0	142	23.0	205	20.7	174	19.5	167	29.9	247		
	Suspended (Out of School)	24.9	253	11.4	102	15.9	133	22.7	194	27.2	225		
	Expelled (In School)	0.8	8	1.2	11	1.1	9	2.6	22	0.5	4		
	Expelled (Out of School)	1.7	17	1.2	11	1.9	16	1.1	9	4.8	40		
026099	Harry S. Truman Middle School												
	Suspended (In School)	19.8	228	24.8	273	23.5	260	20.3	222	22.0	240		
	Suspended (Out of School)	20.0	230	28.9	318	28.4	315	28.6	313	28.0	306		
	Expelled (In School)	0.0	0	1.5	16	3.1	34	2.1	23	1.3	14		
	Expelled (Out of School)	3.7	42	3.4	38	2.6	29	2.0	22	2.3	25		
026100	Riverdale Middle School												
	Suspended (In School)	18.5	124	22.0	130	15.5	97	24.4	151	23.4	149		
	Suspended (Out of School)	30.1	202	13.0	77	15.2	95	17.4	108	18.9	120		
	Expelled (In School)	0.2	1	0.0	0	1.1	7	1.1	7	1.3	8		
	Expelled (Out of School)	2.8	19	0.8	5	0.5	3	1.0	6	1.4	9		

~ = 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>
026101	Jefferson Community School (Charter School)												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	0.7	1	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (In School)	0.0	0	0.0	0	1.4	3	0.0	0	~	~		
	Expelled (Out of School)	14.5	22	14.1	26	7.2	15	26.7	43	31.3	57		
026102	Ralph J. Bunche Middle School												
	Suspended (In School)	8.5	64	19.6	134	17.6	112	18.3	110	17.8	108		
	Suspended (Out of School)	29.0	218	29.4	201	33.8	215	34.2	205	43.3	263		
	Expelled (In School)	0.0	0	0.3	2	2.7	17	2.0	12	1.8	11		
	Expelled (Out of School)	3.1	23	3.2	22	1.4	9	0.8	5	2.3	14		
026103	Westbank Alternative School												
	Suspended (In School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	~	~	0.0	0	71.4	80	68.3	112	29.0	9		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.6	1	~	~		
	Expelled (Out of School)	~	~	0.0	0	40.2	45	15.9	26	6.5	2		
District (Middle/Jr. High Schools)													
	Suspended (In School)	24.5	2,233	22.3	2,852	21.1	2,682	19.7	2,513	22.3	2,886		
	Suspended (Out of School)	36.3	3,315	20.0	2,554	23.0	2,918	26.9	3,434	28.8	3,738		
	Expelled (In School)	0.6	54	0.6	76	1.3	166	1.9	240	1.2	158		
	Expelled (Out of School)	4.4	402	2.8	355	2.7	343	2.2	282	3.0	388		
District (All Schools)													
	Suspended (In School)	10.2	5,776	11.2	6,208	10.8	5,874	11.3	6,198	12.4	6,829		
	Suspended (Out of School)	15.9	8,980	14.2	7,882	15.8	8,606	17.2	9,434	18.3	10,096		
	Expelled (In School)	0.1	63	0.2	84	0.3	174	0.5	248	0.3	166		
	Expelled (Out of School)	1.3	740	1.1	590	1.1	606	1.1	584	1.3	742		
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>
026010	Alfred Bonnabel High School												
	Suspended (In School)	22.9	469	29.6	589	26.2	513	33.4	646	30.6	589		
	Suspended (Out of School)	21.8	447	23.4	466	20.6	404	25.4	491	20.2	388		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.1	1	0.1	1		
	Expelled (Out of School)	1.5	31	1.7	33	2.4	46	2.3	44	1.8	34		
026022	East Jefferson High School												
	Suspended (In School)	35.1	473	31.6	404	30.5	366	39.4	468	43.1	517		
	Suspended (Out of School)	15.5	209	13.1	168	11.7	140	14.6	173	21.1	253		
	Expelled (In School)	0.0	0	0.1	1	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	3.0	40	1.6	21	1.3	16	1.8	21	4.1	49		
026023	John Ehret High School												
	Suspended (In School)	22.1	692	22.9	692	20.4	602	23.7	721	31.1	957		
	Suspended (Out of School)	17.6	550	16.6	501	16.8	496	12.8	390	17.3	533		
	Expelled (In School)	0.0	1	0.0	0	0.0	0	0.0	1	~	~		
	Expelled (Out of School)	2.3	71	1.8	53	1.8	53	2.0	62	3.1	97		
026029	Fisher Middle/High School												
	Suspended (In School)	25.1	151	28.7	166	27.5	152	24.4	129	26.9	148		
	Suspended (Out of School)	15.0	90	15.2	88	16.5	91	20.6	109	19.1	105		
	Expelled (In School)	0.2	1	0.3	2	0.2	1	0.2	1	~	~		
	Expelled (Out of School)	0.7	4	1.6	9	0.7	4	1.3	7	0.7	4		
026045	L.W. Higgins High School												
	Suspended (In School)	13.9	287	10.3	207	13.1	250	8.8	161	9.5	174		
	Suspended (Out of School)	15.2	313	11.5	231	10.3	197	7.6	140	11.5	210		
	Expelled (In School)	0.1	2	0.0	0	0.0	0	0.0	0	~	~		
	Expelled (Out of School)	1.8	37	0.9	19	1.4	27	1.0	18	1.0	19		
026051	Grace King High School												
	Suspended (In School)	36.7	596	32.4	534	29.7	477	33.0	537	36.5	614		
	Suspended (Out of School)	12.9	209	7.5	123	5.7	91	4.7	77	2.4	41		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	0.1	1		
	Expelled (Out of School)	1.7	28	1.2	20	2.4	39	1.7	27	3.6	61		
026068	Riverdale High School												
	Suspended (In School)	24.1	310	24.5	303	27.5	322	31.0	369	23.8	277		
	Suspended (Out of School)	5.7	73	4.0	50	4.4	52	7.5	89	8.0	93		
	Expelled (In School)	0.0	0	0.3	4	0.0	0	0.0	0	0.1	1		
	Expelled (Out of School)	3.0	38	1.6	20	2.3	27	2.6	31	1.3	15		

~ = 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>
026080	West Jefferson High School												
	Suspended (In School)	22.2	447	19.0	361	21.3	375	23.4	399	24.0	405		
	Suspended (Out of School)	15.9	320	11.5	220	13.4	236	19.4	330	23.1	391		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.0	0	0.1	2		
	Expelled (Out of School)	0.7	15	0.3	5	0.0	0	0.1	1	~	~		
District (High Schools)													
	Suspended (In School)	18.5	3,404	23.9	3,250	23.3	3,043	26.5	3,416	28.3	3,663		
	Suspended (Out of School)	12.1	2,232	14.0	1,896	13.5	1,760	13.9	1,793	15.4	2,000		
	Expelled (In School)	0.0	4	0.1	7	0.0	2	0.0	3	0.0	5		
	Expelled (Out of School)	1.4	264	1.3	180	1.6	212	1.6	211	2.2	279		
District (All Schools)													
	Suspended (In School)	10.2	5,776	11.2	6,208	10.8	5,874	11.3	6,198	12.4	6,829		
	Suspended (Out of School)	15.9	8,980	14.2	7,882	15.8	8,606	17.2	9,434	18.3	10,096		
	Expelled (In School)	0.1	63	0.2	84	0.3	174	0.5	248	0.3	166		
	Expelled (Out of School)	1.3	740	1.1	590	1.1	606	1.1	584	1.3	742		
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>
026031	Grand Isle High School												
	Suspended (In School)	22.3	75	13.1	42	14.6	42	12.7	36	12.5	34		
	Suspended (Out of School)	16.7	56	13.1	42	6.6	19	11.3	32	9.9	27		
	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	0.4	1	0.0	0	0.7	2		
	District (Combination Schools)												
	Suspended (In School)	22.3	75	13.1	42	14.6	42	12.7	36	12.5	34		
	Suspended (Out of School)	16.7	56	13.1	42	6.6	19	11.3	32	9.9	27		
	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	0.4	1	0.0	0	0.7	2		
	District (All Schools)												
	Suspended (In School)	10.2	5,776	11.2	6,208	10.8	5,874	11.3	6,198	12.4	6,829		
	Suspended (Out of School)	15.9	8,980	14.2	7,882	15.8	8,606	17.2	9,434	18.3	10,096		
	Expelled (In School)	0.1	63	0.2	84	0.3	174	0.5	248	0.3	166		
	Expelled (Out of School)	1.3	740	1.1	590	1.1	606	1.1	584	1.3	742		
	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
026001	John Q. Adams Middle School												
	Grade 8	10.7	20	7.1	15	14.8	27	4.8	7	11.6	19		
	All Grades (K-12)	12.6	95	12.7	88	18.6	120	13.8	84	12.7	84		
026002	Airline Park Elementary School												
	Grade 4	14.6	6	2.2	1	9.6	5	5.1	2	2.4	1		
	All Grades (K-12)	8.6	27	5.8	16	8.7	25	9.5	26	6.8	20		
026003	A.C. Alexander Elementary School												
	Grade 4	4.8	4	2.7	2	5.2	4	4.5	4	2.8	2		
	All Grades (K-12)	6.6	34	6.4	31	9.8	51	6.6	32	8.2	44		
026004	Ames Elementary School												
	Grade 4	16.1	9	8.5	4	25.9	14	0.0	0	15.1	8		
	All Grades (K-12)	10.4	33	9.5	27	17.1	54	9.6	29	11.8	40		
026005	J.J. Audubon Elementary School												
	Grade 4	8.3	9	12.0	12	23.3	20	9.0	8	7.6	7		
	All Grades (K-12)	5.6	34	9.0	47	9.7	47	8.5	38	6.8	31		
026008	Alice M. Birney Elementary School												
	Grade 4	1.4	1	3.8	3	8.5	7	5.4	5	5.7	5		
	All Grades (K-12)	3.0	16	5.1	26	5.1	26	4.6	23	8.3	44		
026009	Bissonet Plaza Elementary School												
	Grade 4	3.1	3	5.4	7	4.3	4	4.5	6	6.7	7		
	All Grades (K-12)	4.9	32	3.7	23	5.0	31	6.0	35	4.6	27		
026010	Alfred Bonnabel High School												
	Grade 8	~	~	~	~	~	~	15.5	9	0.0	0		
	Grade 9	28.2	169	23.2	112	27.5	151	24.3	110	29.4	151		
	All Grades (K-12)	18.4	327	16.3	261	17.3	282	15.0	242	18.3	285		
026012	Bridge City Elementary School												
	Grade 4	7.8	6	13.6	9	29.3	22	18.4	14	11.1	9		
	All Grades (K-12)	11.9	72	15.6	86	18.6	97	14.1	72	10.4	52		
026013	Bridgedale Elementary School												
	Grade 4	18.5	10	11.1	7	11.7	9	5.6	3	7.0	4		
	All Grades (K-12)	6.7	23	8.2	28	10.5	37	7.8	26	8.5	27		
026015	John Clancy Elementary School												
	Grade 4	8.3	6	20.0	15	14.5	9	14.5	11	19.2	14		
	All Grades (K-12)	10.3	45	9.5	43	9.9	40	12.5	46	11.4	43		

~ = 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
026016	George Cox Elementary School												
	Grade 4	2.1	2	4.3	3	16.3	13	11.1	7	7.8	8		
	All Grades (K-12)	4.6	29	9.3	49	11.0	60	14.2	82	8.7	53		
026017	Helen Cox Junior High School												
	Grade 8	13.0	25	7.1	13	24.0	43	8.3	18	7.6	13		
	Grade 9	11.3	17	6.6	10	5.7	9	4.9	7	13.2	22		
	All Grades (K-12)	15.2	92	10.8	61	18.2	101	13.4	83	11.9	73		
026019	Deckbar School												
	Grade 4	~	~	7.1	1	37.5	3	13.3	2	33.3	4		
	Grade 8	~	~	37.5	3	66.7	2	14.3	1	4.5	1		
	All Grades (K-12)	~	~	14.6	12	12.0	11	16.9	14	11.7	11		
026020	Ella Dolhonde Elementary School												
	Grade 4	8.5	6	10.8	7	10.3	7	14.1	9	6.8	5		
	All Grades (K-12)	7.0	28	7.1	28	8.7	34	8.6	32	8.0	34		
026021	Frederick Douglass Elementary School												
	Grade 4	7.9	3	9.5	4	26.5	13	17.7	11	9.8	6		
	All Grades (K-12)	9.3	25	9.8	25	17.8	56	14.6	47	17.5	57		
026022	East Jefferson High School												
	Grade 8	~	~	~	~	~	~	0.0	0	33.3	2		
	Grade 9	22.4	81	25.3	73	19.6	65	20.5	56	25.4	75		
	All Grades (K-12)	12.0	137	15.0	162	10.9	113	13.5	139	15.7	149		
026023	John Ehret High School												
	Grade 8	~	~	~	~	~	~	2.6	1	~	~		
	Grade 9	22.9	177	28.6	216	30.4	237	27.2	187	21.3	178		
	All Grades (K-12)	12.9	337	16.9	432	17.0	417	16.9	407	14.5	359		
026024	Ellender Middle School												
	Grade 8	8.1	28	7.5	27	22.6	60	14.8	46	2.8	8		
	All Grades (K-12)	7.6	77	10.2	97	16.9	158	12.9	121	11.3	101		
026025	J.C. Ellis Elementary School												
	Grade 4	5.7	5	8.3	7	18.2	12	17.3	13	4.5	3		
	All Grades (K-12)	7.3	36	6.9	31	10.3	44	10.6	42	9.4	36		
026026	Bonella A. St. Ville Elementary School												
	Grade 4	4.8	2	7.5	3	57.6	34	28.6	22	32.9	27		
	All Grades (K-12)	14.4	49	18.1	64	24.0	81	11.4	38	21.9	81		

~ = 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
026027	Estelle Elementary School												
	Grade 4	4.3	7	2.2	3	5.8	9	6.2	10	7.2	12		
	All Grades (K-12)	8.4	75	7.0	61	5.6	49	8.5	75	6.7	59		
026029	Fisher Middle/High School												
	Grade 8	11.4	10	7.2	7	15.7	13	4.4	3	15.7	14		
	Grade 9	8.8	7	11.1	9	24.2	24	20.0	17	22.7	17		
	All Grades (K-12)	9.8	54	11.0	56	17.4	86	10.9	51	13.5	64		
026030	Henry Ford Junior High School												
	Grade 8	18.7	35	6.9	17	35.3	73	17.8	43	23.1	50		
	Grade 9	11.0	17	7.2	10	14.1	25	4.3	5	7.1	11		
	All Grades (K-12)	16.5	103	13.8	89	25.3	160	16.3	97	17.9	109		
026031	Grand Isle High School												
	Grade 4	3.1	1	15.0	3	40.0	8	25.0	5	23.3	7		
	Grade 8	16.7	3	5.3	1	12.5	2	0.0	0	9.5	2		
	Grade 9	11.8	2	20.0	4	9.5	2	0.0	0	37.5	3		
	All Grades (K-12)	8.5	24	13.4	36	18.4	47	16.1	37	12.3	27		
026032	Green Park Elementary School												
	Grade 4	9.9	8	10.6	10	11.1	7	14.5	10	15.1	11		
	All Grades (K-12)	7.2	32	5.8	24	2.7	11	6.3	24	6.5	28		
026033	Greenlawn Terrace Elementary School												
	Grade 4	4.3	2	5.6	3	9.7	6	7.8	5	1.6	1		
	All Grades (K-12)	4.7	16	9.9	34	8.2	29	8.7	33	5.2	18		
026034	Gretna #2 Kindergarten Center												
	All Grades (K-12)	4.4	6	6.4	9	6.4	9	5.8	7	10.2	12		
026035	Gretna Junior High School												
	Grade 8	11.0	32	15.9	43	30.4	89	20.6	65	21.0	63		
	Grade 9	7.5	17	16.2	42	20.3	53	15.0	34	15.1	36		
	All Grades (K-12)	13.1	116	17.9	156	24.3	218	21.7	191	21.8	188		
026036	Shirley Johnson/Gretna Park Elementary School												
	Grade 4	12.1	11	13.2	12	24.7	22	15.2	17	10.4	11		
	All Grades (K-12)	7.6	54	10.1	71	12.3	80	9.8	68	8.3	56		
026038	Harahan Elementary School												
	Grade 4	11.1	7	10.6	7	3.4	2	1.4	1	1.9	1		
	All Grades (K-12)	9.4	36	5.0	18	6.4	23	8.1	29	8.9	32		

~ = 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
026039	T.H. Harris Middle School												
	Grade 8	15.0	28	3.3	7	8.9	14	12.2	24	12.9	26		
	All Grades (K-12)	15.8	108	13.3	90	12.4	84	14.5	98	12.4	87		
026040	William Hart Elementary School												
	Grade 4	11.8	6	9.4	5	7.8	4	0.0	0	6.3	4		
	All Grades (K-12)	8.7	31	16.1	54	12.9	48	11.2	42	14.1	60		
026041	Harvey Kindergarten Center												
	All Grades (K-12)	0.0	0	1.9	2	3.7	4	3.3	4	0.9	1		
026042	V.C. Haynes Middle School												
	Grade 8	7.0	10	9.0	13	10.1	13	13.7	17	11.2	14		
	All Grades (K-12)	16.6	86	18.3	89	18.7	86	20.6	96	21.2	102		
026043	Hazel Park/Hilda Knoff School												
	Grade 4	5.7	4	1.3	1	6.6	5	6.8	5	6.6	4		
	All Grades (K-12)	6.8	32	8.8	39	9.0	36	8.2	32	10.1	38		
026044	Phoebe Hearst School												
	Grade 4	5.3	5	6.6	6	8.8	9	4.2	4	7.5	7		
	All Grades (K-12)	7.2	40	5.9	33	6.4	35	5.9	30	7.7	41		
026045	L.W. Higgins High School												
	Grade 8	~	~	~	~	~	~	4.8	1	0.0	0		
	Grade 9	17.6	51	27.1	76	26.0	73	29.9	69	21.5	56		
	All Grades (K-12)	13.0	221	14.4	240	14.8	247	17.3	273	13.2	205		
026046	Homedale School												
	Grade 4	8.3	3	9.7	3	28.0	7	10.3	4	0.0	0		
	All Grades (K-12)	9.3	21	10.1	24	12.4	28	13.3	30	10.0	25		
026047	Jefferson Elementary School												
	Grade 4	2.6	2	6.3	5	8.1	6	5.8	4	7.6	6		
	All Grades (K-12)	2.9	12	4.3	19	7.5	31	3.7	15	9.0	40		
026050	Harold Keller Elementary School												
	Grade 4	0.0	0	3.7	3	7.3	6	6.9	4	1.4	1		
	All Grades (K-12)	7.8	36	2.7	11	6.0	25	5.1	21	4.5	18		
026051	Grace King High School												
	Grade 8	~	~	~	~	~	~	0.0	0	9.5	2		
	Grade 9	19.3	74	23.0	87	24.1	100	16.1	59	16.8	67		
	All Grades (K-12)	12.4	168	13.6	182	14.4	193	11.3	151	11.6	159		

~ = 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
026055	Lincoln Elementary School												
	Grade 4	11.1	6	29.5	23	47.5	29	8.0	6	28.4	19		
	All Grades (K-12)	7.3	30	13.5	55	20.2	87	13.9	64	15.4	66		
026056	Livaudais Junior High School												
	Grade 8	7.2	18	10.3	24	26.4	64	24.7	59	20.3	55		
	Grade 9	10.7	27	7.3	16	10.3	20	3.0	5	16.1	29		
	All Grades (K-12)	9.4	76	9.3	70	17.6	118	18.9	126	17.7	137		
026057	Live Oak Manor Elementary School												
	Grade 4	2.9	2	10.6	7	8.2	4	13.7	7	4.5	2		
	All Grades (K-12)	5.6	24	9.3	36	4.6	16	8.1	27	5.3	18		
026058	L.H. Marrero Middle School												
	Grade 8	17.6	48	12.0	28	25.0	66	10.7	29	12.5	37		
	All Grades (K-12)	18.3	165	17.6	157	22.1	196	13.9	126	14.3	129		
026060	Rudolph Matas School												
	Grade 4	1.1	1	1.2	1	4.3	3	4.1	3	3.3	2		
	All Grades (K-12)	4.2	22	2.8	13	2.0	9	3.6	16	3.2	13		
026061	McDonogh #26 Elementary School												
	Grade 4	21.2	14	17.7	14	13.0	6	5.6	3	15.3	9		
	All Grades (K-12)	11.9	44	13.4	51	15.0	52	8.0	28	9.6	34		
026062	J.D. Meisler Middle School												
	Grade 8	3.8	10	5.7	15	14.7	44	10.0	30	7.9	23		
	All Grades (K-12)	7.7	73	12.6	123	14.7	144	11.6	117	12.7	129		
026063	Metairie Grammar School												
	Grade 4	10.3	4	10.9	5	17.6	9	8.8	5	5.8	3		
	All Grades (K-12)	6.5	16	8.8	24	9.2	25	9.0	24	9.8	27		
026064	Kate Middleton Elementary												
	All Grades (K-12)	7.0	11	9.8	6	5.9	6	4.6	3	6.3	6		
026065	Vic A. Pitre Elementary School												
	Grade 4	9.6	9	3.7	4	30.5	25	10.8	11	11.0	9		
	All Grades (K-12)	10.7	76	11.6	81	18.0	121	10.0	65	8.0	49		
026066	Ella C. Pittman Elementary School												
	Grade 4	1.5	2	4.5	6	10.2	12	4.8	7	3.6	5		
	All Grades (K-12)	5.8	43	5.6	37	8.9	57	7.2	45	8.0	52		

~ = 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
026067	Norbert Rillieux Elementary School												
	Grade 4	28.8	17	6.3	4	13.0	7	10.9	6	12.8	6		
	All Grades (K-12)	10.9	47	8.3	31	12.9	49	8.7	30	10.3	32		
026068	Riverdale High School												
	Grade 8	~	~	~	~	~	~	0.0	0	100.0	1		
	Grade 9	23.8	82	29.9	103	21.0	71	25.8	79	24.6	83		
	All Grades (K-12)	14.8	161	19.2	194	16.0	157	13.5	126	17.4	166		
026069	Marie B. Riviere Elementary School												
	Grade 4	4.8	3	0.0	0	2.5	1	7.8	4	4.3	2		
	All Grades (K-12)	6.9	19	10.9	30	8.3	22	8.0	23	8.5	24		
026070	Theodore Roosevelt Middle School												
	Grade 8	11.8	27	9.5	20	21.3	44	5.4	11	18.7	35		
	All Grades (K-12)	19.3	149	17.9	132	24.4	167	16.8	116	27.3	198		
026072	L.W. Ruppel Elementary School												
	Grade 4	3.0	3	9.0	7	33.3	35	19.9	27	7.0	8		
	All Grades (K-12)	9.1	57	12.0	71	13.3	81	13.9	81	7.6	42		
026073	Walter G. Schneckenburger Elem School												
	Grade 4	0.0	0	0.0	0	9.2	7	1.5	1	8.5	5		
	All Grades (K-12)	2.7	11	3.4	14	8.4	33	4.4	17	5.4	21		
026074	Catherine Strehle Elementary School												
	Grade 4	10.0	5	12.5	8	26.5	13	3.7	2	3.0	2		
	All Grades (K-12)	5.7	22	6.6	26	7.0	27	12.9	52	12.7	49		
026075	Terrytown Elementary School												
	Grade 4	10.8	9	5.8	5	15.2	14	7.9	8	12.9	15		
	All Grades (K-12)	9.2	57	9.1	59	8.8	57	6.8	42	7.0	47		
026077	Waggaman Special School												
	Grade 4	~	~	33.3	6	59.1	13	46.7	14	19.0	4		
	Grade 8	~	~	87.5	7	25.0	1	66.7	4	~	~		
	All Grades (K-12)	~	~	38.0	41	44.4	56	26.1	31	23.9	21		
026078	Miller Wall Elementary School												
	Grade 4	18.2	22	9.1	10	7.4	7	16.3	16	12.2	12		
	All Grades (K-12)	12.4	78	9.1	56	7.7	44	14.7	81	10.7	54		
026079	Washington Elementary School												
	Grade 4	2.9	1	0.0	0	17.6	6	11.1	3	9.7	3		
	All Grades (K-12)	9.4	21	10.7	21	11.4	22	8.6	16	15.7	28		

~ = 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
026080	West Jefferson High School												
	Grade 9	14.3	11	22.5	9	9.5	4	11.8	2	14.3	1		
	All Grades (K-12)	14.1	236	17.0	267	12.1	182	16.4	241	15.5	218		
026081	Joseph S. Maggiore Sr. Elementary School												
	Grade 4	12.7	10	14.5	10	44.3	39	11.0	9	11.3	8		
	All Grades (K-12)	10.1	48	12.3	57	19.5	90	13.1	53	9.3	37		
026082	Westwego Elementary School												
	Grade 4	16.7	11	9.8	5	13.7	7	0.0	0	6.3	3		
	All Grades (K-12)	11.7	48	9.8	35	8.1	30	6.6	21	9.5	31		
026083	Woodland West Elementary School												
	Grade 4	11.9	13	3.8	4	17.2	20	16.4	22	12.2	14		
	All Grades (K-12)	8.9	72	8.4	62	9.6	75	9.9	75	9.3	76		
026084	G.T. Woods Elementary School												
	Grade 4	0.0	0	15.4	4	13.5	5	7.9	3	7.8	4		
	All Grades (K-12)	4.5	8	13.9	32	15.9	37	11.0	29	13.5	38		
026085	Stella Worley Junior High School												
	Grade 8	11.3	26	11.5	30	36.9	79	24.1	66	19.3	57		
	Grade 9	16.6	33	10.5	22	19.6	35	10.5	13	11.3	16		
	All Grades (K-12)	13.9	105	21.0	165	29.5	206	26.2	184	18.3	127		
026087	Paul J. Solis Elementary School												
	Grade 4	8.8	11	11.8	13	16.2	18	16.4	21	15.8	19		
	All Grades (K-12)	5.8	45	8.3	58	6.1	42	8.3	62	11.5	88		
026088	Woodmere Elementary School												
	Grade 4	5.6	8	4.0	6	22.9	32	12.6	22	13.1	20		
	All Grades (K-12)	6.6	54	8.0	63	10.0	77	9.7	74	8.7	66		
026089	Chateau Estates Elementary School												
	Grade 4	8.8	11	7.4	8	7.8	9	6.6	8	3.6	4		
	All Grades (K-12)	7.4	53	7.2	50	6.3	41	5.8	37	6.0	37		
026093	Lucille Cherbonnier Elementary School												
	Grade 4	3.5	3	6.8	5	16.9	13	10.1	8	13.5	10		
	All Grades (K-12)	7.0	40	7.5	40	11.4	57	9.5	45	7.2	34		
026094	Joshua Butler Elementary School												
	Grade 4	7.8	7	5.5	5	16.5	16	17.1	14	9.6	9		
	All Grades (K-12)	6.4	36	6.8	37	11.4	59	8.3	43	9.1	47		

~ = 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
026096	Geraldine Boudreaux Elementary School												
	Grade 4	5.6	7	8.0	10	15.6	17	16.5	19	6.8	8		
	All Grades (K-12)	5.0	38	7.3	56	6.6	47	9.3	68	5.9	40		
026097	Jean Lafitte Elementary School												
	Grade 4	9.0	7	5.3	5	17.1	13	2.6	2	1.3	1		
	All Grades (K-12)	5.9	32	6.3	35	7.9	43	3.6	19	4.4	23		
026098	Congetta Trippe Janet Elementary School												
	Grade 4	6.6	9	4.3	6	9.8	13	12.9	16	10.9	15		
	All Grades (K-12)	5.3	42	4.7	35	6.2	47	9.0	63	7.6	51		
026099	Harry S. Truman Middle School												
	Grade 8	20.0	73	21.6	75	26.2	87	21.0	61	22.1	71		
	All Grades (K-12)	13.6	137	17.5	169	19.0	178	17.4	157	15.5	142		
026100	Riverdale Middle School												
	Grade 8	1.8	3	2.3	4	4.8	7	8.2	15	10.5	17		
	All Grades (K-12)	7.7	43	10.0	53	10.5	52	9.2	49	9.2	48		
026101	Jefferson Community School (Charter School)												
	Grade 8	16.7	4	21.9	7	34.6	9	29.0	9	34.2	13		
	All Grades (K-12)	35.0	35	43.5	54	45.7	63	33.9	43	40.5	49		
026102	Ralph J. Bunche Middle School												
	Grade 8	9.6	17	2.6	4	41.4	58	15.7	24	17.1	20		
	All Grades (K-12)	19.5	119	19.1	113	36.4	203	23.4	117	31.6	148		
026103	Westbank Alternative School												
	Grade 8	~	~	~	~	~	~	41.2	7	50.0	10		
	All Grades (K-12)	~	~	~	~	~	~	53.3	49	51.6	64		
026104	Jefferson Wetlands Marine Institute												
	Grade 8	~	~	~	~	~	~	~	~	14.3	1		
	Grade 9	~	~	~	~	~	~	~	~	66.7	2		
	All Grades (K-12)	~	~	~	~	~	~	~	~	42.1	8		

~ = 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
District												
Grade 4	7.8	323	7.9	327	16.3	660	10.5	453	9.4	396		
Grade 8	11.5	417	10.1	371	24.0	822	15.1	574	15.2	554		
Grade 9	20.1	793	21.9	805	23.1	892	20.4	660	20.7	747		
All Grades (K-12)	10.5	5,279	11.8	5,717	13.8	6,559	12.4	5,798	12.2	5,734		
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

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

District-level Aggregation

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

State-level Aggregation

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

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
026001	John Q. Adams Middle School												
	Grade 7	0.3	1	2.9	8	0.7	2	2.4	7	~	~		
	Grade 8	3.6	11	2.2	5	1.4	3	2.6	6	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026010	Alfred Bonnabel High School												
	Grade 8	N/A	N/A	N/A	N/A	2.9	2	12.5	1	~	~		
	Grade 9	16.7	120	17.0	129	13.6	85	9.1	63	~	~		
	Grade 10	14.8	85	14.7	77	9.9	52	9.0	47	~	~		
	Grade 11	10.3	45	12.3	52	10.4	42	9.6	43	~	~		
	Grade 12	11.3	48	10.9	42	4.6	19	6.0	20	~	~		
	Grades 9 - 12	13.8	298	14.3	300	10.1	198	8.7	173	~	~		
026017	Helen Cox Junior High School												
	Grade 7	2.8	9	4.3	12	2.2	6	4.2	13	~	~		
	Grade 8	2.1	5	5.8	13	3.4	9	3.3	7	~	~		
	Grade 9	4.9	10	5.0	10	2.3	4	3.7	8	~	~		
	Grades 9 - 12	4.9	10	5.0	10	2.3	4	3.7	8	~	~		
026019	Deckbar School												
	Grade 7	4.3	1	8.0	2	0.0	0	13.8	4	~	~		
	Grade 8	N/A	N/A	27.3	3	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026022	East Jefferson High School												
	Grade 8	N/A	N/A	N/A	N/A	9.1	2	10.0	1	~	~		
	Grade 9	14.0	59	16.6	79	12.4	43	7.7	30	~	~		
	Grade 10	11.7	42	13.0	39	8.7	31	10.6	34	~	~		
	Grade 11	9.9	30	9.5	28	10.5	25	6.3	18	~	~		
	Grade 12	7.9	24	8.9	25	7.7	22	4.6	10	~	~		
	Grades 9 - 12	11.2	155	12.6	171	9.9	121	7.6	92	~	~		
026023	John Ehret High School												
	Grade 8	N/A	N/A	N/A	N/A	12.3	8	100.0	2	~	~		
	Grade 9	12.8	134	13.5	143	12.2	114	9.3	102	~	~		
	Grade 10	10.1	87	9.1	71	7.8	66	10.2	86	~	~		
	Grade 11	8.1	58	7.0	44	11.5	75	9.3	64	~	~		
	Grade 12	6.0	38	4.6	29	6.0	33	7.5	42	~	~		
	Grades 9 - 12	9.7	317	9.3	287	9.7	288	9.3	294	~	~		

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
026024	Ellender Middle School												
	Grade 7	0.9	3	1.3	5	3.0	11	2.2	8	~	~		
	Grade 8	2.3	10	4.1	14	2.8	11	7.6	29	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026029	Fisher Middle/High School												
	Grade 7	0.8	1	1.7	2	0.8	1	1.8	2	~	~		
	Grade 8	5.0	6	5.8	6	6.6	6	3.9	4	~	~		
	Grade 9	14.9	15	8.0	10	9.6	10	4.3	4	~	~		
	Grade 10	11.2	10	13.8	13	11.0	11	4.6	4	~	~		
	Grade 11	8.4	8	4.0	3	5.2	4	4.7	4	~	~		
	Grade 12	4.9	4	3.7	3	7.6	5	3.2	2	~	~		
	Grades 9 - 12	10.1	37	7.7	29	8.6	30	4.3	14	~	~		
026030	Henry Ford Junior High School												
	Grade 7	0.3	1	2.3	7	1.9	5	1.1	3	~	~		
	Grade 8	2.4	7	4.8	12	5.5	16	3.8	10	~	~		
	Grade 9	5.0	8	3.7	8	3.6	5	1.7	3	~	~		
	Grades 9 - 12	5.0	8	3.7	8	3.6	5	1.7	3	~	~		
026031	Grand Isle High School												
	Grade 7	6.9	2	4.0	1	0.0	0	4.3	1	~	~		
	Grade 8	12.0	3	0.0	0	7.1	1	3.7	1	~	~		
	Grade 9	7.7	2	14.3	4	15.8	3	0.0	0	~	~		
	Grade 10	22.2	4	16.7	4	4.8	1	4.8	1	~	~		
	Grade 11	10.7	3	23.1	3	5.0	1	14.3	3	~	~		
	Grade 12	N/A	N/A	5.6	1	10.0	1	12.5	2	~	~		
	Grades 9 - 12	9.9	9	14.5	12	8.6	6	8.5	6	~	~		
026035	Gretna Junior High School												
	Grade 7	2.2	10	3.2	14	4.7	21	4.9	22	~	~		
	Grade 8	4.0	15	5.0	19	6.5	28	9.9	43	~	~		
	Grade 9	4.6	16	9.1	30	6.3	18	4.7	14	~	~		
	Grades 9 - 12	4.6	16	9.1	30	6.3	18	4.7	14	~	~		
026039	T.H. Harris Middle School												
	Grade 7	3.7	9	2.2	7	1.8	5	2.5	7	~	~		
	Grade 8	4.6	13	9.2	21	2.3	6	4.5	12	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

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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
026042	V.C. Haynes Middle School												
	Grade 7	2.2	5	1.0	2	3.8	8	1.3	3	~	~		
	Grade 8	3.9	8	4.1	7	7.4	12	3.1	5	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026045	L.W. Higgins High School												
	Grade 8	N/A	N/A	N/A	N/A	10.3	3	0.0	0	~	~		
	Grade 9	13.0	51	13.0	49	14.0	46	13.4	49	~	~		
	Grade 10	9.0	65	10.4	72	10.8	73	12.0	78	~	~		
	Grade 11	8.7	47	9.1	47	10.1	48	9.0	42	~	~		
	Grade 12	8.1	40	3.4	16	6.7	31	8.8	40	~	~		
	Grades 9 - 12	9.4	203	8.9	184	10.2	198	10.8	209	~	~		
026051	Grace King High School												
	Grade 8	N/A	N/A	N/A	N/A	7.1	2	3.1	1	~	~		
	Grade 9	9.8	49	9.6	52	9.4	45	9.8	50	~	~		
	Grade 10	6.3	28	9.2	41	9.8	43	5.3	23	~	~		
	Grade 11	6.8	25	6.7	26	6.4	24	6.6	25	~	~		
	Grade 12	10.9	40	8.2	28	6.3	22	5.2	17	~	~		
	Grades 9 - 12	8.5	142	8.6	147	8.2	134	6.9	115	~	~		
026056	Livaudais Junior High School												
	Grade 7	1.5	6	1.7	5	3.5	12	2.7	11	~	~		
	Grade 8	7.2	24	5.4	18	6.0	20	4.4	15	~	~		
	Grade 9	7.8	23	4.4	11	3.0	6	5.1	12	~	~		
	Grades 9 - 12	7.8	23	4.4	11	3.0	6	5.1	12	~	~		
026058	L.H. Marrero Middle School												
	Grade 7	1.7	7	3.2	13	3.3	13	4.1	16	~	~		
	Grade 8	3.8	13	8.2	30	4.2	14	3.5	13	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026062	J.D. Meisler Middle School												
	Grade 7	1.2	5	0.7	3	2.0	8	0.9	4	~	~		
	Grade 8	2.3	8	1.8	7	3.6	14	3.0	11	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

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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
026068	Riverdale High School												
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	0.0	0	~	~		
	Grade 9	10.5	50	13.2	63	8.9	37	8.9	41	~	~		
	Grade 10	9.8	31	13.8	43	9.6	32	9.5	24	~	~		
	Grade 11	9.3	26	10.5	26	9.6	24	9.0	27	~	~		
	Grade 12	6.5	16	6.9	17	4.7	9	5.2	11	~	~		
	Grades 9 - 12	9.3	123	11.6	149	8.6	102	8.4	103	~	~		
026070	Theodore Roosevelt Middle School												
	Grade 7	1.4	4	3.3	9	2.7	7	1.0	3	~	~		
	Grade 8	4.2	11	2.8	7	2.9	7	3.4	8	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026077	Waggaman Special School												
	Grade 7	N/A	N/A	5.3	2	13.8	4	13.6	3	~	~		
	Grade 8	N/A	N/A	13.3	2	12.5	1	N/A	N/A	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026080	West Jefferson High School												
	Grade 9	24.1	19	34.6	28	43.5	20	0.0	0	~	~		
	Grade 10	17.0	143	13.6	106	15.5	113	11.9	85	~	~		
	Grade 11	10.6	69	13.6	83	8.9	49	9.2	52	~	~		
	Grade 12	8.4	43	6.4	33	6.4	32	6.8	32	~	~		
	Grades 9 - 12	13.1	274	12.6	250	11.7	214	9.6	169	~	~		
026085	Stella Worley Junior High School												
	Grade 7	1.7	7	3.4	13	1.9	7	3.8	13	~	~		
	Grade 8	7.3	25	7.9	22	5.2	17	5.2	19	~	~		
	Grade 9	5.1	14	11.8	28	5.2	8	3.0	5	~	~		
	Grades 9 - 12	5.1	14	11.8	28	5.2	8	3.0	5	~	~		
026099	Harry S. Truman Middle School												
	Grade 7	1.0	4	1.9	7	3.6	14	3.1	12	~	~		
	Grade 8	3.1	13	3.6	14	4.2	16	5.7	23	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026100	Riverdale Middle School												
	Grade 7	1.8	4	3.0	6	1.5	3	1.0	2	~	~		
	Grade 8	1.4	3	3.9	7	1.9	4	1.0	2	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		

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
026101	Jefferson Community School (Charter School)												
	Grade 7	6.6	5	12.6	12	9.1	10	6.1	4	~	~		
	Grade 8	18.4	9	19.5	8	9.6	5	16.4	10	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026102	Ralph J. Bunche Middle School												
	Grade 7	1.1	3	2.9	7	6.5	13	4.2	9	~	~		
	Grade 8	2.5	5	5.1	9	2.0	4	5.0	8	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
026103	Westbank Alternative School												
	Grade 7	N/A	N/A	N/A	N/A	2.3	1	3.8	4	~	~		
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	22.2	8	~	~		
026104	Jefferson Wetlands Marine Institute												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	33.3	2	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	16.7	2	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	8.3	1	~	~		
	Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	100.0	1	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	8.7	2	~	~		
District													
	Grade 7	1.8	87	2.9	137	3.3	151	3.2	153	~	~		
	Grade 8	4.1	189	5.5	229	4.7	217	5.7	253	~	~		
	Grade 9	12.1	590	13.0	653	11.2	465	8.7	393	~	~		
	Grade 10	12.5	519	12.3	479	10.9	433	10.2	387	~	~		
	Grade 11	9.7	327	10.2	324	10.0	301	8.8	280	~	~		
	Grade 12	8.4	256	6.7	198	6.2	175	6.7	177	~	~		
	Grades 9 - 12	11.0	1,692	11.0	1,654	9.9	1,374	8.8	1,237	~	~		
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

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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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026002 Airline Park Elementary School												
Advanced	0.0	0	1.9	1	7.9	3	2.2	1	0.0	0		
Mastery *	17.0	8	27.8	15	15.8	6	24.4	11	11.9	5		
Basic	44.7	21	51.9	28	57.9	22	51.1	23	47.6	20		
Approaching Basic	34.0	16	13.0	7	13.2	5	15.6	7	21.4	9		
Unsatisfactory	4.3	2	5.6	3	5.3	2	6.7	3	19.0	8		
026003 A.C. Alexander Elementary School												
Advanced	0.0	0	0.0	0	1.2	1	2.9	2	1.0	1		
Mastery *	6.3	5	15.3	11	18.3	15	24.3	17	18.8	19		
Basic	52.5	42	34.7	25	53.7	44	47.1	33	48.5	49		
Approaching Basic	25.0	20	41.7	30	19.5	16	21.4	15	23.8	24		
Unsatisfactory	16.3	13	8.3	6	7.3	6	4.3	3	7.9	8		
026004 Ames Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	7.8	4	2.0	1	6.1	3	20.0	9	8.2	5		
Basic	33.3	17	27.5	14	61.2	30	37.8	17	36.1	22		
Approaching Basic	41.2	21	33.3	17	30.6	15	31.1	14	24.6	15		
Unsatisfactory	17.6	9	37.3	19	2.0	1	11.1	5	31.1	19		
026005 J.J. Audubon Elementary School												
Advanced	0.0	0	1.1	1	1.0	1	2.2	2	0.0	0		
Mastery *	5.8	6	11.6	11	16.3	16	11.8	11	11.8	8		
Basic	33.7	35	35.8	34	45.9	45	38.7	36	45.6	31		
Approaching Basic	33.7	35	28.4	27	22.4	22	35.5	33	17.6	12		
Unsatisfactory	26.9	28	23.2	22	14.3	14	11.8	11	25.0	17		
026008 Alice M. Birney Elementary School												
Advanced	2.5	2	5.6	5	2.2	2	5.6	5	1.0	1		
Mastery *	19.8	16	20.0	18	17.2	16	15.6	14	19.2	19		
Basic	48.1	39	38.9	35	45.2	42	50.0	45	53.5	53		
Approaching Basic	19.8	16	18.9	17	22.6	21	18.9	17	18.2	18		
Unsatisfactory	9.9	8	16.7	15	12.9	12	10.0	9	8.1	8		

~ = 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>
026009 Bissonet Plaza Elementary School												
Advanced	0.0	0	5.1	5	3.6	5	5.5	6	0.9	1		
Mastery *	19.6	28	18.2	18	18.2	25	23.6	26	30.7	35		
Basic	46.9	67	59.6	59	60.6	83	42.7	47	40.4	46		
Approaching Basic	22.4	32	14.1	14	14.6	20	20.9	23	22.8	26		
Unsatisfactory	11.2	16	3.0	3	2.9	4	7.3	8	5.3	6		
026012 Bridge City Elementary School												
Advanced	1.5	1	0.0	0	0.0	0	2.5	2	0.0	0		
Mastery *	4.4	3	11.1	9	5.7	4	14.8	12	9.9	8		
Basic	27.9	19	34.6	28	37.1	26	39.5	32	43.2	35		
Approaching Basic	35.3	24	28.4	23	30.0	21	24.7	20	30.9	25		
Unsatisfactory	30.9	21	25.9	21	27.1	19	18.5	15	16.0	13		
026013 Bridgedale Elementary School												
Advanced	3.4	2	0.0	0	1.8	1	3.4	2	0.0	0		
Mastery *	20.3	12	9.1	7	23.2	13	17.2	10	30.8	12		
Basic	40.7	24	45.5	35	46.4	26	50.0	29	43.6	17		
Approaching Basic	22.0	13	33.8	26	16.1	9	19.0	11	17.9	7		
Unsatisfactory	13.6	8	11.7	9	12.5	7	10.3	6	7.7	3		
026015 John Clancy Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	7.4	5	8.6	5	2.9	2	2.8	2	1.5	1		
Basic	30.9	21	51.7	30	45.7	32	37.5	27	50.0	33		
Approaching Basic	33.8	23	32.8	19	28.6	20	41.7	30	33.3	22		
Unsatisfactory	27.9	19	6.9	4	22.9	16	18.1	13	15.2	10		
026016 George Cox Elementary School												
Advanced	0.0	0	0.0	0	1.5	1	1.0	1	1.1	1		
Mastery *	4.3	3	13.9	11	12.3	8	16.0	16	6.7	6		
Basic	36.2	25	30.4	24	43.1	28	44.0	44	52.8	47		
Approaching Basic	33.3	23	24.1	19	26.2	17	34.0	34	24.7	22		
Unsatisfactory	26.1	18	31.6	25	16.9	11	5.0	5	14.6	13		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026019 Deckbar 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	~	~	0.0	0	15.4	2	0.0	0	9.1	1		
Approaching Basic	~	~	28.6	2	7.7	1	14.3	1	27.3	3		
Unsatisfactory	~	~	71.4	5	76.9	10	85.7	6	63.6	7		
026020 Ella Dolhonde Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	7.0	4	7.1	4	23.0	17	12.5	9	14.3	10		
Basic	49.1	28	44.6	25	56.8	42	51.4	37	50.0	35		
Approaching Basic	24.6	14	30.4	17	8.1	6	26.4	19	22.9	16		
Unsatisfactory	19.3	11	17.9	10	12.2	9	9.7	7	12.9	9		
026021 Frederick Douglass Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	2.4	1	2.1	1	6.5	4	3.2	2	2.1	1		
Basic	24.4	10	29.8	14	35.5	22	24.2	15	25.0	12		
Approaching Basic	31.7	13	14.9	7	38.7	24	53.2	33	45.8	22		
Unsatisfactory	41.5	17	53.2	25	19.4	12	19.4	12	27.1	13		
026025 J.C. Ellis Elementary School												
Advanced	1.2	1	4.5	3	0.0	0	2.6	2	3.8	2		
Mastery *	9.8	8	18.2	12	6.4	5	23.7	18	24.5	13		
Basic	56.1	46	43.9	29	43.6	34	44.7	34	49.1	26		
Approaching Basic	28.0	23	21.2	14	23.1	18	18.4	14	13.2	7		
Unsatisfactory	4.9	4	12.1	8	26.9	21	10.5	8	9.4	5		
026026 Bonella A. St. Ville Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	8.9	4	1.7	1	1.3	1	3.9	3	0.0	0		
Basic	22.2	10	11.7	7	25.0	20	18.2	14	21.1	16		
Approaching Basic	33.3	15	41.7	25	26.3	21	40.3	31	30.3	23		
Unsatisfactory	35.6	16	45.0	27	47.5	38	37.7	29	48.7	37		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026027	Estelle Elementary School												
	Advanced	0.0	0	0.0	0	0.7	1	0.6	1	0.0	0		
	Mastery *	9.4	12	11.7	17	8.6	13	16.6	27	14.7	21		
	Basic	38.6	49	46.2	67	56.3	85	53.4	87	50.3	72		
	Approaching Basic	28.3	36	24.8	36	21.2	32	23.9	39	24.5	35		
	Unsatisfactory	23.6	30	17.2	25	13.2	20	5.5	9	10.5	15		
026031	Grand Isle High School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	5.3	1	9.5	2	22.7	5	13.3	4	26.3	5		
	Basic	47.4	9	42.9	9	50.0	11	43.3	13	36.8	7		
	Approaching Basic	31.6	6	28.6	6	22.7	5	33.3	10	21.1	4		
	Unsatisfactory	15.8	3	19.0	4	4.5	1	10.0	3	15.8	3		
026032	Green Park Elementary School												
	Advanced	2.0	2	1.5	1	1.4	1	8.5	6	2.1	2		
	Mastery *	26.5	26	13.2	9	30.6	22	18.3	13	12.4	12		
	Basic	36.7	36	44.1	30	44.4	32	39.4	28	49.5	48		
	Approaching Basic	20.4	20	26.5	18	18.1	13	22.5	16	21.6	21		
	Unsatisfactory	14.3	14	14.7	10	5.6	4	11.3	8	14.4	14		
026033	Greenlawn Terrace Elementary School												
	Advanced	2.0	1	1.7	1	0.0	0	1.8	1	0.0	0		
	Mastery *	22.4	11	15.3	9	19.3	11	18.2	10	8.5	5		
	Basic	42.9	21	39.0	23	45.6	26	54.5	30	62.7	37		
	Approaching Basic	18.4	9	39.0	23	22.8	13	21.8	12	16.9	10		
	Unsatisfactory	14.3	7	5.1	3	12.3	7	3.6	2	11.9	7		
026036	Shirley Johnson/Gretna Park Elementary School												
	Advanced	2.2	2	0.0	0	0.0	0	0.0	0	0.8	1		
	Mastery *	9.8	9	7.3	6	3.6	4	16.2	18	4.1	5		
	Basic	26.1	24	39.0	32	38.4	43	45.0	50	46.3	56		
	Approaching Basic	29.3	27	26.8	22	33.0	37	29.7	33	29.8	36		
	Unsatisfactory	32.6	30	26.8	22	25.0	28	9.0	10	19.0	23		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026038 Harahan Elementary School												
Advanced	0.0	0	0.0	0	2.7	2	8.9	5	3.2	2		
Mastery *	17.4	12	4.8	3	21.9	16	33.9	19	20.6	13		
Basic	46.4	32	50.0	31	61.6	45	35.7	20	54.0	34		
Approaching Basic	21.7	15	33.9	21	5.5	4	17.9	10	20.6	13		
Unsatisfactory	14.5	10	11.3	7	8.2	6	3.6	2	1.6	1		
026040 William Hart Elementary School												
Advanced	0.0	0	2.1	1	0.0	0	0.0	0	0.0	0		
Mastery *	8.9	5	14.6	7	14.3	7	0.0	0	6.7	4		
Basic	44.6	25	47.9	23	55.1	27	34.4	21	23.3	14		
Approaching Basic	17.9	10	25.0	12	24.5	12	45.9	28	43.3	26		
Unsatisfactory	28.6	16	10.4	5	6.1	3	19.7	12	26.7	16		
026043 Hazel Park/Hilda Knoff School												
Advanced	1.3	1	0.0	0	1.3	1	1.7	1	0.0	0		
Mastery *	16.9	13	26.0	19	26.3	21	11.9	7	11.3	6		
Basic	36.4	28	43.8	32	41.3	33	45.8	27	52.8	28		
Approaching Basic	29.9	23	13.7	10	13.8	11	33.9	20	20.8	11		
Unsatisfactory	15.6	12	16.4	12	17.5	14	6.8	4	15.1	8		
026044 Phoebe Hearst School												
Advanced	1.1	1	1.8	2	0.0	0	4.1	4	1.2	1		
Mastery *	17.9	17	16.5	18	12.2	12	14.4	14	9.4	8		
Basic	40.0	38	45.9	50	48.0	47	41.2	40	36.5	31		
Approaching Basic	24.2	23	23.9	26	28.6	28	24.7	24	35.3	30		
Unsatisfactory	16.8	16	11.9	13	11.2	11	15.5	15	17.6	15		
026046 Homedale School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	9.4	3	7.4	2	8.1	3	3.1	1	7.0	3		
Basic	46.9	15	25.9	7	54.1	20	62.5	20	55.8	24		
Approaching Basic	34.4	11	44.4	12	27.0	10	34.4	11	23.3	10		
Unsatisfactory	9.4	3	22.2	6	10.8	4	0.0	0	14.0	6		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026047 Jefferson Elementary School												
Advanced	0.0	0	1.3	1	1.3	1	3.6	3	2.9	2		
Mastery *	16.3	13	15.0	12	15.6	12	14.3	12	12.9	9		
Basic	48.8	39	41.3	33	55.8	43	48.8	41	54.3	38		
Approaching Basic	16.3	13	26.3	21	15.6	12	23.8	20	20.0	14		
Unsatisfactory	18.8	15	16.3	13	11.7	9	9.5	8	10.0	7		
026050 Harold Keller Elementary School												
Advanced	8.0	6	11.3	9	6.9	4	5.8	4	10.3	7		
Mastery *	26.7	20	16.3	13	19.0	11	21.7	15	20.6	14		
Basic	37.3	28	43.8	35	50.0	29	44.9	31	44.1	30		
Approaching Basic	10.7	8	21.3	17	17.2	10	24.6	17	13.2	9		
Unsatisfactory	17.3	13	7.5	6	6.9	4	2.9	2	11.8	8		
026055 Lincoln Elementary School												
Advanced	0.0	0	1.7	1	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	3.4	2	1.3	1	1.7	1	2.5	2		
Basic	25.0	17	19.0	11	40.8	31	23.7	14	11.4	9		
Approaching Basic	23.5	16	39.7	23	46.1	35	42.4	25	40.5	32		
Unsatisfactory	51.5	35	36.2	21	11.8	9	32.2	19	45.6	36		
026057 Live Oak Manor Elementary School												
Advanced	0.0	0	2.1	1	0.0	0	0.0	0	3.6	2		
Mastery *	5.6	4	14.9	7	21.4	12	13.3	6	14.3	8		
Basic	34.7	25	51.1	24	48.2	27	44.4	20	37.5	21		
Approaching Basic	31.9	23	25.5	12	19.6	11	31.1	14	26.8	15		
Unsatisfactory	27.8	20	6.4	3	10.7	6	11.1	5	17.9	10		
026060 Rudolph Matas School												
Advanced	0.0	0	0.0	0	1.4	1	7.1	4	1.4	1		
Mastery *	19.3	16	21.7	15	20.5	15	30.4	17	22.2	16		
Basic	38.6	32	44.9	31	52.1	38	46.4	26	41.7	30		
Approaching Basic	25.3	21	26.1	18	16.4	12	12.5	7	20.8	15		
Unsatisfactory	16.9	14	7.2	5	9.6	7	3.6	2	13.9	10		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026061 McDonogh #26 Elementary School												
Advanced	1.3	1	2.7	1	0.0	0	5.8	3	0.0	0		
Mastery *	5.1	4	13.5	5	13.6	6	5.8	3	12.1	7		
Basic	35.9	28	54.1	20	54.5	24	55.8	29	53.4	31		
Approaching Basic	25.6	20	27.0	10	27.3	12	25.0	13	22.4	13		
Unsatisfactory	32.1	25	2.7	1	4.5	2	7.7	4	12.1	7		
026063 Metairie Grammar School												
Advanced	2.0	1	6.0	3	3.5	2	3.6	2	2.2	1		
Mastery *	18.0	9	28.0	14	35.1	20	30.9	17	21.7	10		
Basic	48.0	24	44.0	22	54.4	31	40.0	22	52.2	24		
Approaching Basic	20.0	10	14.0	7	1.8	1	18.2	10	15.2	7		
Unsatisfactory	12.0	6	8.0	4	5.3	3	7.3	4	8.7	4		
026064 Kate Middleton Elementary												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	3.4	2		
Basic	~	~	~	~	~	~	~	~	37.3	22		
Approaching Basic	~	~	~	~	~	~	~	~	32.2	19		
Unsatisfactory	~	~	~	~	~	~	~	~	27.1	16		
026065 Vic A. Pitre Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	1.2	1	0.0	0		
Mastery *	6.7	7	7.1	6	11.9	12	7.1	6	8.2	8		
Basic	34.3	36	35.7	30	53.5	54	50.6	43	49.0	48		
Approaching Basic	28.6	30	34.5	29	26.7	27	32.9	28	29.6	29		
Unsatisfactory	30.5	32	22.6	19	7.9	8	8.2	7	13.3	13		
026066 Ella C. Pittman Elementary School												
Advanced	2.8	4	2.6	3	1.4	2	2.1	3	0.8	1		
Mastery *	15.6	22	19.7	23	16.3	24	23.2	33	14.8	18		
Basic	39.7	56	47.0	55	44.9	66	43.7	62	48.4	59		
Approaching Basic	29.8	42	23.9	28	21.8	32	23.2	33	22.1	27		
Unsatisfactory	12.1	17	6.8	8	15.6	23	7.7	11	13.9	17		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026067 Norbert Rillieux Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.6	1	5.1	3	7.3	4	10.0	5	3.0	2		
Basic	36.5	23	30.5	18	58.2	32	34.0	17	29.9	20		
Approaching Basic	34.9	22	39.0	23	25.5	14	48.0	24	46.3	31		
Unsatisfactory	27.0	17	25.4	15	9.1	5	8.0	4	20.9	14		
026069 Marie B. Riviere Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	16.3	7	20.0	7	13.0	6	20.8	10	23.5	8		
Basic	58.1	25	54.3	19	45.7	21	52.1	25	41.2	14		
Approaching Basic	14.0	6	20.0	7	21.7	10	22.9	11	29.4	10		
Unsatisfactory	11.6	5	5.7	2	19.6	9	4.2	2	5.9	2		
026072 L.W. Ruppel Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	3.7	3	2.9	3	10.1	15	9.5	11	1.0	1		
Basic	27.2	22	20.2	21	32.4	48	42.2	49	25.0	24		
Approaching Basic	35.8	29	27.9	29	27.0	40	31.9	37	32.3	31		
Unsatisfactory	33.3	27	49.0	51	30.4	45	16.4	19	41.7	40		
026073 Walter G. Schneckenburger Elem School												
Advanced	1.7	1	1.2	1	2.9	2	8.1	5	0.0	0		
Mastery *	30.5	18	20.2	17	21.7	15	12.9	8	23.8	15		
Basic	40.7	24	41.7	35	53.6	37	38.7	24	36.5	23		
Approaching Basic	18.6	11	23.8	20	15.9	11	30.6	19	30.2	19		
Unsatisfactory	8.5	5	13.1	11	5.8	4	9.7	6	9.5	6		
026074 Catherine Strehle Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	1.5	1	0.0	0		
Mastery *	6.2	4	2.2	1	3.8	2	24.2	16	34.0	16		
Basic	44.6	29	22.2	10	43.4	23	47.0	31	53.2	25		
Approaching Basic	29.2	19	33.3	15	39.6	21	21.2	14	8.5	4		
Unsatisfactory	20.0	13	42.2	19	13.2	7	6.1	4	4.3	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026075 Terrytown Elementary School												
Advanced	1.1	1	1.1	1	1.0	1	0.0	0	0.0	0		
Mastery *	20.5	18	7.4	7	10.6	11	12.8	14	7.6	7		
Basic	40.9	36	46.8	44	47.1	49	24.8	27	41.3	38		
Approaching Basic	19.3	17	28.7	27	32.7	34	40.4	44	26.1	24		
Unsatisfactory	18.2	16	16.0	15	8.7	9	22.0	24	25.0	23		
026077 Waggaman Special School												
Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	0.0	0	0.0	0	0.0	0	8.3	1		
Basic	~	~	4.2	1	7.1	2	36.0	9	25.0	3		
Approaching Basic	~	~	16.7	4	14.3	4	36.0	9	0.0	0		
Unsatisfactory	~	~	79.2	19	78.6	22	28.0	7	66.7	8		
026078 Miller Wall Elementary School												
Advanced	0.0	0	0.0	0	1.1	1	0.0	0	0.0	0		
Mastery *	6.3	7	9.6	9	4.3	4	7.1	7	5.4	5		
Basic	40.2	45	33.0	31	40.9	38	35.4	35	41.9	39		
Approaching Basic	31.3	35	33.0	31	22.6	21	39.4	39	25.8	24		
Unsatisfactory	22.3	25	24.5	23	31.2	29	18.2	18	26.9	25		
026079 Washington Elementary School												
Advanced	3.1	1	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	6.3	2	9.1	3	0.0	0	12.1	4	13.9	5		
Basic	46.9	15	51.5	17	64.0	16	54.5	18	50.0	18		
Approaching Basic	9.4	3	30.3	10	24.0	6	18.2	6	22.2	8		
Unsatisfactory	34.4	11	9.1	3	12.0	3	15.2	5	13.9	5		
026081 Joseph S. Maggiore Sr. Elementary School												
Advanced	0.0	0	0.0	0	1.1	1	0.0	0	0.0	0		
Mastery *	4.0	3	0.0	0	16.5	15	2.9	2	4.9	4		
Basic	30.7	23	28.9	24	35.2	32	41.4	29	43.2	35		
Approaching Basic	40.0	30	34.9	29	28.6	26	45.7	32	29.6	24		
Unsatisfactory	25.3	19	36.1	30	18.7	17	10.0	7	22.2	18		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026082 Westwego Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	2.5	1	0.0	0		
Mastery *	10.4	5	8.3	4	26.8	11	15.0	6	15.2	7		
Basic	33.3	16	45.8	22	61.0	25	45.0	18	41.3	19		
Approaching Basic	20.8	10	29.2	14	12.2	5	35.0	14	28.3	13		
Unsatisfactory	35.4	17	16.7	8	0.0	0	2.5	1	15.2	7		
026083 Woodland West Elementary School												
Advanced	0.0	0	3.5	4	0.0	0	0.8	1	0.0	0		
Mastery *	10.3	12	10.4	12	7.8	11	5.7	7	6.6	8		
Basic	33.6	39	38.3	44	45.4	64	33.3	41	33.9	41		
Approaching Basic	26.7	31	27.0	31	27.0	38	37.4	46	33.1	40		
Unsatisfactory	29.3	34	20.9	24	19.9	28	22.8	28	26.4	32		
026084 G.T. Woods Elementary School												
Advanced	0.0	0	2.6	1	0.0	0	0.0	0	0.0	0		
Mastery *	19.2	5	15.4	6	15.0	6	22.0	11	5.4	2		
Basic	50.0	13	41.0	16	50.0	20	50.0	25	73.0	27		
Approaching Basic	23.1	6	28.2	11	20.0	8	26.0	13	18.9	7		
Unsatisfactory	7.7	2	12.8	5	15.0	6	2.0	1	2.7	1		
026087 Paul J. Solis Elementary School												
Advanced	0.0	0	3.4	4	0.0	0	1.5	2	2.3	3		
Mastery *	14.5	17	13.6	16	20.9	27	20.6	27	14.6	19		
Basic	41.0	48	39.0	46	48.1	62	40.5	53	44.6	58		
Approaching Basic	23.9	28	28.0	33	18.6	24	27.5	36	25.4	33		
Unsatisfactory	20.5	24	16.1	19	12.4	16	9.9	13	13.1	17		
026088 Woodmere Elementary School												
Advanced	1.3	2	1.4	2	0.0	0	0.6	1	0.0	0		
Mastery *	8.2	13	5.5	8	5.3	10	12.8	20	5.3	7		
Basic	30.2	48	33.8	49	31.7	60	42.9	67	44.4	59		
Approaching Basic	26.4	42	26.9	39	34.9	66	33.3	52	32.3	43		
Unsatisfactory	34.0	54	32.4	47	28.0	53	10.3	16	18.0	24		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026089 Chateau Estates Elementary School												
Advanced	2.6	3	2.3	3	3.2	4	4.1	5	3.5	4		
Mastery *	24.8	29	21.4	28	24.0	30	24.6	30	18.4	21		
Basic	44.4	52	43.5	57	49.6	62	45.9	56	50.9	58		
Approaching Basic	17.9	21	18.3	24	18.4	23	20.5	25	21.1	24		
Unsatisfactory	10.3	12	14.5	19	4.8	6	4.9	6	6.1	7		
026093 Lucille Cherbonnier Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	4.3	3	0.0	0		
Mastery *	2.6	2	3.6	3	3.8	3	15.7	11	1.2	1		
Basic	39.0	30	34.9	29	32.5	26	17.1	12	33.3	28		
Approaching Basic	27.3	21	41.0	34	35.0	28	38.6	27	31.0	26		
Unsatisfactory	31.2	24	20.5	17	28.8	23	24.3	17	34.5	29		
026094 Joshua Butler Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	1.1	1	0.0	0		
Mastery *	4.4	4	7.0	7	2.5	2	5.6	5	11.8	10		
Basic	33.0	30	39.0	39	42.5	34	39.3	35	32.9	28		
Approaching Basic	38.5	35	29.0	29	28.8	23	36.0	32	36.5	31		
Unsatisfactory	24.2	22	25.0	25	26.3	21	18.0	16	18.8	16		
026096 Geraldine Boudreaux Elementary School												
Advanced	0.8	1	3.5	4	0.0	0	2.3	3	0.9	1		
Mastery *	10.0	13	15.0	17	7.8	10	17.1	22	8.6	10		
Basic	39.2	51	44.2	50	30.5	39	30.2	39	43.1	50		
Approaching Basic	26.9	35	16.8	19	33.6	43	34.9	45	30.2	35		
Unsatisfactory	23.1	30	20.4	23	28.1	36	15.5	20	17.2	20		
026097 Jean Lafitte Elementary School												
Advanced	2.2	2	1.4	1	0.0	0	3.8	3	2.4	2		
Mastery *	24.2	22	17.6	13	15.8	12	28.2	22	17.6	15		
Basic	30.8	28	43.2	32	47.4	36	42.3	33	52.9	45		
Approaching Basic	24.2	22	18.9	14	26.3	20	23.1	18	21.2	18		
Unsatisfactory	18.7	17	18.9	14	10.5	8	2.6	2	5.9	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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026098	Congetta Trippe Janet Elementary School												
	Advanced	1.4	2	0.0	0	0.0	0	2.2	3	0.7	1		
	Mastery *	9.7	14	12.7	17	6.1	8	12.2	17	17.2	23		
	Basic	44.1	64	42.5	57	42.7	56	36.7	51	42.5	57		
	Approaching Basic	21.4	31	24.6	33	34.4	45	35.3	49	29.1	39		
	Unsatisfactory	23.4	34	20.1	27	16.8	22	13.7	19	10.4	14		
District													
	Advanced	0.9	38	1.5	60	0.9	38	2.1	90	0.9	37		
	Mastery *	12.2	510	12.2	494	12.9	564	15.0	638	12.1	504		
	Basic	38.8	1,627	39.7	1,613	45.5	1,992	41.2	1,751	43.4	1,811		
	Approaching Basic	26.3	1,104	26.9	1,091	24.3	1,063	29.8	1,264	26.6	1,110		
	Unsatisfactory	21.8	916	19.8	804	16.4	720	11.8	502	17.1	713		
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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026002	Airline Park Elementary School												
	Advanced	0.0	0	5.6	3	5.4	2	6.7	3	2.4	1		
	Mastery *	6.4	3	14.8	8	24.3	9	20.0	9	9.5	4		
	Basic	27.7	13	53.7	29	51.4	19	53.3	24	35.7	15		
	Approaching Basic	36.2	17	13.0	7	16.2	6	6.7	3	26.2	11		
	Unsatisfactory	29.8	14	13.0	7	2.7	1	13.3	6	26.2	11		
026003	A.C. Alexander Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	2.0	2		
	Mastery *	7.5	6	4.2	3	11.0	9	12.9	9	11.9	12		
	Basic	32.5	26	31.9	23	45.1	37	42.9	30	53.5	54		
	Approaching Basic	28.8	23	27.8	20	32.9	27	37.1	26	23.8	24		
	Unsatisfactory	31.3	25	36.1	26	11.0	9	7.1	5	8.9	9		
026004	Ames Elementary School												
	Advanced	0.0	0	0.0	0	0.0	0	4.4	2	0.0	0		
	Mastery *	7.8	4	9.8	5	22.4	11	13.3	6	11.5	7		
	Basic	13.7	7	45.1	23	69.4	34	55.6	25	57.4	35		
	Approaching Basic	37.3	19	33.3	17	8.2	4	22.2	10	11.5	7		
	Unsatisfactory	41.2	21	11.8	6	0.0	0	4.4	2	19.7	12		
026005	J.J. Audubon Elementary School												
	Advanced	0.0	0	2.1	2	1.0	1	0.0	0	2.9	2		
	Mastery *	2.9	3	7.4	7	13.3	13	6.5	6	5.9	4		
	Basic	26.0	27	41.1	39	33.7	33	47.3	44	48.5	33		
	Approaching Basic	29.8	31	20.0	19	29.6	29	26.9	25	17.6	12		
	Unsatisfactory	41.3	43	29.5	28	22.4	22	19.4	18	25.0	17		
026008	Alice M. Birney Elementary School												
	Advanced	0.0	0	2.2	2	2.2	2	2.2	2	7.1	7		
	Mastery *	17.3	14	23.3	21	9.7	9	12.2	11	15.2	15		
	Basic	35.8	29	38.9	35	46.2	43	42.2	38	48.5	48		
	Approaching Basic	27.2	22	15.6	14	28.0	26	20.0	18	16.2	16		
	Unsatisfactory	19.8	16	20.0	18	14.0	13	23.3	21	13.1	13		

~ = 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>
026009 Bissonet Plaza Elementary School												
Advanced	1.4	2	2.0	2	4.4	6	3.6	4	6.1	7		
Mastery *	14.0	20	20.4	20	11.7	16	20.0	22	19.3	22		
Basic	44.8	64	49.0	48	63.5	87	40.9	45	37.7	43		
Approaching Basic	18.2	26	18.4	18	16.8	23	14.5	16	24.6	28		
Unsatisfactory	21.7	31	10.2	10	3.6	5	20.9	23	12.3	14		
026012 Bridge City Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	1.2	1	1.2	1		
Mastery *	2.9	2	3.7	3	8.6	6	14.8	12	7.4	6		
Basic	26.5	18	32.1	26	55.7	39	48.1	39	50.6	41		
Approaching Basic	30.9	21	29.6	24	17.1	12	17.3	14	23.5	19		
Unsatisfactory	39.7	27	34.6	28	18.6	13	18.5	15	17.3	14		
026013 Bridgedale Elementary School												
Advanced	1.7	1	0.0	0	0.0	0	1.7	1	7.7	3		
Mastery *	10.2	6	7.8	6	19.6	11	20.7	12	17.9	7		
Basic	35.6	21	45.5	35	48.2	27	50.0	29	51.3	20		
Approaching Basic	20.3	12	27.3	21	14.3	8	12.1	7	2.6	1		
Unsatisfactory	32.2	19	19.5	15	17.9	10	15.5	9	20.5	8		
026015 John Clancy Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	5.2	3	4.3	3	1.4	1	1.5	1		
Basic	29.4	20	56.9	33	35.7	25	34.7	25	39.4	26		
Approaching Basic	26.5	18	20.7	12	34.3	24	26.4	19	27.3	18		
Unsatisfactory	44.1	30	17.2	10	25.7	18	37.5	27	31.8	21		
026016 George Cox Elementary School												
Advanced	1.4	1	1.3	1	0.0	0	2.0	2	0.0	0		
Mastery *	1.4	1	7.6	6	6.2	4	12.0	12	11.2	10		
Basic	23.2	16	39.2	31	41.5	27	56.0	56	43.8	39		
Approaching Basic	34.8	24	19.0	15	29.2	19	18.0	18	27.0	24		
Unsatisfactory	39.1	27	32.9	26	23.1	15	12.0	12	18.0	16		

~ = 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>
026019 Deckbar 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	~	~	0.0	0	0.0	0	0.0	0	9.1	1		
Approaching Basic	~	~	28.6	2	15.4	2	28.6	2	18.2	2		
Unsatisfactory	~	~	71.4	5	84.6	11	71.4	5	72.7	8		
026020 Ella Dolhonde Elementary School												
Advanced	1.8	1	0.0	0	0.0	0	1.4	1	2.9	2		
Mastery *	3.5	2	5.4	3	10.8	8	9.7	7	14.3	10		
Basic	28.1	16	33.9	19	56.8	42	43.1	31	47.1	33		
Approaching Basic	29.8	17	26.8	15	23.0	17	27.8	20	20.0	14		
Unsatisfactory	36.8	21	33.9	19	9.5	7	18.1	13	15.7	11		
026021 Frederick Douglass Elementary School												
Advanced	2.5	1	0.0	0	0.0	0	1.6	1	0.0	0		
Mastery *	5.0	2	2.1	1	4.8	3	6.5	4	2.1	1		
Basic	22.5	9	19.1	9	38.7	24	30.6	19	22.9	11		
Approaching Basic	25.0	10	19.1	9	30.6	19	27.4	17	33.3	16		
Unsatisfactory	45.0	18	59.6	28	25.8	16	33.9	21	41.7	20		
026025 J.C. Ellis Elementary School												
Advanced	1.2	1	3.0	2	0.0	0	1.3	1	7.5	4		
Mastery *	2.4	2	4.5	3	5.1	4	10.5	8	13.2	7		
Basic	26.8	22	36.4	24	33.3	26	55.3	42	54.7	29		
Approaching Basic	32.9	27	28.8	19	29.5	23	19.7	15	17.0	9		
Unsatisfactory	36.6	30	27.3	18	32.1	25	13.2	10	7.5	4		
026026 Bonella A. St. Ville Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	1.7	1	1.3	1	0.0	0	2.6	2		
Basic	8.9	4	5.0	3	10.0	8	11.7	9	15.8	12		
Approaching Basic	6.7	3	20.0	12	31.3	25	27.3	21	30.3	23		
Unsatisfactory	84.4	38	73.3	44	57.5	46	61.0	47	51.3	39		

~ = 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>
026027 Estelle Elementary School												
Advanced	0.0	0	0.7	1	0.0	0	1.8	3	0.0	0		
Mastery *	9.4	12	7.6	11	7.9	12	11.7	19	16.9	24		
Basic	34.6	44	60.0	87	61.6	93	52.8	86	63.4	90		
Approaching Basic	33.1	42	18.6	27	21.2	32	26.4	43	15.5	22		
Unsatisfactory	22.8	29	13.1	19	9.3	14	7.4	12	4.2	6		
026031 Grand Isle High School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	0.0	0	13.6	3	3.3	1	10.5	2		
Basic	36.8	7	14.3	3	18.2	4	36.7	11	31.6	6		
Approaching Basic	31.6	6	28.6	6	45.5	10	36.7	11	42.1	8		
Unsatisfactory	31.6	6	57.1	12	22.7	5	23.3	7	15.8	3		
026032 Green Park Elementary School												
Advanced	3.0	3	1.5	1	1.4	1	0.0	0	3.1	3		
Mastery *	14.1	14	5.9	4	18.1	13	8.5	6	13.4	13		
Basic	32.3	32	38.2	26	47.2	34	47.9	34	35.1	34		
Approaching Basic	26.3	26	32.4	22	18.1	13	19.7	14	23.7	23		
Unsatisfactory	24.2	24	22.1	15	15.3	11	23.9	17	24.7	24		
026033 Greenlawn Terrace Elementary School												
Advanced	4.1	2	6.8	4	1.8	1	3.6	2	5.1	3		
Mastery *	16.3	8	18.6	11	22.8	13	14.5	8	20.3	12		
Basic	42.9	21	42.4	25	57.9	33	40.0	22	47.5	28		
Approaching Basic	18.4	9	22.0	13	10.5	6	32.7	18	13.6	8		
Unsatisfactory	18.4	9	10.2	6	7.0	4	9.1	5	13.6	8		
026036 Shirley Johnson/Gretna Park Elementary School												
Advanced	0.0	0	1.2	1	0.0	0	1.8	2	0.0	0		
Mastery *	4.3	4	9.8	8	3.6	4	9.9	11	10.1	12		
Basic	23.7	22	31.7	26	30.4	34	40.5	45	37.8	45		
Approaching Basic	28.0	26	20.7	17	33.9	38	28.8	32	29.4	35		
Unsatisfactory	44.1	41	36.6	30	32.1	36	18.9	21	22.7	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>
026038 Harahan Elementary School												
Advanced	0.0	0	0.0	0	2.7	2	1.8	1	3.2	2		
Mastery *	11.6	8	16.1	10	21.9	16	26.8	15	30.2	19		
Basic	34.8	24	51.6	32	57.5	42	55.4	31	50.8	32		
Approaching Basic	30.4	21	25.8	16	9.6	7	8.9	5	12.7	8		
Unsatisfactory	23.2	16	6.5	4	8.2	6	7.1	4	3.2	2		
026040 William Hart Elementary School												
Advanced	0.0	0	2.1	1	2.0	1	0.0	0	0.0	0		
Mastery *	0.0	0	18.8	9	20.4	10	3.3	2	6.7	4		
Basic	17.9	10	58.3	28	57.1	28	52.5	32	25.0	15		
Approaching Basic	33.9	19	12.5	6	14.3	7	21.3	13	36.7	22		
Unsatisfactory	48.2	27	8.3	4	6.1	3	23.0	14	31.7	19		
026043 Hazel Park/Hilda Knoff School												
Advanced	5.2	4	2.7	2	2.5	2	1.7	1	1.9	1		
Mastery *	11.7	9	19.2	14	25.3	20	15.3	9	22.6	12		
Basic	36.4	28	38.4	28	32.9	26	52.5	31	45.3	24		
Approaching Basic	20.8	16	15.1	11	19.0	15	22.0	13	15.1	8		
Unsatisfactory	26.0	20	24.7	18	20.3	16	8.5	5	15.1	8		
026044 Phoebe Hearst School												
Advanced	0.0	0	0.9	1	2.0	2	9.3	9	2.4	2		
Mastery *	10.5	10	21.1	23	19.4	19	18.6	18	28.2	24		
Basic	34.7	33	40.4	44	52.0	51	46.4	45	42.4	36		
Approaching Basic	27.4	26	20.2	22	18.4	18	12.4	12	10.6	9		
Unsatisfactory	27.4	26	17.4	19	8.2	8	13.4	13	16.5	14		
026046 Homedale School												
Advanced	0.0	0	0.0	0	2.7	1	0.0	0	2.3	1		
Mastery *	6.3	2	0.0	0	5.4	2	6.3	2	7.0	3		
Basic	18.8	6	18.5	5	43.2	16	56.3	18	51.2	22		
Approaching Basic	40.6	13	29.6	8	35.1	13	31.3	10	16.3	7		
Unsatisfactory	34.4	11	51.9	14	13.5	5	6.3	2	23.3	10		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026047 Jefferson Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	1.2	1	4.3	3		
Mastery *	5.0	4	8.8	7	7.8	6	10.7	9	21.4	15		
Basic	38.8	31	32.5	26	53.2	41	35.7	30	45.7	32		
Approaching Basic	32.5	26	25.0	20	24.7	19	32.1	27	24.3	17		
Unsatisfactory	23.8	19	33.8	27	14.3	11	20.2	17	4.3	3		
026050 Harold Keller Elementary School												
Advanced	5.3	4	6.3	5	5.2	3	4.3	3	7.4	5		
Mastery *	9.3	7	15.0	12	15.5	9	15.9	11	22.1	15		
Basic	29.3	22	35.0	28	44.8	26	34.8	24	30.9	21		
Approaching Basic	25.3	19	23.8	19	19.0	11	31.9	22	27.9	19		
Unsatisfactory	30.7	23	20.0	16	15.5	9	13.0	9	11.8	8		
026055 Lincoln Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	1.7	1	2.6	2	0.0	0	0.0	0		
Basic	4.4	3	6.9	4	30.3	23	22.0	13	12.7	10		
Approaching Basic	23.5	16	17.2	10	43.4	33	25.4	15	35.4	28		
Unsatisfactory	72.1	49	74.1	43	23.7	18	52.5	31	51.9	41		
026057 Live Oak Manor Elementary School												
Advanced	0.0	0	4.3	2	0.0	0	0.0	0	0.0	0		
Mastery *	6.9	5	23.4	11	26.8	15	6.7	3	12.5	7		
Basic	23.6	17	42.6	20	50.0	28	28.9	13	42.9	24		
Approaching Basic	27.8	20	21.3	10	16.1	9	35.6	16	28.6	16		
Unsatisfactory	41.7	30	8.5	4	7.1	4	28.9	13	16.1	9		
026060 Rudolph Matas School												
Advanced	2.4	2	0.0	0	2.7	2	7.1	4	4.2	3		
Mastery *	10.8	9	7.2	5	24.7	18	51.8	29	13.9	10		
Basic	25.3	21	50.7	35	57.5	42	37.5	21	51.4	37		
Approaching Basic	31.3	26	24.6	17	13.7	10	3.6	2	19.4	14		
Unsatisfactory	30.1	25	17.4	12	1.4	1	0.0	0	11.1	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026061 McDonogh #26 Elementary School												
Advanced	0.0	0	5.4	2	2.3	1	0.0	0	0.0	0		
Mastery *	0.0	0	5.4	2	6.8	3	9.6	5	5.2	3		
Basic	21.8	17	32.4	12	61.4	27	51.9	27	37.9	22		
Approaching Basic	30.8	24	40.5	15	20.5	9	25.0	13	24.1	14		
Unsatisfactory	47.4	37	16.2	6	9.1	4	13.5	7	32.8	19		
026063 Metairie Grammar School												
Advanced	0.0	0	4.0	2	5.3	3	1.8	1	0.0	0		
Mastery *	6.0	3	16.0	8	28.1	16	25.5	14	21.7	10		
Basic	34.0	17	48.0	24	47.4	27	52.7	29	54.3	25		
Approaching Basic	36.0	18	18.0	9	10.5	6	9.1	5	17.4	8		
Unsatisfactory	24.0	12	14.0	7	8.8	5	10.9	6	6.5	3		
026064 Kate Middleton Elementary												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	3.4	2		
Basic	~	~	~	~	~	~	~	~	20.3	12		
Approaching Basic	~	~	~	~	~	~	~	~	39.0	23		
Unsatisfactory	~	~	~	~	~	~	~	~	37.3	22		
026065 Vic A. Pitre Elementary School												
Advanced	0.0	0	0.0	0	1.0	1	0.0	0	2.1	2		
Mastery *	4.8	5	7.1	6	5.9	6	8.2	7	17.5	17		
Basic	20.0	21	29.8	25	55.4	56	35.3	30	36.1	35		
Approaching Basic	37.1	39	26.2	22	25.7	26	34.1	29	24.7	24		
Unsatisfactory	38.1	40	36.9	31	11.9	12	22.4	19	19.6	19		
026066 Ella C. Pittman Elementary School												
Advanced	0.0	0	0.0	0	2.7	4	2.1	3	1.6	2		
Mastery *	7.1	10	12.0	14	5.4	8	6.3	9	11.5	14		
Basic	39.0	55	41.0	48	50.3	74	50.0	71	57.4	70		
Approaching Basic	29.8	42	32.5	38	24.5	36	23.9	34	19.7	24		
Unsatisfactory	24.1	34	14.5	17	17.0	25	17.6	25	9.8	12		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026067 Norbert Rillieux Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	8.0	4	0.0	0		
Mastery *	0.0	0	1.7	1	3.6	2	8.0	4	4.5	3		
Basic	28.6	18	30.5	18	50.9	28	40.0	20	50.7	34		
Approaching Basic	15.9	10	30.5	18	25.5	14	28.0	14	25.4	17		
Unsatisfactory	55.6	35	37.3	22	20.0	11	16.0	8	19.4	13		
026069 Marie B. Riviere Elementary School												
Advanced	2.3	1	2.9	1	4.3	2	2.1	1	0.0	0		
Mastery *	11.6	5	11.4	4	6.5	3	18.8	9	20.6	7		
Basic	46.5	20	51.4	18	39.1	18	56.3	27	47.1	16		
Approaching Basic	25.6	11	25.7	9	32.6	15	12.5	6	17.6	6		
Unsatisfactory	14.0	6	8.6	3	17.4	8	10.4	5	14.7	5		
026072 L.W. Ruppel Elementary School												
Advanced	1.2	1	0.0	0	0.7	1	0.0	0	0.0	0		
Mastery *	2.5	2	1.0	1	4.1	6	5.2	6	0.0	0		
Basic	22.2	18	15.5	16	47.3	70	59.5	69	17.7	17		
Approaching Basic	27.2	22	28.2	29	23.6	35	15.5	18	27.1	26		
Unsatisfactory	46.9	38	55.3	57	24.3	36	19.8	23	55.2	53		
026073 Walter G. Schneckenburger Elem School												
Advanced	1.7	1	3.6	3	5.8	4	6.5	4	1.6	1		
Mastery *	22.0	13	13.1	11	8.7	6	12.9	8	6.3	4		
Basic	30.5	18	32.1	27	56.5	39	37.1	23	47.6	30		
Approaching Basic	23.7	14	26.2	22	18.8	13	27.4	17	27.0	17		
Unsatisfactory	22.0	13	25.0	21	10.1	7	16.1	10	17.5	11		
026074 Catherine Strehle Elementary School												
Advanced	1.5	1	0.0	0	1.9	1	4.5	3	10.6	5		
Mastery *	4.5	3	2.2	1	7.5	4	15.2	10	31.9	15		
Basic	27.3	18	24.4	11	64.2	34	65.2	43	38.3	18		
Approaching Basic	27.3	18	26.7	12	17.0	9	10.6	7	4.3	2		
Unsatisfactory	39.4	26	46.7	21	9.4	5	4.5	3	14.9	7		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026075 Terrytown Elementary School												
Advanced	1.1	1	2.1	2	0.0	0	0.0	0	1.1	1		
Mastery *	10.2	9	9.6	9	3.8	4	1.8	2	6.5	6		
Basic	38.6	34	36.2	34	48.1	50	29.4	32	29.3	27		
Approaching Basic	23.9	21	19.1	18	24.0	25	30.3	33	21.7	20		
Unsatisfactory	26.1	23	33.0	31	24.0	25	38.5	42	41.3	38		
026077 Waggaman Special 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	~	~	4.2	1	7.1	2	12.5	3	8.3	1		
Approaching Basic	~	~	16.7	4	7.1	2	20.8	5	25.0	3		
Unsatisfactory	~	~	79.2	19	85.7	24	66.7	16	66.7	8		
026078 Miller Wall Elementary School												
Advanced	0.0	0	2.1	2	1.1	1	0.0	0	0.0	0		
Mastery *	1.8	2	7.4	7	3.3	3	7.1	7	5.4	5		
Basic	27.7	31	42.6	40	30.4	28	32.3	32	36.6	34		
Approaching Basic	29.5	33	19.1	18	31.5	29	31.3	31	29.0	27		
Unsatisfactory	41.1	46	28.7	27	33.7	31	29.3	29	29.0	27		
026079 Washington Elementary School												
Advanced	3.1	1	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	3.1	1	9.1	3	4.0	1	12.1	4	5.6	2		
Basic	18.8	6	36.4	12	36.0	9	45.5	15	44.4	16		
Approaching Basic	28.1	9	36.4	12	32.0	8	18.2	6	27.8	10		
Unsatisfactory	46.9	15	18.2	6	28.0	7	24.2	8	22.2	8		
026081 Joseph S. Maggiore Sr. Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.3	1	0.0	0	4.4	4	2.9	2	3.7	3		
Basic	18.7	14	21.7	18	51.6	47	20.0	14	34.6	28		
Approaching Basic	28.0	21	21.7	18	26.4	24	44.3	31	32.1	26		
Unsatisfactory	52.0	39	56.6	47	17.6	16	32.9	23	29.6	24		

~ = 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>
026082 Westwego Elementary School												
Advanced	0.0	0	0.0	0	2.4	1	2.5	1	6.5	3		
Mastery *	2.1	1	4.2	2	12.2	5	7.5	3	17.4	8		
Basic	18.8	9	29.2	14	75.6	31	60.0	24	43.5	20		
Approaching Basic	25.0	12	29.2	14	9.8	4	25.0	10	17.4	8		
Unsatisfactory	54.2	26	37.5	18	0.0	0	5.0	2	15.2	7		
026083 Woodland West Elementary School												
Advanced	0.9	1	0.9	1	0.0	0	3.3	4	2.5	3		
Mastery *	6.9	8	11.3	13	4.3	6	6.5	8	7.4	9		
Basic	23.3	27	31.3	36	34.8	49	23.6	29	31.4	38		
Approaching Basic	22.4	26	27.8	32	26.2	37	24.4	30	25.6	31		
Unsatisfactory	46.6	54	28.7	33	34.8	49	42.3	52	33.1	40		
026084 G.T. Woods Elementary School												
Advanced	0.0	0	0.0	0	2.5	1	4.0	2	0.0	0		
Mastery *	11.5	3	17.9	7	17.5	7	10.0	5	18.9	7		
Basic	69.2	18	53.8	21	55.0	22	48.0	24	54.1	20		
Approaching Basic	3.8	1	20.5	8	12.5	5	26.0	13	18.9	7		
Unsatisfactory	15.4	4	7.7	3	12.5	5	12.0	6	8.1	3		
026087 Paul J. Solis Elementary School												
Advanced	1.7	2	0.0	0	0.0	0	3.8	5	3.8	5		
Mastery *	7.7	9	3.4	4	7.8	10	10.7	14	6.9	9		
Basic	25.6	30	37.3	44	45.7	59	40.5	53	43.8	57		
Approaching Basic	29.1	34	28.8	34	31.8	41	26.7	35	24.6	32		
Unsatisfactory	35.9	42	30.5	36	14.7	19	18.3	24	20.8	27		
026088 Woodmere Elementary School												
Advanced	0.6	1	0.0	0	0.5	1	0.6	1	0.0	0		
Mastery *	4.4	7	3.4	5	2.6	5	5.8	9	4.5	6		
Basic	20.8	33	21.4	31	33.3	63	30.1	47	35.3	47		
Approaching Basic	25.8	41	28.3	41	32.3	61	31.4	49	25.6	34		
Unsatisfactory	48.4	77	46.9	68	31.2	59	32.1	50	34.6	46		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026089 Chateau Estates Elementary School												
Advanced	10.3	12	4.6	6	8.0	10	5.7	7	7.9	9		
Mastery *	14.5	17	18.3	24	22.4	28	13.9	17	14.9	17		
Basic	36.8	43	40.5	53	48.8	61	53.3	65	46.5	53		
Approaching Basic	22.2	26	20.6	27	14.4	18	16.4	20	27.2	31		
Unsatisfactory	16.2	19	16.0	21	6.4	8	10.7	13	3.5	4		
026093 Lucille Cherbonnier Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.3	1	0.0	0	1.3	1	5.7	4	1.2	1		
Basic	28.6	22	26.5	22	27.5	22	28.6	20	31.0	26		
Approaching Basic	19.5	15	31.3	26	38.8	31	30.0	21	21.4	18		
Unsatisfactory	50.6	39	42.2	35	32.5	26	35.7	25	46.4	39		
026094 Joshua Butler Elementary School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	1.2	1		
Mastery *	5.5	5	8.0	8	3.8	3	7.9	7	4.7	4		
Basic	31.9	29	35.0	35	36.3	29	33.7	30	44.7	38		
Approaching Basic	27.5	25	27.0	27	26.3	21	24.7	22	31.8	27		
Unsatisfactory	35.2	32	30.0	30	33.8	27	33.7	30	17.6	15		
026096 Geraldine Boudreaux Elementary School												
Advanced	1.5	2	0.0	0	0.0	0	1.6	2	0.0	0		
Mastery *	3.8	5	5.3	6	4.7	6	10.9	14	6.0	7		
Basic	19.2	25	39.8	45	25.0	32	34.9	45	39.7	46		
Approaching Basic	26.2	34	23.0	26	26.6	34	28.7	37	32.8	38		
Unsatisfactory	49.2	64	31.9	36	43.8	56	24.0	31	21.6	25		
026097 Jean Lafitte Elementary School												
Advanced	2.2	2	0.0	0	0.0	0	6.4	5	2.4	2		
Mastery *	7.7	7	10.8	8	17.1	13	26.9	21	17.6	15		
Basic	30.8	28	36.5	27	50.0	38	42.3	33	68.2	58		
Approaching Basic	26.4	24	29.7	22	21.1	16	21.8	17	7.1	6		
Unsatisfactory	33.0	30	23.0	17	11.8	9	2.6	2	4.7	4		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026098	Congetta Trippe Janet Elementary School												
	Advanced	1.4	2	0.0	0	0.0	0	2.2	3	3.0	4		
	Mastery *	5.5	8	7.5	10	3.1	4	6.5	9	10.4	14		
	Basic	32.4	47	41.0	55	34.4	45	38.8	54	38.1	51		
	Approaching Basic	26.2	38	21.6	29	31.3	41	25.9	36	24.6	33		
	Unsatisfactory	34.5	50	29.9	40	31.3	41	26.6	37	23.9	32		
District													
	Advanced	1.2	50	1.2	49	1.3	57	2.1	90	2.2	90		
	Mastery *	6.7	282	9.1	370	9.7	423	10.8	460	11.2	468		
	Basic	28.9	1,211	36.5	1,481	44.6	1,952	41.7	1,771	41.5	1,733		
	Approaching Basic	27.1	1,138	24.1	978	24.3	1,065	24.1	1,023	23.4	976		
	Unsatisfactory	36.1	1,512	29.1	1,182	20.1	877	21.2	900	21.7	904		
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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026002	Airline Park Elementary School												
	Advanced	N/A	N/A	0.0	0	2.7	1	6.7	3	4.8	2		
	Mastery *	N/A	N/A	25.9	14	21.6	8	33.3	15	7.1	3		
	Basic	N/A	N/A	53.7	29	51.4	19	44.4	20	45.2	19		
	Approaching Basic	N/A	N/A	18.5	10	21.6	8	6.7	3	31.0	13		
	Unsatisfactory	N/A	N/A	1.9	1	2.7	1	8.9	4	11.9	5		
026003	A.C. Alexander Elementary School												
	Advanced	N/A	N/A	0.0	0	2.4	2	4.3	3	2.0	2		
	Mastery *	N/A	N/A	11.1	8	23.2	19	15.7	11	16.8	17		
	Basic	N/A	N/A	51.4	37	56.1	46	55.7	39	48.5	49		
	Approaching Basic	N/A	N/A	36.1	26	18.3	15	22.9	16	27.7	28		
	Unsatisfactory	N/A	N/A	1.4	1	0.0	0	1.4	1	5.0	5		
026004	Ames Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	4.4	2	3.3	2		
	Mastery *	N/A	N/A	3.9	2	12.2	6	24.4	11	14.8	9		
	Basic	N/A	N/A	45.1	23	77.6	38	57.8	26	42.6	26		
	Approaching Basic	N/A	N/A	45.1	23	10.2	5	13.3	6	23.0	14		
	Unsatisfactory	N/A	N/A	5.9	3	0.0	0	0.0	0	16.4	10		
026005	J.J. Audubon Elementary School												
	Advanced	N/A	N/A	0.0	0	2.0	2	3.2	3	0.0	0		
	Mastery *	N/A	N/A	4.2	4	9.2	9	8.6	8	5.9	4		
	Basic	N/A	N/A	45.3	43	39.8	39	60.2	56	41.2	28		
	Approaching Basic	N/A	N/A	34.7	33	26.5	26	18.3	17	35.3	24		
	Unsatisfactory	N/A	N/A	15.8	15	22.4	22	9.7	9	17.6	12		
026008	Alice M. Birney Elementary School												
	Advanced	N/A	N/A	1.1	1	6.5	6	4.4	4	5.1	5		
	Mastery *	N/A	N/A	23.3	21	22.6	21	12.2	11	22.2	22		
	Basic	N/A	N/A	40.0	36	40.9	38	57.8	52	44.4	44		
	Approaching Basic	N/A	N/A	21.1	19	21.5	20	21.1	19	20.2	20		
	Unsatisfactory	N/A	N/A	14.4	13	8.6	8	4.4	4	8.1	8		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026009 Bissonet Plaza Elementary School												
Advanced	N/A	N/A	4.1	4	1.5	2	6.7	7	7.0	8		
Mastery *	N/A	N/A	14.3	14	15.3	21	13.5	14	28.9	33		
Basic	N/A	N/A	62.2	61	52.6	72	51.9	54	39.5	45		
Approaching Basic	N/A	N/A	16.3	16	29.2	40	20.2	21	20.2	23		
Unsatisfactory	N/A	N/A	3.1	3	1.5	2	7.7	8	4.4	5		
026012 Bridge City Elementary School												
Advanced	N/A	N/A	0.0	0	1.4	1	0.0	0	0.0	0		
Mastery *	N/A	N/A	4.9	4	2.9	2	9.9	8	18.5	15		
Basic	N/A	N/A	29.6	24	47.1	33	33.3	27	18.5	15		
Approaching Basic	N/A	N/A	39.5	32	34.3	24	45.7	37	45.7	37		
Unsatisfactory	N/A	N/A	25.9	21	14.3	10	11.1	9	17.3	14		
026013 Bridgedale Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.7	1	2.6	1		
Mastery *	N/A	N/A	5.2	4	14.3	8	13.8	8	12.8	5		
Basic	N/A	N/A	45.5	35	51.8	29	44.8	26	48.7	19		
Approaching Basic	N/A	N/A	40.3	31	26.8	15	34.5	20	25.6	10		
Unsatisfactory	N/A	N/A	9.1	7	7.1	4	5.2	3	10.3	4		
026015 John Clancy Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	6.9	4	0.0	0	5.6	4	3.1	2		
Basic	N/A	N/A	31.0	18	44.3	31	45.1	32	29.2	19		
Approaching Basic	N/A	N/A	50.0	29	44.3	31	36.6	26	49.2	32		
Unsatisfactory	N/A	N/A	12.1	7	11.4	8	12.7	9	18.5	12		
026016 George Cox Elementary School												
Advanced	N/A	N/A	0.0	0	1.5	1	0.0	0	1.1	1		
Mastery *	N/A	N/A	3.8	3	1.5	1	4.0	4	7.9	7		
Basic	N/A	N/A	25.3	20	40.0	26	58.0	58	32.6	29		
Approaching Basic	N/A	N/A	39.2	31	33.8	22	29.0	29	41.6	37		
Unsatisfactory	N/A	N/A	31.6	25	23.1	15	9.0	9	16.9	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 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026019	Deckbar 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	28.6	2	23.1	3	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	42.9	3	38.5	5	28.6	2	50.0	5		
	Unsatisfactory	N/A	N/A	28.6	2	38.5	5	71.4	5	50.0	5		
026020	Ella Dolhonde Elementary School												
	Advanced	N/A	N/A	0.0	0	1.4	1	0.0	0	4.3	3		
	Mastery *	N/A	N/A	12.5	7	12.2	9	11.1	8	21.4	15		
	Basic	N/A	N/A	50.0	28	47.3	35	51.4	37	40.0	28		
	Approaching Basic	N/A	N/A	23.2	13	33.8	25	27.8	20	28.6	20		
	Unsatisfactory	N/A	N/A	14.3	8	5.4	4	9.7	7	5.7	4		
026021	Frederick Douglass 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	1.6	1	4.8	3	0.0	0		
	Basic	N/A	N/A	25.5	12	29.0	18	37.1	23	14.6	7		
	Approaching Basic	N/A	N/A	19.1	9	48.4	30	37.1	23	39.6	19		
	Unsatisfactory	N/A	N/A	55.3	26	21.0	13	21.0	13	45.8	22		
026025	J.C. Ellis Elementary School												
	Advanced	N/A	N/A	1.5	1	0.0	0	0.0	0	3.8	2		
	Mastery *	N/A	N/A	13.6	9	3.8	3	17.6	13	7.5	4		
	Basic	N/A	N/A	50.0	33	38.5	30	50.0	37	50.9	27		
	Approaching Basic	N/A	N/A	28.8	19	44.9	35	21.6	16	34.0	18		
	Unsatisfactory	N/A	N/A	6.1	4	12.8	10	10.8	8	3.8	2		
026026	Bonella A. St. Ville Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.7	1	1.3	1	1.3	1	0.0	0		
	Basic	N/A	N/A	10.0	6	12.5	10	16.9	13	13.2	10		
	Approaching Basic	N/A	N/A	38.3	23	30.0	24	40.3	31	40.8	31		
	Unsatisfactory	N/A	N/A	50.0	30	56.3	45	41.6	32	46.1	35		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026027	Estelle Elementary School												
	Advanced	N/A	N/A	0.0	0	0.7	1	0.6	1	2.1	3		
	Mastery *	N/A	N/A	3.4	5	7.3	11	6.1	10	7.7	11		
	Basic	N/A	N/A	46.9	68	44.4	67	58.9	96	38.0	54		
	Approaching Basic	N/A	N/A	35.9	52	41.7	63	30.1	49	44.4	63		
	Unsatisfactory	N/A	N/A	13.8	20	6.0	9	4.3	7	7.7	11		
026031	Grand Isle High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	3.3	1	10.5	2		
	Mastery *	N/A	N/A	4.8	1	4.5	1	6.7	2	10.5	2		
	Basic	N/A	N/A	23.8	5	59.1	13	56.7	17	42.1	8		
	Approaching Basic	N/A	N/A	52.4	11	31.8	7	30.0	9	21.1	4		
	Unsatisfactory	N/A	N/A	19.0	4	4.5	1	3.3	1	15.8	3		
026032	Green Park Elementary School												
	Advanced	N/A	N/A	1.5	1	5.6	4	8.5	6	3.1	3		
	Mastery *	N/A	N/A	4.4	3	18.1	13	16.9	12	14.4	14		
	Basic	N/A	N/A	50.0	34	47.2	34	45.1	32	38.1	37		
	Approaching Basic	N/A	N/A	33.8	23	22.2	16	25.4	18	35.1	34		
	Unsatisfactory	N/A	N/A	10.3	7	6.9	5	4.2	3	9.3	9		
026033	Greenlawn Terrace Elementary School												
	Advanced	N/A	N/A	3.4	2	0.0	0	3.6	2	0.0	0		
	Mastery *	N/A	N/A	8.5	5	17.5	10	10.9	6	25.4	15		
	Basic	N/A	N/A	66.1	39	47.4	27	61.8	34	47.5	28		
	Approaching Basic	N/A	N/A	18.6	11	26.3	15	18.2	10	16.9	10		
	Unsatisfactory	N/A	N/A	3.4	2	8.8	5	5.5	3	10.2	6		
026036	Shirley Johnson/Gretna Park Elementary School												
	Advanced	N/A	N/A	1.2	1	0.9	1	0.9	1	0.8	1		
	Mastery *	N/A	N/A	2.4	2	3.6	4	9.0	10	6.7	8		
	Basic	N/A	N/A	35.4	29	36.6	41	44.1	49	30.3	36		
	Approaching Basic	N/A	N/A	29.3	24	43.8	49	36.0	40	44.5	53		
	Unsatisfactory	N/A	N/A	31.7	26	15.2	17	9.9	11	17.6	21		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026038	Harahan Elementary School												
	Advanced	N/A	N/A	0.0	0	6.8	5	7.1	4	1.6	1		
	Mastery *	N/A	N/A	14.5	9	16.4	12	16.1	9	28.6	18		
	Basic	N/A	N/A	53.2	33	56.2	41	51.8	29	42.9	27		
	Approaching Basic	N/A	N/A	25.8	16	17.8	13	23.2	13	25.4	16		
	Unsatisfactory	N/A	N/A	6.5	4	2.7	2	1.8	1	1.6	1		
026040	William Hart Elementary 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	6	4.1	2	0.0	0	5.0	3		
	Basic	N/A	N/A	50.0	24	51.0	25	33.3	20	21.7	13		
	Approaching Basic	N/A	N/A	31.3	15	42.9	21	43.3	26	38.3	23		
	Unsatisfactory	N/A	N/A	6.3	3	2.0	1	23.3	14	35.0	21		
026043	Hazel Park/Hilda Knoff School												
	Advanced	N/A	N/A	0.0	0	2.5	2	0.0	0	0.0	0		
	Mastery *	N/A	N/A	17.8	13	17.7	14	10.2	6	9.6	5		
	Basic	N/A	N/A	47.9	35	39.2	31	55.9	33	46.2	24		
	Approaching Basic	N/A	N/A	26.0	19	27.8	22	27.1	16	38.5	20		
	Unsatisfactory	N/A	N/A	8.2	6	12.7	10	6.8	4	5.8	3		
026044	Phoebe Hearst School												
	Advanced	N/A	N/A	0.0	0	1.0	1	5.2	5	0.0	0		
	Mastery *	N/A	N/A	13.8	15	7.1	7	9.3	9	15.3	13		
	Basic	N/A	N/A	56.0	61	45.9	45	43.3	42	37.6	32		
	Approaching Basic	N/A	N/A	21.1	23	37.8	37	28.9	28	36.5	31		
	Unsatisfactory	N/A	N/A	9.2	10	8.2	8	13.4	13	10.6	9		
026046	Homedale 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	5.4	2	3.1	1	0.0	0		
	Basic	N/A	N/A	37.0	10	56.8	21	65.6	21	46.5	20		
	Approaching Basic	N/A	N/A	55.6	15	37.8	14	28.1	9	39.5	17		
	Unsatisfactory	N/A	N/A	7.4	2	0.0	0	3.1	1	14.0	6		

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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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026047	Jefferson Elementary School												
	Advanced	N/A	N/A	0.0	0	2.6	2	6.0	5	1.4	1		
	Mastery *	N/A	N/A	13.8	11	22.1	17	21.4	18	21.4	15		
	Basic	N/A	N/A	45.0	36	46.8	36	40.5	34	50.0	35		
	Approaching Basic	N/A	N/A	28.8	23	26.0	20	23.8	20	21.4	15		
	Unsatisfactory	N/A	N/A	12.5	10	2.6	2	8.3	7	5.7	4		
026050	Harold Keller Elementary School												
	Advanced	N/A	N/A	2.5	2	0.0	0	8.7	6	7.4	5		
	Mastery *	N/A	N/A	12.5	10	20.7	12	11.6	8	23.5	16		
	Basic	N/A	N/A	47.5	38	34.5	20	49.3	34	30.9	21		
	Approaching Basic	N/A	N/A	31.3	25	36.2	21	29.0	20	26.5	18		
	Unsatisfactory	N/A	N/A	6.3	5	8.6	5	1.4	1	11.8	8		
026055	Lincoln Elementary School												
	Advanced	N/A	N/A	0.0	0	1.3	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.0	0	2.7	2	1.7	1	1.3	1		
	Basic	N/A	N/A	22.8	13	34.7	26	24.1	14	7.6	6		
	Approaching Basic	N/A	N/A	33.3	19	49.3	37	51.7	30	45.6	36		
	Unsatisfactory	N/A	N/A	43.9	25	12.0	9	22.4	13	45.6	36		
026057	Live Oak Manor Elementary School												
	Advanced	N/A	N/A	2.1	1	1.8	1	4.4	2	1.8	1		
	Mastery *	N/A	N/A	12.8	6	10.7	6	6.7	3	17.9	10		
	Basic	N/A	N/A	48.9	23	48.2	27	40.0	18	30.4	17		
	Approaching Basic	N/A	N/A	29.8	14	35.7	20	33.3	15	42.9	24		
	Unsatisfactory	N/A	N/A	6.4	3	3.6	2	15.6	7	7.1	4		
026060	Rudolph Matas School												
	Advanced	N/A	N/A	1.4	1	2.7	2	8.9	5	1.4	1		
	Mastery *	N/A	N/A	11.6	8	20.5	15	21.4	12	18.1	13		
	Basic	N/A	N/A	59.4	41	42.5	31	60.7	34	47.2	34		
	Approaching Basic	N/A	N/A	21.7	15	31.5	23	8.9	5	25.0	18		
	Unsatisfactory	N/A	N/A	5.8	4	2.7	2	0.0	0	8.3	6		

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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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026061 McDonogh #26 Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.9	1	0.0	0		
Mastery *	N/A	N/A	5.4	2	11.4	5	9.6	5	1.7	1		
Basic	N/A	N/A	29.7	11	50.0	22	51.9	27	32.8	19		
Approaching Basic	N/A	N/A	51.4	19	34.1	15	30.8	16	37.9	22		
Unsatisfactory	N/A	N/A	13.5	5	4.5	2	5.8	3	27.6	16		
026063 Metairie Grammar School												
Advanced	N/A	N/A	0.0	0	8.8	5	5.5	3	0.0	0		
Mastery *	N/A	N/A	24.0	12	24.6	14	21.8	12	13.0	6		
Basic	N/A	N/A	50.0	25	43.9	25	49.1	27	56.5	26		
Approaching Basic	N/A	N/A	18.0	9	19.3	11	18.2	10	26.1	12		
Unsatisfactory	N/A	N/A	8.0	4	3.5	2	5.5	3	4.3	2		
026064 Kate Middleton Elementary												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	3.4	2		
Basic	N/A	N/A	~	~	~	~	~	~	30.5	18		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	22.0	13		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	44.1	26		
026065 Vic A. Pitre Elementary School												
Advanced	N/A	N/A	0.0	0	2.0	2	3.5	3	0.0	0		
Mastery *	N/A	N/A	4.8	4	5.9	6	8.2	7	11.3	11		
Basic	N/A	N/A	44.0	37	55.4	56	54.1	46	32.0	31		
Approaching Basic	N/A	N/A	36.9	31	34.7	35	27.1	23	41.2	40		
Unsatisfactory	N/A	N/A	14.3	12	2.0	2	7.1	6	15.5	15		
026066 Ella C. Pittman Elementary School												
Advanced	N/A	N/A	0.9	1	2.0	3	5.6	8	1.6	2		
Mastery *	N/A	N/A	12.0	14	15.6	23	14.8	21	16.4	20		
Basic	N/A	N/A	54.7	64	54.4	80	50.7	72	45.1	55		
Approaching Basic	N/A	N/A	25.6	30	22.4	33	23.9	34	32.8	40		
Unsatisfactory	N/A	N/A	6.8	8	5.4	8	4.9	7	4.1	5		

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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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026067 Norbert Rillieux Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	2.0	1	0.0	0		
Mastery *	N/A	N/A	1.7	1	0.0	0	8.0	4	1.5	1		
Basic	N/A	N/A	37.3	22	27.3	15	40.0	20	16.4	11		
Approaching Basic	N/A	N/A	42.4	25	58.2	32	34.0	17	59.7	40		
Unsatisfactory	N/A	N/A	18.6	11	14.5	8	16.0	8	22.4	15		
026069 Marie B. Riviere Elementary School												
Advanced	N/A	N/A	2.9	1	2.2	1	4.2	2	2.9	1		
Mastery *	N/A	N/A	14.3	5	2.2	1	20.8	10	11.8	4		
Basic	N/A	N/A	54.3	19	60.9	28	56.3	27	52.9	18		
Approaching Basic	N/A	N/A	25.7	9	28.3	13	18.8	9	29.4	10		
Unsatisfactory	N/A	N/A	2.9	1	6.5	3	0.0	0	2.9	1		
026072 L.W. Ruppel Elementary School												
Advanced	N/A	N/A	0.0	0	1.4	2	1.7	2	0.0	0		
Mastery *	N/A	N/A	0.0	0	0.7	1	0.9	1	1.0	1		
Basic	N/A	N/A	13.3	13	31.8	47	38.8	45	6.3	6		
Approaching Basic	N/A	N/A	46.9	46	39.9	59	37.9	44	40.6	39		
Unsatisfactory	N/A	N/A	39.8	39	26.4	39	20.7	24	52.1	50		
026073 Walter G. Schneckenburger Elem School												
Advanced	N/A	N/A	1.2	1	2.9	2	9.7	6	1.6	1		
Mastery *	N/A	N/A	14.3	12	17.4	12	14.5	9	14.3	9		
Basic	N/A	N/A	34.5	29	52.2	36	37.1	23	41.3	26		
Approaching Basic	N/A	N/A	34.5	29	23.2	16	32.3	20	34.9	22		
Unsatisfactory	N/A	N/A	15.5	13	4.3	3	6.5	4	7.9	5		
026074 Catherine Strehle Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	6.1	4	8.5	4		
Mastery *	N/A	N/A	2.2	1	0.0	0	33.3	22	31.9	15		
Basic	N/A	N/A	13.3	6	62.3	33	36.4	24	40.4	19		
Approaching Basic	N/A	N/A	55.6	25	32.1	17	19.7	13	4.3	2		
Unsatisfactory	N/A	N/A	28.9	13	5.7	3	4.5	3	14.9	7		

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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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026075 Terrytown Elementary School												
Advanced	N/A	N/A	0.0	0	1.9	2	0.0	0	0.0	0		
Mastery *	N/A	N/A	6.4	6	3.8	4	3.7	4	5.4	5		
Basic	N/A	N/A	33.0	31	30.8	32	34.9	38	28.3	26		
Approaching Basic	N/A	N/A	41.5	39	51.9	54	40.4	44	38.0	35		
Unsatisfactory	N/A	N/A	19.1	18	11.5	12	21.1	23	28.3	26		
026077 Waggaman Special 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	8.3	1		
Basic	N/A	N/A	8.3	2	7.1	2	12.5	3	0.0	0		
Approaching Basic	N/A	N/A	12.5	3	25.0	7	45.8	11	41.7	5		
Unsatisfactory	N/A	N/A	79.2	19	67.9	19	41.7	10	50.0	6		
026078 Miller Wall Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.0	1	0.0	0		
Mastery *	N/A	N/A	10.6	10	3.3	3	2.0	2	5.4	5		
Basic	N/A	N/A	26.6	25	28.3	26	35.4	35	30.1	28		
Approaching Basic	N/A	N/A	29.8	28	50.0	46	40.4	40	38.7	36		
Unsatisfactory	N/A	N/A	33.0	31	18.5	17	21.2	21	25.8	24		
026079 Washington Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.0	1	0.0	0	6.1	2	5.6	2		
Basic	N/A	N/A	42.4	14	28.0	7	54.5	18	30.6	11		
Approaching Basic	N/A	N/A	39.4	13	56.0	14	30.3	10	50.0	18		
Unsatisfactory	N/A	N/A	15.2	5	16.0	4	9.1	3	13.9	5		
026081 Joseph S. Maggiore Sr. Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.4	1	0.0	0		
Mastery *	N/A	N/A	0.0	0	5.5	5	5.7	4	4.9	4		
Basic	N/A	N/A	24.1	20	42.9	39	41.4	29	38.3	31		
Approaching Basic	N/A	N/A	41.0	34	46.2	42	42.9	30	39.5	32		
Unsatisfactory	N/A	N/A	34.9	29	5.5	5	8.6	6	17.3	14		

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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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026082	Westwego Elementary School												
	Advanced	N/A	N/A	2.1	1	0.0	0	2.5	1	2.2	1		
	Mastery *	N/A	N/A	2.1	1	7.3	3	7.5	3	8.7	4		
	Basic	N/A	N/A	29.2	14	31.7	13	65.0	26	39.1	18		
	Approaching Basic	N/A	N/A	45.8	22	53.7	22	22.5	9	28.3	13		
	Unsatisfactory	N/A	N/A	20.8	10	7.3	3	2.5	1	21.7	10		
026083	Woodland West Elementary School												
	Advanced	N/A	N/A	0.0	0	2.1	3	1.6	2	1.7	2		
	Mastery *	N/A	N/A	7.0	8	7.1	10	3.3	4	7.4	9		
	Basic	N/A	N/A	40.9	47	29.8	42	35.8	44	24.0	29		
	Approaching Basic	N/A	N/A	30.4	35	39.7	56	38.2	47	41.3	50		
	Unsatisfactory	N/A	N/A	21.7	25	21.3	30	21.1	26	25.6	31		
026084	G.T. Woods Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.0	1	0.0	0		
	Mastery *	N/A	N/A	5.1	2	2.5	1	12.0	6	5.4	2		
	Basic	N/A	N/A	51.3	20	42.5	17	54.0	27	43.2	16		
	Approaching Basic	N/A	N/A	30.8	12	50.0	20	32.0	16	40.5	15		
	Unsatisfactory	N/A	N/A	12.8	5	5.0	2	0.0	0	10.8	4		
026087	Paul J. Solis Elementary School												
	Advanced	N/A	N/A	0.8	1	0.8	1	2.3	3	2.3	3		
	Mastery *	N/A	N/A	10.2	12	14.7	19	14.5	19	7.7	10		
	Basic	N/A	N/A	39.8	47	40.3	52	52.7	69	42.3	55		
	Approaching Basic	N/A	N/A	37.3	44	37.2	48	23.7	31	38.5	50		
	Unsatisfactory	N/A	N/A	11.9	14	7.0	9	6.9	9	9.2	12		
026088	Woodmere Elementary School												
	Advanced	N/A	N/A	0.0	0	0.5	1	2.6	4	0.0	0		
	Mastery *	N/A	N/A	5.5	8	4.2	8	5.1	8	3.0	4		
	Basic	N/A	N/A	29.7	43	29.1	55	40.4	63	26.3	35		
	Approaching Basic	N/A	N/A	39.3	57	38.6	73	33.3	52	47.4	63		
	Unsatisfactory	N/A	N/A	25.5	37	27.5	52	18.6	29	23.3	31		

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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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026089 Chateau Estates Elementary School												
Advanced	N/A	N/A	0.8	1	3.2	4	7.4	9	4.4	5		
Mastery *	N/A	N/A	16.0	21	23.2	29	14.8	18	13.2	15		
Basic	N/A	N/A	51.1	67	41.6	52	49.2	60	41.2	47		
Approaching Basic	N/A	N/A	20.6	27	28.8	36	21.3	26	37.7	43		
Unsatisfactory	N/A	N/A	11.5	15	3.2	4	7.4	9	3.5	4		
026093 Lucille Cherbonnier Elementary School												
Advanced	N/A	N/A	0.0	0	1.3	1	2.9	2	0.0	0		
Mastery *	N/A	N/A	0.0	0	1.3	1	5.7	4	3.6	3		
Basic	N/A	N/A	31.3	26	28.8	23	37.1	26	18.1	15		
Approaching Basic	N/A	N/A	50.6	42	52.5	42	34.3	24	42.2	35		
Unsatisfactory	N/A	N/A	18.1	15	16.3	13	20.0	14	36.1	30		
026094 Joshua Butler Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.1	1	1.2	1		
Mastery *	N/A	N/A	3.0	3	3.8	3	5.6	5	9.4	8		
Basic	N/A	N/A	27.3	27	26.3	21	46.1	41	40.0	34		
Approaching Basic	N/A	N/A	37.4	37	47.5	38	38.2	34	44.7	38		
Unsatisfactory	N/A	N/A	32.3	32	22.5	18	9.0	8	4.7	4		
026096 Geraldine Boudreaux Elementary School												
Advanced	N/A	N/A	1.8	2	0.0	0	2.3	3	0.0	0		
Mastery *	N/A	N/A	7.1	8	8.5	11	8.5	11	2.6	3		
Basic	N/A	N/A	40.7	46	25.6	33	40.3	52	30.2	35		
Approaching Basic	N/A	N/A	38.9	44	40.3	52	36.4	47	48.3	56		
Unsatisfactory	N/A	N/A	11.5	13	25.6	33	12.4	16	19.0	22		
026097 Jean Lafitte Elementary School												
Advanced	N/A	N/A	0.0	0	1.3	1	6.4	5	3.5	3		
Mastery *	N/A	N/A	13.5	10	14.5	11	26.9	21	18.8	16		
Basic	N/A	N/A	56.8	42	53.9	41	55.1	43	51.8	44		
Approaching Basic	N/A	N/A	25.7	19	21.1	16	11.5	9	24.7	21		
Unsatisfactory	N/A	N/A	4.1	3	9.2	7	0.0	0	1.2	1		

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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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026098	Congetta Trippe Janet Elementary School												
	Advanced	N/A	N/A	0.7	1	0.8	1	4.3	6	4.5	6		
	Mastery *	N/A	N/A	7.5	10	6.1	8	8.6	12	9.0	12		
	Basic	N/A	N/A	45.5	61	42.0	55	36.0	50	33.6	45		
	Approaching Basic	N/A	N/A	34.3	46	34.4	45	38.1	53	35.1	47		
	Unsatisfactory	N/A	N/A	11.9	16	16.8	22	12.9	18	17.9	24		
District													
	Advanced	N/A	N/A	0.6	23	1.5	65	3.1	130	1.8	73		
	Mastery *	N/A	N/A	8.4	340	9.5	415	10.4	440	10.8	452		
	Basic	N/A	N/A	40.8	1,654	41.2	1,804	45.9	1,942	34.9	1,455		
	Approaching Basic	N/A	N/A	33.2	1,347	35.3	1,545	29.8	1,263	36.0	1,501		
	Unsatisfactory	N/A	N/A	17.0	689	12.5	545	10.8	458	16.5	686		
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		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026002	Airline Park Elementary School												
	Advanced	N/A	N/A	1.9	1	5.4	2	2.2	1	2.4	1		
	Mastery *	N/A	N/A	24.1	13	21.6	8	22.2	10	19.0	8		
	Basic	N/A	N/A	51.9	28	56.8	21	62.2	28	40.5	17		
	Approaching Basic	N/A	N/A	13.0	7	8.1	3	6.7	3	28.6	12		
	Unsatisfactory	N/A	N/A	9.3	5	8.1	3	6.7	3	9.5	4		
026003	A.C. Alexander Elementary School												
	Advanced	N/A	N/A	0.0	0	4.9	4	2.9	2	1.0	1		
	Mastery *	N/A	N/A	26.4	19	26.8	22	14.3	10	22.8	23		
	Basic	N/A	N/A	56.9	41	57.3	47	64.3	45	59.4	60		
	Approaching Basic	N/A	N/A	12.5	9	9.8	8	14.3	10	13.9	14		
	Unsatisfactory	N/A	N/A	4.2	3	1.2	1	4.3	3	3.0	3		
026004	Ames Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.2	1	0.0	0		
	Mastery *	N/A	N/A	5.9	3	8.2	4	17.8	8	11.5	7		
	Basic	N/A	N/A	54.9	28	61.2	30	68.9	31	55.7	34		
	Approaching Basic	N/A	N/A	31.4	16	24.5	12	8.9	4	19.7	12		
	Unsatisfactory	N/A	N/A	7.8	4	6.1	3	2.2	1	13.1	8		
026005	J.J. Audubon Elementary School												
	Advanced	N/A	N/A	0.0	0	2.0	2	0.0	0	1.5	1		
	Mastery *	N/A	N/A	7.4	7	10.2	10	4.3	4	8.8	6		
	Basic	N/A	N/A	43.2	41	44.9	44	54.8	51	47.1	32		
	Approaching Basic	N/A	N/A	21.1	20	20.4	20	30.1	28	23.5	16		
	Unsatisfactory	N/A	N/A	28.4	27	22.4	22	10.8	10	19.1	13		
026008	Alice M. Birney Elementary School												
	Advanced	N/A	N/A	1.1	1	1.1	1	2.2	2	4.0	4		
	Mastery *	N/A	N/A	20.0	18	18.3	17	10.0	9	19.2	19		
	Basic	N/A	N/A	46.7	42	54.8	51	60.0	54	56.6	56		
	Approaching Basic	N/A	N/A	15.6	14	12.9	12	18.9	17	10.1	10		
	Unsatisfactory	N/A	N/A	16.7	15	12.9	12	8.9	8	10.1	10		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026009 Bissonet Plaza Elementary School												
Advanced	N/A	N/A	2.0	2	0.7	1	1.9	2	4.4	5		
Mastery *	N/A	N/A	16.3	16	12.4	17	14.4	15	18.4	21		
Basic	N/A	N/A	60.2	59	62.8	86	60.6	63	58.8	67		
Approaching Basic	N/A	N/A	13.3	13	19.0	26	12.5	13	8.8	10		
Unsatisfactory	N/A	N/A	8.2	8	5.1	7	10.6	11	9.6	11		
026012 Bridge City Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.2	1		
Mastery *	N/A	N/A	2.5	2	2.9	2	9.9	8	9.9	8		
Basic	N/A	N/A	38.3	31	58.6	41	46.9	38	37.0	30		
Approaching Basic	N/A	N/A	32.1	26	20.0	14	27.2	22	39.5	32		
Unsatisfactory	N/A	N/A	27.2	22	18.6	13	16.0	13	12.3	10		
026013 Bridgedale Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.7	1	0.0	0		
Mastery *	N/A	N/A	13.0	10	8.9	5	3.4	2	12.8	5		
Basic	N/A	N/A	41.6	32	50.0	28	53.4	31	59.0	23		
Approaching Basic	N/A	N/A	31.2	24	32.1	18	29.3	17	25.6	10		
Unsatisfactory	N/A	N/A	14.3	11	8.9	5	12.1	7	2.6	1		
026015 John Clancy Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	6.9	4	1.4	1	2.8	2	6.1	4		
Basic	N/A	N/A	53.4	31	60.0	42	38.0	27	43.9	29		
Approaching Basic	N/A	N/A	31.0	18	27.1	19	39.4	28	37.9	25		
Unsatisfactory	N/A	N/A	8.6	5	11.4	8	19.7	14	12.1	8		
026016 George Cox Elementary School												
Advanced	N/A	N/A	1.3	1	0.0	0	0.0	0	1.1	1		
Mastery *	N/A	N/A	2.5	2	7.7	5	4.0	4	5.6	5		
Basic	N/A	N/A	30.4	24	41.5	27	55.0	55	47.2	42		
Approaching Basic	N/A	N/A	31.6	25	27.7	18	34.0	34	22.5	20		
Unsatisfactory	N/A	N/A	34.2	27	23.1	15	7.0	7	23.6	21		

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* 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026019	Deckbar 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	14.3	1	23.1	3	0.0	0	10.0	1		
	Approaching Basic	N/A	N/A	0.0	0	0.0	0	14.3	1	30.0	3		
	Unsatisfactory	N/A	N/A	85.7	6	76.9	10	85.7	6	60.0	6		
026020	Ella Dolhonde Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.9	2		
	Mastery *	N/A	N/A	3.6	2	13.5	10	4.2	3	17.1	12		
	Basic	N/A	N/A	32.7	18	52.7	39	47.2	34	60.0	42		
	Approaching Basic	N/A	N/A	43.6	24	25.7	19	38.9	28	11.4	8		
	Unsatisfactory	N/A	N/A	20.0	11	8.1	6	9.7	7	8.6	6		
026021	Frederick Douglass Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	4.3	2	4.8	3	0.0	0	0.0	0		
	Basic	N/A	N/A	23.4	11	40.3	25	37.1	23	29.2	14		
	Approaching Basic	N/A	N/A	14.9	7	32.3	20	37.1	23	31.3	15		
	Unsatisfactory	N/A	N/A	57.4	27	22.6	14	25.8	16	39.6	19		
026025	J.C. Ellis Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.9	1		
	Mastery *	N/A	N/A	4.5	3	3.8	3	10.8	8	13.2	7		
	Basic	N/A	N/A	62.1	41	47.4	37	56.8	42	56.6	30		
	Approaching Basic	N/A	N/A	25.8	17	24.4	19	21.6	16	18.9	10		
	Unsatisfactory	N/A	N/A	7.6	5	24.4	19	10.8	8	9.4	5		
026026	Bonella A. St. Ville Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.7	1	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	13.3	8	11.3	9	15.6	12	13.2	10		
	Approaching Basic	N/A	N/A	18.3	11	13.8	11	33.8	26	35.5	27		
	Unsatisfactory	N/A	N/A	66.7	40	75.0	60	50.6	39	51.3	39		

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* 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026027	Estelle Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.7	1	4.6	7	6.1	10	7.7	11		
	Basic	N/A	N/A	53.8	78	51.0	77	58.9	96	46.5	66		
	Approaching Basic	N/A	N/A	32.4	47	34.4	52	25.8	42	33.1	47		
	Unsatisfactory	N/A	N/A	13.1	19	9.9	15	9.2	15	12.7	18		
026031	Grand Isle High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	4.8	1	9.1	2	6.7	2	26.3	5		
	Basic	N/A	N/A	14.3	3	45.5	10	53.3	16	52.6	10		
	Approaching Basic	N/A	N/A	42.9	9	36.4	8	26.7	8	5.3	1		
	Unsatisfactory	N/A	N/A	38.1	8	9.1	2	13.3	4	15.8	3		
026032	Green Park Elementary School												
	Advanced	N/A	N/A	0.0	0	1.4	1	4.2	3	0.0	0		
	Mastery *	N/A	N/A	7.4	5	16.7	12	15.5	11	16.5	16		
	Basic	N/A	N/A	51.5	35	55.6	40	46.5	33	44.3	43		
	Approaching Basic	N/A	N/A	26.5	18	18.1	13	21.1	15	27.8	27		
	Unsatisfactory	N/A	N/A	14.7	10	8.3	6	12.7	9	11.3	11		
026033	Greenlawn Terrace Elementary School												
	Advanced	N/A	N/A	0.0	0	1.8	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	18.6	11	17.5	10	12.7	7	22.0	13		
	Basic	N/A	N/A	57.6	34	52.6	30	60.0	33	52.5	31		
	Approaching Basic	N/A	N/A	18.6	11	19.3	11	20.0	11	20.3	12		
	Unsatisfactory	N/A	N/A	5.1	3	8.8	5	7.3	4	5.1	3		
026036	Shirley Johnson/Gretna Park Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.8	2	0.0	0		
	Mastery *	N/A	N/A	11.0	9	5.4	6	9.9	11	3.4	4		
	Basic	N/A	N/A	29.3	24	48.2	54	54.1	60	42.9	51		
	Approaching Basic	N/A	N/A	28.0	23	27.7	31	20.7	23	31.9	38		
	Unsatisfactory	N/A	N/A	31.7	26	18.8	21	13.5	15	21.8	26		

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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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026038	Harahan Elementary School												
	Advanced	N/A	N/A	0.0	0	5.5	4	0.0	0	1.6	1		
	Mastery *	N/A	N/A	9.7	6	19.2	14	17.9	10	15.9	10		
	Basic	N/A	N/A	56.5	35	56.2	41	67.9	38	54.0	34		
	Approaching Basic	N/A	N/A	21.0	13	11.0	8	12.5	7	23.8	15		
	Unsatisfactory	N/A	N/A	12.9	8	8.2	6	1.8	1	4.8	3		
026040	William Hart Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	4.2	2	10.2	5	0.0	0	1.7	1		
	Basic	N/A	N/A	54.2	26	49.0	24	40.0	24	31.7	19		
	Approaching Basic	N/A	N/A	31.3	15	26.5	13	31.7	19	41.7	25		
	Unsatisfactory	N/A	N/A	10.4	5	14.3	7	28.3	17	25.0	15		
026043	Hazel Park/Hilda Knoff School												
	Advanced	N/A	N/A	0.0	0	2.5	2	0.0	0	1.9	1		
	Mastery *	N/A	N/A	24.7	18	22.8	18	1.7	1	17.3	9		
	Basic	N/A	N/A	47.9	35	40.5	32	64.4	38	50.0	26		
	Approaching Basic	N/A	N/A	17.8	13	15.2	12	27.1	16	19.2	10		
	Unsatisfactory	N/A	N/A	9.6	7	19.0	15	6.8	4	11.5	6		
026044	Phoebe Hearst School												
	Advanced	N/A	N/A	0.0	0	1.0	1	2.1	2	2.4	2		
	Mastery *	N/A	N/A	14.7	16	10.2	10	8.2	8	11.8	10		
	Basic	N/A	N/A	50.5	55	48.0	47	48.5	47	42.4	36		
	Approaching Basic	N/A	N/A	16.5	18	28.6	28	20.6	20	30.6	26		
	Unsatisfactory	N/A	N/A	18.3	20	12.2	12	20.6	20	12.9	11		
026046	Homedale School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	7.4	2	0.0	0	0.0	0	4.7	2		
	Basic	N/A	N/A	40.7	11	56.8	21	43.8	14	58.1	25		
	Approaching Basic	N/A	N/A	29.6	8	24.3	9	50.0	16	30.2	13		
	Unsatisfactory	N/A	N/A	22.2	6	18.9	7	6.3	2	7.0	3		

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* 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026047	Jefferson Elementary School												
	Advanced	N/A	N/A	0.0	0	1.3	1	2.4	2	2.9	2		
	Mastery *	N/A	N/A	10.0	8	20.8	16	7.1	6	25.7	18		
	Basic	N/A	N/A	51.3	41	55.8	43	56.0	47	54.3	38		
	Approaching Basic	N/A	N/A	23.8	19	15.6	12	20.2	17	14.3	10		
	Unsatisfactory	N/A	N/A	15.0	12	6.5	5	14.3	12	2.9	2		
026050	Harold Keller Elementary School												
	Advanced	N/A	N/A	1.3	1	5.2	3	2.9	2	7.4	5		
	Mastery *	N/A	N/A	21.3	17	17.2	10	13.0	9	22.1	15		
	Basic	N/A	N/A	43.8	35	46.6	27	53.6	37	42.6	29		
	Approaching Basic	N/A	N/A	23.8	19	13.8	8	20.3	14	19.1	13		
	Unsatisfactory	N/A	N/A	10.0	8	17.2	10	10.1	7	8.8	6		
026055	Lincoln 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	3	1.3	1	0.0	0	1.3	1		
	Basic	N/A	N/A	15.8	9	29.3	22	22.4	13	8.9	7		
	Approaching Basic	N/A	N/A	22.8	13	40.0	30	41.4	24	40.5	32		
	Unsatisfactory	N/A	N/A	56.1	32	29.3	22	36.2	21	49.4	39		
026057	Live Oak Manor Elementary School												
	Advanced	N/A	N/A	2.1	1	1.8	1	0.0	0	1.8	1		
	Mastery *	N/A	N/A	8.5	4	19.6	11	4.4	2	17.9	10		
	Basic	N/A	N/A	57.4	27	58.9	33	46.7	21	46.4	26		
	Approaching Basic	N/A	N/A	23.4	11	14.3	8	35.6	16	23.2	13		
	Unsatisfactory	N/A	N/A	8.5	4	5.4	3	13.3	6	10.7	6		
026060	Rudolph Matas School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.8	1	6.9	5		
	Mastery *	N/A	N/A	21.7	15	23.3	17	26.8	15	15.3	11		
	Basic	N/A	N/A	47.8	33	53.4	39	55.4	31	50.0	36		
	Approaching Basic	N/A	N/A	23.2	16	17.8	13	16.1	9	20.8	15		
	Unsatisfactory	N/A	N/A	7.2	5	5.5	4	0.0	0	6.9	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026061 McDonogh #26 Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.9	1	0.0	0		
Mastery *	N/A	N/A	2.7	1	13.6	6	7.7	4	6.9	4		
Basic	N/A	N/A	45.9	17	61.4	27	53.8	28	50.0	29		
Approaching Basic	N/A	N/A	37.8	14	22.7	10	26.9	14	15.5	9		
Unsatisfactory	N/A	N/A	13.5	5	2.3	1	9.6	5	27.6	16		
026063 Metairie Grammar School												
Advanced	N/A	N/A	2.0	1	3.5	2	0.0	0	2.2	1		
Mastery *	N/A	N/A	28.0	14	26.3	15	14.5	8	17.4	8		
Basic	N/A	N/A	48.0	24	50.9	29	67.3	37	63.0	29		
Approaching Basic	N/A	N/A	16.0	8	17.5	10	5.5	3	10.9	5		
Unsatisfactory	N/A	N/A	6.0	3	1.8	1	12.7	7	6.5	3		
026064 Kate Middleton Elementary												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	8.5	5		
Basic	N/A	N/A	~	~	~	~	~	~	25.4	15		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	30.5	18		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	35.6	21		
026065 Vic A. Pitre Elementary School												
Advanced	N/A	N/A	0.0	0	1.0	1	0.0	0	0.0	0		
Mastery *	N/A	N/A	7.1	6	5.9	6	2.4	2	7.2	7		
Basic	N/A	N/A	47.6	40	61.4	62	54.1	46	51.5	50		
Approaching Basic	N/A	N/A	26.2	22	24.8	25	30.6	26	28.9	28		
Unsatisfactory	N/A	N/A	19.0	16	6.9	7	12.9	11	12.4	12		
026066 Ella C. Pittman Elementary School												
Advanced	N/A	N/A	0.9	1	2.0	3	1.4	2	1.6	2		
Mastery *	N/A	N/A	19.7	23	16.3	24	16.2	23	15.6	19		
Basic	N/A	N/A	55.6	65	52.4	77	56.3	80	56.6	69		
Approaching Basic	N/A	N/A	19.7	23	19.7	29	16.2	23	18.0	22		
Unsatisfactory	N/A	N/A	4.3	5	9.5	14	9.9	14	8.2	10		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026067 Norbert Rillieux Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	1.7	1	1.8	1	0.0	0	1.5	1		
Basic	N/A	N/A	32.2	19	30.9	17	44.0	22	25.4	17		
Approaching Basic	N/A	N/A	44.1	26	43.6	24	46.0	23	47.8	32		
Unsatisfactory	N/A	N/A	22.0	13	23.6	13	10.0	5	25.4	17		
026069 Marie B. Riviere Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.9	1		
Mastery *	N/A	N/A	20.0	7	15.2	7	14.6	7	17.6	6		
Basic	N/A	N/A	62.9	22	58.7	27	68.8	33	55.9	19		
Approaching Basic	N/A	N/A	17.1	6	15.2	7	14.6	7	20.6	7		
Unsatisfactory	N/A	N/A	0.0	0	10.9	5	2.1	1	2.9	1		
026072 L.W. Ruppel Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	1.7	2	0.0	0		
Mastery *	N/A	N/A	0.0	0	12.8	19	5.2	6	0.0	0		
Basic	N/A	N/A	15.3	15	19.6	29	32.8	38	21.9	21		
Approaching Basic	N/A	N/A	25.5	25	27.0	40	19.8	23	27.1	26		
Unsatisfactory	N/A	N/A	59.2	58	40.5	60	40.5	47	51.0	49		
026073 Walter G. Schneckenburger Elem School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	3.2	2		
Mastery *	N/A	N/A	16.7	14	18.8	13	14.5	9	19.0	12		
Basic	N/A	N/A	44.0	37	62.3	43	50.0	31	49.2	31		
Approaching Basic	N/A	N/A	17.9	15	13.0	9	19.4	12	19.0	12		
Unsatisfactory	N/A	N/A	21.4	18	5.8	4	16.1	10	9.5	6		
026074 Catherine Strehle Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	9.1	6	21.3	10		
Mastery *	N/A	N/A	2.2	1	13.2	7	21.2	14	17.0	8		
Basic	N/A	N/A	22.2	10	71.7	38	51.5	34	36.2	17		
Approaching Basic	N/A	N/A	28.9	13	9.4	5	9.1	6	10.6	5		
Unsatisfactory	N/A	N/A	46.7	21	5.7	3	9.1	6	14.9	7		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026075 Terrytown Elementary School												
Advanced	N/A	N/A	1.1	1	1.9	2	0.0	0	1.1	1		
Mastery *	N/A	N/A	9.6	9	7.7	8	1.8	2	8.7	8		
Basic	N/A	N/A	38.3	36	41.3	43	34.9	38	34.8	32		
Approaching Basic	N/A	N/A	28.7	27	29.8	31	33.9	37	27.2	25		
Unsatisfactory	N/A	N/A	22.3	21	19.2	20	29.4	32	28.3	26		
026077 Waggaman Special 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	0.0	0	10.7	3	25.0	6	33.3	4		
Approaching Basic	N/A	N/A	25.0	6	14.3	4	29.2	7	33.3	4		
Unsatisfactory	N/A	N/A	75.0	18	75.0	21	45.8	11	33.3	4		
026078 Miller Wall 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	5	3.3	3	2.0	2	4.3	4		
Basic	N/A	N/A	29.8	28	33.7	31	38.4	38	46.2	43		
Approaching Basic	N/A	N/A	22.3	21	31.5	29	31.3	31	25.8	24		
Unsatisfactory	N/A	N/A	42.6	40	31.5	29	28.3	28	23.7	22		
026079 Washington 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	0.0	0	6.1	2	8.3	3		
Basic	N/A	N/A	45.5	15	56.0	14	57.6	19	52.8	19		
Approaching Basic	N/A	N/A	42.4	14	16.0	4	30.3	10	19.4	7		
Unsatisfactory	N/A	N/A	12.1	4	28.0	7	6.1	2	19.4	7		
026081 Joseph S. Maggiore Sr. 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	5.5	5	0.0	0	3.7	3		
Basic	N/A	N/A	22.9	19	56.0	51	54.3	38	44.4	36		
Approaching Basic	N/A	N/A	34.9	29	27.5	25	25.7	18	25.9	21		
Unsatisfactory	N/A	N/A	42.2	35	11.0	10	20.0	14	25.9	21		

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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 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026082 Westwego Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.2	1		
Mastery *	N/A	N/A	4.2	2	0.0	0	2.5	1	10.9	5		
Basic	N/A	N/A	20.8	10	51.2	21	42.5	17	43.5	20		
Approaching Basic	N/A	N/A	52.1	25	34.1	14	45.0	18	21.7	10		
Unsatisfactory	N/A	N/A	22.9	11	14.6	6	10.0	4	21.7	10		
026083 Woodland West Elementary School												
Advanced	N/A	N/A	0.0	0	0.7	1	0.8	1	2.5	3		
Mastery *	N/A	N/A	7.8	9	3.5	5	2.4	3	6.6	8		
Basic	N/A	N/A	45.2	52	43.3	61	37.4	46	39.7	48		
Approaching Basic	N/A	N/A	19.1	22	26.2	37	29.3	36	27.3	33		
Unsatisfactory	N/A	N/A	27.8	32	26.2	37	30.1	37	24.0	29		
026084 G.T. Woods Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.6	1	17.5	7	14.0	7	5.4	2		
Basic	N/A	N/A	61.5	24	47.5	19	64.0	32	64.9	24		
Approaching Basic	N/A	N/A	20.5	8	20.0	8	18.0	9	21.6	8		
Unsatisfactory	N/A	N/A	15.4	6	15.0	6	4.0	2	8.1	3		
026087 Paul J. Solis Elementary School												
Advanced	N/A	N/A	0.0	0	1.6	2	0.0	0	3.1	4		
Mastery *	N/A	N/A	5.9	7	14.0	18	9.2	12	9.2	12		
Basic	N/A	N/A	42.4	50	53.5	69	62.6	82	51.5	67		
Approaching Basic	N/A	N/A	28.0	33	17.1	22	16.8	22	26.9	35		
Unsatisfactory	N/A	N/A	23.7	28	14.0	18	11.5	15	9.2	12		
026088 Woodmere Elementary School												
Advanced	N/A	N/A	0.7	1	0.0	0	0.0	0	0.8	1		
Mastery *	N/A	N/A	5.5	8	4.2	8	7.1	11	5.3	7		
Basic	N/A	N/A	30.3	44	33.3	63	49.4	77	39.1	52		
Approaching Basic	N/A	N/A	24.8	36	29.1	55	26.3	41	30.8	41		
Unsatisfactory	N/A	N/A	38.6	56	33.3	63	17.3	27	24.1	32		

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* 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026089 Chateau Estates Elementary School												
Advanced	N/A	N/A	0.8	1	7.2	9	4.1	5	4.4	5		
Mastery *	N/A	N/A	32.8	43	28.0	35	16.4	20	17.5	20		
Basic	N/A	N/A	37.4	49	40.8	51	51.6	63	48.2	55		
Approaching Basic	N/A	N/A	19.8	26	20.8	26	19.7	24	24.6	28		
Unsatisfactory	N/A	N/A	9.2	12	3.2	4	8.2	10	5.3	6		
026093 Lucille Cherbonnier Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.4	2	2.5	2	0.0	0	4.8	4		
Basic	N/A	N/A	34.9	29	33.8	27	31.4	22	33.7	28		
Approaching Basic	N/A	N/A	33.7	28	35.0	28	44.3	31	31.3	26		
Unsatisfactory	N/A	N/A	28.9	24	28.8	23	24.3	17	30.1	25		
026094 Joshua Butler 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	3.8	3	3.4	3	5.9	5		
Basic	N/A	N/A	34.0	34	38.8	31	37.1	33	49.4	42		
Approaching Basic	N/A	N/A	32.0	32	26.3	21	32.6	29	30.6	26		
Unsatisfactory	N/A	N/A	34.0	34	31.3	25	27.0	24	14.1	12		
026096 Geraldine Boudreaux Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.9	1		
Mastery *	N/A	N/A	18.6	21	5.4	7	7.0	9	4.3	5		
Basic	N/A	N/A	45.1	51	32.6	42	48.1	62	48.3	56		
Approaching Basic	N/A	N/A	22.1	25	26.4	34	29.5	38	25.9	30		
Unsatisfactory	N/A	N/A	14.2	16	35.7	46	15.5	20	20.7	24		
026097 Jean Lafitte Elementary School												
Advanced	N/A	N/A	0.0	0	0.0	0	2.6	2	3.5	3		
Mastery *	N/A	N/A	13.5	10	14.5	11	5.1	4	9.4	8		
Basic	N/A	N/A	55.4	41	59.2	45	65.4	51	64.7	55		
Approaching Basic	N/A	N/A	18.9	14	18.4	14	26.9	21	16.5	14		
Unsatisfactory	N/A	N/A	12.2	9	7.9	6	0.0	0	5.9	5		

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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 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026098	Congetta Trippe Janet Elementary School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.7	1	1.5	2		
	Mastery *	N/A	N/A	9.7	13	6.1	8	6.5	9	12.7	17		
	Basic	N/A	N/A	47.8	64	45.0	59	46.8	65	42.5	57		
	Approaching Basic	N/A	N/A	21.6	29	28.2	37	25.9	36	20.9	28		
	Unsatisfactory	N/A	N/A	20.9	28	20.6	27	20.1	28	22.4	30		
District													
	Advanced	N/A	N/A	0.3	12	1.0	44	1.0	41	1.7	71		
	Mastery *	N/A	N/A	10.3	417	10.6	464	7.9	333	10.6	442		
	Basic	N/A	N/A	42.2	1,712	46.8	2,049	50.1	2,120	45.4	1,894		
	Approaching Basic	N/A	N/A	24.9	1,011	23.4	1,023	25.3	1,072	24.9	1,039		
	Unsatisfactory	N/A	N/A	22.2	901	18.2	794	15.8	667	17.3	722		
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		

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* 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026001 John Q. Adams Middle School												
Advanced	1.6	4	3.7	8	2.7	5	2.0	4	0.4	1		
Mastery *	11.3	28	15.4	33	25.3	47	17.1	34	17.9	40		
Basic	27.8	69	44.9	96	39.2	73	39.7	79	46.6	104		
Approaching Basic	35.9	89	31.3	67	24.7	46	33.7	67	26.5	59		
Unsatisfactory	23.4	58	4.7	10	8.1	15	7.5	15	8.5	19		
026010 Alfred Bonnabel 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	1	~	~		
026017 Helen Cox Junior High School												
Advanced	1.9	4	0.0	0	0.0	0	0.0	0	0.4	1		
Mastery *	3.8	8	4.7	9	7.4	13	13.5	23	6.2	14		
Basic	24.0	50	34.2	66	31.3	55	26.3	45	29.8	67		
Approaching Basic	37.5	78	44.0	85	41.5	73	43.3	74	41.8	94		
Unsatisfactory	32.7	68	17.1	33	19.9	35	17.0	29	21.8	49		
026019 Deckbar 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	~	~	0.0	0	16.7	1	5.6	1	13.3	2		
Approaching Basic	~	~	33.3	1	16.7	1	50.0	9	20.0	3		
Unsatisfactory	~	~	66.7	2	66.7	4	44.4	8	66.7	10		
026022 East Jefferson 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		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026023 John Ehret High School												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	33.3	1	~	~	~	~		
Unsatisfactory	~	~	~	~	66.7	2	~	~	~	~		
026024 Ellender Middle School												
Advanced	0.6	2	0.4	1	0.6	2	1.1	3	0.3	1		
Mastery *	8.1	29	14.0	38	11.4	35	15.6	44	13.2	39		
Basic	23.4	84	32.1	87	35.4	109	36.5	103	37.3	110		
Approaching Basic	38.4	138	39.1	106	40.9	126	36.5	103	36.3	107		
Unsatisfactory	29.5	106	14.4	39	11.7	36	10.3	29	12.9	38		
026029 Fisher Middle/High School												
Advanced	0.0	0	0.0	0	0.0	0	1.2	1	2.4	2		
Mastery *	9.8	10	13.4	13	8.1	6	8.1	7	20.5	17		
Basic	33.3	34	38.1	37	39.2	29	32.6	28	39.8	33		
Approaching Basic	36.3	37	35.1	34	50.0	37	41.9	36	22.9	19		
Unsatisfactory	20.6	21	13.4	13	2.7	2	16.3	14	14.5	12		
026030 Henry Ford Junior High School												
Advanced	0.0	0	0.0	0	0.0	0	1.4	3	0.0	0		
Mastery *	2.4	6	4.7	10	9.3	23	9.5	20	6.8	15		
Basic	25.8	65	31.6	68	32.0	79	26.7	56	34.5	76		
Approaching Basic	44.4	112	43.7	94	44.9	111	46.7	98	35.9	79		
Unsatisfactory	27.4	69	20.0	43	13.8	34	15.7	33	22.7	50		
026031 Grand Isle High School												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	20.0	3	45.5	5	20.0	4	12.5	2		
Basic	65.0	13	60.0	9	27.3	3	35.0	7	68.8	11		
Approaching Basic	35.0	7	20.0	3	27.3	3	45.0	9	12.5	2		
Unsatisfactory	0.0	0	0.0	0	0.0	0	0.0	0	6.3	1		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026035 Gretna Junior High School												
Advanced	0.0	0	0.4	1	0.0	0	0.0	0	0.7	2		
Mastery *	3.7	11	4.2	12	5.7	15	9.2	24	7.6	22		
Basic	18.4	54	30.0	85	30.7	81	29.0	76	24.7	71		
Approaching Basic	46.3	136	44.5	126	42.4	112	43.5	114	40.3	116		
Unsatisfactory	31.6	93	20.8	59	21.2	56	18.3	48	26.7	77		
026039 T.H. Harris Middle School												
Advanced	3.2	7	0.6	1	0.0	0	2.8	6	2.1	5		
Mastery *	9.9	22	24.3	42	17.1	35	15.6	33	17.9	43		
Basic	40.5	90	39.9	69	49.3	101	38.9	82	42.5	102		
Approaching Basic	36.0	80	27.7	48	26.8	55	33.6	71	23.3	56		
Unsatisfactory	10.4	23	7.5	13	6.8	14	9.0	19	14.2	34		
026042 V.C. Haynes Middle School												
Advanced	2.5	4	0.7	1	1.6	2	1.4	2	3.0	5		
Mastery *	16.0	26	13.7	19	14.7	19	15.9	22	18.6	31		
Basic	37.0	60	51.8	72	51.9	67	44.2	61	44.3	74		
Approaching Basic	27.8	45	30.2	42	24.0	31	30.4	42	22.8	38		
Unsatisfactory	16.7	27	3.6	5	7.8	10	8.0	11	11.4	19		
026045 L.W. Higgins High School												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
026051 Grace King High School												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026056 Livaudais Junior High School												
Advanced	0.8	2	0.0	0	0.0	0	0.0	0	0.3	1		
Mastery *	5.7	14	6.9	17	5.2	12	13.6	32	3.4	10		
Basic	20.9	51	35.5	87	41.3	95	30.5	72	30.2	90		
Approaching Basic	39.8	97	39.6	97	40.0	92	43.2	102	43.3	129		
Unsatisfactory	32.8	80	18.0	44	13.5	31	12.7	30	22.8	68		
026058 L.H. Marrero Middle School												
Advanced	0.4	1	0.8	2	0.8	2	1.5	4	0.4	1		
Mastery *	11.9	27	9.7	25	10.2	27	17.6	48	7.0	20		
Basic	18.1	41	38.6	100	45.3	120	32.4	88	40.1	114		
Approaching Basic	37.2	84	37.5	97	35.8	95	41.2	112	37.3	106		
Unsatisfactory	32.3	73	13.5	35	7.9	21	7.4	20	15.1	43		
026062 J.D. Meisler Middle School												
Advanced	2.0	6	1.2	4	1.1	4	2.7	8	3.1	11		
Mastery *	16.3	49	18.0	58	23.1	81	20.7	62	25.6	92		
Basic	32.0	96	47.4	153	45.4	159	41.0	123	38.9	140		
Approaching Basic	30.3	91	27.2	88	23.1	81	30.0	90	21.9	79		
Unsatisfactory	19.3	58	6.2	20	7.1	25	5.7	17	10.6	38		
026068 Riverdale 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		
026070 Theodore Roosevelt Middle School												
Advanced	0.5	1	0.9	2	0.0	0	1.0	2	0.4	1		
Mastery *	8.0	17	11.6	27	15.0	32	21.3	42	13.2	36		
Basic	34.4	73	41.6	97	46.5	99	31.5	62	33.3	91		
Approaching Basic	32.5	69	35.6	83	31.9	68	37.1	73	29.7	81		
Unsatisfactory	24.5	52	10.3	24	6.6	14	9.1	18	23.4	64		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026077 Waggaman Special School												
Advanced	~	~	0.0	0	0.0	0	~	~	~	~		
Mastery *	~	~	0.0	0	0.0	0	~	~	~	~		
Basic	~	~	0.0	0	0.0	0	~	~	~	~		
Approaching Basic	~	~	33.3	2	0.0	0	~	~	~	~		
Unsatisfactory	~	~	66.7	4	100.0	7	~	~	~	~		
026085 Stella Worley Junior High School												
Advanced	0.0	0	0.0	0	0.0	0	0.5	1	0.5	1		
Mastery *	7.2	18	4.1	10	9.6	23	9.0	19	6.2	12		
Basic	17.2	43	30.6	74	26.7	64	17.6	37	27.2	53		
Approaching Basic	43.6	109	40.1	97	42.9	103	52.9	111	40.0	78		
Unsatisfactory	32.0	80	25.2	61	20.8	50	20.0	42	26.2	51		
026099 Harry S. Truman Middle School												
Advanced	0.0	0	0.0	0	0.4	1	0.0	0	0.8	3		
Mastery *	4.4	13	11.9	32	9.6	23	7.4	20	6.7	24		
Basic	21.4	63	40.0	108	35.4	85	32.2	87	31.7	113		
Approaching Basic	46.1	136	40.4	109	41.3	99	48.1	130	39.8	142		
Unsatisfactory	28.1	83	7.8	21	13.3	32	12.2	33	21.0	75		
026100 Riverdale Middle School												
Advanced	1.9	3	2.5	4	2.6	5	1.7	3	2.2	4		
Mastery *	10.5	17	20.4	32	16.6	32	12.8	22	12.6	23		
Basic	34.6	56	38.9	61	34.7	67	39.0	67	41.2	75		
Approaching Basic	34.6	56	28.0	44	32.6	63	37.8	65	31.9	58		
Unsatisfactory	18.5	30	10.2	16	13.5	26	8.7	15	12.1	22		
026101 Jefferson Community School (Charter School)												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	8.0	2	4.3	1	11.1	4	2.8	1		
Basic	18.2	4	36.0	9	30.4	7	33.3	12	52.8	19		
Approaching Basic	36.4	8	56.0	14	52.2	12	44.4	16	33.3	12		
Unsatisfactory	45.5	10	0.0	0	13.0	3	11.1	4	11.1	4		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026102 Ralph J. Bunche Middle School												
Advanced	0.0	0	0.6	1	0.0	0	0.0	0	0.0	0		
Mastery *	5.1	8	5.1	9	4.7	8	6.0	7	5.6	8		
Basic	24.1	38	30.1	53	36.8	63	32.5	38	31.0	44		
Approaching Basic	40.5	64	39.8	70	40.4	69	41.0	48	35.9	51		
Unsatisfactory	30.4	48	24.4	43	18.1	31	20.5	24	27.5	39		
026103 Westbank Alternative School												
Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
Basic	~	~	~	~	35.0	7	4.5	1	17.1	6		
Approaching Basic	~	~	~	~	50.0	10	50.0	11	60.0	21		
Unsatisfactory	~	~	~	~	15.0	3	45.5	10	22.9	8		
026104 Jefferson Wetlands Marine Institute												
Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
Basic	~	~	~	~	~	~	20.0	1	0.0	0		
Approaching Basic	~	~	~	~	~	~	40.0	2	50.0	4		
Unsatisfactory	~	~	~	~	~	~	40.0	2	50.0	4		
District												
Advanced	0.9	34	0.7	25	0.6	21	1.1	37	1.0	39		
Mastery *	8.1	303	11.0	391	12.1	437	13.6	463	11.5	449		
Basic	26.3	984	37.4	1,332	37.9	1,365	32.8	1,114	35.5	1,388		
Approaching Basic	38.4	1,437	36.8	1,310	35.8	1,289	40.2	1,367	33.8	1,323		
Unsatisfactory	26.4	988	14.2	505	13.5	487	12.2	416	18.2	713		
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>
026001 John Q. Adams Middle School												
Advanced	2.4	6	2.3	5	2.7	5	2.0	4	3.1	7		
Mastery *	4.8	12	7.0	15	5.9	11	2.0	4	4.0	9		
Basic	43.1	107	47.7	102	55.4	103	48.7	97	45.7	102		
Approaching Basic	21.8	54	22.4	48	19.4	36	28.1	56	26.0	58		
Unsatisfactory	27.8	69	20.6	44	16.7	31	19.1	38	21.1	47		
026010 Alfred Bonnabel 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	1	~	~		
026017 Helen Cox Junior High School												
Advanced	0.0	0	0.0	0	1.7	3	0.0	0	2.7	6		
Mastery *	3.4	7	2.1	4	2.8	5	2.4	4	1.3	3		
Basic	19.3	40	30.1	58	32.8	58	38.8	66	30.4	68		
Approaching Basic	18.8	39	24.4	47	26.0	46	26.5	45	29.9	67		
Unsatisfactory	58.5	121	43.5	84	36.7	65	32.4	55	35.7	80		
026019 Deckbar 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	~	~	0.0	0	0.0	0	11.1	2	6.7	1		
Approaching Basic	~	~	0.0	0	16.7	1	16.7	3	20.0	3		
Unsatisfactory	~	~	100.0	3	83.3	5	72.2	13	73.3	11		
026022 East Jefferson 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		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026023	John Ehret High School												
	Advanced	~	~	~	~	0.0	0	~	~	~	~		
	Mastery *	~	~	~	~	0.0	0	~	~	~	~		
	Basic	~	~	~	~	0.0	0	~	~	~	~		
	Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
	Unsatisfactory	~	~	~	~	100.0	3	~	~	~	~		
026024	Ellender Middle School												
	Advanced	0.6	2	2.2	6	3.6	11	1.4	4	2.0	6		
	Mastery *	2.5	9	2.6	7	2.6	8	2.1	6	5.1	15		
	Basic	25.6	92	28.8	78	38.0	117	44.3	125	40.3	119		
	Approaching Basic	22.6	81	26.2	71	25.3	78	34.4	97	22.4	66		
	Unsatisfactory	48.7	175	40.2	109	30.5	94	17.7	50	30.2	89		
026029	Fisher Middle/High School												
	Advanced	0.0	0	0.0	0	1.4	1	0.0	0	2.4	2		
	Mastery *	1.0	1	3.1	3	2.7	2	0.0	0	6.0	5		
	Basic	38.2	39	53.6	52	58.1	43	48.8	42	50.6	42		
	Approaching Basic	26.5	27	19.6	19	23.0	17	20.9	18	16.9	14		
	Unsatisfactory	34.3	35	23.7	23	14.9	11	30.2	26	24.1	20		
026030	Henry Ford Junior High School												
	Advanced	0.4	1	0.0	0	0.8	2	1.4	3	0.9	2		
	Mastery *	0.4	1	1.9	4	2.0	5	2.4	5	2.7	6		
	Basic	19.8	50	27.4	59	42.3	104	40.5	85	35.9	79		
	Approaching Basic	21.8	55	22.3	48	29.3	72	28.1	59	24.1	53		
	Unsatisfactory	57.5	145	48.4	104	25.6	63	27.6	58	36.4	80		
026031	Grand Isle High School												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	0.0	0	0.0	0	27.3	3	0.0	0	6.3	1		
	Basic	65.0	13	60.0	9	63.6	7	65.0	13	56.3	9		
	Approaching Basic	30.0	6	33.3	5	9.1	1	25.0	5	25.0	4		
	Unsatisfactory	5.0	1	6.7	1	0.0	0	10.0	2	12.5	2		

~ = 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>
026035 Gretna Junior High School												
Advanced	0.0	0	0.4	1	0.8	2	0.4	1	0.7	2		
Mastery *	0.0	0	0.7	2	0.4	1	0.8	2	3.5	10		
Basic	17.6	52	23.0	65	26.7	70	23.3	61	25.3	73		
Approaching Basic	24.3	72	24.7	70	31.3	82	35.5	93	26.0	75		
Unsatisfactory	58.1	172	51.2	145	40.8	107	40.1	105	44.4	128		
026039 T.H. Harris Middle School												
Advanced	0.5	1	0.6	1	0.5	1	2.8	6	2.5	6		
Mastery *	5.0	11	4.7	8	2.0	4	3.3	7	6.3	15		
Basic	39.6	88	49.7	85	53.4	109	37.9	80	45.0	108		
Approaching Basic	24.3	54	24.0	41	24.5	50	31.8	67	22.9	55		
Unsatisfactory	30.6	68	21.1	36	19.6	40	24.2	51	23.3	56		
026042 V.C. Haynes Middle School												
Advanced	3.1	5	3.6	5	1.6	2	0.0	0	4.2	7		
Mastery *	8.1	13	5.0	7	3.9	5	4.3	6	1.8	3		
Basic	46.0	74	51.1	71	45.0	58	51.4	71	44.9	75		
Approaching Basic	18.6	30	20.9	29	25.6	33	26.1	36	25.7	43		
Unsatisfactory	24.2	39	19.4	27	24.0	31	18.1	25	23.4	39		
026045 L.W. Higgins High School												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
026051 Grace King High School												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	100.0	1	~	~	~	~		
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>
026056 Livaudais Junior High School												
Advanced	0.0	0	0.4	1	1.3	3	0.0	0	1.3	4		
Mastery *	1.2	3	1.2	3	1.7	4	3.8	9	3.0	9		
Basic	25.0	61	37.1	91	42.2	97	35.2	83	27.4	82		
Approaching Basic	19.3	47	24.5	60	25.7	59	34.3	81	24.4	73		
Unsatisfactory	54.5	133	36.7	90	29.1	67	26.7	63	43.8	131		
026058 L.H. Marrero Middle School												
Advanced	0.0	0	1.5	4	4.2	11	0.7	2	2.5	7		
Mastery *	3.6	8	2.3	6	7.2	19	2.6	7	3.2	9		
Basic	28.1	63	32.8	85	48.3	128	42.8	116	40.6	115		
Approaching Basic	17.4	39	25.5	66	19.6	52	30.6	83	23.7	67		
Unsatisfactory	50.9	114	37.8	98	20.8	55	23.2	63	30.0	85		
026062 J.D. Meisler Middle School												
Advanced	2.0	6	6.5	21	6.9	24	2.3	7	8.9	32		
Mastery *	9.7	29	8.0	26	10.3	36	7.0	21	9.5	34		
Basic	40.8	122	44.0	142	48.6	170	53.5	160	48.7	175		
Approaching Basic	14.7	44	22.6	73	19.7	69	21.4	64	16.7	60		
Unsatisfactory	32.8	98	18.9	61	14.6	51	15.7	47	16.2	58		
026068 Riverdale 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		
026070 Theodore Roosevelt Middle School												
Advanced	0.9	2	1.7	4	1.4	3	1.5	3	1.1	3		
Mastery *	2.3	5	2.2	5	0.9	2	3.0	6	1.8	5		
Basic	28.2	60	40.9	95	37.6	80	43.1	85	38.1	104		
Approaching Basic	16.9	36	24.6	57	31.0	66	28.9	57	27.5	75		
Unsatisfactory	51.6	110	30.6	71	29.1	62	23.4	46	31.5	86		

~ = 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>
026077 Waggaman Special 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	6	100.0	7	~	~	~	~		
026085 Stella Worley Junior High School												
Advanced	0.0	0	0.4	1	0.4	1	1.9	4	0.0	0		
Mastery *	1.6	4	1.7	4	1.7	4	1.9	4	2.6	5		
Basic	17.2	43	21.1	51	31.4	75	22.4	47	32.8	64		
Approaching Basic	22.0	55	27.7	67	32.2	77	40.0	84	22.1	43		
Unsatisfactory	59.2	148	49.2	119	34.3	82	33.8	71	42.6	83		
026099 Harry S. Truman Middle School												
Advanced	0.0	0	0.7	2	1.3	3	0.7	2	0.6	2		
Mastery *	1.4	4	3.0	8	2.1	5	0.7	2	3.6	13		
Basic	22.4	66	35.3	95	45.0	108	37.0	100	37.3	133		
Approaching Basic	27.5	81	26.8	72	20.8	50	34.1	92	29.4	105		
Unsatisfactory	48.8	144	34.2	92	30.8	74	27.4	74	29.1	104		
026100 Riverdale Middle School												
Advanced	1.2	2	0.6	1	2.6	5	1.7	3	1.1	2		
Mastery *	4.9	8	5.7	9	5.2	10	2.3	4	2.2	4		
Basic	39.5	64	41.4	65	42.2	81	48.8	84	42.3	77		
Approaching Basic	16.7	27	22.9	36	19.3	37	24.4	42	25.3	46		
Unsatisfactory	37.7	61	29.3	46	30.7	59	22.7	39	29.1	53		
026101 Jefferson Community School (Charter School)												
Advanced	0.0	0	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	0.0	0		
Basic	9.5	2	32.0	8	69.6	16	47.2	17	27.8	10		
Approaching Basic	9.5	2	8.0	2	13.0	3	33.3	12	27.8	10		
Unsatisfactory	81.0	17	60.0	15	17.4	4	19.4	7	44.4	16		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026102	Ralph J. Bunche Middle School												
	Advanced	0.0	0	0.6	1	0.6	1	0.9	1	0.0	0		
	Mastery *	2.5	4	0.0	0	0.6	1	0.0	0	0.7	1		
	Basic	17.7	28	19.3	34	32.7	56	29.3	34	31.0	44		
	Approaching Basic	22.2	35	27.3	48	24.6	42	31.9	37	27.5	39		
	Unsatisfactory	57.6	91	52.8	93	41.5	71	37.9	44	40.8	58		
026103	Westbank Alternative School												
	Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
	Basic	~	~	~	~	20.0	4	9.1	2	14.3	5		
	Approaching Basic	~	~	~	~	40.0	8	18.2	4	40.0	14		
	Unsatisfactory	~	~	~	~	40.0	8	72.7	16	45.7	16		
026104	Jefferson Wetlands Marine Institute												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	0.0	0	0.0	0		
	Approaching Basic	~	~	~	~	~	~	40.0	2	37.5	3		
	Unsatisfactory	~	~	~	~	~	~	60.0	3	62.5	5		
District													
	Advanced	0.7	25	1.5	53	2.2	78	1.2	40	2.3	88		
	Mastery *	3.2	119	3.1	111	3.5	125	2.6	87	3.8	147		
	Basic	28.4	1,064	35.0	1,245	41.3	1,486	39.9	1,353	37.9	1,483		
	Approaching Basic	21.0	784	24.1	859	24.5	880	30.2	1,024	24.7	966		
	Unsatisfactory	46.7	1,748	36.3	1,291	28.5	1,025	26.2	889	31.4	1,226		
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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026001	John Q. Adams Middle School												
	Advanced	N/A	N/A	0.9	2	1.1	2	1.6	3	1.3	3		
	Mastery *	N/A	N/A	18.2	39	28.9	54	20.6	39	12.1	27		
	Basic	N/A	N/A	35.5	76	44.9	84	39.7	75	37.7	84		
	Approaching Basic	N/A	N/A	27.6	59	13.4	25	25.4	48	35.9	80		
	Unsatisfactory	N/A	N/A	17.8	38	11.8	22	12.7	24	13.0	29		
026010	Alfred Bonnabel 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	~	~		
026017	Helen Cox Junior High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	7.3	14	10.3	18	11.3	19	4.9	11		
	Basic	N/A	N/A	22.8	44	25.7	45	31.0	52	28.1	63		
	Approaching Basic	N/A	N/A	37.3	72	29.7	52	32.1	54	36.6	82		
	Unsatisfactory	N/A	N/A	32.6	63	34.3	60	25.6	43	30.4	68		
026019	Deckbar 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	0.0	0	0.0	0	16.7	3	20.0	3		
	Approaching Basic	N/A	N/A	0.0	0	33.3	2	27.8	5	6.7	1		
	Unsatisfactory	N/A	N/A	100.0	3	66.7	4	55.6	10	73.3	11		
026022	East Jefferson 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		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026023	John Ehret High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		
026024	Ellender Middle School												
	Advanced	N/A	N/A	0.7	2	2.3	7	0.7	2	0.3	1		
	Mastery *	N/A	N/A	12.9	35	14.9	46	8.9	25	11.9	35		
	Basic	N/A	N/A	25.0	68	32.8	101	31.9	90	32.9	97		
	Approaching Basic	N/A	N/A	33.8	92	32.1	99	37.2	105	35.9	106		
	Unsatisfactory	N/A	N/A	27.6	75	17.9	55	21.3	60	19.0	56		
026029	Fisher Middle/High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.2	1	2.4	2		
	Mastery *	N/A	N/A	21.9	21	16.2	12	17.4	15	22.9	19		
	Basic	N/A	N/A	37.5	36	47.3	35	43.0	37	42.2	35		
	Approaching Basic	N/A	N/A	26.0	25	28.4	21	25.6	22	19.3	16		
	Unsatisfactory	N/A	N/A	14.6	14	8.1	6	12.8	11	13.3	11		
026030	Henry Ford Junior High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.5	1	0.0	0		
	Mastery *	N/A	N/A	7.9	17	6.9	17	7.2	15	4.5	10		
	Basic	N/A	N/A	20.9	45	25.7	63	23.0	48	22.3	49		
	Approaching Basic	N/A	N/A	38.6	83	34.7	85	39.2	82	40.9	90		
	Unsatisfactory	N/A	N/A	32.6	70	32.7	80	30.1	63	32.3	71		
026031	Grand Isle High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	13.3	2	27.3	3	15.0	3	0.0	0		
	Basic	N/A	N/A	53.3	8	72.7	8	70.0	14	62.5	10		
	Approaching Basic	N/A	N/A	20.0	3	0.0	0	15.0	3	25.0	4		
	Unsatisfactory	N/A	N/A	13.3	2	0.0	0	0.0	0	12.5	2		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026035	Gretna Junior High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	7.1	20	5.3	14	6.9	18	5.6	16		
	Basic	N/A	N/A	23.3	66	31.7	83	25.7	67	21.6	62		
	Approaching Basic	N/A	N/A	29.0	82	31.7	83	39.8	104	37.6	108		
	Unsatisfactory	N/A	N/A	40.6	115	31.3	82	27.6	72	35.2	101		
026039	T.H. Harris Middle School												
	Advanced	N/A	N/A	1.8	3	0.5	1	2.9	6	1.3	3		
	Mastery *	N/A	N/A	19.9	34	15.7	32	18.6	38	14.6	35		
	Basic	N/A	N/A	31.0	53	42.6	87	37.7	77	44.6	107		
	Approaching Basic	N/A	N/A	27.5	47	28.4	58	28.4	58	25.4	61		
	Unsatisfactory	N/A	N/A	19.9	34	12.7	26	12.3	25	14.2	34		
026042	V.C. Haynes Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	1.5	2	1.8	3		
	Mastery *	N/A	N/A	14.5	20	18.0	23	18.7	25	15.0	25		
	Basic	N/A	N/A	52.2	72	41.4	53	37.3	50	37.1	62		
	Approaching Basic	N/A	N/A	20.3	28	27.3	35	23.9	32	30.5	51		
	Unsatisfactory	N/A	N/A	13.0	18	13.3	17	18.7	25	15.6	26		
026045	L.W. Higgins High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		
026051	Grace King High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026056 Livaudais Junior High School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.3	1		
Mastery *	N/A	N/A	10.2	25	10.5	24	9.4	22	5.0	15		
Basic	N/A	N/A	25.7	63	41.0	94	29.4	69	22.4	67		
Approaching Basic	N/A	N/A	28.6	70	30.1	69	34.5	81	41.8	125		
Unsatisfactory	N/A	N/A	35.5	87	18.3	42	26.8	63	30.4	91		
026058 L.H. Marrero Middle School												
Advanced	N/A	N/A	0.8	2	3.0	8	2.2	6	1.8	5		
Mastery *	N/A	N/A	13.1	34	20.3	54	17.8	48	9.5	27		
Basic	N/A	N/A	31.7	82	37.6	100	31.9	86	37.3	106		
Approaching Basic	N/A	N/A	33.6	87	25.2	67	35.9	97	34.2	97		
Unsatisfactory	N/A	N/A	20.8	54	13.9	37	12.2	33	17.3	49		
026062 J.D. Meisler Middle School												
Advanced	N/A	N/A	0.6	2	2.9	10	2.0	6	2.8	10		
Mastery *	N/A	N/A	21.7	70	24.9	87	13.4	40	23.1	83		
Basic	N/A	N/A	32.2	104	37.4	131	45.8	137	36.1	130		
Approaching Basic	N/A	N/A	28.2	91	21.1	74	28.4	85	20.6	74		
Unsatisfactory	N/A	N/A	17.3	56	13.7	48	10.4	31	17.5	63		
026068 Riverdale High School												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
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		
026070 Theodore Roosevelt Middle School												
Advanced	N/A	N/A	1.3	3	0.0	0	1.6	3	0.7	2		
Mastery *	N/A	N/A	12.6	29	11.3	24	13.0	25	8.3	23		
Basic	N/A	N/A	32.5	75	32.9	70	33.3	64	25.7	71		
Approaching Basic	N/A	N/A	36.4	84	37.1	79	33.3	64	34.1	94		
Unsatisfactory	N/A	N/A	17.3	40	18.8	40	18.8	36	31.2	86		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026077 Waggaman Special 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	33.3	2	0.0	0	~	~	~	~		
Unsatisfactory	N/A	N/A	66.7	4	100.0	7	~	~	~	~		
026085 Stella Worley Junior High School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	5.4	13	8.8	21	9.5	20	4.6	9		
Basic	N/A	N/A	24.8	60	29.4	70	31.8	67	29.2	57		
Approaching Basic	N/A	N/A	35.5	86	34.5	82	29.4	62	29.7	58		
Unsatisfactory	N/A	N/A	34.3	83	27.3	65	29.4	62	36.4	71		
026099 Harry S. Truman Middle School												
Advanced	N/A	N/A	0.4	1	0.4	1	0.0	0	0.3	1		
Mastery *	N/A	N/A	14.1	38	14.2	34	7.4	20	7.9	28		
Basic	N/A	N/A	31.6	85	40.4	97	27.8	75	29.8	106		
Approaching Basic	N/A	N/A	31.6	85	27.9	67	38.1	103	34.0	121		
Unsatisfactory	N/A	N/A	22.3	60	17.1	41	26.7	72	28.1	100		
026100 Riverdale Middle School												
Advanced	N/A	N/A	0.6	1	0.0	0	0.6	1	0.0	0		
Mastery *	N/A	N/A	13.4	21	19.3	37	19.4	33	9.9	18		
Basic	N/A	N/A	33.8	53	32.3	62	37.6	64	38.1	69		
Approaching Basic	N/A	N/A	31.2	49	27.6	53	26.5	45	32.0	58		
Unsatisfactory	N/A	N/A	21.0	33	20.8	40	15.9	27	19.9	36		
026101 Jefferson Community School (Charter 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	13.0	3	11.1	4	0.0	0		
Basic	N/A	N/A	40.0	10	47.8	11	30.6	11	32.4	11		
Approaching Basic	N/A	N/A	40.0	10	26.1	6	38.9	14	52.9	18		
Unsatisfactory	N/A	N/A	20.0	5	13.0	3	19.4	7	14.7	5		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026102	Ralph J. Bunche Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.7	1		
	Mastery *	N/A	N/A	2.3	4	1.2	2	5.5	6	2.1	3		
	Basic	N/A	N/A	18.2	32	22.8	39	29.1	32	26.1	37		
	Approaching Basic	N/A	N/A	31.3	55	31.6	54	30.9	34	35.9	51		
	Unsatisfactory	N/A	N/A	48.3	85	44.4	76	34.5	38	35.2	50		
026103	Westbank Alternative School												
	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	~	~	25.0	5	13.6	3	17.6	6		
	Approaching Basic	N/A	N/A	~	~	40.0	8	9.1	2	55.9	19		
	Unsatisfactory	N/A	N/A	~	~	35.0	7	77.3	17	26.5	9		
026104	Jefferson Wetlands Marine Institute												
	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	~	~	~	~	25.0	1	50.0	4		
	Unsatisfactory	N/A	N/A	~	~	~	~	75.0	3	50.0	4		
District													
	Advanced	N/A	N/A	0.4	16	0.8	29	0.9	31	0.8	32		
	Mastery *	N/A	N/A	12.2	436	14.1	505	12.2	415	9.8	384		
	Basic	N/A	N/A	29.0	1,032	34.6	1,238	33.1	1,121	31.3	1,225		
	Approaching Basic	N/A	N/A	31.3	1,114	28.4	1,019	32.5	1,101	33.5	1,310		
	Unsatisfactory	N/A	N/A	27.0	963	22.1	791	21.3	721	24.5	960		
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		

~ = 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 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026001 John Q. Adams Middle School												
Advanced	N/A	N/A	0.5	1	2.2	4	1.1	2	0.0	0		
Mastery *	N/A	N/A	16.4	35	22.0	41	11.6	22	11.2	25		
Basic	N/A	N/A	44.4	95	48.9	91	54.5	103	51.6	115		
Approaching Basic	N/A	N/A	20.6	44	15.6	29	21.2	40	24.2	54		
Unsatisfactory	N/A	N/A	18.2	39	11.3	21	11.6	22	13.0	29		
026010 Alfred Bonnabel 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	~	~		
026017 Helen Cox Junior High School												
Advanced	N/A	N/A	0.0	0	0.6	1	0.6	1	0.0	0		
Mastery *	N/A	N/A	6.3	12	5.1	9	4.8	8	3.6	8		
Basic	N/A	N/A	36.5	70	33.7	59	39.3	66	32.6	73		
Approaching Basic	N/A	N/A	26.6	51	26.9	47	27.4	46	30.8	69		
Unsatisfactory	N/A	N/A	30.7	59	33.7	59	28.0	47	33.0	74		
026019 Deckbar 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	0.0	0	16.7	1	16.7	3	20.0	3		
Approaching Basic	N/A	N/A	0.0	0	16.7	1	22.2	4	13.3	2		
Unsatisfactory	N/A	N/A	100.0	3	66.7	4	61.1	11	66.7	10		
026022 East Jefferson 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		

~ = 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 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026023	John Ehret High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		
026024	Ellender Middle School												
	Advanced	N/A	N/A	0.7	2	2.3	7	0.7	2	0.0	0		
	Mastery *	N/A	N/A	8.9	24	11.0	34	8.9	25	9.5	28		
	Basic	N/A	N/A	41.1	111	36.4	112	42.6	120	38.3	113		
	Approaching Basic	N/A	N/A	23.3	63	29.5	91	30.1	85	33.2	98		
	Unsatisfactory	N/A	N/A	25.9	70	20.8	64	17.7	50	19.0	56		
026029	Fisher Middle/High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	3.1	3	12.2	9	5.8	5	13.3	11		
	Basic	N/A	N/A	44.8	43	44.6	33	47.7	41	47.0	39		
	Approaching Basic	N/A	N/A	25.0	24	25.7	19	27.9	24	21.7	18		
	Unsatisfactory	N/A	N/A	27.1	26	17.6	13	18.6	16	18.1	15		
026030	Henry Ford Junior High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.5	1	0.0	0		
	Mastery *	N/A	N/A	4.2	9	5.3	13	3.8	8	2.7	6		
	Basic	N/A	N/A	33.0	71	36.3	89	36.8	77	32.0	70		
	Approaching Basic	N/A	N/A	27.9	60	31.4	77	30.1	63	32.0	70		
	Unsatisfactory	N/A	N/A	34.9	75	26.9	66	28.7	60	33.3	73		
026031	Grand Isle High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	6.7	1	0.0	0	0.0	0	0.0	0		
	Basic	N/A	N/A	53.3	8	81.8	9	70.0	14	68.8	11		
	Approaching Basic	N/A	N/A	26.7	4	18.2	2	25.0	5	18.8	3		
	Unsatisfactory	N/A	N/A	13.3	2	0.0	0	5.0	1	12.5	2		

~ = 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 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026035	Gretna Junior High School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.4	1	0.3	1		
	Mastery *	N/A	N/A	4.2	12	4.6	12	4.2	11	3.1	9		
	Basic	N/A	N/A	35.7	101	41.4	109	40.6	106	27.9	80		
	Approaching Basic	N/A	N/A	27.9	79	23.6	62	31.0	81	35.5	102		
	Unsatisfactory	N/A	N/A	32.2	91	30.4	80	23.8	62	33.1	95		
026039	T.H. Harris Middle School												
	Advanced	N/A	N/A	0.0	0	1.5	3	2.0	4	0.0	0		
	Mastery *	N/A	N/A	17.0	29	21.1	43	9.8	20	13.8	33		
	Basic	N/A	N/A	40.9	70	43.6	89	50.0	102	49.8	119		
	Approaching Basic	N/A	N/A	17.0	29	23.5	48	24.0	49	20.1	48		
	Unsatisfactory	N/A	N/A	25.1	43	10.3	21	14.2	29	16.3	39		
026042	V.C. Haynes Middle School												
	Advanced	N/A	N/A	0.7	1	3.1	4	0.0	0	1.2	2		
	Mastery *	N/A	N/A	16.7	23	23.4	30	20.9	28	12.0	20		
	Basic	N/A	N/A	52.2	72	50.0	64	47.0	63	49.7	83		
	Approaching Basic	N/A	N/A	18.8	26	12.5	16	17.9	24	25.1	42		
	Unsatisfactory	N/A	N/A	11.6	16	10.9	14	14.2	19	12.0	20		
026045	L.W. Higgins High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		
026051	Grace King High School												
	Advanced	N/A	N/A	~	~	0.0	0	~	~	~	~		
	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	~	~	~	~		

~ = 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 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026056 Livaudais Junior High School												
Advanced	N/A	N/A	0.0	0	0.4	1	0.4	1	0.3	1		
Mastery *	N/A	N/A	4.9	12	9.6	22	6.0	14	3.3	10		
Basic	N/A	N/A	41.6	102	45.0	103	39.6	93	32.8	98		
Approaching Basic	N/A	N/A	24.9	61	26.2	60	28.1	66	33.8	101		
Unsatisfactory	N/A	N/A	28.6	70	18.8	43	26.0	61	29.8	89		
026058 L.H. Marrero Middle School												
Advanced	N/A	N/A	0.4	1	0.4	1	0.7	2	0.0	0		
Mastery *	N/A	N/A	8.1	21	9.0	24	9.3	25	4.2	12		
Basic	N/A	N/A	39.4	102	45.9	122	40.4	109	34.6	98		
Approaching Basic	N/A	N/A	28.6	74	29.3	78	31.5	85	33.6	95		
Unsatisfactory	N/A	N/A	23.6	61	15.4	41	18.1	49	27.6	78		
026062 J.D. Meisler Middle School												
Advanced	N/A	N/A	0.6	2	3.1	11	1.7	5	1.1	4		
Mastery *	N/A	N/A	18.3	59	22.3	78	10.4	31	18.1	65		
Basic	N/A	N/A	48.6	157	45.7	160	54.7	163	45.3	163		
Approaching Basic	N/A	N/A	20.1	65	15.7	55	21.8	65	20.0	72		
Unsatisfactory	N/A	N/A	12.4	40	13.1	46	11.4	34	15.6	56		
026068 Riverdale High School												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
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		
026070 Theodore Roosevelt Middle School												
Advanced	N/A	N/A	0.4	1	0.5	1	0.5	1	0.0	0		
Mastery *	N/A	N/A	10.4	24	9.9	21	7.3	14	5.5	15		
Basic	N/A	N/A	43.7	101	42.7	91	43.8	84	34.9	96		
Approaching Basic	N/A	N/A	22.1	51	31.0	66	31.3	60	27.3	75		
Unsatisfactory	N/A	N/A	23.4	54	16.0	34	17.2	33	32.4	89		

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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 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026077 Waggaman Special 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	100.0	6	100.0	7	~	~	~	~		
026085 Stella Worley Junior High School												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	5.8	14	5.5	13	3.3	7	4.1	8		
Basic	N/A	N/A	32.6	79	30.3	72	36.0	76	19.0	37		
Approaching Basic	N/A	N/A	21.5	52	29.8	71	29.9	63	35.4	69		
Unsatisfactory	N/A	N/A	40.1	97	34.5	82	30.8	65	41.5	81		
026099 Harry S. Truman Middle School												
Advanced	N/A	N/A	0.0	0	1.3	3	0.0	0	0.8	3		
Mastery *	N/A	N/A	4.5	12	9.2	22	4.1	11	5.6	20		
Basic	N/A	N/A	40.9	110	42.9	103	36.7	99	34.0	121		
Approaching Basic	N/A	N/A	37.2	100	23.8	57	34.4	93	35.7	127		
Unsatisfactory	N/A	N/A	17.5	47	22.9	55	24.8	67	23.9	85		
026100 Riverdale Middle School												
Advanced	N/A	N/A	0.0	0	1.6	3	0.6	1	0.6	1		
Mastery *	N/A	N/A	12.7	20	13.0	25	7.1	12	8.3	15		
Basic	N/A	N/A	42.7	67	39.1	75	51.8	88	37.6	68		
Approaching Basic	N/A	N/A	24.2	38	22.9	44	23.5	40	27.6	50		
Unsatisfactory	N/A	N/A	20.4	32	23.4	45	17.1	29	26.0	47		
026101 Jefferson Community School (Charter 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	8.3	3	0.0	0		
Basic	N/A	N/A	36.0	9	60.9	14	47.2	17	17.6	6		
Approaching Basic	N/A	N/A	48.0	12	30.4	7	25.0	9	64.7	22		
Unsatisfactory	N/A	N/A	16.0	4	8.7	2	19.4	7	17.6	6		

~ = 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 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026102	Ralph J. Bunche Middle School												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.7	1		
	Mastery *	N/A	N/A	1.1	2	1.8	3	0.9	1	3.5	5		
	Basic	N/A	N/A	25.6	45	28.1	48	34.5	38	21.1	30		
	Approaching Basic	N/A	N/A	30.1	53	31.0	53	30.9	34	34.5	49		
	Unsatisfactory	N/A	N/A	43.2	76	39.2	67	33.6	37	40.1	57		
026103	Westbank Alternative School												
	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	~	~	25.0	5	4.5	1	26.5	9		
	Approaching Basic	N/A	N/A	~	~	30.0	6	18.2	4	38.2	13		
	Unsatisfactory	N/A	N/A	~	~	45.0	9	77.3	17	35.3	12		
026104	Jefferson Wetlands Marine Institute												
	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	~	~	~	~	75.0	3	50.0	4		
	Unsatisfactory	N/A	N/A	~	~	~	~	25.0	1	50.0	4		
District													
	Advanced	N/A	N/A	0.2	8	1.1	39	0.6	21	0.3	13		
	Mastery *	N/A	N/A	8.8	312	11.1	399	7.2	245	7.4	290		
	Basic	N/A	N/A	39.7	1,414	40.5	1,450	43.2	1,463	36.5	1,427		
	Approaching Basic	N/A	N/A	25.0	888	24.8	888	27.8	943	30.0	1,172		
	Unsatisfactory	N/A	N/A	26.3	936	22.4	803	21.1	716	25.7	1,005		
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		

~ = 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*.

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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026010 Alfred Bonnabel High School												
Advanced	N/A	N/A	N/A	N/A	0.7	3	0.0	0	0.2	1		
Mastery *	N/A	N/A	N/A	N/A	7.0	29	11.5	44	8.2	37		
Basic	N/A	N/A	N/A	N/A	43.7	181	40.6	155	32.7	148		
Approaching Basic	N/A	N/A	N/A	N/A	24.4	101	20.7	79	28.3	128		
Unsatisfactory	N/A	N/A	N/A	N/A	24.2	100	27.2	104	30.5	138		
026022 East Jefferson High School												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.8	2	0.4	1		
Mastery *	N/A	N/A	N/A	N/A	14.0	36	12.9	31	8.2	20		
Basic	N/A	N/A	N/A	N/A	39.5	102	38.2	92	39.5	96		
Approaching Basic	N/A	N/A	N/A	N/A	26.0	67	23.2	56	27.2	66		
Unsatisfactory	N/A	N/A	N/A	N/A	20.5	53	24.9	60	24.7	60		
026023 John Ehret High School												
Advanced	N/A	N/A	N/A	N/A	0.8	5	0.8	5	1.6	11		
Mastery *	N/A	N/A	N/A	N/A	10.0	60	10.8	65	9.7	67		
Basic	N/A	N/A	N/A	N/A	39.8	240	33.8	203	37.4	257		
Approaching Basic	N/A	N/A	N/A	N/A	26.0	157	28.0	168	26.3	181		
Unsatisfactory	N/A	N/A	N/A	N/A	23.4	141	26.5	159	25.0	172		
026029 Fisher Middle/High 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	8.5	7	10.5	8	7.4	5		
Basic	N/A	N/A	N/A	N/A	52.4	43	44.7	34	45.6	31		
Approaching Basic	N/A	N/A	N/A	N/A	29.3	24	30.3	23	35.3	24		
Unsatisfactory	N/A	N/A	N/A	N/A	9.8	8	14.5	11	11.8	8		
026031 Grand Isle High 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	5.3	1	30.8	4	42.9	3		
Basic	N/A	N/A	N/A	N/A	78.9	15	46.2	6	57.1	4		
Approaching Basic	N/A	N/A	N/A	N/A	10.5	2	7.7	1	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	5.3	1	15.4	2	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026045 L.W. Higgins High School												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.2	1	0.4	2		
Mastery *	N/A	N/A	N/A	N/A	3.6	18	5.1	22	3.4	17		
Basic	N/A	N/A	N/A	N/A	26.7	133	29.8	128	25.3	128		
Approaching Basic	N/A	N/A	N/A	N/A	31.3	156	32.6	140	29.9	151		
Unsatisfactory	N/A	N/A	N/A	N/A	38.4	191	32.3	139	41.0	207		
026051 Grace King High School												
Advanced	N/A	N/A	N/A	N/A	1.7	5	3.2	11	1.5	6		
Mastery *	N/A	N/A	N/A	N/A	21.5	65	17.4	59	13.8	54		
Basic	N/A	N/A	N/A	N/A	41.7	126	46.0	156	40.6	159		
Approaching Basic	N/A	N/A	N/A	N/A	17.2	52	20.1	68	21.2	83		
Unsatisfactory	N/A	N/A	N/A	N/A	17.9	54	13.3	45	23.0	90		
026068 Riverdale High School												
Advanced	N/A	N/A	N/A	N/A	0.4	1	1.5	3	0.4	1		
Mastery *	N/A	N/A	N/A	N/A	8.9	21	8.2	16	16.3	39		
Basic	N/A	N/A	N/A	N/A	49.2	116	42.8	83	47.5	114		
Approaching Basic	N/A	N/A	N/A	N/A	22.5	53	29.4	57	16.3	39		
Unsatisfactory	N/A	N/A	N/A	N/A	19.1	45	18.0	35	19.6	47		
026080 West Jefferson High School												
Advanced	N/A	N/A	N/A	N/A	0.6	3	0.0	0	0.2	1		
Mastery *	N/A	N/A	N/A	N/A	7.8	37	5.4	28	5.1	26		
Basic	N/A	N/A	N/A	N/A	39.9	189	29.2	150	30.3	155		
Approaching Basic	N/A	N/A	N/A	N/A	26.4	125	34.0	175	28.7	147		
Unsatisfactory	N/A	N/A	N/A	N/A	25.3	120	31.3	161	35.7	183		
026104 Jefferson Wetlands Marine Institute												
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	40.0	2	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	60.0	3	100.0	2		

~ = 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>
District												
Advanced	N/A	N/A	N/A	N/A	0.6	17	0.8	22	0.7	23		
Mastery *	N/A	N/A	N/A	N/A	9.4	274	9.9	277	8.6	268		
Basic	N/A	N/A	N/A	N/A	39.4	1,145	36.1	1,007	35.1	1,092		
Approaching Basic	N/A	N/A	N/A	N/A	25.4	737	27.5	769	26.3	819		
Unsatisfactory	N/A	N/A	N/A	N/A	25.1	730	25.7	718	29.2	907		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026010 Alfred Bonnabel High School												
Advanced	N/A	N/A	N/A	N/A	4.1	17	3.9	15	3.1	14		
Mastery *	N/A	N/A	N/A	N/A	8.0	33	8.9	34	9.8	44		
Basic	N/A	N/A	N/A	N/A	33.2	137	35.7	137	35.7	161		
Approaching Basic	N/A	N/A	N/A	N/A	13.8	57	15.9	61	16.2	73		
Unsatisfactory	N/A	N/A	N/A	N/A	40.9	169	35.7	137	35.3	159		
026022 East Jefferson High School												
Advanced	N/A	N/A	N/A	N/A	4.3	11	3.7	9	2.1	5		
Mastery *	N/A	N/A	N/A	N/A	12.0	31	6.6	16	12.8	31		
Basic	N/A	N/A	N/A	N/A	36.4	94	36.5	88	39.3	95		
Approaching Basic	N/A	N/A	N/A	N/A	15.5	40	13.3	32	16.9	41		
Unsatisfactory	N/A	N/A	N/A	N/A	31.8	82	39.8	96	28.9	70		
026023 John Ehret High School												
Advanced	N/A	N/A	N/A	N/A	2.8	17	2.3	14	3.3	23		
Mastery *	N/A	N/A	N/A	N/A	8.5	51	7.3	44	10.7	74		
Basic	N/A	N/A	N/A	N/A	32.7	196	30.9	185	34.0	235		
Approaching Basic	N/A	N/A	N/A	N/A	18.8	113	18.5	111	17.6	122		
Unsatisfactory	N/A	N/A	N/A	N/A	37.2	223	40.9	245	34.4	238		
026029 Fisher Middle/High School												
Advanced	N/A	N/A	N/A	N/A	4.9	4	2.6	2	4.4	3		
Mastery *	N/A	N/A	N/A	N/A	13.4	11	13.2	10	20.6	14		
Basic	N/A	N/A	N/A	N/A	57.3	47	39.5	30	42.6	29		
Approaching Basic	N/A	N/A	N/A	N/A	13.4	11	22.4	17	16.2	11		
Unsatisfactory	N/A	N/A	N/A	N/A	11.0	9	22.4	17	16.2	11		
026031 Grand Isle High School												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	42.9	3		
Mastery *	N/A	N/A	N/A	N/A	26.3	5	7.7	1	14.3	1		
Basic	N/A	N/A	N/A	N/A	52.6	10	30.8	4	42.9	3		
Approaching Basic	N/A	N/A	N/A	N/A	10.5	2	38.5	5	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	10.5	2	23.1	3	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026045 L.W. Higgins High School												
Advanced	N/A	N/A	N/A	N/A	0.2	1	1.2	5	1.8	9		
Mastery *	N/A	N/A	N/A	N/A	3.9	19	8.1	35	6.8	34		
Basic	N/A	N/A	N/A	N/A	23.0	113	30.6	132	31.9	160		
Approaching Basic	N/A	N/A	N/A	N/A	18.7	92	18.1	78	22.5	113		
Unsatisfactory	N/A	N/A	N/A	N/A	54.3	267	42.1	182	37.1	186		
026051 Grace King High School												
Advanced	N/A	N/A	N/A	N/A	7.3	22	8.3	28	11.4	45		
Mastery *	N/A	N/A	N/A	N/A	23.5	71	16.7	56	20.6	81		
Basic	N/A	N/A	N/A	N/A	31.1	94	36.3	122	32.0	126		
Approaching Basic	N/A	N/A	N/A	N/A	13.2	40	17.0	57	15.0	59		
Unsatisfactory	N/A	N/A	N/A	N/A	24.8	75	21.7	73	21.1	83		
026068 Riverdale High School												
Advanced	N/A	N/A	N/A	N/A	3.8	9	4.7	9	5.0	12		
Mastery *	N/A	N/A	N/A	N/A	9.7	23	11.4	22	17.8	43		
Basic	N/A	N/A	N/A	N/A	32.6	77	33.7	65	34.9	84		
Approaching Basic	N/A	N/A	N/A	N/A	14.0	33	19.7	38	19.1	46		
Unsatisfactory	N/A	N/A	N/A	N/A	39.8	94	30.6	59	23.2	56		
026080 West Jefferson High School												
Advanced	N/A	N/A	N/A	N/A	1.7	8	2.1	11	1.6	8		
Mastery *	N/A	N/A	N/A	N/A	6.6	31	6.1	32	6.9	35		
Basic	N/A	N/A	N/A	N/A	30.9	146	26.7	139	27.1	138		
Approaching Basic	N/A	N/A	N/A	N/A	18.2	86	20.3	106	21.8	111		
Unsatisfactory	N/A	N/A	N/A	N/A	42.7	202	44.7	233	42.6	217		
026104 Jefferson Wetlands Marine Institute												
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	20.0	1	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	80.0	4	100.0	2		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District												
Advanced	N/A	N/A	N/A	N/A	3.1	89	3.3	93	3.9	122		
Mastery *	N/A	N/A	N/A	N/A	9.5	275	8.9	250	11.5	357		
Basic	N/A	N/A	N/A	N/A	31.6	914	32.2	902	33.2	1,031		
Approaching Basic	N/A	N/A	N/A	N/A	16.4	474	18.1	506	18.5	576		
Unsatisfactory	N/A	N/A	N/A	N/A	39.4	1,140	37.4	1,048	32.9	1,022		
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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026010	Alfred Bonnabel High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.0	8	1.1	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	15.0	60	8.9	33		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	37.8	151	36.6	135		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.5	90	29.5	109		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	22.8	91	23.8	88		
026022	East Jefferson High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.3	6	1.0	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	12.1	31	12.9	27		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	37.9	97	35.4	74		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.1	49	26.8	56		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.5	73	23.9	50		
026023	John Ehret High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.0	11	1.9	10		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	12.6	68	11.2	60		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.4	164	38.2	205		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.0	135	25.7	138		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	30.0	162	23.1	124		
026029	Fisher Middle/High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.7	3	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	13.6	11	14.5	11		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	56.8	46	47.4	36		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	14.8	12	27.6	21		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	11.1	9	10.5	8		
026031	Grand Isle 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	7.7	1	9.1	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	53.8	7	54.5	6		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	38.5	5	18.2	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	18.2	2		

~ = 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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026045	L.W. Higgins High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.3	6	1.2	5		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	4.4	20	7.2	30		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.7	95	31.5	131		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.1	97	24.3	101		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	52.5	241	35.8	149		
026051	Grace King High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	7.5	22	3.6	12		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	19.9	58	17.3	58		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	36.6	107	45.5	153		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.8	55	18.2	61		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	17.1	50	15.5	52		
026068	Riverdale High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.9	6	1.1	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	17.6	36	14.6	26		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.7	85	43.3	77		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.2	31	24.2	43		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	22.5	46	16.9	30		
026080	West Jefferson High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.0	4	1.0	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.5	30	4.8	20		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	27.9	112	32.9	136		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.6	83	29.7	123		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	43.0	173	31.6	131		
026104	Jefferson Wetlands Marine Institute												
	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	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.5	66	1.5	39		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.9	315	10.4	266		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.6	864	37.4	953		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.0	557	25.7	654		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	31.9	845	24.9	634		
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	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026010	Alfred Bonnabel High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	2	0.8	3		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.3	29	9.9	35		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	52.0	208	46.6	165		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.0	84	20.9	74		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	19.3	77	21.8	77		
026022	East Jefferson High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.4	1	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.8	20	8.7	18		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.8	107	40.6	84		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.9	51	25.6	53		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	30.1	77	25.1	52		
026023	John Ehret High School												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.9	5	2.6	14		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.9	37	6.3	34		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	43.3	233	41.6	223		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.9	107	27.4	147		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.0	156	22.0	118		
026029	Fisher Middle/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	7.4	6	6.6	5		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	66.7	54	61.8	47		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.5	15	21.1	16		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	7.4	6	10.5	8		
026031	Grand Isle 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	7.7	1	9.1	1		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	53.8	7	45.5	5		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.4	2	27.3	3		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	23.1	3	18.2	2		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026045 L.W. Higgins High School												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.2	1	0.7	3		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	2.0	9	4.8	20		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.5	117	37.1	154		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.6	108	25.3	105		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	48.7	223	32.0	133		
026051 Grace King High School												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	4.8	14	3.0	10		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	19.5	57	16.4	55		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	49.0	143	46.6	156		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	13.0	38	18.2	61		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	13.7	40	15.8	53		
026068 Riverdale High School												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.0	4	0.6	1		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.3	23	12.4	22		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	48.8	99	47.8	85		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.2	37	23.6	42		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	19.7	40	15.7	28		
026080 West Jefferson High School												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	2	0.2	1		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.7	23	6.5	27		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.1	133	41.1	170		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	31.3	126	30.9	128		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.4	118	21.3	88		
026104 Jefferson Wetlands Marine Institute												
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	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.1	29	1.3	32		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.8	205	8.6	217		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	41.7	1,101	43.1	1,089		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.5	568	24.9	629		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	28.0	740	22.1	559		
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
026002	Airline Park Elementary School						
	Fourth Quartile	23.4	19.4	21.6	14.7	17.9	
	Third Quartile	17.0	27.8	32.4	17.6	33.9	
	Second Quartile	27.7	27.8	16.2	35.3	30.4	
	First Quartile	31.9	25.0	29.7	32.4	17.9	
	Percentile Rank	47	49	48	40	49	
026003	A.C. Alexander Elementary School						
	Fourth Quartile	14.1	21.8	38.2	26.4	25.7	
	Third Quartile	28.1	32.7	35.3	37.7	36.7	
	Second Quartile	32.8	34.5	14.7	22.6	30.3	
	First Quartile	25.0	10.9	11.8	13.2	7.3	
	Percentile Rank	46	53	66	57	61	
026004	Ames Elementary School						
	Fourth Quartile	0.0	6.1	0.0	0.0	1.6	
	Third Quartile	16.7	6.1	19.0	10.5	17.2	
	Second Quartile	33.3	45.5	38.1	28.9	37.5	
	First Quartile	50.0	42.4	42.9	60.5	43.8	
	Percentile Rank	28	28	30	24	30	
026005	J.J. Audubon Elementary School						
	Fourth Quartile	12.3	13.7	22.4	20.8	13.5	
	Third Quartile	20.0	27.4	42.1	28.3	20.3	
	Second Quartile	35.4	24.7	21.1	28.3	48.6	
	First Quartile	32.3	34.2	14.5	22.6	17.6	
	Percentile Rank	38	41	57	51	46	
026008	Alice M. Birney Elementary School						
	Fourth Quartile	38.5	32.1	29.4	46.1	37.3	
	Third Quartile	26.4	34.6	38.2	31.5	34.7	
	Second Quartile	20.9	25.9	27.9	19.1	20.0	
	First Quartile	14.3	7.4	4.4	3.4	8.0	
	Percentile Rank	63	62	64	72	68	

~ = 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
026009	Bissonet Plaza Elementary School						
	Fourth Quartile	16.2	25.9	33.3	32.1	15.4	
	Third Quartile	31.3	31.0	35.9	33.3	30.8	
	Second Quartile	21.2	28.4	20.5	25.6	30.8	
	First Quartile	31.3	14.7	10.3	9.0	23.1	
	Percentile Rank	47	57	64	63	48	
026012	Bridge City Elementary School						
	Fourth Quartile	4.8	1.8	4.1	9.0	1.3	
	Third Quartile	19.4	12.5	13.5	21.8	18.4	
	Second Quartile	35.5	32.1	32.4	38.5	40.8	
	First Quartile	40.3	53.6	50.0	30.8	39.5	
	Percentile Rank	32	25	27	37	30	
026013	Bridgedale Elementary School						
	Fourth Quartile	13.2	30.8	31.3	20.8	18.3	
	Third Quartile	32.1	23.1	16.7	33.3	46.5	
	Second Quartile	35.8	25.6	29.2	37.5	25.4	
	First Quartile	18.9	20.5	22.9	8.3	9.9	
	Percentile Rank	45	56	55	53	59	
026015	John Clancy Elementary School						
	Fourth Quartile	5.7	1.7	8.9	6.5	6.0	
	Third Quartile	24.5	17.2	28.9	21.7	22.4	
	Second Quartile	47.2	44.8	31.1	34.8	46.3	
	First Quartile	22.6	36.2	31.1	37.0	25.4	
	Percentile Rank	38	30	41	33	39	
026016	George Cox Elementary School						
	Fourth Quartile	8.5	6.7	1.8	0.0	6.5	
	Third Quartile	14.9	20.0	7.0	10.5	21.5	
	Second Quartile	34.0	31.1	38.6	28.9	31.2	
	First Quartile	42.6	42.2	52.6	60.5	40.9	
	Percentile Rank	30	30	21	20	32	

~ = 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
026020	Ella Dolhonde Elementary School						
	Fourth Quartile	4.9	18.4	10.3	20.0	16.0	
	Third Quartile	26.8	26.5	30.8	35.6	27.2	
	Second Quartile	36.6	28.6	43.6	26.7	34.6	
	First Quartile	31.7	26.5	15.4	17.8	22.2	
	Percentile Rank	37	46	45	55	46	
026021	Frederick Douglass Elementary School						
	Fourth Quartile	2.5	4.9	5.3	0.0	2.0	
	Third Quartile	20.0	9.8	15.8	9.1	15.7	
	Second Quartile	27.5	34.1	23.7	39.4	33.3	
	First Quartile	50.0	51.2	55.3	51.5	49.0	
	Percentile Rank	26	24	26	26	28	
026025	J.C. Ellis Elementary School						
	Fourth Quartile	21.3	5.2	12.7	17.5	14.1	
	Third Quartile	36.1	20.7	25.5	27.5	40.6	
	Second Quartile	26.2	51.7	38.2	35.0	34.4	
	First Quartile	16.4	22.4	23.6	20.0	10.9	
	Percentile Rank	54	37	45	50	53	
026026	Bonella A. St. Ville Elementary School						
	Fourth Quartile	0.0	2.0	1.9	2.0	0.0	
	Third Quartile	7.5	4.1	9.4	9.8	14.5	
	Second Quartile	11.3	24.5	18.9	31.4	22.6	
	First Quartile	81.1	69.4	69.8	56.9	62.9	
	Percentile Rank	13	17	18	21	20	
026027	Estelle Elementary School						
	Fourth Quartile	8.2	6.3	17.3	19.1	18.6	
	Third Quartile	26.8	24.0	32.7	30.3	34.1	
	Second Quartile	43.3	44.8	30.0	33.7	39.5	
	First Quartile	21.6	25.0	20.0	16.9	7.8	
	Percentile Rank	42	40	48	51	55	

~ = 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
026031	Grand Isle High School						
	Fourth Quartile	5.3	18.8	5.3	~	19.0	
	Third Quartile	21.1	25.0	36.8	~	42.9	
	Second Quartile	36.8	31.3	42.1	~	23.8	
	First Quartile	36.8	25.0	15.8	~	14.3	
	Percentile Rank	35	46	43	~	57	
026032	Green Park Elementary School						
	Fourth Quartile	17.5	38.9	29.7	25.0	36.1	
	Third Quartile	37.5	25.9	32.8	33.3	27.8	
	Second Quartile	20.0	22.2	23.4	22.2	23.6	
	First Quartile	25.0	13.0	14.1	19.4	12.5	
	Percentile Rank	51	64	60	54	62	
026033	Greenlawn Terrace Elementary School						
	Fourth Quartile	15.8	35.4	20.9	14.8	19.0	
	Third Quartile	35.1	35.4	25.6	38.9	47.6	
	Second Quartile	29.8	25.0	41.9	29.6	17.5	
	First Quartile	19.3	4.2	11.6	16.7	15.9	
	Percentile Rank	52	66	51	53	59	
026036	Shirley Johnson/Gretna Park Elementary School						
	Fourth Quartile	10.0	4.2	13.2	30.6	10.8	
	Third Quartile	13.3	6.9	25.0	27.8	35.1	
	Second Quartile	20.0	50.0	32.9	33.3	30.6	
	First Quartile	56.7	38.9	28.9	8.3	23.4	
	Percentile Rank	29	28	41	60	45	
026038	Harahan Elementary School						
	Fourth Quartile	8.7	24.6	27.5	28.6	47.6	
	Third Quartile	28.3	36.8	35.0	40.8	38.1	
	Second Quartile	50.0	33.3	37.5	22.4	11.1	
	First Quartile	13.0	5.3	0.0	8.2	3.2	
	Percentile Rank	47	61	63	61	72	

~ = Unavailable or insufficient data

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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
026040	William Hart Elementary School						
	Fourth Quartile	3.6	3.7	0.0	4.9	5.7	
	Third Quartile	21.8	24.1	10.7	11.5	17.1	
	Second Quartile	30.9	35.2	42.9	44.3	32.9	
	First Quartile	43.6	37.0	46.4	39.3	44.3	
	Percentile Rank	30	32	26	29	31	
026043	Hazel Park/Hilda Knoff School						
	Fourth Quartile	15.4	28.8	9.8	10.6	28.1	
	Third Quartile	27.7	25.8	23.5	19.1	33.3	
	Second Quartile	33.8	28.8	37.3	38.3	33.3	
	First Quartile	23.1	16.7	29.4	31.9	5.3	
	Percentile Rank	46	56	39	39	60	
026044	Phoebe Hearst School						
	Fourth Quartile	24.7	18.8	17.6	32.1	19.2	
	Third Quartile	22.4	39.1	35.3	28.3	34.3	
	Second Quartile	32.9	27.5	33.8	18.9	28.3	
	First Quartile	20.0	14.5	13.2	20.8	18.2	
	Percentile Rank	51	55	52	59	52	
026046	Homedale School						
	Fourth Quartile	10.5	6.9	6.7	12.5	8.9	
	Third Quartile	31.6	37.9	16.7	28.1	44.4	
	Second Quartile	26.3	13.8	43.3	31.3	33.3	
	First Quartile	31.6	41.4	33.3	28.1	13.3	
	Percentile Rank	41	39	33	43	48	
026047	Jefferson Elementary School						
	Fourth Quartile	18.4	17.2	21.7	25.7	18.3	
	Third Quartile	27.6	32.8	31.7	21.6	33.3	
	Second Quartile	31.6	31.0	31.7	24.3	38.7	
	First Quartile	22.4	19.0	15.0	28.4	9.7	
	Percentile Rank	48	51	54	51	55	

~ = Unavailable or insufficient data

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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
026050	Harold Keller Elementary School						
	Fourth Quartile	31.3	27.1	37.7	42.1	21.7	
	Third Quartile	25.4	29.2	24.5	21.1	39.8	
	Second Quartile	26.9	27.1	30.2	24.6	22.9	
	First Quartile	16.4	16.7	7.5	12.3	15.7	
	Percentile Rank	60	57	65	67	57	
026055	Lincoln Elementary School						
	Fourth Quartile	2.2	0.0	2.1	1.6	0.0	
	Third Quartile	10.9	2.8	10.6	6.6	16.7	
	Second Quartile	23.9	30.6	44.7	34.4	33.3	
	First Quartile	63.0	66.7	42.6	57.4	50.0	
	Percentile Rank	24	20	28	21	26	
026057	Live Oak Manor Elementary School						
	Fourth Quartile	18.9	13.9	8.8	18.2	31.1	
	Third Quartile	18.9	16.7	26.5	36.4	26.2	
	Second Quartile	35.1	47.2	35.3	27.3	32.8	
	First Quartile	27.0	22.2	29.4	18.2	9.8	
	Percentile Rank	46	42	40	52	59	
026060	Rudolph Matas School						
	Fourth Quartile	25.8	32.8	36.8	27.6	31.9	
	Third Quartile	35.5	32.8	31.6	39.7	24.6	
	Second Quartile	33.9	25.9	22.8	13.8	24.6	
	First Quartile	4.8	8.6	8.8	19.0	18.8	
	Percentile Rank	61	64	66	60	59	
026061	McDonogh #26 Elementary School						
	Fourth Quartile	7.3	5.7	5.4	9.8	15.9	
	Third Quartile	12.2	25.7	18.9	31.7	27.3	
	Second Quartile	24.4	37.1	51.4	41.5	31.8	
	First Quartile	56.1	31.4	24.3	17.1	25.0	
	Percentile Rank	28	38	35	44	43	

~ = Unavailable or insufficient data

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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
026063	Metairie Grammar School						
	Fourth Quartile	24.4	17.9	28.2	21.6	25.0	
	Third Quartile	29.3	30.8	23.1	35.1	33.3	
	Second Quartile	36.6	30.8	41.0	24.3	16.7	
	First Quartile	9.8	20.5	7.7	18.9	25.0	
	Percentile Rank	59	49	56	56	54	
026064	Kate Middleton Elementary						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	12.8	
	Second Quartile	~	~	~	~	29.8	
	First Quartile	~	~	~	~	57.4	
	Percentile Rank	~	~	~	~	22	
026065	Vic A. Pitre Elementary School						
	Fourth Quartile	6.3	13.9	11.5	15.1	20.7	
	Third Quartile	20.6	26.4	36.1	23.3	39.1	
	Second Quartile	30.2	33.3	39.3	43.8	28.7	
	First Quartile	42.9	26.4	13.1	17.8	11.5	
	Percentile Rank	34	45	50	45	56	
026066	Ella C. Pittman Elementary School						
	Fourth Quartile	14.0	19.6	24.6	19.0	22.1	
	Third Quartile	27.2	26.8	27.1	34.0	41.9	
	Second Quartile	43.0	29.5	30.5	39.0	24.3	
	First Quartile	15.8	24.1	17.8	8.0	11.8	
	Percentile Rank	48	49	53	55	58	
026067	Norbert Rillieux Elementary School						
	Fourth Quartile	2.6	0.0	14.3	5.1	5.1	
	Third Quartile	17.9	20.5	16.7	12.8	38.5	
	Second Quartile	28.2	43.2	52.4	41.0	38.5	
	First Quartile	51.3	36.4	16.7	41.0	17.9	
	Percentile Rank	29	32	43	30	43	

~ = Unavailable or insufficient data

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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
026069	Marie B. Riviere Elementary School						
	Fourth Quartile	33.3	15.4	29.2	26.1	22.0	
	Third Quartile	33.3	38.5	37.5	30.4	36.6	
	Second Quartile	18.2	30.8	29.2	26.1	29.3	
	First Quartile	15.2	15.4	4.2	17.4	12.2	
	Percentile Rank	60	50	60	56	56	
026072	L.W. Ruppel Elementary School						
	Fourth Quartile	1.1	0.0	1.4	1.3	0.0	
	Third Quartile	12.4	7.7	1.4	6.7	9.3	
	Second Quartile	30.3	21.8	34.7	40.0	26.8	
	First Quartile	56.2	70.5	62.5	52.0	63.9	
	Percentile Rank	24	18	20	23	21	
026073	Walter G. Schneckenburger Elem School						
	Fourth Quartile	20.9	25.0	27.1	20.4	21.9	
	Third Quartile	28.4	30.6	20.3	31.5	21.9	
	Second Quartile	29.9	34.7	25.4	33.3	35.9	
	First Quartile	20.9	9.7	27.1	14.8	20.3	
	Percentile Rank	51	56	56	54	50	
026074	Catherine Strehle Elementary School						
	Fourth Quartile	6.5	8.6	15.6	12.8	21.9	
	Third Quartile	32.3	28.6	37.8	30.8	39.7	
	Second Quartile	41.9	54.3	42.2	38.5	35.6	
	First Quartile	19.4	8.6	4.4	17.9	2.7	
	Percentile Rank	43	47	53	48	60	
026075	Terrytown Elementary School						
	Fourth Quartile	15.6	12.2	8.7	12.3	9.4	
	Third Quartile	26.0	17.6	21.7	16.0	30.2	
	Second Quartile	37.7	32.4	36.2	37.0	30.2	
	First Quartile	20.8	37.8	33.3	34.6	30.2	
	Percentile Rank	47	37	36	36	41	

~ = Unavailable or insufficient data

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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
026077	Waggaman Special School						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	0.0	~	~	~	
	Second Quartile	33.3	0.0	~	~	~	
	First Quartile	66.7	100.0	~	~	~	
	Percentile Rank	11	4	~	~	~	
026078	Miller Wall Elementary School						
	Fourth Quartile	9.2	1.1	3.8	7.0	14.4	
	Third Quartile	23.7	13.3	21.3	30.2	17.8	
	Second Quartile	23.7	35.6	31.3	41.9	37.8	
	First Quartile	43.4	50.0	43.8	20.9	30.0	
	Percentile Rank	34	26	29	42	40	
026079	Washington Elementary School						
	Fourth Quartile	0.0	0.0	8.7	7.4	2.7	
	Third Quartile	33.3	26.1	17.4	14.8	29.7	
	Second Quartile	42.9	30.4	52.2	37.0	54.1	
	First Quartile	23.8	43.5	21.7	40.7	13.5	
	Percentile Rank	36	27	36	34	41	
026081	Joseph S. Maggiore Sr. Elementary School						
	Fourth Quartile	0.0	2.1	7.7	2.2	6.0	
	Third Quartile	12.2	29.8	23.1	10.9	22.4	
	Second Quartile	37.8	42.6	42.3	39.1	40.3	
	First Quartile	50.0	25.5	26.9	47.8	31.3	
	Percentile Rank	27	37	36	28	35	
026082	Westwego Elementary School						
	Fourth Quartile	16.2	0.0	7.9	10.7	1.7	
	Third Quartile	8.1	21.1	13.2	14.3	13.3	
	Second Quartile	35.1	26.3	39.5	46.4	51.7	
	First Quartile	40.5	52.6	39.5	28.6	33.3	
	Percentile Rank	36	27	31	37	31	

~ = Unavailable or insufficient data

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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
026083	Woodland West Elementary School						
	Fourth Quartile	16.7	9.2	5.8	12.5	10.8	
	Third Quartile	21.9	18.4	25.2	21.4	23.3	
	Second Quartile	33.3	39.8	33.0	32.1	33.3	
	First Quartile	28.1	32.7	35.9	33.9	32.5	
	Percentile Rank	45	36	35	39	38	
026084	G.T. Woods Elementary School						
	Fourth Quartile	6.1	40.7	15.2	0.0	32.4	
	Third Quartile	27.3	25.9	18.2	48.0	55.9	
	Second Quartile	39.4	25.9	30.3	48.0	8.8	
	First Quartile	27.3	7.4	36.4	4.0	2.9	
	Percentile Rank	39	64	40	50	66	
026087	Paul J. Solis Elementary School						
	Fourth Quartile	26.3	27.8	21.5	31.5	18.4	
	Third Quartile	21.1	35.1	25.2	29.6	43.2	
	Second Quartile	34.7	28.9	38.3	28.7	24.8	
	First Quartile	17.9	8.2	15.0	10.2	13.6	
	Percentile Rank	52	60	52	60	55	
026088	Woodmere Elementary School						
	Fourth Quartile	6.3	5.6	9.0	3.5	5.6	
	Third Quartile	24.3	12.7	16.6	17.5	30.6	
	Second Quartile	34.2	37.3	35.2	38.6	32.4	
	First Quartile	35.1	44.4	39.3	40.4	31.5	
	Percentile Rank	37	29	33	30	38	
026089	Chateau Estates Elementary School						
	Fourth Quartile	26.3	26.9	27.7	19.8	23.6	
	Third Quartile	32.8	26.1	34.8	37.7	37.4	
	Second Quartile	16.8	32.8	25.9	30.2	26.8	
	First Quartile	24.1	14.3	11.6	12.3	12.2	
	Percentile Rank	56	56	59	55	60	

~ = Unavailable or insufficient data

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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
026093	Lucille Cherbonnier Elementary School						
	Fourth Quartile	2.5	5.6	8.3	3.9	5.7	
	Third Quartile	11.4	9.3	20.0	31.4	24.3	
	Second Quartile	30.4	35.2	36.7	33.3	24.3	
	First Quartile	55.7	50.0	35.0	31.4	45.7	
	Percentile Rank	25	27	35	37	32	
026094	Joshua Butler Elementary School						
	Fourth Quartile	1.4	6.1	1.7	11.5	3.9	
	Third Quartile	15.9	20.4	30.0	31.1	27.3	
	Second Quartile	40.6	40.8	41.7	37.7	44.2	
	First Quartile	42.0	32.7	26.7	19.7	24.7	
	Percentile Rank	32	35	38	45	39	
026096	Geraldine Boudreaux Elementary School						
	Fourth Quartile	18.4	13.7	15.7	11.8	17.6	
	Third Quartile	30.1	26.3	30.6	19.4	39.6	
	Second Quartile	20.4	34.7	33.3	35.5	26.4	
	First Quartile	31.1	25.3	20.4	33.3	16.5	
	Percentile Rank	45	43	47	38	52	
026097	Jean Lafitte Elementary School						
	Fourth Quartile	13.6	11.5	20.7	16.7	20.9	
	Third Quartile	35.6	23.1	37.9	29.2	25.4	
	Second Quartile	23.7	30.8	22.4	29.2	32.8	
	First Quartile	27.1	34.6	19.0	25.0	20.9	
	Percentile Rank	44	39	53	45	50	
026098	Congetta Trippe Janet Elementary School						
	Fourth Quartile	10.9	15.1	17.2	20.4	24.6	
	Third Quartile	30.5	28.6	25.0	37.9	34.9	
	Second Quartile	35.9	26.9	36.7	27.2	27.8	
	First Quartile	22.7	29.4	21.1	14.6	12.7	
	Percentile Rank	45	44	46	56	57	

~ = Unavailable or insufficient data

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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	13.7	14.7	15.9	16.5	15.8	
	Third Quartile	24.2	23.8	25.4	25.8	30.3	
	Second Quartile	31.1	33.0	33.2	32.3	31.2	
	First Quartile	31.1	28.5	25.6	25.4	22.7	
	Percentile Rank	42	43	45	46	47	
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

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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
026002	Airline Park Elementary School						
	Fourth Quartile	16.2	9.1	18.9	13.5	17.0	
	Third Quartile	29.7	33.3	32.4	32.4	36.2	
	Second Quartile	32.4	30.3	37.8	37.8	36.2	
	First Quartile	21.6	27.3	10.8	16.2	10.6	
	Percentile Rank	47	44	52	50	52	
026003	A.C. Alexander Elementary School						
	Fourth Quartile	38.2	15.4	44.2	32.1	31.6	
	Third Quartile	20.0	40.4	30.2	45.3	45.6	
	Second Quartile	23.6	34.6	20.9	20.8	19.0	
	First Quartile	18.2	9.6	4.7	1.9	3.8	
	Percentile Rank	60	53	66	64	65	
026004	Ames Elementary School						
	Fourth Quartile	4.5	14.3	11.8	20.0	6.0	
	Third Quartile	27.3	25.0	52.9	30.0	42.0	
	Second Quartile	45.5	53.6	29.4	40.0	34.0	
	First Quartile	22.7	7.1	5.9	10.0	18.0	
	Percentile Rank	43	48	55	53	45	
026005	J.J. Audubon Elementary School						
	Fourth Quartile	15.5	12.5	14.6	26.9	19.8	
	Third Quartile	19.7	31.3	45.8	30.8	30.8	
	Second Quartile	33.8	40.6	31.3	34.6	38.5	
	First Quartile	31.0	15.6	8.3	7.7	11.0	
	Percentile Rank	45	48	53	59	53	
026008	Alice M.Birney Elementary School						
	Fourth Quartile	22.5	27.5	31.6	32.8	24.4	
	Third Quartile	33.8	35.0	39.5	35.8	37.2	
	Second Quartile	26.8	28.8	18.4	25.4	32.1	
	First Quartile	16.9	8.8	10.5	6.0	6.4	
	Percentile Rank	56	59	64	63	60	

~ = 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
026009	Bissonet Plaza Elementary School						
	Fourth Quartile	42.4	44.5	42.1	29.0	50.0	
	Third Quartile	30.4	27.3	36.8	38.3	24.0	
	Second Quartile	20.7	22.7	21.1	28.0	21.0	
	First Quartile	6.5	5.5	0.0	4.7	5.0	
	Percentile Rank	67	69	73	63	72	
026012	Bridge City Elementary School						
	Fourth Quartile	8.6	5.9	3.9	3.7	10.1	
	Third Quartile	6.9	19.6	29.4	27.8	30.4	
	Second Quartile	53.4	23.5	35.3	50.0	46.4	
	First Quartile	31.0	51.0	31.4	18.5	13.0	
	Percentile Rank	36	31	38	43	47	
026013	Bridgedale Elementary School						
	Fourth Quartile	12.5	16.3	18.4	20.0	26.4	
	Third Quartile	37.5	30.6	28.6	43.3	35.8	
	Second Quartile	30.0	30.6	40.8	30.0	28.3	
	First Quartile	20.0	22.4	12.2	6.7	9.4	
	Percentile Rank	51	50	54	57	62	
026015	John Clancy Elementary School						
	Fourth Quartile	11.1	10.5	6.1	0.0	5.7	
	Third Quartile	28.9	21.1	33.3	35.1	20.8	
	Second Quartile	35.6	34.2	54.5	51.4	62.3	
	First Quartile	24.4	34.2	6.1	13.5	11.3	
	Percentile Rank	46	38	46	42	42	
026016	George Cox Elementary School						
	Fourth Quartile	6.8	0.0	5.0	7.5	1.2	
	Third Quartile	11.9	12.0	22.5	27.5	20.9	
	Second Quartile	28.8	44.0	42.5	27.5	44.2	
	First Quartile	52.5	44.0	30.0	37.5	33.7	
	Percentile Rank	28	27	36	40	32	

~ = Unavailable or insufficient data

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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
026019	Deckbar School						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	6.7	
	Second Quartile	~	~	~	~	26.7	
	First Quartile	~	~	~	~	66.7	
	Percentile Rank	~	~	~	~	19	
026020	Ella Dolhonde Elementary School						
	Fourth Quartile	10.3	5.0	17.1	8.9	9.4	
	Third Quartile	15.4	30.0	28.6	23.2	29.7	
	Second Quartile	41.0	50.0	42.9	42.9	40.6	
	First Quartile	33.3	15.0	11.4	25.0	20.3	
	Percentile Rank	39	41	51	42	45	
026021	Frederick Douglass Elementary School						
	Fourth Quartile	0.0	4.3	5.4	3.3	7.0	
	Third Quartile	10.0	8.7	8.1	13.3	12.3	
	Second Quartile	43.3	21.7	35.1	60.0	38.6	
	First Quartile	46.7	65.2	51.4	23.3	42.1	
	Percentile Rank	25	23	29	35	32	
026025	J.C. Ellis Elementary School						
	Fourth Quartile	19.4	24.6	21.7	14.3	22.1	
	Third Quartile	32.3	29.5	43.5	26.5	36.8	
	Second Quartile	35.5	34.4	26.1	42.9	29.4	
	First Quartile	12.9	11.5	8.7	16.3	11.8	
	Percentile Rank	54	55	57	47	56	
026026	Bonella A. St. Ville Elementary School						
	Fourth Quartile	0.0	5.1	3.4	3.4	1.9	
	Third Quartile	6.1	15.4	6.9	6.9	9.6	
	Second Quartile	30.3	20.5	37.9	37.9	44.2	
	First Quartile	63.6	59.0	51.7	51.7	44.2	
	Percentile Rank	20	25	26	26	29	

~ = Unavailable or insufficient data

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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
026027	Estelle Elementary School						
	Fourth Quartile	8.9	9.5	6.8	13.7	15.1	
	Third Quartile	25.2	36.9	37.5	26.3	45.9	
	Second Quartile	37.4	41.7	44.3	47.4	31.4	
	First Quartile	28.5	11.9	11.4	12.6	7.5	
	Percentile Rank	40	48	49	45	57	
026031	Grand Isle High School						
	Fourth Quartile	8.3	7.1	14.3	7.7	14.3	
	Third Quartile	8.3	28.6	14.3	53.8	23.8	
	Second Quartile	58.3	64.3	42.9	38.5	57.1	
	First Quartile	25.0	0.0	28.6	0.0	4.8	
	Percentile Rank	37	48	43	53	53	
026032	Green Park Elementary School						
	Fourth Quartile	22.8	32.9	9.8	28.3	31.6	
	Third Quartile	21.1	28.8	31.7	35.8	36.8	
	Second Quartile	42.1	28.8	43.9	28.3	21.1	
	First Quartile	14.0	9.6	14.6	7.5	10.5	
	Percentile Rank	53	60	49	61	65	
026033	Greenlawn Terrace Elementary School						
	Fourth Quartile	22.7	19.0	13.5	27.1	17.9	
	Third Quartile	29.5	38.1	25.0	43.8	37.5	
	Second Quartile	31.8	35.7	55.8	18.8	23.2	
	First Quartile	15.9	7.1	5.8	10.4	21.4	
	Percentile Rank	52	57	51	61	53	
026036	Shirley Johnson/Gretna Park Elementary School						
	Fourth Quartile	3.8	12.1	13.3	3.2	17.8	
	Third Quartile	12.7	12.1	21.7	17.5	15.6	
	Second Quartile	35.4	42.4	38.3	47.6	41.1	
	First Quartile	48.1	33.3	26.7	31.7	25.6	
	Percentile Rank	29	37	44	35	44	

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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
026038	Harahan Elementary School						
	Fourth Quartile	29.3	22.0	24.4	32.7	25.0	
	Third Quartile	41.5	30.0	42.2	41.8	53.8	
	Second Quartile	22.0	38.0	28.9	21.8	13.5	
	First Quartile	7.3	10.0	4.4	3.6	7.7	
	Percentile Rank	62	55	58	65	64	
026040	William Hart Elementary School						
	Fourth Quartile	4.2	0.0	2.3	4.7	4.3	
	Third Quartile	8.3	20.8	22.7	14.0	0.0	
	Second Quartile	31.3	43.4	31.8	34.9	45.7	
	First Quartile	56.3	35.8	43.2	46.5	50.0	
	Percentile Rank	26	33	32	28	25	
026043	Hazel Park/Hilda Knoff School						
	Fourth Quartile	27.3	26.9	30.6	35.4	32.7	
	Third Quartile	30.9	28.8	26.5	33.3	36.5	
	Second Quartile	30.9	28.8	30.6	22.9	21.2	
	First Quartile	10.9	15.4	12.2	8.3	9.6	
	Percentile Rank	60	57	58	64	62	
026044	Phoebe Hearst School						
	Fourth Quartile	28.0	20.5	21.3	18.8	16.0	
	Third Quartile	25.3	32.9	29.5	32.8	38.3	
	Second Quartile	33.3	28.8	36.1	42.2	30.9	
	First Quartile	13.3	17.8	13.1	6.3	14.9	
	Percentile Rank	55	53	53	54	52	
026046	Homedale School						
	Fourth Quartile	6.3	8.7	16.7	9.4	5.3	
	Third Quartile	9.4	26.1	8.3	25.0	21.1	
	Second Quartile	28.1	34.8	16.7	50.0	39.5	
	First Quartile	56.3	30.4	58.3	15.6	34.2	
	Percentile Rank	29	40	34	45	35	

~ = Unavailable or insufficient data

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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
026047	Jefferson Elementary School						
	Fourth Quartile	26.3	33.3	27.7	16.4	23.9	
	Third Quartile	28.1	29.8	31.9	41.8	33.8	
	Second Quartile	36.8	26.3	29.8	25.5	40.8	
	First Quartile	8.8	10.5	10.6	16.4	1.4	
	Percentile Rank	58	60	59	52	59	
026050	Harold Keller Elementary School						
	Fourth Quartile	56.9	40.6	32.7	27.9	32.3	
	Third Quartile	13.8	29.0	23.1	32.6	29.0	
	Second Quartile	22.4	23.2	32.7	30.2	27.4	
	First Quartile	6.9	7.2	11.5	9.3	11.3	
	Percentile Rank	73	67	60	60	60	
026055	Lincoln Elementary School						
	Fourth Quartile	0.0	0.0	4.2	0.0	0.0	
	Third Quartile	4.3	9.1	12.5	9.1	16.0	
	Second Quartile	30.4	36.4	41.7	30.3	50.0	
	First Quartile	65.2	54.5	41.7	60.6	34.0	
	Percentile Rank	20	22	34	23	31	
026057	Live Oak Manor Elementary School						
	Fourth Quartile	32.5	21.6	32.3	29.6	27.5	
	Third Quartile	35.0	35.1	41.9	59.3	40.0	
	Second Quartile	27.5	24.3	22.6	11.1	25.0	
	First Quartile	5.0	18.9	3.2	0.0	7.5	
	Percentile Rank	66	52	67	70	61	
026060	Rudolph Matas School						
	Fourth Quartile	47.4	21.9	35.8	31.5	47.6	
	Third Quartile	35.1	35.9	35.8	33.3	33.3	
	Second Quartile	10.5	23.4	24.5	29.6	12.7	
	First Quartile	7.0	18.8	3.8	5.6	6.3	
	Percentile Rank	71	54	63	64	72	

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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
026061	McDonogh #26 Elementary School						
	Fourth Quartile	14.3	9.7	12.0	2.8	11.4	
	Third Quartile	20.0	25.8	28.0	30.6	31.8	
	Second Quartile	34.3	41.9	28.0	50.0	43.2	
	First Quartile	31.4	22.6	32.0	16.7	13.6	
	Percentile Rank	41	43	42	41	50	
026063	Metairie Grammar School						
	Fourth Quartile	47.1	20.7	34.2	36.2	23.4	
	Third Quartile	26.5	44.8	39.5	36.2	46.8	
	Second Quartile	5.9	24.1	18.4	21.3	23.4	
	First Quartile	20.6	10.3	7.9	6.4	6.4	
	Percentile Rank	66	55	65	66	61	
026064	Kate Middleton Elementary						
	Fourth Quartile	~	~	~	~	2.9	
	Third Quartile	~	~	~	~	5.9	
	Second Quartile	~	~	~	~	32.4	
	First Quartile	~	~	~	~	58.8	
	Percentile Rank	~	~	~	~	25	
026065	Vic A. Pitre Elementary School						
	Fourth Quartile	7.8	8.2	11.7	14.1	14.5	
	Third Quartile	16.9	30.1	38.3	26.6	42.0	
	Second Quartile	42.9	38.4	36.7	45.3	39.1	
	First Quartile	32.5	23.3	13.3	14.1	4.3	
	Percentile Rank	37	42	50	47	58	
026066	Ella C. Pittman Elementary School						
	Fourth Quartile	23.2	25.8	25.8	23.4	26.7	
	Third Quartile	28.6	30.1	38.7	40.2	28.2	
	Second Quartile	27.7	35.5	26.9	28.0	32.1	
	First Quartile	20.5	8.6	8.6	8.4	13.0	
	Percentile Rank	51	58	58	58	57	

~ = Unavailable or insufficient data

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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
026067	Norbert Rillieux Elementary School						
	Fourth Quartile	0.0	4.3	6.3	0.0	9.3	
	Third Quartile	19.2	25.5	9.4	5.9	27.9	
	Second Quartile	42.3	34.0	59.4	29.4	41.9	
	First Quartile	38.5	36.2	25.0	64.7	20.9	
	Percentile Rank	33	34	37	23	42	
026069	Marie B. Riviere Elementary School						
	Fourth Quartile	22.4	19.0	32.1	26.9	31.7	
	Third Quartile	32.7	31.0	35.7	53.8	43.9	
	Second Quartile	28.6	35.7	32.1	19.2	19.5	
	First Quartile	16.3	14.3	0.0	0.0	4.9	
	Percentile Rank	53	53	66	64	68	
026072	L.W. Ruppel Elementary School						
	Fourth Quartile	5.9	2.0	7.5	7.5	9.1	
	Third Quartile	8.8	14.0	18.9	22.4	14.1	
	Second Quartile	19.1	22.0	49.1	28.4	38.4	
	First Quartile	66.2	62.0	24.5	41.8	38.4	
	Percentile Rank	23	23	38	36	33	
026073	Walter G. Schneckenburger Elem School						
	Fourth Quartile	18.0	31.4	43.1	45.8	35.6	
	Third Quartile	34.0	29.4	29.2	32.2	27.1	
	Second Quartile	30.0	29.4	26.2	20.3	28.8	
	First Quartile	18.0	9.8	1.5	1.7	8.5	
	Percentile Rank	50	61	71	70	65	
026074	Catherine Strehle Elementary School						
	Fourth Quartile	0.0	6.8	10.7	5.6	12.9	
	Third Quartile	13.6	25.0	28.6	30.6	37.1	
	Second Quartile	50.0	31.8	46.4	30.6	37.1	
	First Quartile	36.4	36.4	14.3	33.3	12.9	
	Percentile Rank	30	35	46	40	50	

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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
026075	Terrytown Elementary School						
	Fourth Quartile	9.7	10.1	22.6	12.1	18.6	
	Third Quartile	25.8	30.4	17.7	28.8	20.9	
	Second Quartile	43.5	24.6	38.7	31.8	43.0	
	First Quartile	21.0	34.8	21.0	27.3	17.4	
	Percentile Rank	43	40	48	43	48	
026077	Waggaman Special School						
	Fourth Quartile	0.0	0.0	~	~	0.0	
	Third Quartile	0.0	0.0	~	~	0.0	
	Second Quartile	14.3	0.0	~	~	11.1	
	First Quartile	85.7	100.0	~	~	88.9	
	Percentile Rank	9	2	~	~	9	
026078	Miller Wall Elementary School						
	Fourth Quartile	5.5	4.8	6.6	4.7	6.5	
	Third Quartile	8.8	14.3	22.4	21.9	30.1	
	Second Quartile	50.5	39.3	39.5	50.0	46.2	
	First Quartile	35.2	41.7	31.6	23.4	17.2	
	Percentile Rank	33	33	37	37	42	
026079	Washington Elementary School						
	Fourth Quartile	8.3	10.5	0.0	0.0	11.1	
	Third Quartile	25.0	31.6	41.2	28.6	25.9	
	Second Quartile	16.7	52.6	41.2	64.3	44.4	
	First Quartile	50.0	5.3	17.6	7.1	18.5	
	Percentile Rank	34	47	45	40	45	
026081	Joseph S. Maggiore Sr. Elementary School						
	Fourth Quartile	4.3	4.9	4.9	2.1	1.5	
	Third Quartile	17.0	36.6	31.7	22.9	10.3	
	Second Quartile	34.0	43.9	48.8	43.8	58.8	
	First Quartile	44.7	14.6	14.6	31.3	29.4	
	Percentile Rank	33	43	43	36	32	

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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
026082	Westwego Elementary School						
	Fourth Quartile	4.4	3.4	3.8	3.4	9.5	
	Third Quartile	17.8	17.2	15.4	24.1	23.8	
	Second Quartile	35.6	31.0	69.2	41.4	47.6	
	First Quartile	42.2	48.3	11.5	31.0	19.0	
	Percentile Rank	31	28	38	36	44	
026083	Woodland West Elementary School						
	Fourth Quartile	9.2	9.8	18.1	15.6	14.8	
	Third Quartile	20.7	21.7	22.2	22.0	33.3	
	Second Quartile	32.2	29.3	37.5	42.2	27.8	
	First Quartile	37.9	39.1	22.2	20.2	24.1	
	Percentile Rank	38	37	47	45	47	
026084	G.T. Woods Elementary School						
	Fourth Quartile	0.0	0.0	3.8	10.0	18.6	
	Third Quartile	15.0	14.8	53.8	33.3	46.5	
	Second Quartile	45.0	77.8	34.6	40.0	30.2	
	First Quartile	40.0	7.4	7.7	16.7	4.7	
	Percentile Rank	31	38	52	45	60	
026087	Paul J. Solis Elementary School						
	Fourth Quartile	23.4	17.9	29.2	15.2	18.0	
	Third Quartile	28.7	32.1	34.8	29.5	32.8	
	Second Quartile	28.7	34.5	30.3	34.8	32.8	
	First Quartile	19.1	15.5	5.6	20.5	16.4	
	Percentile Rank	52	52	60	48	51	
026088	Woodmere Elementary School						
	Fourth Quartile	5.6	5.8	5.3	1.6	9.2	
	Third Quartile	16.7	17.4	23.2	14.0	15.0	
	Second Quartile	34.1	39.1	41.1	36.4	43.8	
	First Quartile	43.7	37.7	30.5	48.1	32.0	
	Percentile Rank	34	33	37	27	36	

~ = Unavailable or insufficient data

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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
026089	Chateau Estates Elementary School						
	Fourth Quartile	28.3	29.6	20.8	36.4	30.1	
	Third Quartile	26.5	36.7	37.7	24.5	33.6	
	Second Quartile	29.2	26.5	22.6	26.4	28.3	
	First Quartile	15.9	7.1	18.9	12.7	8.0	
	Percentile Rank	57	61	54	63	61	
026093	Lucille Cherbonnier Elementary School						
	Fourth Quartile	1.4	3.6	1.7	6.9	8.0	
	Third Quartile	21.4	23.2	23.3	12.1	26.7	
	Second Quartile	30.0	37.5	51.7	48.3	41.3	
	First Quartile	47.1	35.7	23.3	32.8	24.0	
	Percentile Rank	31	34	38	33	42	
026094	Joshua Butler Elementary School						
	Fourth Quartile	9.5	4.6	7.1	9.8	9.1	
	Third Quartile	23.8	24.6	28.6	31.4	23.9	
	Second Quartile	33.3	46.2	42.9	41.2	46.6	
	First Quartile	33.3	24.6	21.4	17.6	20.5	
	Percentile Rank	40	40	43	46	42	
026096	Geraldine Boudreaux Elementary School						
	Fourth Quartile	19.4	11.2	20.2	16.7	20.9	
	Third Quartile	31.5	28.0	31.5	15.6	26.1	
	Second Quartile	30.6	30.8	27.0	47.8	40.0	
	First Quartile	18.5	29.9	21.3	20.0	13.0	
	Percentile Rank	51	41	51	44	53	
026097	Jean Lafitte Elementary School						
	Fourth Quartile	10.2	16.9	18.6	10.4	18.8	
	Third Quartile	25.4	28.6	32.6	33.3	31.8	
	Second Quartile	28.8	19.5	41.9	22.9	37.6	
	First Quartile	35.6	35.1	7.0	33.3	11.8	
	Percentile Rank	40	45	53	41	54	

~ = 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
026098	Congetta Trippe Janet Elementary School						
	Fourth Quartile	12.5	16.5	14.6	13.7	16.7	
	Third Quartile	29.2	32.2	32.0	24.2	31.7	
	Second Quartile	32.5	33.9	36.9	48.4	38.9	
	First Quartile	25.8	17.4	16.5	13.7	12.7	
	Percentile Rank	44	48	47	47	52	
District							
	Fourth Quartile	16.4	15.7	18.0	16.7	17.6	
	Third Quartile	22.7	27.1	30.1	28.4	29.3	
	Second Quartile	32.6	33.3	35.3	35.6	35.6	
	First Quartile	28.4	23.9	16.6	19.3	17.5	
	Percentile Rank	45	46	51	48	50	
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
026001	John Q. Adams Middle School						
	Fourth Quartile	23.0	19.1	18.3	24.1	20.3	
	Third Quartile	17.7	26.4	28.9	28.3	25.2	
	Second Quartile	24.3	36.4	33.6	29.5	29.4	
	First Quartile	35.0	18.2	19.1	18.1	25.2	
	Percentile Rank	45	50	51	55	49	
026012	Bridge City Elementary School						
	Fourth Quartile	4.3	14.6	10.8	4.3	4.3	
	Third Quartile	21.3	9.8	13.5	32.6	23.2	
	Second Quartile	34.0	48.8	48.6	47.8	53.6	
	First Quartile	40.4	26.8	27.0	15.2	18.8	
	Percentile Rank	33	39	39	44	40	
026016	George Cox Elementary School						
	Fourth Quartile	6.8	20.5	5.6	8.7	10.4	
	Third Quartile	30.5	20.5	16.7	17.4	26.9	
	Second Quartile	37.3	34.1	41.7	47.8	28.4	
	First Quartile	25.4	25.0	36.1	26.1	34.3	
	Percentile Rank	42	47	34	41	38	
026017	Helen Cox Junior High School						
	Fourth Quartile	~	~	10.3	0.0	4.9	
	Third Quartile	~	~	17.2	14.7	7.3	
	Second Quartile	~	~	27.6	38.2	31.7	
	First Quartile	~	~	44.8	47.1	56.1	
	Percentile Rank	~	~	33	28	23	
026019	Deckbar School						
	Fourth Quartile	0.0	~	~	~	0.0	
	Third Quartile	0.0	~	~	~	0.0	
	Second Quartile	0.0	~	~	~	20.0	
	First Quartile	100.0	~	~	~	80.0	
	Percentile Rank	9	~	~	~	10	

~ = Unavailable or insufficient data

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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
026021	Frederick Douglass Elementary School						
	Fourth Quartile	3.0	2.9	7.1	3.2	1.7	
	Third Quartile	9.1	22.9	10.7	16.1	10.0	
	Second Quartile	39.4	42.9	53.6	41.9	33.3	
	First Quartile	48.5	31.4	28.6	38.7	55.0	
	Percentile Rank	30	35	36	34	25	
026024	Ellender Middle School						
	Fourth Quartile	11.5	11.6	12.2	8.3	7.8	
	Third Quartile	17.5	16.8	26.4	19.3	15.6	
	Second Quartile	26.8	30.5	29.1	35.8	32.1	
	First Quartile	44.2	41.1	32.3	36.7	44.5	
	Percentile Rank	35	37	41	36	32	
026026	Bonella A. St. Ville Elementary School						
	Fourth Quartile	9.1	3.6	~	~	~	
	Third Quartile	18.2	7.1	~	~	~	
	Second Quartile	45.5	46.4	~	~	~	
	First Quartile	27.3	42.9	~	~	~	
	Percentile Rank	37	29	~	~	~	
026031	Grand Isle High School						
	Fourth Quartile	7.1	12.0	14.3	30.8	13.3	
	Third Quartile	35.7	28.0	28.6	38.5	46.7	
	Second Quartile	57.1	28.0	35.7	23.1	33.3	
	First Quartile	0.0	32.0	21.4	7.7	6.7	
	Percentile Rank	53	45	49	61	54	
026036	Shirley Johnson/Gretna Park Elementary School						
	Fourth Quartile	5.6	6.3	8.1	11.9	1.1	
	Third Quartile	14.6	19.0	20.3	23.9	3.2	
	Second Quartile	36.0	44.3	37.8	47.8	31.2	
	First Quartile	43.8	30.4	33.8	16.4	64.5	
	Percentile Rank	32	36	37	46	20	

~ = Unavailable or insufficient data

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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
026039	T.H. Harris Middle School						
	Fourth Quartile	15.3	27.1	19.0	17.2	12.9	
	Third Quartile	23.1	25.2	24.0	26.6	22.5	
	Second Quartile	31.4	35.2	36.2	41.9	39.2	
	First Quartile	30.1	12.4	20.8	14.3	25.4	
	Percentile Rank	43	55	50	50	42	
026040	William Hart Elementary School						
	Fourth Quartile	24.2	2.4	7.1	7.7	7.3	
	Third Quartile	42.4	9.8	19.0	26.9	22.0	
	Second Quartile	24.2	34.1	31.0	36.5	46.3	
	First Quartile	9.1	53.7	42.9	28.8	24.4	
	Percentile Rank	59	26	33	41	36	
026042	V.C. Haynes Middle School						
	Fourth Quartile	20.4	22.1	13.5	19.1	15.5	
	Third Quartile	24.1	22.1	27.7	30.9	22.7	
	Second Quartile	21.9	32.9	29.1	32.4	27.8	
	First Quartile	33.6	22.9	29.7	17.6	34.0	
	Percentile Rank	46	50	45	51	41	
026046	Homedale School						
	Fourth Quartile	14.3	15.4	15.0	14.3	2.6	
	Third Quartile	19.0	7.7	30.0	28.6	30.8	
	Second Quartile	52.4	46.2	35.0	42.9	41.0	
	First Quartile	14.3	30.8	20.0	14.3	25.6	
	Percentile Rank	44	41	47	47	40	
026055	Lincoln Elementary School						
	Fourth Quartile	0.0	0.0	0.0	9.5	0.0	
	Third Quartile	27.8	3.8	20.0	19.0	9.4	
	Second Quartile	38.9	50.0	50.0	57.1	50.0	
	First Quartile	33.3	46.2	30.0	14.3	40.6	
	Percentile Rank	35	23	33	41	28	

~ = Unavailable or insufficient data

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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
026057	Live Oak Manor Elementary School						
	Fourth Quartile	27.1	56.3	59.1	54.8	22.2	
	Third Quartile	45.8	21.9	31.8	25.8	48.9	
	Second Quartile	20.8	21.9	9.1	19.4	24.4	
	First Quartile	6.3	0.0	0.0	0.0	4.4	
	Percentile Rank	64	78	78	76	61	
026058	L.H. Marrero Middle School						
	Fourth Quartile	7.1	11.4	11.6	10.6	5.6	
	Third Quartile	16.3	24.2	20.3	30.5	20.1	
	Second Quartile	35.6	37.7	42.7	33.3	28.5	
	First Quartile	41.0	26.7	25.4	25.6	45.8	
	Percentile Rank	34	41	42	44	31	
026061	McDonogh #26 Elementary School						
	Fourth Quartile	13.8	6.1	15.6	15.2	4.3	
	Third Quartile	31.0	39.4	40.6	30.3	39.1	
	Second Quartile	51.7	42.4	28.1	33.3	34.8	
	First Quartile	3.4	12.1	15.6	21.2	21.7	
	Percentile Rank	51	48	53	47	45	
026062	J.D. Meisler Middle School						
	Fourth Quartile	26.8	26.9	29.4	29.4	22.6	
	Third Quartile	24.5	28.0	26.1	28.5	24.8	
	Second Quartile	26.5	27.6	29.7	25.6	29.8	
	First Quartile	22.2	17.5	14.7	16.5	22.8	
	Percentile Rank	54	57	58	58	50	
026064	Kate Middleton Elementary						
	Fourth Quartile	~	~	~	~	4.2	
	Third Quartile	~	~	~	~	29.2	
	Second Quartile	~	~	~	~	20.8	
	First Quartile	~	~	~	~	45.8	
	Percentile Rank	~	~	~	~	35	

~ = Unavailable or insufficient data

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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
026065	Vic A. Pitre Elementary School						
	Fourth Quartile	22.9	8.7	24.5	14.3	9.0	
	Third Quartile	21.4	20.3	28.3	23.8	30.8	
	Second Quartile	37.1	40.6	37.7	50.8	39.7	
	First Quartile	18.6	30.4	9.4	11.1	20.5	
	Percentile Rank	51	39	52	48	45	
026067	Norbert Rillieux Elementary School						
	Fourth Quartile	16.1	0.0	5.3	6.3	3.8	
	Third Quartile	25.8	27.6	28.9	18.8	9.6	
	Second Quartile	51.6	51.7	34.2	56.3	44.2	
	First Quartile	6.5	20.7	31.6	18.8	42.3	
	Percentile Rank	50	38	36	38	29	
026070	Theodore Roosevelt Middle School						
	Fourth Quartile	10.3	17.8	13.1	11.7	7.9	
	Third Quartile	25.2	21.1	21.7	22.8	18.6	
	Second Quartile	29.9	28.3	35.3	42.6	31.8	
	First Quartile	34.6	32.8	29.9	22.8	41.8	
	Percentile Rank	39	45	42	43	34	
026074	Catherine Strehle Elementary School						
	Fourth Quartile	5.9	3.0	16.3	3.4	0.0	
	Third Quartile	29.4	24.2	16.3	34.5	18.6	
	Second Quartile	35.3	48.5	42.9	34.5	46.5	
	First Quartile	29.4	24.2	24.5	27.6	34.9	
	Percentile Rank	36	39	45	40	32	
026075	Terrytown Elementary School						
	Fourth Quartile	15.7	3.6	12.3	15.7	7.7	
	Third Quartile	24.3	33.9	24.6	22.9	15.4	
	Second Quartile	42.9	35.7	30.8	32.9	34.1	
	First Quartile	17.1	26.8	32.3	28.6	42.9	
	Percentile Rank	49	41	41	43	33	

~ = Unavailable or insufficient data

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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
026077	Waggaman Special School						
	Fourth Quartile	0.0	0.0	~	~	0.0	
	Third Quartile	25.0	0.0	~	~	0.0	
	Second Quartile	0.0	0.0	~	~	0.0	
	First Quartile	75.0	100.0	~	~	100.0	
	Percentile Rank	12	5	~	~	6	
026082	Westwego Elementary School						
	Fourth Quartile	2.8	2.3	3.7	6.7	3.3	
	Third Quartile	11.1	9.3	14.8	6.7	26.7	
	Second Quartile	50.0	34.9	51.9	50.0	43.3	
	First Quartile	36.1	53.5	29.6	36.7	26.7	
	Percentile Rank	32	24	33	34	34	
026083	Woodland West Elementary School						
	Fourth Quartile	18.1	14.8	13.5	19.4	11.2	
	Third Quartile	18.1	22.7	21.9	29.2	23.5	
	Second Quartile	35.1	30.7	33.3	38.9	36.7	
	First Quartile	28.7	31.8	31.3	12.5	28.6	
	Percentile Rank	43	43	42	55	41	
026087	Paul J. Solis Elementary School						
	Fourth Quartile	23.6	19.1	17.2	25.5	14.5	
	Third Quartile	18.9	27.0	32.2	36.2	25.0	
	Second Quartile	30.2	38.2	41.4	30.9	40.3	
	First Quartile	27.4	15.7	9.2	7.4	20.2	
	Percentile Rank	48	52	54	61	45	
026093	Lucille Cherbonnier Elementary School						
	Fourth Quartile	1.3	6.0	5.6	4.0	1.3	
	Third Quartile	16.0	28.4	33.3	16.0	10.5	
	Second Quartile	37.3	32.8	35.2	54.0	34.2	
	First Quartile	45.3	32.8	25.9	26.0	53.9	
	Percentile Rank	30	38	41	37	25	

~ = Unavailable or insufficient data

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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
026094	Joshua Butler Elementary School						
	Fourth Quartile	2.9	15.6	10.3	11.1	5.0	
	Third Quartile	44.1	31.3	41.4	50.0	27.5	
	Second Quartile	23.5	43.8	24.1	27.8	45.0	
	First Quartile	29.4	9.4	24.1	11.1	22.5	
	Percentile Rank	44	52	45	52	39	
026096	Geraldine Boudreaux Elementary School						
	Fourth Quartile	9.4	19.2	14.4	14.9	12.3	
	Third Quartile	29.2	38.5	23.4	31.0	17.9	
	Second Quartile	42.7	25.0	37.8	35.6	36.8	
	First Quartile	18.8	17.3	24.3	18.4	33.0	
	Percentile Rank	45	53	44	50	38	
026097	Jean Lafitte Elementary School						
	Fourth Quartile	12.1	8.1	22.9	23.5	6.0	
	Third Quartile	25.9	29.0	34.3	23.5	22.4	
	Second Quartile	32.8	40.3	30.0	41.2	32.8	
	First Quartile	29.3	22.6	12.9	11.8	38.8	
	Percentile Rank	41	41	57	53	35	
026099	Harry S. Truman Middle School						
	Fourth Quartile	10.6	10.9	8.3	7.5	8.4	
	Third Quartile	16.5	17.5	22.0	21.2	16.1	
	Second Quartile	37.2	41.7	37.8	44.2	31.9	
	First Quartile	35.8	29.9	32.0	27.0	43.6	
	Percentile Rank	37	39	39	39	33	
026100	Riverdale Middle School						
	Fourth Quartile	21.1	21.9	20.8	15.8	14.4	
	Third Quartile	21.8	25.5	22.2	19.4	24.3	
	Second Quartile	28.2	24.8	29.9	34.5	32.0	
	First Quartile	28.9	27.7	27.1	30.2	29.3	
	Percentile Rank	49	50	46	43	44	

~ = Unavailable or insufficient data

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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
026101	Jefferson Community School (Charter School)						
	Fourth Quartile	0.0	0.0	4.8	0.0	0.0	
	Third Quartile	10.0	0.0	9.5	21.1	5.3	
	Second Quartile	40.0	45.5	33.3	36.8	47.4	
	First Quartile	50.0	54.5	52.4	42.1	47.4	
	Percentile Rank	26	24	25	32	26	
026102	Ralph J. Bunche Middle School						
	Fourth Quartile	1.9	2.8	1.4	0.6	1.5	
	Third Quartile	14.4	14.0	14.5	13.9	11.0	
	Second Quartile	31.9	40.2	42.8	45.8	34.5	
	First Quartile	51.9	43.0	41.4	39.8	53.0	
	Percentile Rank	27	28	29	29	23	
026103	Westbank Alternative School						
	Fourth Quartile	~	~	0.0	0.0	0.0	
	Third Quartile	~	~	0.0	11.8	6.7	
	Second Quartile	~	~	13.3	35.3	20.0	
	First Quartile	~	~	86.7	52.9	73.3	
	Percentile Rank	~	~	13	23	16	

~ = Unavailable or insufficient data

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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	14.0	15.1	14.8	14.8	10.4	
	Third Quartile	21.3	22.6	23.9	25.0	20.3	
	Second Quartile	32.1	34.9	34.8	37.3	33.4	
	First Quartile	32.5	27.4	26.5	22.9	35.9	
	Percentile Rank	41	44	45	46	37	
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
026001	John Q. Adams Middle School						
	Fourth Quartile	23.9	30.0	22.6	21.8	31.2	
	Third Quartile	29.6	28.9	30.6	35.6	24.1	
	Second Quartile	23.9	19.5	26.3	28.2	33.6	
	First Quartile	22.5	21.6	20.4	14.4	11.1	
	Percentile Rank	53	56	53	54	58	
026017	Helen Cox Junior High School						
	Fourth Quartile	9.7	8.5	9.7	6.6	14.9	
	Third Quartile	13.4	18.3	16.2	18.7	19.5	
	Second Quartile	29.2	31.1	31.2	32.4	32.8	
	First Quartile	47.7	42.1	42.9	42.3	32.8	
	Percentile Rank	31	35	34	34	41	
026024	Ellender Middle School						
	Fourth Quartile	13.6	13.9	10.7	11.9	9.4	
	Third Quartile	18.6	17.4	23.8	26.7	19.8	
	Second Quartile	30.6	31.9	33.5	28.1	37.2	
	First Quartile	37.2	36.8	32.0	33.3	33.6	
	Percentile Rank	39	39	41	41	38	
026029	Fisher Middle/High School						
	Fourth Quartile	6.5	6.3	12.3	15.7	13.8	
	Third Quartile	25.0	29.7	28.8	32.9	24.5	
	Second Quartile	43.5	40.6	26.0	24.3	41.5	
	First Quartile	25.0	23.4	32.9	27.1	20.2	
	Percentile Rank	41	40	42	47	46	
026030	Henry Ford Junior High School						
	Fourth Quartile	8.7	7.6	9.7	10.2	5.9	
	Third Quartile	14.8	21.7	19.5	23.9	19.6	
	Second Quartile	33.7	30.4	35.1	31.3	40.6	
	First Quartile	42.9	40.2	35.7	34.7	33.8	
	Percentile Rank	34	35	37	38	34	

~ = 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
026031	Grand Isle High School						
	Fourth Quartile	6.3	21.4	5.0	7.7	25.0	
	Third Quartile	37.5	42.9	30.0	30.8	25.0	
	Second Quartile	43.8	21.4	55.0	38.5	41.7	
	First Quartile	12.5	14.3	10.0	23.1	8.3	
	Percentile Rank	47	56	45	41	53	
026035	Gretna Junior High School						
	Fourth Quartile	5.0	5.3	4.2	6.7	5.1	
	Third Quartile	12.9	14.5	12.5	15.6	14.1	
	Second Quartile	24.4	28.6	27.3	24.9	37.8	
	First Quartile	57.8	51.6	55.9	52.8	42.9	
	Percentile Rank	25	28	25	31	31	
026039	T.H. Harris Middle School						
	Fourth Quartile	16.4	22.3	24.7	21.1	15.9	
	Third Quartile	21.5	30.1	29.6	27.1	29.2	
	Second Quartile	30.3	30.1	31.7	30.2	31.8	
	First Quartile	31.8	17.6	14.0	21.6	23.2	
	Percentile Rank	42	53	55	51	47	
026042	V.C. Haynes Middle School						
	Fourth Quartile	17.4	22.2	22.0	17.6	27.5	
	Third Quartile	29.5	25.9	29.3	29.6	28.8	
	Second Quartile	30.9	27.4	29.3	32.0	23.8	
	First Quartile	22.1	24.4	19.5	20.8	20.0	
	Percentile Rank	48	50	51	50	54	
026056	Livaudais Junior High School						
	Fourth Quartile	11.7	8.1	8.3	8.3	12.2	
	Third Quartile	13.4	20.2	17.0	12.1	17.5	
	Second Quartile	32.6	32.3	29.1	29.1	33.0	
	First Quartile	42.3	39.4	45.7	50.5	37.3	
	Percentile Rank	35	35	33	31	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 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
026058	L.H. Marrero Middle School						
	Fourth Quartile	8.2	13.0	17.2	13.0	13.4	
	Third Quartile	21.8	24.1	27.3	29.6	20.3	
	Second Quartile	33.5	35.2	35.2	37.2	36.3	
	First Quartile	36.6	27.7	20.3	20.2	30.1	
	Percentile Rank	38	44	49	47	42	
026062	J.D. Meisler Middle School						
	Fourth Quartile	22.5	28.9	26.7	30.0	25.9	
	Third Quartile	24.1	28.6	31.4	29.6	25.4	
	Second Quartile	31.3	27.8	27.5	25.4	29.6	
	First Quartile	22.1	14.7	14.3	15.0	19.2	
	Percentile Rank	51	59	57	59	54	
026070	Theodore Roosevelt Middle School						
	Fourth Quartile	18.5	12.5	17.7	15.9	15.3	
	Third Quartile	28.3	27.2	28.4	25.6	20.0	
	Second Quartile	30.4	39.0	24.8	32.3	31.6	
	First Quartile	22.8	21.3	29.1	26.2	33.2	
	Percentile Rank	50	45	46	46	40	
026077	Waggaman Special School						
	Fourth Quartile	0.0	0.0	~	~	~	
	Third Quartile	0.0	0.0	~	~	~	
	Second Quartile	0.0	0.0	~	~	~	
	First Quartile	100.0	100.0	~	~	~	
	Percentile Rank	23	4	~	~	~	
026085	Stella Worley Junior High School						
	Fourth Quartile	4.4	5.6	8.2	10.2	8.2	
	Third Quartile	12.9	23.7	15.2	17.6	15.2	
	Second Quartile	35.1	28.4	33.9	26.7	39.0	
	First Quartile	47.6	42.3	42.8	45.5	37.7	
	Percentile Rank	29	34	33	34	34	

~ = 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
026099	Harry S. Truman Middle School						
	Fourth Quartile	6.0	12.2	9.5	8.2	7.1	
	Third Quartile	21.8	18.8	16.4	19.9	19.6	
	Second Quartile	33.2	38.0	35.8	35.9	41.4	
	First Quartile	38.9	31.0	38.4	35.9	31.8	
	Percentile Rank	35	40	36	37	38	
026100	Riverdale Middle School						
	Fourth Quartile	21.7	27.7	24.1	21.0	18.9	
	Third Quartile	30.8	24.1	24.8	29.8	23.2	
	Second Quartile	29.4	26.3	24.8	32.3	33.5	
	First Quartile	18.2	21.9	26.3	16.9	24.3	
	Percentile Rank	53	54	49	51	47	
026101	Jefferson Community School (Charter School)						
	Fourth Quartile	0.0	0.0	0.0	0.0	3.4	
	Third Quartile	7.3	10.6	3.2	9.5	17.2	
	Second Quartile	31.7	31.9	54.8	38.1	51.7	
	First Quartile	61.0	57.4	41.9	52.4	27.6	
	Percentile Rank	23	25	28	26	34	
026102	Ralph J. Bunche Middle School						
	Fourth Quartile	2.6	2.8	6.1	4.7	2.5	
	Third Quartile	14.9	14.7	16.3	22.6	14.0	
	Second Quartile	35.1	40.4	44.9	27.4	40.5	
	First Quartile	47.4	42.2	32.7	45.3	43.0	
	Percentile Rank	30	31	35	33	31	
026103	Westbank Alternative School						
	Fourth Quartile	~	~	0.0	2.6	0.0	
	Third Quartile	~	~	13.8	0.0	2.1	
	Second Quartile	~	~	31.0	10.3	18.8	
	First Quartile	~	~	55.2	87.2	79.2	
	Percentile Rank	~	~	25	13	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 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	12.1	14.5	13.9	13.7	14.1	
	Third Quartile	20.2	22.5	22.2	23.7	20.4	
	Second Quartile	31.2	31.0	31.2	29.7	35.0	
	First Quartile	36.5	32.1	32.7	32.9	30.5	
	Percentile Rank	39	42	41	42	42	
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
026010	Alfred Bonnabel High School						
	Fourth Quartile	9.7	14.7	14.6	13.1	12.1	
	Third Quartile	23.4	26.4	29.2	17.5	19.7	
	Second Quartile	32.0	30.2	26.7	27.1	32.8	
	First Quartile	34.8	28.7	29.5	42.3	35.4	
	Percentile Rank	37	43	44	37	37	
026017	Helen Cox Junior High School						
	Fourth Quartile	7.8	11.7	6.9	9.1	6.8	
	Third Quartile	19.4	20.4	24.3	19.0	20.4	
	Second Quartile	35.7	29.0	36.8	35.5	25.9	
	First Quartile	37.2	38.9	31.9	36.4	46.9	
	Percentile Rank	34	37	36	36	32	
026022	East Jefferson High School						
	Fourth Quartile	15.7	17.9	13.0	13.0	9.6	
	Third Quartile	24.3	22.6	26.9	18.4	21.6	
	Second Quartile	33.2	29.5	34.1	28.9	35.7	
	First Quartile	26.8	29.9	26.0	39.7	33.0	
	Percentile Rank	44	44	43	38	38	
026023	John Ehret High School						
	Fourth Quartile	11.1	11.4	10.4	12.1	11.4	
	Third Quartile	21.8	22.4	19.4	23.3	22.3	
	Second Quartile	29.1	28.6	32.8	32.6	35.6	
	First Quartile	38.0	37.6	37.4	32.0	30.7	
	Percentile Rank	37	37	36	40	39	
026029	Fisher Middle/High School						
	Fourth Quartile	6.9	17.9	16.2	6.3	21.4	
	Third Quartile	44.8	16.7	35.3	18.8	29.6	
	Second Quartile	36.2	41.7	22.1	32.8	32.7	
	First Quartile	12.1	23.8	26.5	42.2	16.3	
	Percentile Rank	48	43	46	32	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 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
026030	Henry Ford Junior High School						
	Fourth Quartile	10.1	7.9	17.4	9.7	11.2	
	Third Quartile	23.2	23.0	23.9	33.1	23.7	
	Second Quartile	32.3	43.4	42.4	42.7	39.6	
	First Quartile	34.3	25.7	16.3	14.5	25.4	
	Percentile Rank	39	40	48	47	41	
026031	Grand Isle High School						
	Fourth Quartile	25.0	20.0	~	~	16.7	
	Third Quartile	16.7	40.0	~	~	27.8	
	Second Quartile	58.3	33.3	~	~	27.8	
	First Quartile	0.0	6.7	~	~	27.8	
	Percentile Rank	53	51	~	~	45	
026035	Gretna Junior High School						
	Fourth Quartile	6.3	6.5	11.9	7.0	9.2	
	Third Quartile	19.5	17.8	20.3	17.2	28.6	
	Second Quartile	25.9	31.7	31.1	42.5	36.9	
	First Quartile	48.3	43.9	36.7	33.3	25.2	
	Percentile Rank	30	32	38	36	41	
026045	L.W. Higgins High School						
	Fourth Quartile	5.5	3.5	4.7	5.5	3.5	
	Third Quartile	15.3	11.1	22.1	13.9	15.0	
	Second Quartile	29.5	32.7	35.5	32.8	34.1	
	First Quartile	49.7	52.8	37.8	47.8	47.3	
	Percentile Rank	29	25	33	30	30	
026051	Grace King High School						
	Fourth Quartile	27.1	26.4	21.1	28.7	23.4	
	Third Quartile	24.1	27.9	26.2	25.6	27.3	
	Second Quartile	30.1	20.7	33.3	26.9	26.7	
	First Quartile	18.7	24.9	19.4	18.8	22.6	
	Percentile Rank	54	53	51	56	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 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
026056	Livaudais Junior High School						
	Fourth Quartile	11.4	10.1	14.0	10.3	16.5	
	Third Quartile	23.8	23.1	28.7	24.2	29.6	
	Second Quartile	35.7	31.4	37.2	29.7	38.8	
	First Quartile	29.2	35.5	20.1	35.8	15.0	
	Percentile Rank	41	39	46	38	48	
026068	Riverdale High School						
	Fourth Quartile	22.5	14.1	19.5	18.6	19.0	
	Third Quartile	31.5	33.1	24.7	27.6	28.2	
	Second Quartile	30.1	27.8	35.9	27.2	32.1	
	First Quartile	15.9	25.0	19.9	26.6	20.7	
	Percentile Rank	53	46	48	47	49	
026080	West Jefferson High School						
	Fourth Quartile	0.0	4.8	0.0	~	16.5	
	Third Quartile	8.3	4.8	15.4	~	29.6	
	Second Quartile	4.2	14.3	15.4	~	38.8	
	First Quartile	87.5	76.2	69.2	~	15.0	
	Percentile Rank	13	20	14	~	48	
026085	Stella Worley Junior High School						
	Fourth Quartile	6.7	12.5	11.5	13.2	12.9	
	Third Quartile	14.5	21.3	26.2	24.8	19.6	
	Second Quartile	32.7	36.8	32.8	26.4	33.7	
	First Quartile	46.1	29.4	29.5	35.5	33.7	
	Percentile Rank	32	41	43	41	40	

~ = Unavailable or insufficient data

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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	12.9	13.4	13.4	13.6	13.1	
	Third Quartile	22.8	23.2	24.6	22.1	23.4	
	Second Quartile	30.9	30.0	33.1	31.1	33.7	
	First Quartile	33.4	33.4	28.9	33.2	29.8	
	Percentile Rank	40	40	42	41	41	
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
026010 Alfred Bonnabel High School	18.8	18.5	18.7	18.2	18.7	
026022 East Jefferson High School	19.3	19.2	19.2	19.3	18.9	
026023 John Ehret High School	18.4	18.4	18.3	18.1	18.5	
026029 Fisher Middle/High School	18.3	18.0	18.8	17.7	19.0	
026031 Grand Isle High School	~	~	~	~	19.5	
026045 L.W. Higgins High School	17.4	17.0	17.5	17.0	17.4	
026051 Grace King High School	20.2	20.7	21.2	20.4	21.0	
026068 Riverdale High School	20.7	20.4	21.1	21.4	19.9	
026080 West Jefferson High School	18.2	17.8	17.4	17.7	18.0	
District (Public)	18.8	18.6	18.9	18.6	18.8	
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.

- *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

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

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

Table 19
First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026010 Alfred Bonnabel High School												
Number of High School Graduates ¹		338		345		297		370		279		
HS Graduates Who Were First-Time College Freshmen	37.3	126	35.1	121	41.1	122	31.9	118	32.3	90		
First-Time Freshmen Enrolled in College Developmental Courses	68.3	86	58.7	71	45.9	56	41.5	49	70.0	63		
026022 East Jefferson High School												
Number of High School Graduates ¹		232		251		238		242		181		
HS Graduates Who Were First-Time College Freshmen	44.0	102	33.1	83	32.4	77	32.6	79	35.9	65		
First-Time Freshmen Enrolled in College Developmental Courses	52.0	53	55.4	46	53.3	41	53.2	42	46.2	30		
026023 John Ehret High School												
Number of High School Graduates ¹		515		548		571		474		460		
HS Graduates Who Were First-Time College Freshmen	37.9	195	35.4	194	33.8	193	33.1	157	36.5	168		
First-Time Freshmen Enrolled in College Developmental Courses	57.4	112	62.9	122	56.5	109	57.3	90	57.7	97		
026029 Fisher Middle/High School												
Number of High School Graduates ¹		77		74		74		57		62		
HS Graduates Who Were First-Time College Freshmen	48.1	37	41.9	31	36.5	27	42.1	24	30.6	19		
First-Time Freshmen Enrolled in College Developmental Courses	75.7	28	45.2	14	59.3	16	58.3	14	73.7	14		
026031 Grand Isle High School												
Number of High School Graduates ¹		18		21		16		8		14		
HS Graduates Who Were First-Time College Freshmen	50.0	9	23.8	5	43.8	7	37.5	3	42.9	6		
First-Time Freshmen Enrolled in College Developmental Courses	44.4	4	40.0	2	57.1	4	0.0	0	50.0	3		
026045 L.W. Higgins High School												
Number of High School Graduates ¹		381		423		419		391		390		
HS Graduates Who Were First-Time College Freshmen	31.2	119	31.2	132	30.5	128	27.4	107	28.7	112		
First-Time Freshmen Enrolled in College Developmental Courses	58.0	69	64.4	85	70.3	90	58.9	63	69.6	78		
026051 Grace King High School												
Number of High School Graduates ¹		279		304		276		296		280		
HS Graduates Who Were First-Time College Freshmen	43.4	121	44.1	134	44.2	122	47.3	140	40.0	112		
First-Time Freshmen Enrolled in College Developmental Courses	47.1	57	45.5	61	45.9	56	42.9	60	40.2	45		
026068 Riverdale High School												
Number of High School Graduates ¹		215		201		212		176		186		
HS Graduates Who Were First-Time College Freshmen	36.7	79	39.3	79	41.0	87	29.0	51	35.5	66		
First-Time Freshmen Enrolled in College Developmental Courses	49.4	39	54.4	43	52.9	46	47.1	24	43.9	29		

~ = 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
026080 West Jefferson High School												
Number of High School Graduates ¹		424		421		451		418		409		
HS Graduates Who Were First-Time College Freshmen	30.9	131	31.8	134	30.6	138	28.0	117	29.1	119		
First-Time Freshmen Enrolled in College Developmental Courses	61.8	81	61.9	83	68.1	94	76.1	89	65.6	78		
026086 Joseph A. Cuillier Sr. Career Center												
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		
026104 Jefferson Wetlands Marine Institute												
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		
District (Public)												
Number of High School Graduates ¹		2,479		2,588		2,554		2,433		2,261		
HS Graduates Who Were First-Time College Freshmen	37.1	919	35.3	913	35.3	901	32.7	796	33.5	757		
First-Time Freshmen Enrolled in College Developmental Courses	57.6	529	57.7	527	56.8	512	54.2	431	57.7	437		
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).