

# *2002-2003 District Composite Report*

## **Caddo Parish**

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Prepared by the  
Louisiana Department of Education  
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## Introduction

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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).

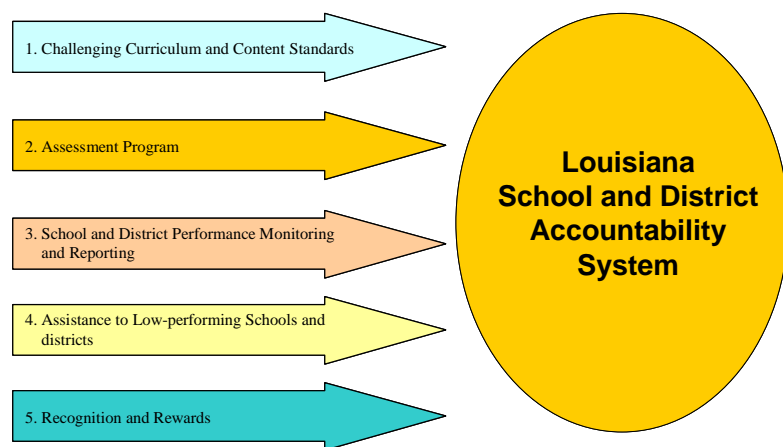
Fortunately, the existing Louisiana School and District Accountability System meets many of the requirements of the new law. The state of Louisiana was already engaged in annual assessments of its students, reporting on student groups, assessing adequate yearly progress, helping low performing schools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

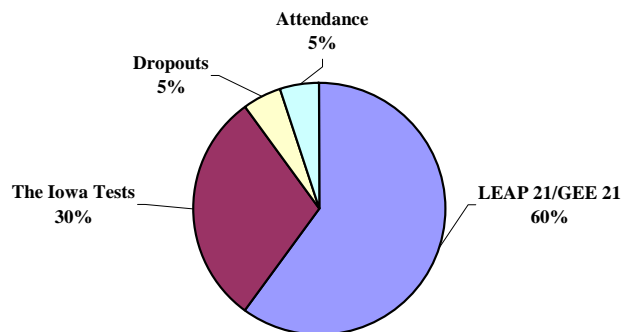
**Facet 2—Assessment Program.** A new, rigorous assessment program for Louisiana students began in spring of 1999. Additional assessments for high school students and students with significant disabilities have been added in recent years. The assessment program includes:

- 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](http://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](http://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"> <li>➤ Accountability and Testing</li> <li>➤ Educational</li> <li>➤ Demographic</li> <li>➤ Some Financial</li> </ul>	<ul style="list-style-type: none"> <li>➤ District</li> <li>➤ State</li> </ul>	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"> <li>➤ Educational</li> <li>➤ Accountability &amp; Testing</li> </ul>	<ul style="list-style-type: none"> <li>➤ School</li> <li>➤ State</li> </ul>	Paper Pamphlet	1999 to Current	<input type="checkbox"/> Paper <input type="checkbox"/> Electronic/web
District Composite Reports (DCR)	<ul style="list-style-type: none"> <li>➤ Educational</li> <li>➤ Accountability &amp; Testing</li> <li>➤ Some Demographic &amp; Financial</li> </ul>	<ul style="list-style-type: none"> <li>➤ School</li> <li>➤ District</li> <li>➤ State</li> </ul>	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"> <li>➤ Financial and Statistical Data</li> <li>➤ Some Demographic</li> </ul>	<ul style="list-style-type: none"> <li>➤ District</li> <li>➤ State</li> </ul>	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"> <li>➤ Educational</li> <li>➤ Some Demographic</li> </ul>	<ul style="list-style-type: none"> <li>➤ District</li> <li>➤ State</li> <li>➤ School Summary</li> </ul>	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"> <li>➤ Testing</li> </ul>	<ul style="list-style-type: none"> <li>➤ School</li> <li>➤ District</li> <li>➤ State</li> </ul>	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](http://www.louisianaschools.net)).



# *Section 1. District Summary*

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## District Indicator Summary Results

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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	74	74	74	74	75	
	October 1 Membership	47,234	46,327	45,119	44,859	44,556	
	Number on Free/Reduced Lunch	25,105	24,892	23,815	23,293	24,556	
	Number of Faculty	3,401	3,440	3,450	3,454	3,438	
State							
	Total Number of Schools	1,507	1,533	1,532	1,538	1,551	
	October 1 Membership	766,169	753,905	741,553	730,252	729,516	
	Number on Free/Reduced Lunch	441,397	442,685	433,347	432,527	443,182	
	Number of Faculty	54,244	55,402	55,526	55,528	55,428	

		Table 1b: Schools by Performance Label* (Starting from 2002-2003)											
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	Five Stars (*****)									5.9	4		
	Four Stars (****)									5.9	4		
	Three Stars (***)									16.2	11		
	Two Stars (**)									11.8	8		
	One Star (*)									23.5	16		
	Academic Warning									25.0	17		
	Academically Unacceptable									11.8	8		
	Number of Schools									100.0	68		
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	7.1	4	N/A	N/A	20.3	13		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	44.6	25	N/A	N/A	10.9	7		
Recognized Academic Growth	N/A	N/A	N/A	N/A	30.4	17	N/A	N/A	12.5	8		
Minimal Academic Growth	N/A	N/A	N/A	N/A	12.5	7	N/A	N/A	35.9	23		
No Growth	N/A	N/A	N/A	N/A	5.4	3	N/A	N/A	15.6	10		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	4.7	3		
Number of Schools	N/A	N/A	N/A	N/A	100.0	56	N/A	N/A	100.0	64		
<b>State</b>												
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)									48.5	33		
School Improvement 1 (SI 1)									45.6	31		
School Improvement 2 (SI 2)									5.9	4		
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		
<b>State</b>												
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													
		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
<b>District</b>		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
	Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	71.4	40	N/A	N/A	23.4	15		
<b>State</b>													
	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*													
		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
<b>District</b>													
<b>K-8 Grades only</b>													
	District Performance Score (DPS)						81.3		81.7		~		
	<b>Subgroup Performance Scores (GPS)</b>												
	- African American/Black						63.7		62.9		~		
	- American Indian/Native Alaskan						84.6		~		~		
	- Asian/Pacific Islander						130.7		129.9		~		
	- Hispanic						94.8		92.9		~		
	- White						113.8		114.1		~		
	- Economically Disadvantaged (Free and Reduced Lunch)						65.0		65.4		~		
	- Students with Disabilities						40.8		47.1		~		
	- Limited English Proficient (LEP)						72.7		84.4		~		
<b>K-12 Grades</b>													
	District Performance Score (DPS)						~		77.0		~		
	<b>Subgroup Performance Scores (GPS)</b>												
	- African American/Black						~		55.4		~		
	- American Indian/Native Alaskan						~		83.4		~		
	- Asian/Pacific Islander						~		127.5		~		
	- Hispanic						~		87.6		~		
	- White						~		110.6		~		
	- Economically Disadvantaged (Free and Reduced Lunch)						~		59.3		~		
	- Students with Disabilities						~		39.8		~		
	- Limited English Proficient (LEP)						~		78.4		~		

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
<b>K-8 Grades only</b>							
	State Performance Score			80.8	80.8	~	
	<b>Subgroup Performance Scores (GPS)</b>						
	- 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	~	
<b>K-12 Grades</b>							
	State Performance Score			~	77.6	~	
	<b>Subgroup Performance Scores (GPS)</b>						
	- 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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>District</b>												
Made AYP for SPS Component									93.8	60		
Made AYP for Subgroup Component									94.2	65		
<b>State</b>												
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>District</b>												
Faculty with a Master's Degree or Higher	44.2	1,502	43.6	1,500	43.0	1,483	42.3	1,461	42.0	1,443		
<b>State</b>												
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>District</b>												
Core Classes*** Taught by Highly Qualified Teachers									87.4	6,374		
<b>State</b>												
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
<b>Elementary Schools</b>												
Class Size Range 1 - 20	34.4	878	42.7	1,255	40.9	1,242	48.1	1,490	47.7	1,492		
Class Size Range 21 - 26	47.7	1,218	40.5	1,190	43.3	1,315	42.8	1,326	45.5	1,424		
Class Size Range 27 - 33	17.9	457	16.8	493	15.8	481	9.1	281	6.8	211		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>Middle/Jr. High Schools</b>												
Class Size Range 1 - 20	27.8	480	35.4	624	42.8	802	41.5	754	37.0	675		
Class Size Range 21 - 26	35.4	611	33.8	596	35.9	672	33.4	607	40.5	740		
Class Size Range 27 - 33	36.8	636	30.8	543	21.3	399	25.2	458	22.5	411		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>High Schools</b>												
Class Size Range 1 - 20	39.4	1,266	40.4	1,291	42.5	1,358	47.0	1,425	42.9	1,219		
Class Size Range 21 - 26	22.2	713	24.9	797	24.0	767	20.0	608	23.1	657		
Class Size Range 27 - 33	38.5	1,237	34.6	1,108	33.5	1,071	33.0	1,001	34.0	966		
Class Size Range 34 +	0.0	0	0.1	3	0.0	0	0.0	0	0.0	0		
<b>Combination Schools</b>												
Class Size Range 1 - 20	100.0	14	100.0	16	100.0	16	48.6	102	65.0	236		
Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	24.8	52	9.1	33		
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	26.7	56	25.9	94		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>All Schools</b>												
Class Size Range 1 - 20	35.1	2,638	40.3	3,186	42.1	3,418	46.2	3,771	44.4	3,622		
Class Size Range 21 - 26	33.9	2,542	32.6	2,583	33.9	2,754	31.8	2,593	35.0	2,854		
Class Size Range 27 - 33	31.0	2,330	27.1	2,144	24.0	1,951	22.0	1,796	20.6	1,682		
Class Size Range 34 +	0.0	0	0.0	3	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

# District Indicator Results

## *School Characteristics and Accountability Information*

Table 1j: Class Size Characteristics												
State	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>Elementary Schools</b>												
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		
<b>Middle/Jr. High Schools</b>												
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		
<b>High Schools</b>												
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		
<b>Combination Schools</b>												
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		
<b>All Schools</b>												
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						
<b>District</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>
Elementary Schools	95.2	95.4	94.9	95.2	95.0	
Middle/Jr. High Schools	93.7	93.6	93.3	93.4	93.4	
High Schools	91.4	91.9	92.4	92.1	92.5	
Combination Schools	94.4	91.2	91.2	89.3	82.2	
All Schools	93.8	94.1	93.9	94.0	93.6	
<b>State</b>						
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
<b>District (Elementary Schools)</b>												
Suspended (In School)	10.3	2,628	12.0	3,161	13.4	3,500	14.7	3,791	13.2	3,368		
Suspended (Out of School)	6.0	1,547	6.9	1,806	8.3	2,179	11.7	3,028	11.3	2,882		
Expelled (In School)	0.1	27	0.1	24	0.1	17	0.4	116	0.5	115		
Expelled (Out of School)	0.0	5	0.0	1	0.0	3	0.0	0	0.0	0		
<b>District (Middle/Jr. High Schools)</b>												
Suspended (In School)	23.2	2,027	24.3	2,065	24.8	2,011	28.7	2,246	31.0	2,448		
Suspended (Out of School)	22.7	1,982	23.5	1,998	24.0	1,943	27.2	2,130	28.7	2,273		
Expelled (In School)	0.3	25	0.4	32	0.5	42	0.6	47	0.5	41		
Expelled (Out of School)	0.1	6	0.0	2	0.1	8	0.0	0	0.0	0		
<b>District (High Schools)</b>												
Suspended (In School)	20.3	2,996	23.0	3,363	23.3	3,273	23.4	3,190	22.3	2,874		
Suspended (Out of School)	22.5	3,333	19.9	2,900	19.8	2,780	18.1	2,471	15.8	2,038		
Expelled (In School)	0.4	54	0.4	55	0.5	72	0.8	114	0.7	85		
Expelled (Out of School)	0.2	27	0.1	16	0.2	29	0.0	0	0.0	0		
<b>District (Combination Schools)</b>												
Suspended (In School)	0.0	0	40.0	22	49.2	30	11.7	161	24.5	598		
Suspended (Out of School)	0.0	0	0.0	0	0.0	0	32.2	443	46.5	1,136		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.1	2	3.2	79		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Suspended (In School)	15.7	7,628	17.6	8,589	18.3	8,802	19.5	9,309	19.3	9,150		
Suspended (Out of School)	13.8	6,725	13.4	6,544	14.1	6,755	16.4	7,800	16.7	7,891		
Expelled (In School)	0.2	106	0.2	111	0.3	131	0.6	277	0.7	318		
Expelled (Out of School)	0.1	38	0.0	19	0.1	40	0.0	0	0.0	0		

~ = 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
<b>State</b>												
<b>State (Elementary Schools)</b>												
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		
<b>State (Middle/Jr. High Schools)</b>												
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		
<b>State (High Schools)</b>												
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		
<b>State (Combination Schools)</b>												
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		
<b>State (All Schools)</b>												
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	10.0	381	9.2	319	10.4	352	8.9	292	10.3	334				
Grade 1	11.5	446	11.3	428	9.3	329	8.8	292	9.1	301				
Grade 2	7.3	261	5.3	193	4.7	167	4.2	139	6.2	200				
Grade 3	6.7	227	6.9	239	6.1	225	4.8	171	8.2	275				
Grade 4	4.7	157	6.4	209	17.2	583	15.8	625	14.9	591				
Grade 5	4.4	149	4.4	140	2.6	83	4.1	118	2.8	97				
Grade 6	12.6	481	10.6	381	12.7	434	10.2	355	16.1	492				
Grade 7	11.0	413	10.1	370	11.4	398	10.0	327	16.6	560				
Grade 8	8.1	277	7.0	244	26.4	897	27.4	1,050	26.2	1,011				
Grade 9	25.3	1,065	23.6	923	19.3	723	17.0	517	22.3	640				
Grade 10	16.3	552	18.8	595	14.8	466	16.5	519	23.0	746				
Grade 11	6.9	173	10.5	273	7.0	171	10.6	263	13.0	337				
Grade 12	5.1	142	5.0	115	5.6	134	4.7	107	6.6	157				
All Grades (K-12)	10.4	4,724	10.2	4,429	11.6	4,962	11.4	4,775	13.7	5,741				
<b>State</b>														
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	0.4	17	0.8	30	1.1	40	0.8	30	~	~		
Grade 8	0.4	17	1.7	63	1.9	80	2.2	97	~	~		
Grade 9	13.6	695	11.2	529	9.0	334	7.1	261	~	~		
Grade 10	10.2	400	9.8	376	9.0	344	7.5	268	~	~		
Grade 11	8.0	246	9.1	277	9.2	281	7.7	239	~	~		
Grade 12	12.1	348	10.4	302	12.0	336	14.2	422	~	~		
Grades 9 - 12	11.3	1,689	10.2	1,484	9.7	1,295	8.9	1,190	~	~		
<b>State</b>												
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
<b>Grade 4 English Language Arts</b>												
Advanced	1.5	49	2.4	82	1.5	59	3.1	122	1.2	44		
Mastery *	15.6	518	15.2	511	14.8	582	15.1	599	14.1	524		
Basic	36.9	1,223	36.3	1,224	43.4	1,709	36.7	1,453	42.4	1,572		
Approaching Basic	22.7	752	24.7	833	25.4	1,001	30.4	1,202	27.5	1,018		
Unsatisfactory	23.3	774	21.4	720	14.9	587	14.7	583	14.7	546		
<b>Grade 4 Mathematics</b>												
Advanced	2.6	85	2.2	75	2.1	84	2.8	111	3.0	111		
Mastery *	8.3	275	10.4	351	11.3	445	9.7	386	13.2	488		
Basic	31.2	1,033	34.1	1,149	37.2	1,466	36.3	1,438	39.8	1,473		
Approaching Basic	21.4	710	22.7	765	23.3	919	24.0	952	23.1	855		
Unsatisfactory	36.5	1,211	30.6	1,030	26.0	1,023	27.1	1,073	21.0	777		
<b>Grade 4 Science</b>												
Advanced	N/A	N/A	1.8	62	3.0	118	4.5	179	3.1	113		
Mastery *	N/A	N/A	12.6	425	13.1	516	12.0	476	15.2	561		
Basic	N/A	N/A	35.4	1,194	35.6	1,400	39.0	1,544	33.7	1,246		
Approaching Basic	N/A	N/A	31.7	1,069	34.4	1,355	30.1	1,191	34.9	1,291		
Unsatisfactory	N/A	N/A	18.4	619	13.9	547	14.4	568	13.3	491		
<b>Grade 4 Social Studies</b>												
Advanced	N/A	N/A	1.6	55	2.0	79	1.8	70	2.5	94		
Mastery *	N/A	N/A	10.6	358	12.4	487	9.3	367	12.8	473		
Basic	N/A	N/A	40.3	1,358	40.7	1,606	41.9	1,659	41.0	1,519		
Approaching Basic	N/A	N/A	23.3	785	23.9	943	25.6	1,013	25.9	958		
Unsatisfactory	N/A	N/A	24.1	813	21.0	828	21.5	849	17.8	658		

~ = 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
<b>Grade 8 English Language Arts</b>												
Advanced	1.4	47	1.2	42	1.1	35	1.1	33	1.1	34		
Mastery *	12.6	429	12.3	415	14.0	446	17.3	505	15.9	477		
Basic	27.5	937	33.7	1,139	33.0	1,047	29.1	850	32.8	984		
Approaching Basic	34.0	1,158	34.4	1,161	35.9	1,140	40.6	1,187	31.3	938		
Unsatisfactory	24.4	832	18.3	618	16.0	509	11.8	346	18.9	568		
<b>Grade 8 Mathematics</b>												
Advanced	1.5	51	2.8	93	2.6	83	1.4	42	3.6	107		
Mastery *	4.3	148	4.7	160	4.6	145	3.2	95	6.3	189		
Basic	27.9	951	30.7	1,035	37.2	1,181	35.4	1,034	36.5	1,095		
Approaching Basic	18.6	632	19.9	671	22.3	707	27.7	810	21.5	644		
Unsatisfactory	47.7	1,625	41.9	1,414	33.4	1,060	32.3	943	32.2	967		
<b>Grade 8 Science</b>												
Advanced	N/A	N/A	0.7	23	0.9	29	1.5	44	1.2	37		
Mastery *	N/A	N/A	12.9	435	13.0	411	15.1	439	13.8	413		
Basic	N/A	N/A	24.9	840	32.2	1,022	29.4	856	30.5	913		
Approaching Basic	N/A	N/A	26.1	882	27.8	881	28.8	840	28.5	854		
Unsatisfactory	N/A	N/A	35.4	1,193	26.1	828	25.2	735	26.0	778		
<b>Grade 8 Social Studies</b>												
Advanced	N/A	N/A	1.0	33	0.9	30	1.2	35	0.5	16		
Mastery *	N/A	N/A	11.3	381	12.9	410	11.1	322	10.5	315		
Basic	N/A	N/A	31.8	1,071	37.8	1,199	37.4	1,090	37.6	1,125		
Approaching Basic	N/A	N/A	24.3	818	23.8	754	25.2	735	24.2	724		
Unsatisfactory	N/A	N/A	31.7	1,070	24.5	778	25.1	731	27.2	813		

~ = 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
<b>Grade 4 English Language Arts</b>												
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		
<b>Grade 4 Mathematics</b>												
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		
<b>Grade 4 Science</b>												
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		
<b>Grade 4 Social Studies</b>												
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
<b>Grade 8 English Language Arts</b>												
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		
<b>Grade 8 Mathematics</b>												
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		
<b>Grade 8 Science</b>												
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		
<b>Grade 8 Social Studies</b>												
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
<b>English Language Arts</b>												
Advanced	N/A	N/A	N/A	N/A	1.1	31	2.2	67	1.2	33		
Mastery *	N/A	N/A	N/A	N/A	14.9	420	16.0	482	11.5	323		
Basic	N/A	N/A	N/A	N/A	38.9	1,100	34.0	1,025	38.1	1,068		
Approaching Basic	N/A	N/A	N/A	N/A	21.9	620	21.9	662	25.0	700		
Unsatisfactory	N/A	N/A	N/A	N/A	23.2	654	25.9	782	24.2	677		
<b>Mathematics</b>												
Advanced	N/A	N/A	N/A	N/A	6.2	174	7.4	223	7.9	223		
Mastery *	N/A	N/A	N/A	N/A	12.8	363	10.4	315	14.4	405		
Basic	N/A	N/A	N/A	N/A	26.5	750	26.8	811	30.4	858		
Approaching Basic	N/A	N/A	N/A	N/A	13.3	377	14.3	431	16.2	457		
Unsatisfactory	N/A	N/A	N/A	N/A	41.1	1,161	41.1	1,243	31.1	875		
<b>Science</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.4	90	2.7	75		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.9	320	13.3	368		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.5	763	32.6	900		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.5	577	21.4	592		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	34.7	930	30.0	828		
<b>Social Studies</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.5	40	2.6	71		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.6	311	13.3	368		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.0	937	35.3	976		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.2	569	23.1	638		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	30.7	823	25.7	709		

~ = 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
<b>English Language Arts</b>												
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		
<b>Mathematics</b>												
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		
<b>Science</b>												
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		
<b>Social Studies</b>												
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*

District	Table 3c: The Iowa Test Results <sup>1</sup> Percent of Students by National Quartiles <sup>2</sup> and Percentile Rank of Average Standard Scores					
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Grade 03</b>						
Fourth Quartile	17.9	21.6	22.0	21.4	24.3	
Third Quartile	22.5	22.4	22.9	23.5	29.7	
Second Quartile	28.2	31.9	30.6	31.0	28.4	
First Quartile	31.4	24.0	24.4	24.2	17.6	
<b>Percentile Rank</b>	45	49	50	50	55	
<b>Grade 05</b>						
Fourth Quartile	17.9	21.6	24.9	22.5	23.8	
Third Quartile	21.9	25.0	26.1	24.0	29.5	
Second Quartile	29.1	30.5	31.9	35.3	34.4	
First Quartile	31.2	22.8	17.1	18.2	12.3	
<b>Percentile Rank</b>	45	50	54	52	57	
<b>Grade 06</b>						
Fourth Quartile	14.9	17.8	20.3	23.7	14.3	
Third Quartile	20.3	22.4	23.1	23.8	19.9	
Second Quartile	28.0	29.7	30.5	32.5	32.7	
First Quartile	36.8	30.1	26.1	19.9	33.0	
<b>Percentile Rank</b>	40	45	48	53	41	
<b>Grade 07</b>						
Fourth Quartile	16.2	17.7	20.2	19.9	22.3	
Third Quartile	20.8	24.5	23.8	25.5	23.7	
Second Quartile	27.7	26.4	28.2	26.7	31.7	
First Quartile	35.3	31.4	27.8	27.9	22.3	
<b>Percentile Rank</b>	42	45	48	47	51	
<b>Grade 09</b>						
Fourth Quartile	18.4	18.7	25.6	24.9	23.2	
Third Quartile	22.0	24.4	27.3	29.4	23.2	
Second Quartile	27.6	28.5	29.1	28.2	29.7	
First Quartile	32.0	28.4	18.0	17.6	23.8	
<b>Percentile Rank</b>	43	46	54	54	50	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 <sup>1</sup> Percent of Students by National Quartiles <sup>2</sup> and Percentile Rank of Average Standard Scores						
State	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Grade 03</b>						
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	
<b>Percentile Rank</b>	45	47	50	50	55	
<b>Grade 05</b>						
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	
<b>Percentile Rank</b>	44	46	52	51	56	
<b>Grade 06</b>						
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	
<b>Percentile Rank</b>	45	47	48	51	44	
<b>Grade 07</b>						
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	
<b>Percentile Rank</b>	44	46	47	47	48	
<b>Grade 09</b>						
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	
<b>Percentile Rank</b>	44	46	50	48	47	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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**

<b>District</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
ACT Average Composite Score	19.7	19.9	19.8	19.8	19.7	
<b>State</b>						
ACT Average Composite Score	19.6	19.6	19.6	19.6	19.6	

**Table 4b: First-Time College Freshmen Performance**

<b>District</b>	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<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 <sup>1</sup>		2,342		2,209		2,280		2,243		2,223		
HS Graduates Who Were First-Time College Freshmen	45.7	1,070	47.8	1,056	43.4	989	43.8	983	46.2	1,026		
First-Time Freshmen Enrolled in College Developmental Courses	41.9	448	40.7	430	40.7	402	36.6	360	37.5	385		
<b>State</b>												
Number of High School Graduates <sup>1</sup>		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

<sup>1</sup> Represents diploma graduates from the previous school year.

## Parish Socioeconomic And Demographic Profile

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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.



# Caddo 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.

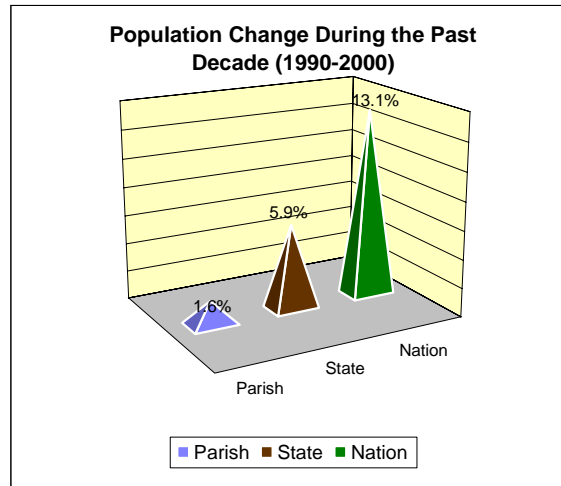
**Population by Race  
Parish**

Race	Parish	
	Number	Percent
White	133,424	52.9%
Black	112,483	44.6%
Other	6,254	2.5%
<b>Total</b>	<b>252,161</b>	<b>100.0%</b>

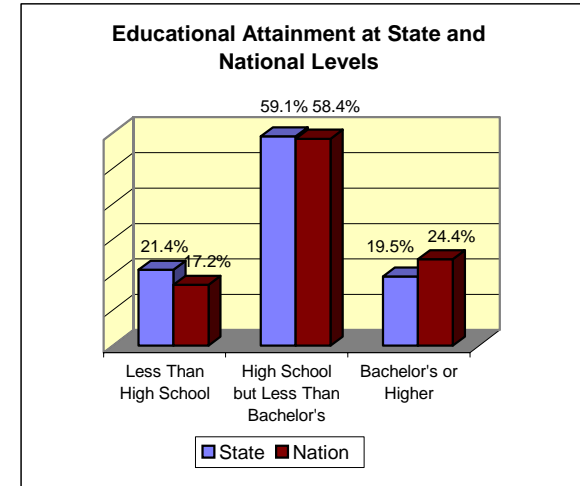
**Population by Race  
State and Nation**

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%
<b>Total</b>	<b>4,468,976</b>	<b>100.0%</b>	<b>281,421,906</b>	<b>99.9%</b>

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

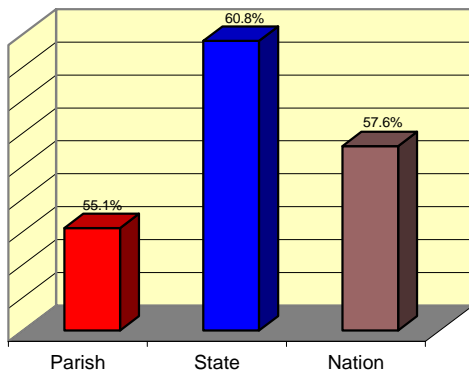


Sources: U.S. Census Bureau, Census 2000.



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	\$29,667	\$30,466	\$37,005
Persons Below Poverty	20.4%	18.4%	13.3%
Children Below Poverty	29.5%	26.0%	19.9%

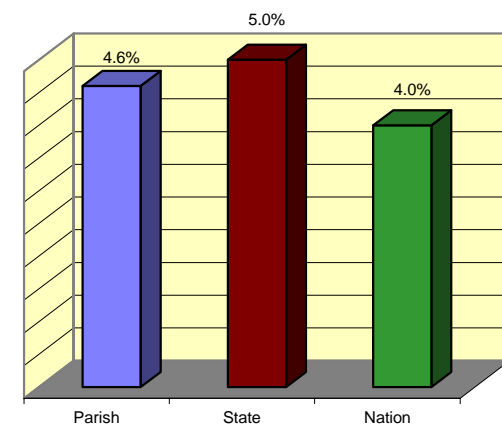
Source: U.S. Census Bureau, Census 2000.

**Teenage Birth and Single Motherhood**

	Parish	State	Nation
Teenage Birth Rate (1)	18.8%	17.0%	12.2%
Female Householders (2)	19.8%	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

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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:

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

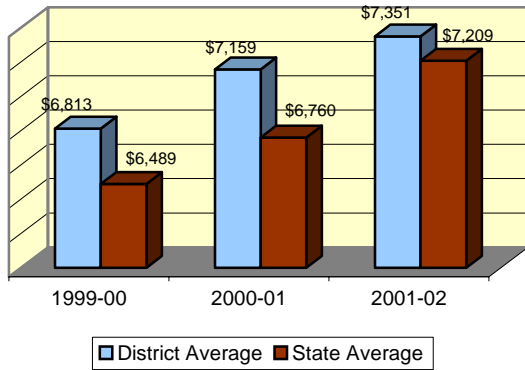
Note: District data are as of the publication date of this report. Audits of student and financial data may result in revision subsequent to the publication of this report. Some districts' financial data may be adjusted after the publication of this report because of audits.

# Caddo Parish Financial Profile

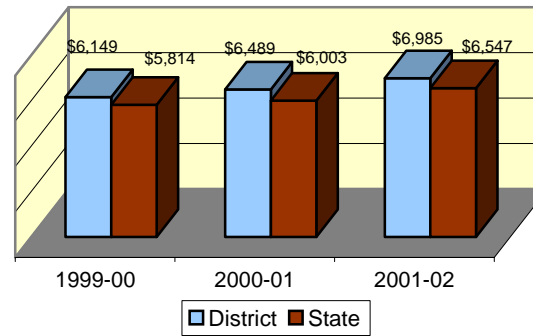
## Figure 6

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	\$123,633,319	40.0%	39.0%	\$131,873,287	40.8%	39.7%	\$128,368,774	38.9%	38.8%
State	\$154,561,192	50.0%	49.3%	\$158,905,848	49.2%	48.7%	\$165,071,212	50.1%	48.5%
Federal	\$30,869,344	10.0%	11.7%	\$32,213,190	10.0%	11.6%	\$36,314,509	11.0%	12.7%
<b>Total</b>	<b>\$309,063,855</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$322,992,326</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$329,754,495</b>	<b>100.0%</b>	<b>100.0%</b>

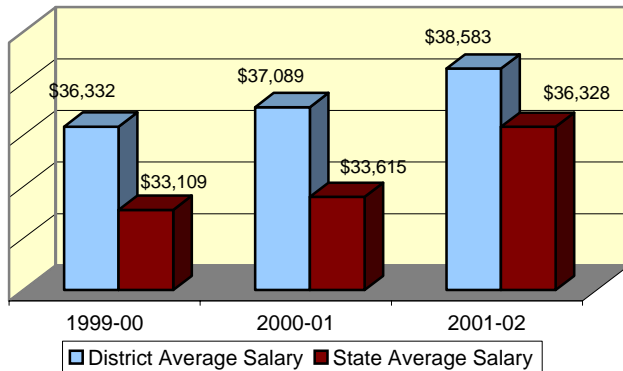
**Revenues Per Pupil**



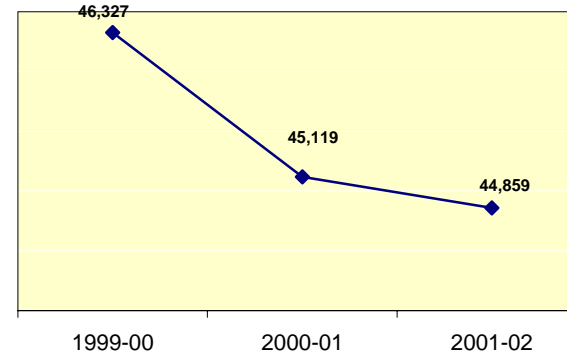
**Expenditures Per Pupil**



**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*

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# School Characteristics and Accountability Information

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## 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.

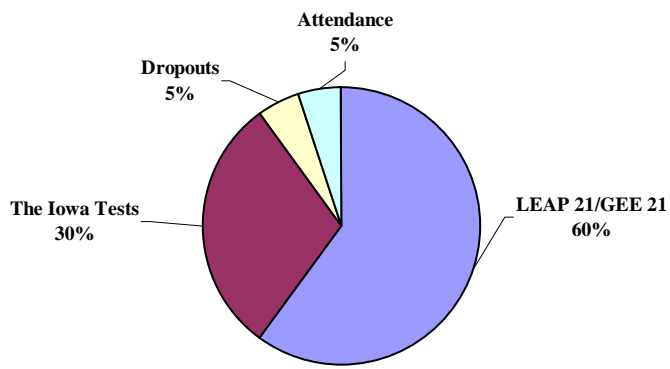
As discussed in the Introduction, the Louisiana School and District Accountability System has undergone many recent changes to bring the accountability system into compliance with federal guidelines as mandated by the No Child Left Behind (NCLB) Act of 2001. One significant change is the system will 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><b>Growth Label</b></i>	<i><b>Description of Growth</b></i>
<i><b>Exemplary Academic Growth</b></i>	School exceeding its Growth Target by 5.0 points or more
<i><b>Recognized Academic Growth</b></i>	School meeting or exceeding its Growth Target by fewer than 5.0 points
<i><b>Minimal Academic Growth</b></i>	School improving some, but not meeting its Growth Target
<i><b>No Growth</b></i>	School with a change in SPS of 0 to minus (-) 5.0 points
<i><b>School in Decline</b></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>	<b>SPS Range</b>
<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>	<b>SPS Range</b>
<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](http://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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009002</b>	<b>Arthur Circle Elementary School</b>						
	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	382	411	379	391	414	414
	Number on Free/Reduced Lunch	137	146	128	137	154	154
	Percent on Free/Reduced Lunch	35.9	35.5	34.1	35.0	37.2	37.2
	Number of Faculty	31	34	34	34	33	33
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	108.8	N/A	111.7	111.7
	Point Change in SPS	N/A	-0.2	2.6	-0.3	0.6	0.6
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	1	N/A	1	1
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	106.2	N/A	111.1	N/A	111.2	111.2
	Growth Target	5.0	N/A	5.0	N/A	2	2
	Performance Label <sup>2</sup>	3	N/A	3	N/A	3	3
	SPS for Current Year	106.2	106.0	111.1	110.8	111.2	111.2
	School Improvement Status <sup>3</sup>					N/A	N/A
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009003</b>	<b>Atkins Elementary School</b>						
	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	726	702	675	608	618	
	Number on Free/Reduced Lunch	690	667	627	563	585	
	Percent on Free/Reduced Lunch	95.0	95.0	93.2	92.6	94.7	
	Number of Faculty	50	53	53	49	44	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	53.4	N/A	47.3	
	Point Change in SPS	N/A	3.9	16.8	-6.4	-0.4	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	36.6	N/A	47.7	N/A	47	
	Growth Target	11.8	N/A	12.4	N/A	6.1	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	36.6	40.5	47.7	41.3	47.0	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009004</b>	<b>Barret Elementary School</b>						
	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	205	189	211	246	274	
	Number on Free/Reduced Lunch	201	186	200	234	263	
	Percent on Free/Reduced Lunch	98.0	98.4	97.1	95.1	96.0	
	Number of Faculty	27	25	24	27	29	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	51.5	N/A	47.8	
	Point Change in SPS	N/A	13.8	12.3	-7.6	-4.9	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	39.2	N/A	52.7	N/A	49.3	
	Growth Target	11.1	N/A	10.7	N/A	5.6	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	39.2	53.0	52.7	45.1	49.3	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009005</b>	<b>Bethune Middle School</b>						
	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	299	311	272	706	709	
	Number on Free/Reduced Lunch	259	277	238	553	635	
	Percent on Free/Reduced Lunch	86.6	89.1	87.5	78.3	89.6	
	Number of Faculty	28	30	29	55	48	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	42.4	N/A	39.1	
	Point Change in SPS	N/A	8.2	10.0	-0.9	-1.7	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	5	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	32.4	N/A	40.8	N/A	39.9	
	Growth Target	12.6	N/A	13.8	N/A	6.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	7	
	SPS for Current Year	32.4	40.6	40.8	39.9	39.9	
	School Improvement Status <sup>3</sup>					2	
	Made AYP for SPS Component <sup>4</sup>					NO	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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

<sup>2</sup> 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:

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009006</b>	<b>Blanchard Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	428	419	427	470	434	
	Number on Free/Reduced Lunch	132	132	148	156	154	
	Percent on Free/Reduced Lunch	30.8	31.5	34.7	33.2	35.5	
	Number of Faculty	30	30	32	33	35	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	94.3	N/A	102.5	
	Point Change in SPS	N/A	10.3	17.4	0.9	6.9	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	76.9	N/A	95.6	N/A	100.3	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	4	N/A	4	N/A	3	
	SPS for Current Year	76.9	87.2	95.6	96.5	100.3	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>						
	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	1,024	975	862	835	739	739
	Number on Free/Reduced Lunch	520	520	482	450	424	424
	Percent on Free/Reduced Lunch	50.8	53.3	55.9	53.9	57.4	57.4
	Number of Faculty	61	58	61	61	58	58
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	72.8	N/A	73.4	73.4
	Point Change in SPS	N/A	7.7	10.0	3.6	2.3	2.3
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	62.8	N/A	71.1	N/A	71.9	71.9
	Growth Target	7.1	N/A	6.8	N/A	4	4
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	5
	SPS for Current Year	62.8	70.5	71.1	74.7	71.9	71.9
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009008</b>	<b>C.E. Byrd High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,957	1,956	1,890	1,991	1884	
	Number on Free/Reduced Lunch	552	540	449	464	407	
	Percent on Free/Reduced Lunch	28.2	27.6	23.8	23.3	21.6	
	Number of Faculty	110	111	111	114	117	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	111.7	
	Point Change in SPS	N/A	N/A	N/A	-3.7	1.9	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	109.8	N/A	111.5	
	Growth Target	N/A	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	N/A	N/A	3	N/A	3	
	SPS for Current Year	N/A	N/A	109.8	106.1	111.5	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009009</b>	<b>Caddo Career Center</b>						
	Grade Structure	9-12	9-10	9-12	9-12	9-12	
	School Type	High	High	High	High	High	
	October 1 Membership	~	0	~	~	~	
	Number on Free/Reduced Lunch	~	~	~	~	~	
	Percent on Free/Reduced Lunch	~	~	~	~	~	
	Number of Faculty	40	41	41	41	42	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						N/A

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*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009010</b>	<b>Caddo School for Exceptional Children</b>						
	Grade Structure	K-7,9	1-9	K-9	K-9	PK,K-12	
	School Type	Combination	Combination	Combination	Combination	Combination	
	October 1 Membership	42	45	48	52	44	
	Number on Free/Reduced Lunch	31	32	29	32	28	
	Percent on Free/Reduced Lunch	73.8	71.1	64.4	61.5	63.6	
	Number of Faculty	17	20	18	18	15	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					N/A	
	Made AYP for Subgroup Component <sup>4</sup>					N/A	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009011</b>	<b>Caddo Heights Elementary School</b>						
	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	712	679	638	726	705	
	Number on Free/Reduced Lunch	651	633	595	644	673	
	Percent on Free/Reduced Lunch	91.4	93.2	93.3	88.7	95.5	
	Number of Faculty	51	50	54	59	58	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	54.2	N/A	49.3	
	Point Change in SPS	N/A	-1.3	18.1	0.9	2.7	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	36.1	N/A	46.6	N/A	49.6	
	Growth Target	11.9	N/A	12.2	N/A	5.8	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	36.1	34.8	46.6	47.5	49.6	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009012</b>	<b>Caddo Parish Magnet High School</b>						
	Grade Structure	9-12	9-12	8-12	9-12	9-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,166	1,147	1,122	1,117	1066	
	Number on Free/Reduced Lunch	69	69	67	75	72	
	Percent on Free/Reduced Lunch	5.9	6.0	6.0	6.7	6.8	
	Number of Faculty	78	77	79	78	74	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	171.1	
	Point Change in SPS	N/A	N/A	N/A	1.8	1.6	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	169.5	N/A	171.1	
	Growth Target	N/A	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	N/A	N/A	1	N/A	1	
	SPS for Current Year	N/A	N/A	169.5	171.3	171.1	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009013</b>	<b>Captain Shreve High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,339	1,366	1,324	1,307	1236	
	Number on Free/Reduced Lunch	261	236	220	231	218	
	Percent on Free/Reduced Lunch	19.5	17.3	16.6	17.7	17.6	
	Number of Faculty	78	78	78	76	78	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	106.4	
	Point Change in SPS	N/A	N/A	N/A	0.6	4.6	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	101.8	N/A	106.4	
	Growth Target	N/A	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	N/A	N/A	3	N/A	3	
	SPS for Current Year	N/A	N/A	101.8	102.4	106.4	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009014</b>	<b>Central Elementary School</b>						
	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	264	254	207	324	303	303
	Number on Free/Reduced Lunch	213	213	170	278	278	278
	Percent on Free/Reduced Lunch	80.7	83.9	82.9	85.8	91.7	91.7
	Number of Faculty	19	21	22	26	26	26
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	57.3	N/A	51.4	51.4
	Point Change in SPS	N/A	-7.4	15.7	5.2	7.1	7.1
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	41.6	N/A	44.3	N/A	50.2	50.2
	Growth Target	11.7	N/A	13.6	N/A	5.8	5.8
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	6
	SPS for Current Year	41.6	34.2	44.3	49.5	50.2	50.2
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					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.

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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009015</b>	<b>Cherokee Park Elementary School</b>						
	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	402	392	454	340	375	
	Number on Free/Reduced Lunch	361	362	422	286	307	
	Percent on Free/Reduced Lunch	89.8	92.3	93.0	84.1	81.9	
	Number of Faculty	28	28	28	31	31	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	54.1	N/A	58.5	
	Point Change in SPS	N/A	4.3	9.7	10.1	6.9	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	44.4	N/A	51.6	N/A	58.5	
	Growth Target	10.4	N/A	11.3	N/A	5.2	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	44.4	48.7	51.6	61.7	58.5	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	366	381	416	402	390	
	Number on Free/Reduced Lunch	208	209	239	239	242	
	Percent on Free/Reduced Lunch	56.8	54.9	57.5	59.5	62.1	
	Number of Faculty	27	28	31	29	32	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	106.4	N/A	115.8	
	Point Change in SPS	N/A	3.2	4.5	9.5	10.6	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	1	N/A	2	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	101.9	N/A	105.2	N/A	115.8	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	3	N/A	3	N/A	3	
	SPS for Current Year	101.9	105.1	105.2	114.7	115.8	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009017</b>	<b>J. S. Clark Middle School</b>						
	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	723	747	732	681	715	715
	Number on Free/Reduced Lunch	619	626	594	552	614	614
	Percent on Free/Reduced Lunch	85.6	83.8	81.1	81.1	85.9	85.9
	Number of Faculty	51	53	53	50	46	46
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	42.4	N/A	45.8	45.8
	Point Change in SPS	N/A	5.7	9.4	3.2	5.8	5.8
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	4	4
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	33.0	N/A	40.0	N/A	44.6	44.6
	Growth Target	12.3	N/A	13.5	N/A	6.1	6.1
	Performance Label <sup>2</sup>	5	N/A	5	N/A	7	7
	SPS for Current Year	33.0	38.7	40.0	43.2	44.6	44.6
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009018</b>	<b>Creswell Elementary School</b>						
	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	499	548	487	461	461	
	Number on Free/Reduced Lunch	417	455	398	394	408	
	Percent on Free/Reduced Lunch	83.6	83.0	81.7	85.5	88.5	
	Number of Faculty	38	44	42	43	42	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	61.1	N/A	64.1	
	Point Change in SPS	N/A	0.6	9.7	3.6	6.2	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	51.4	N/A	57.9	N/A	63.2	
	Growth Target	8.9	N/A	9.1	N/A	4.3	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	51.4	52.0	57.9	61.5	63.2	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	468	459	460	456	431	
	Number on Free/Reduced Lunch	101	86	92	84	74	
	Percent on Free/Reduced Lunch	21.6	18.7	20.0	18.4	17.2	
	Number of Faculty	31	30	31	31	32	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	147.1	N/A	150.3	
	Point Change in SPS	N/A	9.7	10.5	3.5	3.9	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	136.6	N/A	146.4	N/A	150.3	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	2	N/A	2	N/A	1	
	SPS for Current Year	136.6	146.3	146.4	149.9	150.3	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>						
	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	1,179	1,100	1,108	1,118	1140	
	Number on Free/Reduced Lunch	211	156	133	192	220	
	Percent on Free/Reduced Lunch	17.9	14.2	12.0	17.2	19.3	
	Number of Faculty	67	66	68	70	69	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	142.7	N/A	143.9	
	Point Change in SPS	N/A	7.4	6.1	-1.1	-0.2	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	136.6	N/A	144.1	N/A	143.9	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	2	N/A	2	N/A	1	
	SPS for Current Year	136.6	144.0	144.1	143.0	143.9	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009021</b>	<b>Eighty-first Street ECE Center</b>						
	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	230	210	312	236	211	
	Number on Free/Reduced Lunch	178	156	154	177	156	
	Percent on Free/Reduced Lunch	77.4	74.3	72.6	75.0	73.9	
	Number of Faculty	46	46	44	45	35	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						N/A

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009022</b>	<b>Fair Park High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,067	904	915	943	999	
	Number on Free/Reduced Lunch	682	612	590	545	618	
	Percent on Free/Reduced Lunch	63.9	67.7	64.5	57.8	61.9	
	Number of Faculty	77	83	78	79	77	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	37.5	
	Point Change in SPS	N/A	N/A	N/A	4.5	6.5	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	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	31.0	N/A	41.6	
	Growth Target	N/A	N/A	9.5	N/A	6.3	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	7	
	SPS for Current Year	N/A	N/A	31.0	35.5	41.6	
	School Improvement Status <sup>3</sup>					2	
	Made AYP for SPS Component <sup>4</sup>					NO	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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1 = Five Stars (\*\*\*\*\*)    2 = Four Stars (\*\*\*\*)    3 = Three Stars (\*\*\*)    4 = Two Stars (\*\*)  
5 = One Star (\*)    6 = Academic Warning    7 = Academically Unacceptable

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009023</b>	<b>Fairfield Magnet School</b>						
	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	272	240	234	270	313	
	Number on Free/Reduced Lunch	237	223	219	150	122	
	Percent on Free/Reduced Lunch	87.1	92.9	93.6	55.6	39.0	
	Number of Faculty	25	27	26	29	31	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	62.0	N/A	88.2	
	Point Change in SPS	N/A	17.0	31.8	21.3	32.5	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	30.2	N/A	55.7	N/A	86.2	
	Growth Target	13.4	N/A	10.0	N/A	2.8	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	4	
	SPS for Current Year	30.2	47.2	55.7	77.0	86.2	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> Performance Label: 1 = School of Academic Excellence    2 = School of Academic Distinction    3 = School of Academic Achievement

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009024</b>	<b>Forest Hill Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	765	706	694	784	726	
	Number on Free/Reduced Lunch	269	250	239	268	279	
	Percent on Free/Reduced Lunch	35.2	35.4	34.5	34.2	38.4	
	Number of Faculty	50	51	49	54	53	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	113.7	N/A	108.7	
	Point Change in SPS	N/A	13.4	19.1	-2.4	-0.8	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	94.6	N/A	109.5	N/A	108.2	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	4	N/A	3	N/A	3	
	SPS for Current Year	94.6	108.0	109.5	107.1	108.2	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009025</b>	<b>Green Oaks High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	644	645	616	617	620	
	Number on Free/Reduced Lunch	459	474	354	419	426	
	Percent on Free/Reduced Lunch	71.3	73.5	57.5	67.9	68.7	
	Number of Faculty	47	49	47	48	50	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	43.6	
	Point Change in SPS	N/A	N/A	N/A	4.7	10.9	
	Met Growth Target	N/A	N/A	N/A	N/A	YES	
	Growth Label <sup>1</sup>	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	32.7	N/A	46	
	Growth Target	N/A	N/A	9.2	N/A	6	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	6	
	SPS for Current Year	N/A	N/A	32.7	37.4	46.0	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009027</b>	<b>Herndon Magnet School</b>						
	Grade Structure	K-8	K-8	K-8	K-8	K-8	K-8
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	1,067	959	975	841	817	817
	Number on Free/Reduced Lunch	312	281	263	187	204	204
	Percent on Free/Reduced Lunch	29.2	29.3	27.0	22.2	25.0	25.0
	Number of Faculty	66	61	62	60	58	58
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	123.4	N/A	125.4	125.4
	Point Change in SPS	N/A	6.7	15.6	9.3	8.6	8.6
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	3	3
	Reward Eligibility	N/A	N/A	YES	N/A	YES	YES
	Baseline SPS	107.8	N/A	116.8	N/A	125.4	125.4
	Growth Target	5.0	N/A	5.0	N/A	2	2
	Performance Label <sup>2</sup>	3	N/A	3	N/A	2	2
	SPS for Current Year	107.8	114.5	116.8	126.1	125.4	125.4
	School Improvement Status <sup>3</sup>					N/A	N/A
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009028</b>	<b>Hillsdale Elementary School</b>						
	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	539	578	601	498	460	
	Number on Free/Reduced Lunch	418	448	466	377	367	
	Percent on Free/Reduced Lunch	77.6	77.5	77.7	75.7	79.8	
	Number of Faculty	35	40	42	41	36	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	69.4	N/A	68.2	
	Point Change in SPS	N/A	4.4	12.5	2.7	3.3	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	56.9	N/A	64.9	N/A	67.9	
	Growth Target	8.2	N/A	8.3	N/A	4.4	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	56.9	61.3	64.9	67.6	67.9	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>						
	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	540	510	477	516	457	457
	Number on Free/Reduced Lunch	481	439	423	457	394	394
	Percent on Free/Reduced Lunch	89.1	86.1	88.7	88.6	86.2	86.2
	Number of Faculty	42	40	41	42	37	37
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	46.7	N/A	50.8	50.8
	Point Change in SPS	N/A	8.6	8.2	1.0	3.3	3.3
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	4	4
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	38.5	N/A	47.5	N/A	51.1	51.1
	Growth Target	11.0	N/A	11.9	N/A	5.6	5.6
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	6
	SPS for Current Year	38.5	47.1	47.5	48.5	51.1	51.1
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009031</b>	<b>Huntington High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,532	1,593	1,538	1,474	1360	
	Number on Free/Reduced Lunch	427	358	402	394	450	
	Percent on Free/Reduced Lunch	27.9	22.5	26.1	26.7	33.1	
	Number of Faculty	95	93	91	89	85	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	62.3	
	Point Change in SPS	N/A	N/A	N/A	-5.5	-5.6	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	6	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	67.9	N/A	64.2	
	Growth Target	N/A	N/A	5.0	N/A	4.7	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	67.9	62.4	64.2	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009032</b>	<b>Ingersoll Elementary School</b>						
	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	353	331	281	296	272	
	Number on Free/Reduced Lunch	347	328	251	272	250	
	Percent on Free/Reduced Lunch	98.3	99.1	92.3	91.9	91.9	
	Number of Faculty	33	30	30	33	29	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	66.7	N/A	64.0	
	Point Change in SPS	N/A	-0.7	27.6	18.3	16.1	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	39.1	N/A	47.9	N/A	62.2	
	Growth Target	11.1	N/A	12.3	N/A	4.8	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	39.1	38.4	47.9	66.2	62.2	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009033</b>	<b>Judson Fundamental Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
	October 1 Membership	531	491	478	437	404	404
	Number on Free/Reduced Lunch	160	148	163	191	203	203
	Percent on Free/Reduced Lunch	30.1	30.1	34.1	43.7	50.2	50.2
	Number of Faculty	34	34	33	31	34	34
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	123.5	N/A	122.5	122.5
	Point Change in SPS	N/A	5.1	10.7	3.6	4.6	4.6
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	1	1
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	112.8	N/A	117.9	N/A	122.5	122.5
	Growth Target	5.0	N/A	5.0	N/A	2	2
	Performance Label <sup>2</sup>	3	N/A	3	N/A	2	2
	SPS for Current Year	112.8	117.9	117.9	121.5	122.5	122.5
	School Improvement Status <sup>3</sup>					N/A	N/A
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009034</b>	<b>Lakeshore Elementary School</b>						
	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	556	583	585	627	619	
	Number on Free/Reduced Lunch	509	546	527	559	570	
	Percent on Free/Reduced Lunch	91.5	93.7	90.1	89.2	92.1	
	Number of Faculty	37	39	44	45	46	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	51.5	N/A	61.0	
	Point Change in SPS	N/A	2.3	-0.4	5.9	9.6	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	5	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	51.9	N/A	51.4	N/A	60.5	
	Growth Target	9.0	N/A	11.4	N/A	5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	51.9	54.2	51.4	57.3	60.5	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

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

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

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009036</b>	<b>Linear Middle School</b>						
	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	569	526	506	501	488	488
	Number on Free/Reduced Lunch	510	468	437	398	404	404
	Percent on Free/Reduced Lunch	89.6	89.0	86.4	79.4	82.8	82.8
	Number of Faculty	40	43	43	42	43	43
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	49.5	N/A	46.9	46.9
	Point Change in SPS	N/A	12.1	14.8	-2.7	-1.1	-1.1
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	5	5
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	34.7	N/A	48.0	N/A	44.6	44.6
	Growth Target	12.0	N/A	11.9	N/A	6.2	6.2
	Performance Label <sup>2</sup>	5	N/A	5	N/A	7	7
	SPS for Current Year	34.7	46.8	48.0	45.3	44.6	44.6
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					NO	NO

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<sup>2</sup> Performance Label: 1 = School of Academic Excellence    2 = School of Academic Distinction    3 = School of Academic Achievement

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009037</b>	<b>Linwood Middle School</b>						
	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	741	673	651	623	690	690
	Number on Free/Reduced Lunch	642	599	574	508	617	617
	Percent on Free/Reduced Lunch	86.6	89.0	88.2	81.5	89.4	89.4
	Number of Faculty	49	52	53	53	50	50
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	47.4	N/A	50.3	50.3
	Point Change in SPS	N/A	9.1	12.0	7.6	5.8	5.8
	Met Growth Target	N/A	N/A	NO	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	4	4
	Reward Eligibility	N/A	N/A	NO	N/A	NO	NO
	Baseline SPS	35.4	N/A	44.5	N/A	49.1	49.1
	Growth Target	12.2	N/A	12.6	N/A	5.7	5.7
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	6
	SPS for Current Year	35.4	44.5	44.5	52.1	49.1	49.1
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>						
	Grade Structure	PK,K	PK,K	PK,K	PK,K	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	182	133	177	187	393	
	Number on Free/Reduced Lunch	157	114	134	160	339	
	Percent on Free/Reduced Lunch	86.3	85.7	79.3	85.6	86.3	
	Number of Faculty	16	15	15	18	36	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	7.5	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 <sup>1</sup>	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	51.8	
	Growth Target	N/A	N/A	N/A	N/A	6	
	Performance Label <sup>2</sup>	N/A	N/A	N/A	N/A	6	
	SPS for Current Year	N/A	N/A	N/A	7.2	51.8	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					N/A	
	Made AYP for Subgroup Component <sup>4</sup>					N/A	

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009040</b>	<b>Mooringsport Elementary School</b>						
	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	232	244	262	234	239	
	Number on Free/Reduced Lunch	145	157	170	134	161	
	Percent on Free/Reduced Lunch	62.5	64.3	65.6	57.3	67.4	
	Number of Faculty	20	22	21	23	20	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	77.0	N/A	91.8	
	Point Change in SPS	N/A	12.9	18.8	20.4	14.5	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	58.2	N/A	77.3	N/A	90.9	
	Growth Target	7.7	N/A	5.2	N/A	2.4	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	4	
	SPS for Current Year	58.2	71.1	77.3	97.7	90.9	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009042</b>	<b>North Caddo High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	534	506	444	431	426	
	Number on Free/Reduced Lunch	258	269	212	237	246	
	Percent on Free/Reduced Lunch	48.3	53.2	47.7	55.0	57.7	
	Number of Faculty	44	40	40	40	40	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	56.3	
	Point Change in SPS	N/A	N/A	N/A	0.0	1.7	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	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	54.6	N/A	58.5	
	Growth Target	N/A	N/A	6.1	N/A	4.9	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	6	
	SPS for Current Year	N/A	N/A	54.6	54.6	58.5	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009043</b>	<b>North Highlands Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	532	519	505	538	529	
	Number on Free/Reduced Lunch	276	293	267	294	294	
	Percent on Free/Reduced Lunch	51.9	56.5	54.9	54.6	55.6	
	Number of Faculty	47	47	45	49	45	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	83.4	N/A	94.7	
	Point Change in SPS	N/A	-1.4	4.0	5.6	10.8	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	2	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	79.4	N/A	83.9	N/A	94	
	Growth Target	5.0	N/A	5.0	N/A	2.2	
	Performance Label <sup>2</sup>	4	N/A	4	N/A	4	
	SPS for Current Year	79.4	78.0	83.9	89.5	94.0	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009044</b>	<b>Northside Elementary School</b>						
	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	337	356	393	461	486	486
	Number on Free/Reduced Lunch	310	321	351	382	402	402
	Percent on Free/Reduced Lunch	92.0	90.2	90.7	82.9	82.7	82.7
	Number of Faculty	34	34	34	34	38	38
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	61.9	N/A	61.1	61.1
	Point Change in SPS	N/A	6.5	15.9	5.0	4.5	4.5
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	46.0	N/A	56.6	N/A	60.8	60.8
	Growth Target	9.9	N/A	10.3	N/A	5	5
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	5
	SPS for Current Year	46.0	52.5	56.6	61.6	60.8	60.8
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009045</b>	<b>Northwood High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	990	988	950	905	886	
	Number on Free/Reduced Lunch	191	209	219	217	252	
	Percent on Free/Reduced Lunch	19.3	21.2	23.1	24.0	28.4	
	Number of Faculty	60	59	59	56	58	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	78.6	
	Point Change in SPS	N/A	N/A	N/A	-7.9	-2.4	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	5	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	81.0	N/A	79.6	
	Growth Target	N/A	N/A	5.0	N/A	3.4	
	Performance Label <sup>2</sup>	N/A	N/A	4	N/A	5	
	SPS for Current Year	N/A	N/A	81.0	73.1	79.6	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009046</b>	<b>Oak Park Elementary School</b>						
	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	563	575	580	555	506	506
	Number on Free/Reduced Lunch	528	533	543	519	484	484
	Percent on Free/Reduced Lunch	93.8	92.7	93.8	93.5	95.7	95.7
	Number of Faculty	35	39	43	44	41	41
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	48.6	N/A	48.8	48.8
	Point Change in SPS	N/A	7.8	16.4	0.4	2.7	2.7
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	32.2	N/A	46.1	N/A	47.8	47.8
	Growth Target	12.7	N/A	12.6	N/A	6.1	6.1
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	6
	SPS for Current Year	32.2	40.0	46.1	46.5	47.8	47.8
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009048</b>	<b>Oil City Elementary School</b>						
	Grade Structure	K-8	K-8	PK,K-8	PK,K-6	PK,K-6	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	231	222	232	255	368	
	Number on Free/Reduced Lunch	193	179	174	199	288	
	Percent on Free/Reduced Lunch	83.5	80.6	76.7	78.0	78.3	
	Number of Faculty	23	26	25	25	30	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	72.3	N/A	77.9	
	Point Change in SPS	N/A	17.3	31.9	2.6	12.2	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	40.4	N/A	65.7	N/A	80.4	
	Growth Target	9.8	N/A	7.3	N/A	3.2	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	4	
	SPS for Current Year	40.4	57.7	65.7	68.3	80.4	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009050</b>	<b>Pine Grove Elementary School</b>						
	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	438	421	396	397	393	
	Number on Free/Reduced Lunch	408	399	368	352	351	
	Percent on Free/Reduced Lunch	93.2	94.8	94.1	88.7	89.3	
	Number of Faculty	33	30	32	31	33	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	96.0	N/A	84.3	
	Point Change in SPS	N/A	27.4	36.1	-4.8	-4.2	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	59.9	N/A	88.5	N/A	84.1	
	Growth Target	7.5	N/A	5.0	N/A	2.9	
	Performance Label <sup>2</sup>	5	N/A	4	N/A	4	
	SPS for Current Year	59.9	87.3	88.5	83.7	84.1	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009051</b>	<b>Queensborough Elementary School</b>						
	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	444	434	418	438	396	
	Number on Free/Reduced Lunch	419	417	391	414	362	
	Percent on Free/Reduced Lunch	94.4	96.1	94.2	94.5	91.4	
	Number of Faculty	33	34	34	35	34	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	45.7	N/A	57.6	
	Point Change in SPS	N/A	6.3	11.0	14.0	13.8	
	Met Growth Target	N/A	N/A	NO	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	4	N/A	3	
	Reward Eligibility	N/A	N/A	NO	N/A	YES	
	Baseline SPS	34.7	N/A	43.8	N/A	57.7	
	Growth Target	12.1	N/A	13.2	N/A	5.3	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	34.7	41.0	43.8	57.8	57.7	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009052</b>	<b>Ridgewood Middle School</b>						
	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	751	829	745	710	718	718
	Number on Free/Reduced Lunch	332	393	366	350	315	315
	Percent on Free/Reduced Lunch	44.2	47.4	49.1	49.3	43.9	43.9
	Number of Faculty	53	52	55	47	50	50
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	72.2	N/A	75.0	75.0
	Point Change in SPS	N/A	6.3	11.2	4.7	4.3	4.3
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	61.0	N/A	70.7	N/A	74.2	74.2
	Growth Target	7.2	N/A	6.6	N/A	3.8	3.8
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	5
	SPS for Current Year	61.0	67.3	70.7	75.4	74.2	74.2
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009053</b>	<b>Riverside Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	393	417	421	447	425	
	Number on Free/Reduced Lunch	125	133	129	153	121	
	Percent on Free/Reduced Lunch	31.8	31.9	31.0	34.2	28.5	
	Number of Faculty	46	40	41	44	40	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	108.8	N/A	111.2	
	Point Change in SPS	N/A	2.2	7.7	-3.6	1.2	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	101.1	N/A	110.0	N/A	111	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	3	N/A	3	N/A	3	
	SPS for Current Year	101.1	103.3	110.0	106.4	111.0	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Grade Structure	6-12	6-12	6-12	6-12	K-12	
	School Type	High	High	High	High	Combination	
	October 1 Membership	200	205	239	197	261	
	Number on Free/Reduced Lunch	106	123	125	134	186	
	Percent on Free/Reduced Lunch	53.0	60.0	52.3	68.0	71.3	
	Number of Faculty	56	59	52	41	41	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						N/A

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009055</b>	<b>Shreve Island Elementary School</b>						
	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	629	647	633	659	705	
	Number on Free/Reduced Lunch	225	224	219	225	240	
	Percent on Free/Reduced Lunch	35.8	34.6	34.9	34.1	34.0	
	Number of Faculty	45	48	50	53	55	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	116.8	N/A	122.2	
	Point Change in SPS	N/A	-6.4	11.6	13.5	13.0	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	105.2	N/A	109.2	N/A	121.8	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	3	N/A	3	N/A	2	
	SPS for Current Year	105.2	98.8	109.2	122.7	121.8	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009056</b>	<b>Newton Smith Elementary School</b>						
	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	279	268	342	310	
	Number on Free/Reduced Lunch	300	265	236	303	281	
	Percent on Free/Reduced Lunch	95.5	95.0	88.1	88.6	90.6	
	Number of Faculty	30	31	32	28	28	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	64.7	N/A	55.2	
	Point Change in SPS	N/A	17.0	23.0	-10.9	-4.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	41.7	N/A	59.8	N/A	54	
	Growth Target	10.1	N/A	9.5	N/A	5.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	41.7	58.7	59.8	48.9	54.0	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009057</b>	<b>South Highlands Elementary Magnet School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	487	463	461	449	437	
	Number on Free/Reduced Lunch	61	67	74	69	76	
	Percent on Free/Reduced Lunch	12.5	14.5	16.1	15.4	17.4	
	Number of Faculty	38	37	36	38	38	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	159.5	N/A	156.0	
	Point Change in SPS	N/A	5.8	3.8	-2.6	-2.9	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	1	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	155.7	N/A	158.9	N/A	156	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	1	N/A	1	N/A	1	
	SPS for Current Year	155.7	161.5	158.9	156.3	156.0	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009058</b>	<b>Southern Hills Elementary School</b>						
	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	689	715	729	712	714	714
	Number on Free/Reduced Lunch	447	491	497	515	534	534
	Percent on Free/Reduced Lunch	64.9	68.7	68.3	72.3	74.8	74.8
	Number of Faculty	49	54	55	59	57	57
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	77.8	N/A	90.2	90.2
	Point Change in SPS	N/A	4.7	6.0	12.2	11.4	11.4
	Met Growth Target	N/A	N/A	YES	N/A	YES	YES
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	2	2
	Reward Eligibility	N/A	N/A	YES	N/A	YES	YES
	Baseline SPS	71.8	N/A	78.8	N/A	88.8	88.8
	Growth Target	5.4	N/A	5.0	N/A	2.7	2.7
	Performance Label <sup>2</sup>	4	N/A	5	N/A	4	4
	SPS for Current Year	71.8	76.5	78.8	91.0	88.8	88.8
	School Improvement Status <sup>3</sup>					N/A	N/A
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

<sup>2</sup> Performance Label: 1 = School of Academic Excellence    2 = School of Academic Distinction    3 = School of Academic Achievement

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009059</b>	<b>Southwood High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	1,968	1,897	1,817	1,676	1630	
	Number on Free/Reduced Lunch	411	404	397	389	396	
	Percent on Free/Reduced Lunch	20.9	21.3	21.8	23.2	24.3	
	Number of Faculty	105	109	105	101	99	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	71.9	
	Point Change in SPS	N/A	N/A	N/A	-0.8	0.5	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	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	71.4	N/A	71.8	
	Growth Target	N/A	N/A	5.0	N/A	4.2	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	5	
	SPS for Current Year	N/A	N/A	71.4	70.6	71.8	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009060 A. C. Steere Elementary School</b>						
Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
October 1 Membership	461	457	487	463	436	
Number on Free/Reduced Lunch	107	112	122	106	100	
Percent on Free/Reduced Lunch	23.2	24.5	26.0	22.9	22.9	
Number of Faculty	29	32	32	36	37	
Paired/Shared	NO	NO	NO	NO	NO	
Growth School Performance Score (SPS)	N/A	N/A	118.8	N/A	124.7	
Point Change in SPS	N/A	4.0	5.6	-4.1	2.9	
Met Growth Target	N/A	N/A	YES	N/A	NO	
Growth Label <sup>1</sup>	N/A	N/A	3	N/A	1	
Reward Eligibility	N/A	N/A	YES	N/A	NO	
Baseline SPS	113.2	N/A	121.8	N/A	124.9	
Growth Target	5.0	N/A	5.0	N/A	2	
Performance Label <sup>2</sup>	3	N/A	3	N/A	2	
SPS for Current Year	113.2	117.2	121.8	117.7	124.9	
School Improvement Status <sup>3</sup>					N/A	
Made AYP for SPS Component <sup>4</sup>					YES	
Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009061</b>	<b>E.B. Williams Stoner Hill Elem Lab School</b>						
	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	527	478	435	404	379	
	Number on Free/Reduced Lunch	429	403	384	367	357	
	Percent on Free/Reduced Lunch	81.4	84.3	88.5	90.8	94.2	
	Number of Faculty	41	38	39	39	37	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	64.5	N/A	69.0	
	Point Change in SPS	N/A	0.4	-0.7	-2.2	4.3	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	5	N/A	4	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	65.2	N/A	64.7	N/A	68.1	
	Growth Target	6.7	N/A	8.3	N/A	4.3	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	65.2	65.6	64.7	62.5	68.1	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009062</b>	<b>Summer Grove Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	647	629	583	616	621	
	Number on Free/Reduced Lunch	312	341	313	358	391	
	Percent on Free/Reduced Lunch	48.2	54.2	53.7	58.1	63.0	
	Number of Faculty	46	49	49	50	49	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	77.4	N/A	78.0	
	Point Change in SPS	N/A	8.4	10.4	0.7	1.3	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	67.0	N/A	76.7	N/A	77.5	
	Growth Target	6.4	N/A	5.3	N/A	3.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	67.0	75.4	76.7	77.4	77.5	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009063</b>	<b>Summerfield Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	566	550	565	554	562	
	Number on Free/Reduced Lunch	167	184	177	184	231	
	Percent on Free/Reduced Lunch	29.5	33.5	31.3	33.2	41.1	
	Number of Faculty	39	36	38	40	43	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	102.7	N/A	95.9	
	Point Change in SPS	N/A	7.9	12.6	-4.8	-4.0	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	90.1	N/A	99.9	N/A	95.6	
	Growth Target	5.0	N/A	5.0	N/A	2.1	
	Performance Label <sup>2</sup>	4	N/A	4	N/A	4	
	SPS for Current Year	90.1	98.0	99.9	95.1	95.6	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009064</b>	<b>Sunset Acres Elementary School</b>						
	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	631	598	553	630	581	
	Number on Free/Reduced Lunch	541	520	476	534	541	
	Percent on Free/Reduced Lunch	85.7	87.0	87.2	84.8	93.1	
	Number of Faculty	54	59	58	57	53	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	65.9	N/A	54.5	
	Point Change in SPS	N/A	6.6	9.5	-7.3	-8.7	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	56.4	N/A	63.2	N/A	54.6	
	Growth Target	8.2	N/A	8.5	N/A	5.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	56.4	63.0	63.2	55.9	54.6	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					NO	

~ = 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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009065</b>	<b>Jack P. Timmons Elementary School</b>						
	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	212	234	263	265	251	
	Number on Free/Reduced Lunch	127	147	151	136	137	
	Percent on Free/Reduced Lunch	59.9	62.8	57.9	51.3	54.6	
	Number of Faculty	20	21	19	22	24	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	94.1	N/A	104.9	
	Point Change in SPS	N/A	-3.0	17.2	14.2	17.8	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	2	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	76.9	N/A	87.1	N/A	104.7	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	4	N/A	4	N/A	3	
	SPS for Current Year	76.9	73.9	87.1	101.3	104.7	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009066</b>	<b>University Elementary School</b>						
	Grade Structure	K-5	K-5	K-5	PK,K-5	PK,K-5	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	841	871	845	868	851	
	Number on Free/Reduced Lunch	266	287	291	317	314	
	Percent on Free/Reduced Lunch	31.6	33.0	34.4	36.5	36.9	
	Number of Faculty	58	59	61	64	65	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	110.1	N/A	109.8	
	Point Change in SPS	N/A	2.7	4.4	-5.1	-2.3	
	Met Growth Target	N/A	N/A	NO	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	1	N/A	1	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	105.7	N/A	112.1	N/A	107.9	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	3	N/A	3	N/A	3	
	SPS for Current Year	105.7	108.4	112.1	107.0	107.9	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009067</b>	<b>Vivian Elementary/Middle School</b>						
	Grade Structure	PK,K-8	PK,K-8	PK,K-8	PK,K-8	PK,K-8	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	729	734	685	778	725	
	Number on Free/Reduced Lunch	538	562	510	570	586	
	Percent on Free/Reduced Lunch	73.8	76.6	75.1	73.3	80.8	
	Number of Faculty	56	52	54	64	64	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	71.4	N/A	75.8	
	Point Change in SPS	N/A	6.9	12.4	7.9	8.2	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	59.0	N/A	67.6	N/A	74.3	
	Growth Target	7.5	N/A	7.4	N/A	3.7	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	59.0	65.9	67.6	75.5	74.3	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>						
	Grade Structure	K-8	K-8	K-8	K-8	PK,K-8	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	1,576	1,564	1,581	1,532	1490	
	Number on Free/Reduced Lunch	629	624	609	559	627	
	Percent on Free/Reduced Lunch	39.9	39.9	38.5	36.5	42.1	
	Number of Faculty	93	95	95	102	103	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	97.6	N/A	101.5	
	Point Change in SPS	N/A	9.1	13.7	5.1	5.3	
	Met Growth Target	N/A	N/A	YES	N/A	YES	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	3	
	Reward Eligibility	N/A	N/A	YES	N/A	YES	
	Baseline SPS	83.9	N/A	96.2	N/A	100.3	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	4	N/A	4	N/A	3	
	SPS for Current Year	83.9	93.0	96.2	101.3	100.3	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009069</b>	<b>Booker T. Washington High School</b>						
	Grade Structure	9-12	9-12	8-12	8-12	8-12	
	School Type	High	High	High	High	High	
	October 1 Membership	738	689	683	619	617	
	Number on Free/Reduced Lunch	462	440	404	347	361	
	Percent on Free/Reduced Lunch	62.6	63.9	59.2	56.1	58.5	
	Number of Faculty	52	52	52	52	50	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	41.1	
	Point Change in SPS	N/A	N/A	N/A	-0.7	-2.5	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	N/A	N/A	5	
	Reward Eligibility	N/A	N/A	NO	N/A	NO	
	Baseline SPS	N/A	N/A	43.6	N/A	42.8	
	Growth Target	N/A	N/A	8.0	N/A	6.4	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	7	
	SPS for Current Year	N/A	N/A	43.6	42.9	42.8	
	School Improvement Status <sup>3</sup>					2	
	Made AYP for SPS Component <sup>4</sup>					NO	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009070</b>	<b>Werner Park Elementary School</b>						
	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	831	853	842	625	610	
	Number on Free/Reduced Lunch	769	800	767	533	558	
	Percent on Free/Reduced Lunch	92.5	93.8	91.4	85.3	91.5	
	Number of Faculty	53	53	58	51	49	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	53.7	N/A	54.4	
	Point Change in SPS	N/A	1.6	20.6	7.3	9.6	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	33.1	N/A	44.8	N/A	53.2	
	Growth Target	12.5	N/A	13.0	N/A	5.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	33.1	34.7	44.8	52.1	53.2	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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<sup>1</sup> 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

<sup>2</sup> Performance Label: 1 = School of Academic Excellence    2 = School of Academic Distinction    3 = School of Academic Achievement

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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009071</b>	<b>West Shreveport Elementary School</b>						
	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	474	459	467	453	425	
	Number on Free/Reduced Lunch	430	421	404	383	387	
	Percent on Free/Reduced Lunch	90.7	91.7	87.8	84.5	91.1	
	Number of Faculty	37	37	38	38	38	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	77.8	N/A	66.4	
	Point Change in SPS	N/A	6.7	25.8	-4.6	-1.7	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	5	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	52.0	N/A	68.1	N/A	66.3	
	Growth Target	8.8	N/A	7.5	N/A	4.6	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	52.0	58.7	68.1	63.5	66.3	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009072</b>	<b>Westwood Elementary School</b>						
	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	553	554	553	484	511	
	Number on Free/Reduced Lunch	518	521	514	454	478	
	Percent on Free/Reduced Lunch	93.7	94.0	93.1	93.8	93.5	
	Number of Faculty	47	46	47	43	44	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	73.0	N/A	56.0	
	Point Change in SPS	N/A	3.4	25.5	-10.3	-8.5	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	6	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	47.5	N/A	64.5	N/A	56.2	
	Growth Target	9.8	N/A	8.1	N/A	5.3	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	6	
	SPS for Current Year	47.5	50.9	64.5	54.2	56.2	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> Performance Label: 1 = School of Academic Excellence    2 = School of Academic Distinction    3 = School of Academic Achievement

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1 = Five Stars (\*\*\*\*\*)    2 = Four Stars (\*\*\*\*)    3 = Three Stars (\*\*\*)    4 = Two Stars (\*\*)  
5 = One Star (\*)    6 = Academic Warning    7 = Academically Unacceptable

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009073</b>	<b>Woodlawn High School</b>						
	Grade Structure	9-12	9-12	8-12	PK,4-12	PK,8-12	
	School Type	High	High	High	Combination	Combination	
	October 1 Membership	935	883	889	927	1027	
	Number on Free/Reduced Lunch	557	587	551	611	785	
	Percent on Free/Reduced Lunch	59.6	66.5	62.0	65.9	76.4	
	Number of Faculty	74	70	65	67	66	
	Paired/Shared	N/A	N/A	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	N/A	N/A	33.6	
	Point Change in SPS	N/A	N/A	N/A	0.6	4.1	
	Met Growth Target	N/A	N/A	N/A	N/A	NO	
	Growth Label <sup>1</sup>	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	29.5	N/A	36.8	
	Growth Target	N/A	N/A	9.8	N/A	6.6	
	Performance Label <sup>2</sup>	N/A	N/A	5	N/A	7	
	SPS for Current Year	N/A	N/A	29.5	30.1	36.8	
	School Improvement Status <sup>3</sup>					2	
	Made AYP for SPS Component <sup>4</sup>					NO	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009074</b>	<b>Youree Drive Middle School</b>						
	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	1,024	995	1,006	1,041	979	
	Number on Free/Reduced Lunch	293	280	309	293	317	
	Percent on Free/Reduced Lunch	28.6	28.1	30.7	28.1	32.4	
	Number of Faculty	65	65	64	66	68	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	102.1	N/A	100.8	
	Point Change in SPS	N/A	10.5	9.8	-2.9	-3.0	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	3	N/A	1	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	92.3	N/A	103.8	N/A	100.7	
	Growth Target	5.0	N/A	5.0	N/A	2	
	Performance Label <sup>2</sup>	4	N/A	3	N/A	3	
	SPS for Current Year	92.3	102.8	103.8	100.9	100.7	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					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.

<sup>1</sup> 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

<sup>2</sup> 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

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009075</b>	<b>Turner Elementary/Middle School</b>						
	Grade Structure	K-8	K-8	K-8	PK,K-8	PK,K-8	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	1,459	1,415	1,418	1,134	1090	
	Number on Free/Reduced Lunch	822	826	851	679	712	
	Percent on Free/Reduced Lunch	56.3	58.4	60.0	59.9	65.3	
	Number of Faculty	90	93	89	83	82	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	69.4	N/A	67.9	
	Point Change in SPS	N/A	8.0	14.6	-0.4	1.4	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	54.8	N/A	66.5	N/A	66.2	
	Growth Target	8.6	N/A	7.9	N/A	4.5	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	
	SPS for Current Year	54.8	62.8	66.5	66.1	66.2	
	School Improvement Status <sup>3</sup>					1	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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

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

<sup>2</sup> 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

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>						
	Grade Structure	9-12	9-12	8-12	6-12	6-12	
	School Type	High	High	High	High	High	
	October 1 Membership	610	617	529	379	423	
	Number on Free/Reduced Lunch	245	204	177	124	193	
	Percent on Free/Reduced Lunch	40.2	33.1	33.5	32.7	45.6	
	Number of Faculty	42	42	42	38	32	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						N/A

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009078</b>	<b>Donnie Bickham Middle School</b>						
	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	691	673	615	633	673	673
	Number on Free/Reduced Lunch	280	301	273	298	360	360
	Percent on Free/Reduced Lunch	40.5	44.7	44.4	47.1	53.5	53.5
	Number of Faculty	42	44	44	43	47	47
	Paired/Shared	NO	NO	NO	NO	NO	NO
	Growth School Performance Score (SPS)	N/A	N/A	74.5	N/A	72.7	72.7
	Point Change in SPS	N/A	5.0	13.8	-0.1	0.9	0.9
	Met Growth Target	N/A	N/A	YES	N/A	NO	NO
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	4
	Reward Eligibility	N/A	N/A	YES	N/A	NO	NO
	Baseline SPS	60.7	N/A	71.8	N/A	71.2	71.2
	Growth Target	7.3	N/A	6.5	N/A	4.1	4.1
	Performance Label <sup>2</sup>	5	N/A	5	N/A	5	5
	SPS for Current Year	60.7	65.7	71.8	71.7	71.2	71.2
	School Improvement Status <sup>3</sup>					1	1
	Made AYP for SPS Component <sup>4</sup>					YES	YES
	Made AYP for Subgroup Component <sup>4</sup>					YES	YES

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

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

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<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009079</b>	<b>Keithville Elementary/Middle School</b>						
	Grade Structure	K-8	K-8	K-8	PK,K-8	PK,K-8	
	School Type	Elementary	Elementary	Elementary	Elementary	Elementary	
	October 1 Membership	1,148	1,113	1,058	1,014	1006	
	Number on Free/Reduced Lunch	556	538	489	502	464	
	Percent on Free/Reduced Lunch	48.4	48.3	46.4	49.5	46.1	
	Number of Faculty	73	74	72	73	75	
	Paired/Shared	NO	NO	NO	NO	NO	
	Growth School Performance Score (SPS)	N/A	N/A	84.2	N/A	83.2	
	Point Change in SPS	N/A	5.3	16.3	3.6	4.8	
	Met Growth Target	N/A	N/A	YES	N/A	NO	
	Growth Label <sup>1</sup>	N/A	N/A	2	N/A	4	
	Reward Eligibility	N/A	N/A	YES	N/A	NO	
	Baseline SPS	67.9	N/A	78.4	N/A	81.7	
	Growth Target	6.1	N/A	5.1	N/A	3.3	
	Performance Label <sup>2</sup>	5	N/A	5	N/A	4	
	SPS for Current Year	67.9	73.2	78.4	82.0	81.7	
	School Improvement Status <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					YES	
	Made AYP for Subgroup Component <sup>4</sup>					YES	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009091</b>	<b>Midway Professional Development Center</b>						
	Grade Structure	~	~	~	K-5	K-5	
	School Type	~	~	~	Elementary	Elementary	
	October 1 Membership	~	~	~	549	364	
	Number on Free/Reduced Lunch	~	~	~	406	311	
	Percent on Free/Reduced Lunch	~	~	~	74.0	85.4	
	Number of Faculty	~	~	~	37	32	
	Paired/Shared	N/A	N/A	N/A	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 <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	NO
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	53.4
	Growth Target	N/A	N/A	N/A	N/A	N/A	5.7
	Performance Label <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	6
	SPS for Current Year	N/A	N/A	N/A	41.9	53.4	
	School Improvement Status <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						YES

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>						
	Grade Structure	~	~	~	6-12,NG	5-12	
	School Type	~	~	~	High	High	
	October 1 Membership	~	~	~	103	83	
	Number on Free/Reduced Lunch	~	~	~	10	5	
	Percent on Free/Reduced Lunch	~	~	~	9.7	6.0	
	Number of Faculty	~	~	~	7	9	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					N/A	
	Made AYP for Subgroup Component <sup>4</sup>					N/A	

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**Table 7**  
*School Characteristics and Accountability Information of Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>						
	Grade Structure	~	~	~	6-12,NG	6-12	
	School Type	~	~	~	High	High	
	October 1 Membership	~	~	~	301	397	
	Number on Free/Reduced Lunch	~	~	~	10	31	
	Percent on Free/Reduced Lunch	~	~	~	3.3	7.8	
	Number of Faculty	~	~	~	~	~	
	Paired/Shared	N/A	N/A	N/A	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 <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	NO
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	17.4
	Growth Target	N/A	N/A	N/A	N/A	N/A	9.1
	Performance Label <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	7
	SPS for Current Year	N/A	N/A	N/A	9.9	17.4	
	School Improvement Status <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						YES

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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>						
	Grade Structure	~	~	~	4-12	4-12	
	School Type	~	~	~	Combination	Combination	
	October 1 Membership	~	~	~	~	259	
	Number on Free/Reduced Lunch	~	~	~	~	166	
	Percent on Free/Reduced Lunch	~	~	~	~	64.1	
	Number of Faculty	~	~	~	~	15	
	Paired/Shared	N/A	N/A	N/A	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 <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	
	Reward Eligibility	N/A	N/A	N/A	N/A	N/A	NO
	Baseline SPS	N/A	N/A	N/A	N/A	N/A	38.8
	Growth Target	N/A	N/A	N/A	N/A	N/A	6.8
	Performance Label <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	7
	SPS for Current Year	N/A	N/A	N/A	25.8	38.8	
	School Improvement Status <sup>3</sup>						N/A
	Made AYP for SPS Component <sup>4</sup>						N/A
	Made AYP for Subgroup Component <sup>4</sup>						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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009095</b>	<b>Hosston Alternative School</b>						
	Grade Structure	~	~	~	~	K-12,NG	
	School Type	~	~	~	~	Combination	
	October 1 Membership	~	~	~	~	~	
	Number on Free/Reduced Lunch	~	~	~	~	~	
	Percent on Free/Reduced Lunch	~	~	~	~	~	
	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 <sup>1</sup>	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 <sup>2</sup>	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 <sup>3</sup>					N/A	
	Made AYP for SPS Component <sup>4</sup>					N/A	
	Made AYP for Subgroup Component <sup>4</sup>					N/A	

~ = 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.

<sup>1</sup> 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

<sup>2</sup> 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

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

<sup>4</sup> 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 Caddo Parish*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
<b>District</b>												
Total Number of Schools	74		74		74		74		75			
October 1 Membership	47,234		46,327		45,119		44,859		44,556			
Number of Faculty	3,401		3,440		3,450		3,454		3,438			
<b>Schools by Performance Label (Starting in 2002-03)</b>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<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 (*****)									5.9	4		
Four Stars (****)									5.9	4		
Three Stars (***)									16.2	11		
Two Stars (**)									11.8	8		
One Star (*)									23.5	16		
Academic Warning									25.0	17		
Academically Unacceptable									11.8	8		
<b>Schools By Growth Label <sup>1</sup></b>												
No Label Assigned	N/A	N/A	N/A	N/A	7.1	4	N/A	N/A	20.3	13		
Exemplary Academic Growth	N/A	N/A	N/A	N/A	44.6	25	N/A	N/A	10.9	7		
Recognized Academic Growth	N/A	N/A	N/A	N/A	30.4	17	N/A	N/A	12.5	8		
Minimal Academic Growth	N/A	N/A	N/A	N/A	12.5	7	N/A	N/A	35.9	23		
No Growth	N/A	N/A	N/A	N/A	5.4	3	N/A	N/A	15.6	10		
School In Decline	N/A	N/A	N/A	N/A	0.0	0	N/A	N/A	4.7	3		
Number of Schools	N/A	N/A	N/A	N/A	100.0	56	N/A	N/A	100.0	64		
<b>Schools By Levels of School Improvement</b>												
Not in School Improvement (SI)									48.5	33		
School Improvement 1 (SI 1)									45.6	31		
School Improvement 2 (SI 2)									5.9	4		
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		
<b>Schools by Reward Eligibility</b>												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	71.4	40	N/A	N/A	23.4	15		
<b>Schools by AYP Status <sup>2</sup></b>												
Made AYP for SPS Component									93.8	60		
Made AYP for Subgroup Component									94.2	65		

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

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

<sup>2</sup> 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 Caddo Parish*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
<b>State</b>												
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			
<b>Schools by Performance Label (Starting in 2002-03)</b>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<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		
<b>Schools By Growth Label <sup>1</sup></b>												
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		
<b>Schools By Levels of School Improvement</b>												
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		
<b>Schools by Reward Eligibility</b>												
Schools Eligible for Receiving Rewards	N/A	N/A	N/A	N/A	68.2	804	N/A	N/A	24.2	333		
<b>Schools by AYP Status <sup>2</sup></b>												
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.

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

<sup>2</sup> 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

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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)*.

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### 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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002 Arthur Circle Elementary School	48.4	15	47.1	16	50.0	17	52.9	18	53.7	18		
009003 Atkins Elementary School	28.0	14	30.2	16	34.0	18	30.6	15	27.3	12		
009004 Barret Elementary School	29.6	8	20.0	5	29.2	7	22.2	6	18.8	6		
009005 Bethune Middle School	46.4	13	46.7	14	58.6	17	41.8	23	39.4	19		
009006 Blanchard Elementary School	53.3	16	50.0	15	46.9	15	42.4	14	39.5	14		
009007 Broadmoor Middle Laboratory School	47.5	29	48.3	28	50.8	31	47.5	29	46.2	27		
009008 C.E. Byrd High School	46.4	51	55.0	61	51.4	57	48.2	55	50.6	59		
009009 Caddo Career Center	37.5	15	41.5	17	43.9	18	41.5	17	38.1	16		
009010 Caddo School for Exceptional Children	35.3	6	40.0	8	38.9	7	38.9	7	37.5	6		
009011 Caddo Heights Elementary School	37.3	19	36.0	18	27.8	15	30.5	18	31.0	18		
009012 Caddo Parish Magnet High School	59.0	46	53.2	41	57.0	45	56.4	44	56.0	41		
009013 Captain Shreve High School	44.9	35	44.9	35	48.7	38	44.7	34	40.8	32		
009014 Central Elementary School	57.9	11	42.9	9	45.5	10	61.5	16	61.2	16		
009015 Cherokee Park Elementary School	57.1	16	53.6	15	50.0	14	41.9	13	43.9	14		
009016 Claiborne Fundamental Elementary School	48.1	13	46.4	13	29.0	9	24.1	7	34.2	11		
009017 J. S. Clark Middle School	45.1	23	47.2	25	47.2	25	46.0	23	51.6	24		
009018 Creswell Elementary School	28.9	11	34.1	15	35.7	15	39.5	17	37.1	16		
009019 Eden Gardens Fundamental Elementary School	41.9	13	30.0	9	25.8	8	25.8	8	27.0	8		
009020 Caddo Parish Middle Magnet School	65.7	44	69.7	46	66.2	45	67.1	47	63.8	44		
009021 Eighty-first Street ECE Center	56.5	26	56.5	26	54.5	24	48.9	22	48.5	17		
009022 Fair Park High School	41.6	32	34.9	29	35.9	28	34.2	27	32.8	25		
009023 Fairfield Magnet School	32.0	8	33.3	9	26.9	7	27.6	8	32.1	10		
009024 Forest Hill Elementary School	38.0	19	37.3	19	36.7	18	35.2	19	34.6	18		
009025 Green Oaks High School	38.3	18	40.8	20	46.8	22	37.5	18	42.2	21		
009027 Herndon Magnet School	39.4	26	41.0	25	41.9	26	45.0	27	44.2	26		
009028 Hillsdale Elementary School	42.9	15	40.0	16	35.7	15	26.8	11	29.3	11		
009029 Caddo Middle Career and Technology School	42.9	18	37.5	15	36.6	15	38.1	16	39.0	14		
009031 Huntington High School	37.9	36	38.7	36	37.4	34	37.1	33	40.0	34		
009032 Ingersoll Elementary School	42.4	14	46.7	14	46.7	14	54.5	18	45.5	13		
009033 Judson Fundamental Elementary School	44.1	15	44.1	15	39.4	13	32.3	10	34.1	12		
009034 Lakeshore Elementary School	48.6	18	51.3	20	50.0	22	48.9	22	42.2	19		
009036 Linear Middle School	55.0	22	58.1	25	48.8	21	47.6	20	48.2	21		
009037 Linwood Middle School	28.6	14	30.8	16	30.2	16	28.3	15	34.7	17		
009039 Mooretown Elementary Professional Develop. Sch	50.0	8	53.3	8	46.7	7	55.6	10	38.6	14		
009040 Mooringsport Elementary School	35.0	7	31.8	7	33.3	7	47.8	11	45.9	9		
009042 North Caddo High School	29.5	13	22.5	9	25.0	10	25.0	10	39.2	16		

~ = Unavailable or insufficient data

**Table 8**  
*Faculty with a Master's Degree or Higher*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009043	North Highlands Elementary School	42.6	20	40.4	19	31.1	14	36.7	18	39.1	18		
009044	Northside Elementary School	50.0	17	50.0	17	38.2	13	35.3	12	37.3	14		
009045	Northwood High School	43.3	26	40.7	24	47.5	28	42.9	24	46.4	27		
009046	Oak Park Elementary School	37.1	13	38.5	15	34.9	15	40.9	18	38.4	16		
009048	Oil City Elementary School	39.1	9	46.2	12	56.0	14	48.0	12	43.5	13		
009050	Pine Grove Elementary School	36.4	12	36.7	11	34.4	11	32.3	10	35.9	12		
009051	Queensborough Elementary School	54.5	18	61.8	21	55.9	19	54.3	19	50.7	18		
009052	Ridgewood Middle School	49.1	26	48.1	25	43.6	24	44.7	21	43.5	22		
009053	Riverside Elementary School	47.8	22	52.5	21	46.3	19	50.0	22	51.8	21		
009054	Oak Terrace/J.B. Harville Alternative School	55.4	31	49.2	29	44.2	23	56.1	23	50.8	21		
009055	Shreve Island Elementary School	68.9	31	64.6	31	64.0	32	67.9	36	68.0	38		
009056	Newton Smith Elementary School	36.7	11	35.5	11	34.4	11	32.1	9	39.7	11		
009057	South Highlands Elementary Magnet School	57.9	22	54.1	20	52.8	19	52.6	20	58.4	22		
009058	Southern Hills Elementary School	38.8	19	37.0	20	36.4	20	37.3	22	30.1	17		
009059	Southwood High School	43.8	46	46.8	51	45.7	48	51.5	52	49.4	49		
009060	A. C. Steere Elementary School	75.9	22	71.9	23	75.0	24	69.4	25	61.2	22		
009061	E.B. Williams Stoner Hill Elem Lab School	53.7	22	50.0	19	59.0	23	51.3	20	50.9	19		
009062	Summer Grove Elementary School	41.3	19	42.9	21	42.9	21	36.0	18	34.7	17		
009063	Summerfield Elementary School	25.6	10	25.0	9	28.9	11	27.5	11	30.5	13		
009064	Sunset Acres Elementary School	35.2	19	32.2	19	43.1	25	40.4	23	27.6	15		
009065	Jack P. Timmons Elementary School	60.0	12	61.9	13	52.6	10	54.5	12	53.6	13		
009066	University Elementary School	44.8	26	42.4	25	49.2	30	50.0	32	49.1	32		
009067	Vivian Elementary/Middle School	41.1	23	30.8	16	35.2	19	29.7	19	28.0	18		
009068	Walnut Hill Elementary/Middle School	35.5	33	34.7	33	31.6	30	29.4	30	27.4	28		
009069	Booker T. Washington High School	50.0	26	51.9	27	51.9	27	46.2	24	43.2	22		
009070	Werner Park Elementary School	30.2	16	26.4	14	29.3	17	31.4	16	33.9	17		
009071	West Shreveport Elementary School	43.2	16	40.5	15	42.1	16	36.8	14	37.9	14		
009072	Westwood Elementary School	36.2	17	32.6	15	29.8	14	32.6	14	44.3	19		
009073	Woodlawn High School	54.1	40	47.1	33	43.1	28	41.8	28	45.4	30		
009074	Youree Drive Middle School	56.9	37	55.4	36	51.6	33	50.0	33	46.2	31		
009075	Turner Elementary/Middle School	44.4	40	44.1	41	41.6	37	43.4	36	40.3	33		
009076	Hamilton Terrace Learning Center	54.8	23	52.4	22	59.5	25	63.2	24	65.1	20		
009078	Donnie Bickham Middle School	38.1	16	45.5	20	43.2	19	34.9	15	33.5	16		
009079	Keithville Elementary/Middle School	35.6	26	36.5	27	38.9	28	38.4	28	36.6	27		
009091	Midway Professional Development Center	~	~	~	~	~	~	35.1	13	38.0	12		
009092	Caddo's Accelerated Remedial Effort	~	~	~	~	~	~	0.0	0	34.2	3		

~ = Unavailable or insufficient data

**Table 8**  
*Faculty with a Master's Degree or Higher*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009094 Caddo's Accelerated Program for Transition	~	~	~	~	~	~	~	~	53.3	8		
<b>District</b>	44.2	1,502	43.6	1,500	43.0	1,483	42.3	1,461	42.0	1,443		
<b>State</b>	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

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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.

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## 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
009002 Arthur Circle Elementary School									100.0	78		
009003 Atkins Elementary School									87.8	36		
009004 Barret Elementary School									51.7	15		
009005 Bethune Middle School									77.7	146		
009006 Blanchard Elementary School									100.0	31		
009007 Broadmoor Middle Laboratory School									92.3	155		
009008 C.E. Byrd High School									94.6	382		
009010 Caddo School for Exceptional Children									100.0	16		
009011 Caddo Heights Elementary School									79.5	35		
009012 Caddo Parish Magnet High School									95.4	272		
009013 Captain Shreve High School									77.8	175		
009014 Central Elementary School									92.3	24		
009015 Cherokee Park Elementary School									88.0	22		
009016 Claiborne Fundamental Elementary Schoo									78.6	55		
009017 J. S. Clark Middle School									72.5	111		
009018 Creswell Elementary School									97.2	35		
009019 Eden Gardens Fundamental Elementary S									100.0	81		
009020 Caddo Parish Middle Magnet School									97.1	200		
009022 Fair Park High School									90.7	165		
009023 Fairfield Magnet School									86.0	43		
009024 Forest Hill Elementary School									100.0	111		
009025 Green Oaks High School									86.0	104		
009027 Herndon Magnet School									100.0	117		
009028 Hillsdale Elementary School									84.8	28		
009029 Caddo Middle Career and Technology Sc									79.4	81		
009031 Huntington High School									89.8	220		
009032 Ingersoll Elementary School									75.0	18		
009033 Judson Fundamental Elementary School									85.3	81		
009034 Lakeshore Elementary School									100.0	42		
009036 Linear Middle School									78.8	93		
009037 Linwood Middle School									90.2	138		
009039 Mooretown Elementary Professional Dev									77.4	24		
009040 Mooringsport Elementary School									100.0	25		
009042 North Caddo High School									81.4	79		

~ = 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
009043	North Highlands Elementary School									84.3	43		
009044	Northside Elementary School									100.0	31		
009045	Northwood High School									87.5	140		
009046	Oak Park Elementary School									87.1	27		
009048	Oil City Elementary School									48.0	12		
009050	Pine Grove Elementary School									86.4	38		
009051	Queensborough Elementary School									72.2	26		
009052	Ridgewood Middle School									91.5	140		
009053	Riverside Elementary School									100.0	73		
009054	Oak Terrace/J.B. Harville Alternative Sch									22.0	31		
009055	Shreve Island Elementary School									87.7	64		
009056	Newton Smith Elementary School									100.0	24		
009057	South Highlands Elementary Magnet Sch									94.3	99		
009058	Southern Hills Elementary School									100.0	53		
009059	Southwood High School									95.5	315		
009060	A. C. Steere Elementary School									100.0	86		
009061	E.B. Williams Stoner Hill Elem Lab Scho									100.0	44		
009062	Summer Grove Elementary School									95.9	47		
009063	Summerfield Elementary School									98.0	49		
009064	Sunset Acres Elementary School									71.4	65		
009065	Jack P. Timmons Elementary School									85.0	17		
009066	University Elementary School									96.5	272		
009067	Vivian Elementary/Middle School									94.4	85		
009068	Walnut Hill Elementary/Middle School									93.1	189		
009069	Booker T. Washington High School									87.8	101		
009070	Werner Park Elementary School									85.4	35		
009071	West Shreveport Elementary School									100.0	81		
009072	Westwood Elementary School									92.5	98		
009073	Woodlawn High School									79.2	126		
009074	Youree Drive Middle School									90.0	189		
009075	Turner Elementary/Middle School									84.3	134		
009076	Hamilton Terrace Learning Center									84.7	50		
009078	Donnie Bickham Middle School									87.4	111		
009079	Keithville Elementary/Middle School									87.2	136		

~ = 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\*\**

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009091	Midway Professional Development Cente									88.9	64		
009092	Caddo's Accelerated Remedial Effort									41.2	14		
009093	Shreveport Job Corps Opportunity Center									37.5	18		
009094	Caddo's Accelerated Program for Transiti									30.0	9		
<b>District</b>										87.4	6,374		
<b>State</b>										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

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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).

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### 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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009002</b>	<b>Arthur Circle Elementary School</b>												
	Class Size Range 1 - 20	76.0	19	71.9	46	85.7	72	79.0	60	31.1	23		
	Class Size Range 21 - 26	16.0	4	28.1	18	14.3	12	21.1	16	68.9	51		
	Class Size Range 27 - 33	8.0	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		
<b>009003</b>	<b>Atkins Elementary School</b>												
	Class Size Range 1 - 20	29.3	12	44.1	26	62.5	35	62.5	35	41.5	22		
	Class Size Range 21 - 26	70.7	29	49.2	29	37.5	21	37.5	21	58.5	31		
	Class Size Range 27 - 33	0.0	0	6.8	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		
<b>009004</b>	<b>Barret Elementary School</b>												
	Class Size Range 1 - 20	100.0	36	86.4	19	66.7	12	92.0	23	100.0	34		
	Class Size Range 21 - 26	0.0	0	13.6	3	33.3	6	8.0	2	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		
<b>009006</b>	<b>Blanchard Elementary School</b>												
	Class Size Range 1 - 20	54.2	13	25.0	12	10.9	7	31.7	19	50.0	19		
	Class Size Range 21 - 26	25.0	6	16.7	8	62.5	40	41.7	25	44.7	17		
	Class Size Range 27 - 33	20.8	5	58.3	28	26.6	17	26.7	16	5.3	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009011</b>	<b>Caddo Heights Elementary School</b>												
	Class Size Range 1 - 20	50.0	16	51.9	27	34.4	21	39.7	23	51.0	26		
	Class Size Range 21 - 26	50.0	16	48.1	25	65.6	40	60.3	35	49.0	25		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009014</b>	<b>Central Elementary School</b>												
	Class Size Range 1 - 20	77.3	17	81.8	18	91.7	22	58.8	20	80.7	25		
	Class Size Range 21 - 26	22.7	5	18.2	4	8.3	2	32.4	11	9.7	3		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	8.8	3	9.7	3		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

**Table 10a: Class Size Characteristics**  
*Elementary Schools*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009015</b>	<b>Cherokee Park Elementary School</b>												
	Class Size Range 1 - 20	50.0	9	61.1	11	20.0	4	84.6	22	81.5	22		
	Class Size Range 21 - 26	50.0	9	27.8	5	80.0	16	15.4	4	11.1	3		
	Class Size Range 27 - 33	0.0	0	11.1	2	0.0	0	0.0	0	7.4	2		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>												
	Class Size Range 1 - 20	47.5	19	39.2	20	42.6	26	46.8	29	35.4	23		
	Class Size Range 21 - 26	22.5	9	60.8	31	57.4	35	46.8	29	64.6	42		
	Class Size Range 27 - 33	30.0	12	0.0	0	0.0	0	6.5	4	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009018</b>	<b>Creswell Elementary School</b>												
	Class Size Range 1 - 20	35.9	14	48.7	19	74.4	29	82.2	37	77.5	31		
	Class Size Range 21 - 26	64.1	25	51.3	20	18.0	7	17.8	8	22.5	9		
	Class Size Range 27 - 33	0.0	0	0.0	0	7.7	3	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		
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>												
	Class Size Range 1 - 20	19.4	12	15.4	14	10.2	11	15.4	18	15.2	12		
	Class Size Range 21 - 26	80.7	50	84.6	77	89.8	97	76.9	90	84.8	67		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	7.7	9	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009021</b>	<b>Eighty-first Street ECE Center</b>												
	Class Size Range 1 - 20	100.0	12	83.3	10	100.0	11	75.0	9	100.0	11		
	Class Size Range 21 - 26	0.0	0	16.7	2	0.0	0	25.0	3	0.0	0		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009023</b>	<b>Fairfield Magnet School</b>												
	Class Size Range 1 - 20	89.3	25	100.0	57	100.0	39	90.8	59	50.9	29		
	Class Size Range 21 - 26	10.7	3	0.0	0	0.0	0	9.2	6	49.1	28		
	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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009024</b>	<b>Forest Hill Elementary School</b>												
	Class Size Range 1 - 20	24.2	22	43.9	43	15.5	15	36.9	38	50.5	55		
	Class Size Range 21 - 26	53.9	49	56.1	55	78.4	76	51.5	53	49.5	54		
	Class Size Range 27 - 33	22.0	20	0.0	0	6.2	6	11.7	12	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009027</b>	<b>Herndon Magnet School</b>												
	Class Size Range 1 - 20	31.9	50	44.0	66	35.5	55	50.4	68	49.4	76		
	Class Size Range 21 - 26	43.3	68	28.7	43	32.3	50	37.0	50	37.0	57		
	Class Size Range 27 - 33	24.8	39	27.3	41	32.3	50	12.6	17	13.6	21		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009028</b>	<b>Hillsdale Elementary School</b>												
	Class Size Range 1 - 20	33.3	9	56.3	18	42.6	20	47.8	22	78.1	32		
	Class Size Range 21 - 26	66.7	18	28.1	9	51.1	24	52.2	24	22.0	9		
	Class Size Range 27 - 33	0.0	0	15.6	5	6.4	3	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		
<b>009032</b>	<b>Ingersoll Elementary School</b>												
	Class Size Range 1 - 20	53.3	8	53.3	8	81.0	17	93.3	28	76.9	20		
	Class Size Range 21 - 26	46.7	7	46.7	7	19.1	4	6.7	2	23.1	6		
	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		
<b>009033</b>	<b>Judson Fundamental Elementary School</b>												
	Class Size Range 1 - 20	3.5	3	14.4	13	7.2	7	28.4	23	40.4	38		
	Class Size Range 21 - 26	71.8	61	46.7	42	62.9	61	71.6	58	59.6	56		
	Class Size Range 27 - 33	24.7	21	38.9	35	29.9	29	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		
<b>009034</b>	<b>Lakeshore Elementary School</b>												
	Class Size Range 1 - 20	53.6	15	56.3	18	55.0	22	50.0	22	68.6	35		
	Class Size Range 21 - 26	46.4	13	34.4	11	45.0	18	50.0	22	31.4	16		
	Class Size Range 27 - 33	0.0	0	9.4	3	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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>												
	Class Size Range 1 - 20	63.6	7	100.0	14	100.0	10	100.0	18	64.3	27		
	Class Size Range 21 - 26	36.4	4	0.0	0	0.0	0	0.0	0	35.7	15		
	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		
<b>009040</b>	<b>Mooringsport Elementary School</b>												
	Class Size Range 1 - 20	32.0	8	70.4	19	63.0	17	69.0	20	93.6	29		
	Class Size Range 21 - 26	56.0	14	22.2	6	29.6	8	31.0	9	6.5	2		
	Class Size Range 27 - 33	12.0	3	7.4	2	7.4	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		
<b>009043</b>	<b>North Highlands Elementary School</b>												
	Class Size Range 1 - 20	48.6	34	45.7	32	51.9	28	75.0	39	55.1	27		
	Class Size Range 21 - 26	51.4	36	54.3	38	42.6	23	19.2	10	44.9	22		
	Class Size Range 27 - 33	0.0	0	0.0	0	5.6	3	5.8	3	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009044</b>	<b>Northside Elementary School</b>												
	Class Size Range 1 - 20	71.4	25	71.2	47	97.7	84	62.1	18	40.6	13		
	Class Size Range 21 - 26	28.6	10	24.2	16	2.3	2	37.9	11	59.4	19		
	Class Size Range 27 - 33	0.0	0	4.6	3	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		
<b>009046</b>	<b>Oak Park Elementary School</b>												
	Class Size Range 1 - 20	22.6	7	41.2	14	75.6	34	59.6	28	67.6	25		
	Class Size Range 21 - 26	77.4	24	58.8	20	24.4	11	40.4	19	32.4	12		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Class Size Range 1 - 20	33.3	10	81.1	43	69.8	37	72.7	16	66.7	16		
	Class Size Range 21 - 26	56.7	17	9.4	5	30.2	16	18.2	4	29.2	7		
	Class Size Range 27 - 33	10.0	3	9.4	5	0.0	0	9.1	2	4.2	1		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

**Table 10a: Class Size Characteristics**  
*Elementary Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009050 Pine Grove Elementary School</b>												
Class Size Range 1 - 20	71.1	32	92.3	36	75.8	25	71.8	28	57.5	23		
Class Size Range 21 - 26	28.9	13	7.7	3	24.2	8	28.2	11	40.0	16		
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	2.5	1		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009051 Queensborough Elementary School</b>												
Class Size Range 1 - 20	47.4	9	72.7	16	27.0	10	70.0	28	64.4	29		
Class Size Range 21 - 26	52.6	10	18.2	4	73.0	27	30.0	12	35.6	16		
Class Size Range 27 - 33	0.0	0	9.1	2	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		
<b>009053 Riverside Elementary School</b>												
Class Size Range 1 - 20	66.0	35	49.1	26	23.9	16	29.4	20	38.2	26		
Class Size Range 21 - 26	34.0	18	41.5	22	67.2	45	70.6	48	52.9	36		
Class Size Range 27 - 33	0.0	0	9.4	5	9.0	6	0.0	0	8.8	6		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009055 Shreve Island Elementary School</b>												
Class Size Range 1 - 20	10.5	7	11.8	8	23.5	16	24.7	20	17.7	14		
Class Size Range 21 - 26	29.9	20	57.4	39	66.2	45	75.3	61	82.3	65		
Class Size Range 27 - 33	59.7	40	30.9	21	10.3	7	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		
<b>009056 Newton Smith Elementary School</b>												
Class Size Range 1 - 20	100.0	63	88.7	63	100.0	54	75.6	31	38.7	12		
Class Size Range 21 - 26	0.0	0	11.3	8	0.0	0	24.4	10	58.1	18		
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	3.2	1		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009057 South Highlands Elementary Magnet School</b>												
Class Size Range 1 - 20	20.3	12	17.4	12	0.0	0	18.2	14	36.9	38		
Class Size Range 21 - 26	79.7	47	82.6	57	53.6	37	81.8	63	63.1	65		
Class Size Range 27 - 33	0.0	0	0.0	0	46.4	32	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009058 Southern Hills Elementary School</b>												
Class Size Range 1 - 20	23.9	11	36.0	18	60.7	34	65.1	41	67.7	42		
Class Size Range 21 - 26	76.1	35	50.0	25	25.0	14	34.9	22	32.3	20		
Class Size Range 27 - 33	0.0	0	14.0	7	14.3	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		
<b>009060 A. C. Steere Elementary School</b>												
Class Size Range 1 - 20	8.5	5	14.7	11	23.9	17	25.6	20	33.3	26		
Class Size Range 21 - 26	91.5	54	85.3	64	67.6	48	53.9	42	59.0	46		
Class Size Range 27 - 33	0.0	0	0.0	0	8.5	6	20.5	16	7.7	6		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Class Size Range 1 - 20	22.9	16	18.6	11	49.1	27	62.5	30	50.0	19		
Class Size Range 21 - 26	55.7	39	47.5	28	50.9	28	37.5	18	50.0	19		
Class Size Range 27 - 33	21.4	15	33.9	20	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		
<b>009062 Summer Grove Elementary School</b>												
Class Size Range 1 - 20	16.4	9	55.0	22	50.0	18	51.1	24	53.2	25		
Class Size Range 21 - 26	83.6	46	27.5	11	50.0	18	48.9	23	44.7	21		
Class Size Range 27 - 33	0.0	0	17.5	7	0.0	0	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		
<b>009063 Summerfield Elementary School</b>												
Class Size Range 1 - 20	16.7	7	41.5	17	28.0	14	52.2	24	54.2	26		
Class Size Range 21 - 26	54.8	23	26.8	11	52.0	26	43.5	20	43.8	21		
Class Size Range 27 - 33	28.6	12	31.7	13	20.0	10	4.4	2	2.1	1		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009064 Sunset Acres Elementary School</b>												
Class Size Range 1 - 20	28.6	14	63.5	54	46.9	23	56.3	45	30.9	30		
Class Size Range 21 - 26	69.4	34	24.7	21	36.7	18	35.0	28	68.0	66		
Class Size Range 27 - 33	2.0	1	11.8	10	16.3	8	8.8	7	1.0	1		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		

~ = Unavailable or insufficient data

**Table 10a: Class Size Characteristics**  
*Elementary Schools*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009065 Jack P. Timmons Elementary School</b>												
Class Size Range 1 - 20	83.3	10	100.0	12	50.0	11	70.0	14	73.7	14		
Class Size Range 21 - 26	8.3	1	0.0	0	36.4	8	30.0	6	26.3	5		
Class Size Range 27 - 33	8.3	1	0.0	0	13.6	3	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		
<b>009066 University Elementary School</b>												
Class Size Range 1 - 20	25.5	25	17.0	27	21.2	33	19.7	30	23.4	36		
Class Size Range 21 - 26	74.5	73	57.9	92	55.1	86	75.0	114	76.6	118		
Class Size Range 27 - 33	0.0	0	25.2	40	23.7	37	5.3	8	0.0	0		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009067 Vivian Elementary/Middle School</b>												
Class Size Range 1 - 20	26.1	23	38.3	36	38.0	30	40.0	46	42.3	41		
Class Size Range 21 - 26	58.0	51	46.8	44	43.0	34	52.2	60	40.2	39		
Class Size Range 27 - 33	15.9	14	14.9	14	19.0	15	7.8	9	17.5	17		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009068 Walnut Hill Elementary/Middle School</b>												
Class Size Range 1 - 20	14.6	26	15.7	28	15.5	30	33.2	65	39.4	78		
Class Size Range 21 - 26	43.8	78	51.1	91	41.5	80	32.1	63	28.3	56		
Class Size Range 27 - 33	41.6	74	33.2	59	43.0	83	34.7	68	32.3	64		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009070 Werner Park Elementary School</b>												
Class Size Range 1 - 20	31.1	14	39.1	18	42.6	23	64.7	33	64.6	31		
Class Size Range 21 - 26	55.6	25	43.5	20	57.4	31	23.5	12	35.4	17		
Class Size Range 27 - 33	13.3	6	17.4	8	0.0	0	11.8	6	0.0	0		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009071 West Shreveport Elementary School</b>												
Class Size Range 1 - 20	47.5	28	44.8	26	40.0	34	79.8	67	90.8	79		
Class Size Range 21 - 26	52.5	31	41.4	24	37.7	32	20.2	17	9.2	8		
Class Size Range 27 - 33	0.0	0	13.8	8	22.4	19	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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009072</b>	<b>Westwood Elementary School</b>												
	Class Size Range 1 - 20	46.2	24	46.7	43	55.2	48	48.2	39	59.8	67		
	Class Size Range 21 - 26	53.9	28	53.3	49	44.8	39	51.9	42	40.2	45		
	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		
<b>009075</b>	<b>Turner Elementary/Middle School</b>												
	Class Size Range 1 - 20	13.5	26	31.8	61	20.9	38	37.4	64	30.7	50		
	Class Size Range 21 - 26	31.3	60	24.5	47	37.9	69	33.3	57	35.6	58		
	Class Size Range 27 - 33	55.2	106	43.8	84	41.2	75	29.2	50	33.7	55		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Class Size Range 1 - 20	20.0	33	21.9	33	29.9	46	36.5	61	32.6	61		
	Class Size Range 21 - 26	29.7	49	33.8	51	31.8	49	34.1	57	51.9	97		
	Class Size Range 27 - 33	50.3	83	44.4	67	38.3	59	29.3	49	15.5	29		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009091</b>	<b>Midway Professional Development Center</b>												
	Class Size Range 1 - 20	~	~	~	~	~	~	65.0	52	72.4	55		
	Class Size Range 21 - 26	~	~	~	~	~	~	35.0	28	27.6	21		
	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 10a: Class Size Characteristics**  
*Elementary Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>												
Class Size Range 1 - 20	34.4	878	42.7	1,255	40.9	1,242	48.1	1,490	47.7	1,492		
Class Size Range 21 - 26	47.7	1,218	40.5	1,190	43.3	1,315	42.8	1,326	45.5	1,424		
Class Size Range 27 - 33	17.9	457	16.8	493	15.8	481	9.1	281	6.8	211		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Class Size Range 1 - 20	35.1	2,638	40.3	3,186	42.1	3,418	46.2	3,771	44.4	3,622		
Class Size Range 21 - 26	33.9	2,542	32.6	2,583	33.9	2,754	31.8	2,593	35.0	2,854		
Class Size Range 27 - 33	31.0	2,330	27.1	2,144	24.0	1,951	22.0	1,796	20.6	1,682		
Class Size Range 34 +	0.0	0	0.0	3	0.0	0	0.0	0	0.0	0		
<b>State (Elementary Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009005</b>	<b>Bethune Middle School</b>												
	Class Size Range 1 - 20	77.6	59	71.7	66	77.6	76	39.1	70	42.2	78		
	Class Size Range 21 - 26	14.5	11	21.7	20	16.3	16	30.7	55	37.3	69		
	Class Size Range 27 - 33	7.9	6	6.5	6	6.1	6	30.2	54	20.5	38		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Class Size Range 1 - 20	25.1	57	24.2	52	48.9	112	43.3	91	27.2	53		
	Class Size Range 21 - 26	29.5	67	28.4	61	38.4	88	40.5	85	39.0	76		
	Class Size Range 27 - 33	45.4	103	47.4	102	12.7	29	16.2	34	33.9	66		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	Class Size Range 1 - 20	27.0	40	35.5	55	41.0	68	51.8	88	38.6	66		
	Class Size Range 21 - 26	43.9	65	32.9	51	38.0	63	36.5	62	34.5	59		
	Class Size Range 27 - 33	29.1	43	31.6	49	21.1	35	11.8	20	26.9	46		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>												
	Class Size Range 1 - 20	18.1	44	31.4	75	30.2	73	29.7	71	29.8	73		
	Class Size Range 21 - 26	43.6	106	48.5	116	55.0	133	52.7	126	50.6	124		
	Class Size Range 27 - 33	38.3	93	20.1	48	14.9	36	17.6	42	19.6	48		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>												
	Class Size Range 1 - 20	48.8	60	40.5	45	68.4	91	60.3	82	62.8	86		
	Class Size Range 21 - 26	37.4	46	43.2	48	27.1	36	13.2	18	19.0	26		
	Class Size Range 27 - 33	13.8	17	16.2	18	4.5	6	26.5	36	18.3	25		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009036</b>	<b>Linear Middle School</b>												
	Class Size Range 1 - 20	38.6	49	58.9	83	50.8	63	37.2	48	54.3	70		
	Class Size Range 21 - 26	29.1	37	27.7	39	31.5	39	48.8	63	27.9	36		
	Class Size Range 27 - 33	32.3	41	13.5	19	17.7	22	14.0	18	17.8	23		
	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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009037</b>	<b>Linwood Middle School</b>												
	Class Size Range 1 - 20	23.8	34	69.9	121	74.7	130	78.4	149	37.9	61		
	Class Size Range 21 - 26	37.1	53	24.9	43	25.3	44	21.6	41	53.4	86		
	Class Size Range 27 - 33	39.2	56	5.2	9	0.0	0	0.0	0	8.7	14		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009052</b>	<b>Ridgewood Middle School</b>												
	Class Size Range 1 - 20	17.8	26	14.8	22	26.8	44	21.5	32	26.8	42		
	Class Size Range 21 - 26	26.7	39	23.5	35	32.3	53	32.9	49	46.5	73		
	Class Size Range 27 - 33	55.5	81	61.7	92	40.9	67	45.6	68	26.8	42		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009074</b>	<b>Youree Drive Middle School</b>												
	Class Size Range 1 - 20	18.3	39	13.7	29	25.2	62	32.4	81	42.5	110		
	Class Size Range 21 - 26	46.5	99	48.8	103	42.3	104	24.8	62	31.3	81		
	Class Size Range 27 - 33	35.2	75	37.4	79	32.5	80	42.8	107	26.3	68		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009078</b>	<b>Donnie Bickham Middle School</b>												
	Class Size Range 1 - 20	6.0	8	7.8	10	27.1	42	25.2	42	19.3	36		
	Class Size Range 21 - 26	35.3	47	23.3	30	18.7	29	27.5	46	58.8	110		
	Class Size Range 27 - 33	58.7	78	69.0	89	54.2	84	47.3	79	21.9	41		
	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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>												
Class Size Range 1 - 20	27.8	480	35.4	624	42.8	802	41.5	754	37.0	675		
Class Size Range 21 - 26	35.4	611	33.8	596	35.9	672	33.4	607	40.5	740		
Class Size Range 27 - 33	36.8	636	30.8	543	21.3	399	25.2	458	22.5	411		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Class Size Range 1 - 20	35.1	2,638	40.3	3,186	42.1	3,418	46.2	3,771	44.4	3,622		
Class Size Range 21 - 26	33.9	2,542	32.6	2,583	33.9	2,754	31.8	2,593	35.0	2,854		
Class Size Range 27 - 33	31.0	2,330	27.1	2,144	24.0	1,951	22.0	1,796	20.6	1,682		
Class Size Range 34 +	0.0	0	0.0	3	0.0	0	0.0	0	0.0	0		
<b>State (Middle/Jr. High Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009008 C.E. Byrd High School</b>												
Class Size Range 1 - 20	23.9	95	23.8	94	25.6	103	27.9	114	32.6	139		
Class Size Range 21 - 26	22.2	88	21.8	86	29.0	117	22.8	93	29.3	125		
Class Size Range 27 - 33	53.9	214	54.4	215	45.4	183	49.3	201	38.0	162		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009009 Caddo Career Center</b>												
Class Size Range 1 - 20	94.0	156	87.0	161	91.9	159	92.9	158	90.6	155		
Class Size Range 21 - 26	2.4	4	13.0	24	8.1	14	7.1	12	9.4	16		
Class Size Range 27 - 33	3.6	6	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		
<b>009012 Caddo Parish Magnet High School</b>												
Class Size Range 1 - 20	48.9	151	44.5	133	51.3	154	55.9	165	53.0	149		
Class Size Range 21 - 26	33.3	103	30.1	90	32.7	98	21.7	64	25.3	71		
Class Size Range 27 - 33	17.8	55	25.4	76	16.0	48	22.4	66	21.7	61		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009013 Captain Shreve High School</b>												
Class Size Range 1 - 20	18.6	46	17.3	44	19.8	48	21.6	53	31.7	77		
Class Size Range 21 - 26	23.1	57	23.6	60	24.3	59	27.4	67	29.2	71		
Class Size Range 27 - 33	58.3	144	59.1	150	56.0	136	51.0	125	39.1	95		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009022 Fair Park High School</b>												
Class Size Range 1 - 20	35.1	80	58.5	138	50.0	114	50.6	118	37.9	80		
Class Size Range 21 - 26	30.3	69	33.1	78	30.7	70	24.5	57	20.9	44		
Class Size Range 27 - 33	34.7	79	8.5	20	19.3	44	24.9	58	41.2	87		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009025 Green Oaks High School</b>												
Class Size Range 1 - 20	52.0	79	46.7	70	49.0	73	56.7	89	57.2	83		
Class Size Range 21 - 26	24.3	37	36.7	55	37.6	56	30.6	48	31.7	46		
Class Size Range 27 - 33	23.7	36	16.7	25	13.4	20	12.7	20	11.0	16		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009031 Huntington High School</b>												
Class Size Range 1 - 20	27.2	85	21.7	67	25.1	76	30.7	91	28.8	79		
Class Size Range 21 - 26	28.2	88	32.4	100	25.7	78	23.7	70	22.6	62		
Class Size Range 27 - 33	44.6	139	46.0	142	49.2	149	45.6	135	48.5	133		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009042 North Caddo High School</b>												
Class Size Range 1 - 20	47.7	82	44.6	70	55.4	82	58.7	84	42.0	55		
Class Size Range 21 - 26	21.5	37	28.0	44	26.4	39	24.5	35	28.2	37		
Class Size Range 27 - 33	30.8	53	25.5	40	18.2	27	16.8	24	29.8	39		
Class Size Range 34 +	0.0	0	1.9	3	0.0	0	0.0	0	0.0	0		
<b>009045 Northwood High School</b>												
Class Size Range 1 - 20	21.1	41	25.4	47	23.1	42	24.0	41	29.1	52		
Class Size Range 21 - 26	23.2	45	27.6	51	21.4	39	21.1	36	31.3	56		
Class Size Range 27 - 33	55.7	108	47.0	87	55.5	101	55.0	94	39.7	71		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Class Size Range 1 - 20	94.4	117	95.9	118	93.6	146	100.0	87	Combo	Combo		
Class Size Range 21 - 26	1.6	2	0.0	0	0.0	0	0.0	0	Combo	Combo		
Class Size Range 27 - 33	4.0	5	4.1	5	6.4	10	0.0	0	Combo	Combo		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	Combo	Combo		
<b>009059 Southwood High School</b>												
Class Size Range 1 - 20	11.5	48	17.7	78	18.8	79	22.1	90	15.8	60		
Class Size Range 21 - 26	14.4	60	23.4	103	22.1	93	21.3	87	18.6	71		
Class Size Range 27 - 33	74.0	308	59.0	260	59.1	248	56.6	231	65.6	250		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009069 Booker T. Washington High School</b>												
Class Size Range 1 - 20	42.5	71	52.7	88	54.5	91	62.4	108	59.2	93		
Class Size Range 21 - 26	29.9	50	28.1	47	19.2	32	18.5	32	23.6	37		
Class Size Range 27 - 33	27.5	46	19.2	32	26.4	44	19.1	33	17.2	27		
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009073</b>	<b>Woodlawn High School</b>												
	Class Size Range 1 - 20	57.9	114	48.3	85	39.3	70	Combo	Combo	Combo	Combo		
	Class Size Range 21 - 26	28.9	57	29.6	52	34.3	61	Combo	Combo	Combo	Combo		
	Class Size Range 27 - 33	13.2	26	22.2	39	26.4	47	Combo	Combo	Combo	Combo		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	Combo	Combo	Combo	Combo		
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>												
	Class Size Range 1 - 20	74.8	101	80.3	98	82.9	121	86.1	99	72.0	59		
	Class Size Range 21 - 26	11.9	16	5.7	7	7.5	11	6.1	7	11.0	9		
	Class Size Range 27 - 33	13.3	18	13.9	17	9.6	14	7.8	9	17.1	14		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>												
	Class Size Range 1 - 20	~	~	~	~	~	~	84.4	27	63.4	26		
	Class Size Range 21 - 26	~	~	~	~	~	~	0.0	0	9.8	4		
	Class Size Range 27 - 33	~	~	~	~	~	~	15.6	5	26.8	11		
	Class Size Range 34 +	~	~	~	~	~	~	0.0	0	0.0	0		
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>												
	Class Size Range 1 - 20	~	~	~	~	~	~	100.0	101	93.3	112		
	Class Size Range 21 - 26	~	~	~	~	~	~	0.0	0	6.7	8		
	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 10c: Class Size Characteristics**  
*High Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>												
Class Size Range 1 - 20	39.4	1,266	40.4	1,291	42.5	1,358	47.0	1,425	42.9	1,219		
Class Size Range 21 - 26	22.2	713	24.9	797	24.0	767	20.0	608	23.1	657		
Class Size Range 27 - 33	38.5	1,237	34.6	1,108	33.5	1,071	33.0	1,001	34.0	966		
Class Size Range 34 +	0.0	0	0.1	3	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Class Size Range 1 - 20	35.1	2,638	40.3	3,186	42.1	3,418	46.2	3,771	44.4	3,622		
Class Size Range 21 - 26	33.9	2,542	32.6	2,583	33.9	2,754	31.8	2,593	35.0	2,854		
Class Size Range 27 - 33	31.0	2,330	27.1	2,144	24.0	1,951	22.0	1,796	20.6	1,682		
Class Size Range 34 +	0.0	0	0.0	3	0.0	0	0.0	0	0.0	0		
<b>State (High Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	Class Size Range 1 - 20	100.0	14	100.0	16	100.0	16	100.0	16	100.0	16		
	Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Class Size Range 1 - 20	High	High	High	High	High	High	High	High	100.0	132		
	Class Size Range 21 - 26	High	High	High	High	High	High	High	High	0.0	0		
	Class Size Range 27 - 33	High	High	High	High	High	High	High	High	0.0	0		
	Class Size Range 34 +	High	High	High	High	High	High	High	High	0.0	0		
<b>009073</b>	<b>Woodlawn High School</b>												
	Class Size Range 1 - 20	High	High	High	High	High	High	44.3	86	29.8	54		
	Class Size Range 21 - 26	High	High	High	High	High	High	26.8	52	18.2	33		
	Class Size Range 27 - 33	High	High	High	High	High	High	28.9	56	51.9	94		
	Class Size Range 34 +	High	High	High	High	High	High	0.0	0	0.0	0		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	100.0	34		
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 27 - 33	~	~	~	~	~	~	~	~	0.0	0		
	Class Size Range 34 +	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

**Table 10d: Class Size Characteristics**  
*Combination Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Combination Schools)</b>												
Class Size Range 1 - 20	100.0	14	100.0	16	100.0	16	48.6	102	65.0	236		
Class Size Range 21 - 26	0.0	0	0.0	0	0.0	0	24.8	52	9.1	33		
Class Size Range 27 - 33	0.0	0	0.0	0	0.0	0	26.7	56	25.9	94		
Class Size Range 34 +	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Class Size Range 1 - 20	35.1	2,638	40.3	3,186	42.1	3,418	46.2	3,771	44.4	3,622		
Class Size Range 21 - 26	33.9	2,542	32.6	2,583	33.9	2,754	31.8	2,593	35.0	2,854		
Class Size Range 27 - 33	31.0	2,330	27.1	2,144	24.0	1,951	22.0	1,796	20.6	1,682		
Class Size Range 34 +	0.0	0	0.0	3	0.0	0	0.0	0	0.0	0		
<b>State (Combination Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

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Student Attendance .....	3-1
Student Suspensions and Expulsions .....	3-8
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# Student Attendance

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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).

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## 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*

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009002	Arthur Circle Elementary School	95.9	95.9	95.4	95.8	95.4
009003	Atkins Elementary School	95.7	96.9	93.7	93.9	94.1
009004	Barret Elementary School	94.9	93.5	93.5	93.3	92.1
009006	Blanchard Elementary School	94.1	95.3	95.3	95.0	95.2
009010	Caddo School for Exceptional Children	94.4	91.2	91.2	93.0	90.8
009011	Caddo Heights Elementary School	95.6	95.4	94.7	94.6	94.5
009014	Central Elementary School	95.2	94.3	95.3	95.0	95.3
009015	Cherokee Park Elementary School	95.7	96.1	95.5	95.7	95.9
009016	Claiborne Fundamental Elementary School	97.2	97.7	97.0	97.2	97.1
009018	Creswell Elementary School	94.1	93.7	92.7	93.6	93.2
009019	Eden Gardens Fundamental Elementary School	97.4	97.5	96.9	97.6	97.5
009021	Eighty-first Street ECE Center	91.8	92.5	91.8	93.9	92.6
009023	Fairfield Magnet School	96.0	96.8	94.6	95.3	95.7
009024	Forest Hill Elementary School	95.5	95.8	95.8	95.9	95.8
009027	Herndon Magnet School	95.2	95.1	94.7	96.2	95.4
009028	Hillsdale Elementary School	96.6	96.7	95.9	95.9	95.5
009032	Ingersoll Elementary School	94.2	94.5	95.2	93.4	94.5
009033	Judson Fundamental Elementary School	97.4	97.8	96.4	97.5	97.3
009034	Lakeshore Elementary School	96.6	96.4	95.5	96.0	97.0
009039	Mooretown Elementary Professional Develop. Sch	92.7	92.0	92.4	93.1	93.5
009040	Mooringsport Elementary School	93.6	94.0	92.8	92.7	92.2
009043	North Highlands Elementary School	95.6	95.6	95.2	95.9	95.4
009044	Northside Elementary School	96.2	95.5	94.8	94.5	94.2
009046	Oak Park Elementary School	95.3	95.2	95.4	95.0	95.1
009048	Oil City Elementary School	94.6	93.6	93.1	94.1	94.4
009050	Pine Grove Elementary School	95.2	95.3	95.7	95.6	94.9
009051	Queensborough Elementary School	95.3	95.3	95.2	95.7	96.5
009053	Riverside Elementary School	95.9	96.7	96.2	96.1	95.7
009055	Shreve Island Elementary School	95.9	96.2	96.0	96.3	95.9
009056	Newton Smith Elementary School	93.8	94.3	93.2	93.8	94.4
009057	South Highlands Elementary Magnet School	97.4	97.3	96.6	97.7	97.3
009058	Southern Hills Elementary School	95.1	95.3	95.7	95.5	94.7
009060	A. C. Steere Elementary School	95.7	96.2	95.7	96.3	96.0
009061	E.B. Williams Stoner Hill Elem Lab School	95.2	94.9	95.1	95.5	95.2
009062	Summer Grove Elementary School	94.9	95.7	94.5	94.6	94.6

~ = Unavailable or insufficient data



**Table 11a: Percent of Student Attendance**  
*Elementary Schools*

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009063 Summerfield Elementary School	95.6	95.7	95.1	95.2	95.0	
009064 Sunset Acres Elementary School	95.2	95.0	94.7	94.9	95.1	
009065 Jack P. Timmons Elementary School	95.3	95.5	94.9	95.3	94.7	
009066 University Elementary School	96.5	96.4	96.1	96.2	95.8	
009067 Vivian Elementary/Middle School	93.6	92.9	92.9	93.6	93.5	
009068 Walnut Hill Elementary/Middle School	94.9	94.8	94.2	94.9	94.7	
009070 Werner Park Elementary School	94.6	95.2	94.8	95.3	94.6	
009071 West Shreveport Elementary School	96.1	96.2	96.4	96.3	96.0	
009072 Westwood Elementary School	94.1	95.2	94.6	94.5	94.8	
009075 Turner Elementary/Middle School	94.3	94.7	94.1	94.5	94.3	
009079 Keithville Elementary/Middle School	93.1	94.0	94.1	94.1	93.6	
009091 Midway Professional Development Center	~	~	~	95.8	95.4	
<b>District (Elementary Schools)</b>	95.2	95.4	94.9	95.2	95.0	
<b>District (All Schools)</b>	93.8	94.1	93.9	94.0	93.6	
<b>State (Elementary Schools)</b>	95.2	95.5	95.1	95.3	94.8	
<b>State (All Schools)</b>	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

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

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009005 Bethune Middle School	94.6	94.9	92.4	90.8	90.8	
009007 Broadmoor Middle Laboratory School	93.0	92.6	92.8	92.3	92.2	
009017 J. S. Clark Middle School	92.0	92.1	91.8	91.9	90.9	
009020 Caddo Parish Middle Magnet School	97.2	97.3	96.7	97.0	97.1	
009029 Caddo Middle Career and Technology School	92.8	92.3	92.4	93.5	95.3	
009036 Linear Middle School	92.4	93.0	91.5	90.8	92.0	
009037 Linwood Middle School	92.5	91.8	92.0	91.9	91.4	
009052 Ridgewood Middle School	92.8	93.3	93.0	93.7	93.8	
009054 Oak Terrace/J.B. Harville Alternative School	78.4	78.1	75.7	67.7	67.3	
009074 Youree Drive Middle School	94.9	95.4	94.8	95.2	95.1	
009078 Donnie Bickham Middle School	93.4	92.8	92.8	92.6	92.6	
<b>District (Middle/Jr. High Schools)</b>	93.7	93.6	93.3	93.4	93.4	
<b>District (All Schools)</b>	93.8	94.1	93.9	94.0	93.6	
<b>State (Middle/Jr. High Schools)</b>	92.9	93.4	93.1	93.2	93.0	
<b>State (All Schools)</b>	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

**Table 11c: Percent of Student Attendance**  
*High Schools*

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009008 C.E. Byrd High School	92.6	93.8	94.7	94.2	94.6	
009012 Caddo Parish Magnet High School	95.4	95.5	95.6	95.3	95.1	
009013 Captain Shreve High School	93.1	93.8	93.6	93.9	94.6	
009022 Fair Park High School	88.8	89.1	91.7	89.5	90.5	
009025 Green Oaks High School	91.7	92.2	93.7	93.3	93.2	
009031 Huntington High School	91.4	91.7	92.1	92.0	92.0	
009042 North Caddo High School	89.0	89.3	91.6	90.0	89.2	
009045 Northwood High School	92.5	91.9	92.6	92.9	93.0	
009054 Oak Terrace/J.B. Harville Alternative School	78.4	78.1	75.7	67.7	Combo	
009059 Southwood High School	90.5	91.6	92.7	92.4	93.0	
009069 Booker T. Washington High School	91.2	92.2	92.1	91.9	91.8	
009073 Woodlawn High School	87.8	89.3	90.0	Combo	Combo	
009076 Hamilton Terrace Learning Center	93.7	90.7	86.8	81.6	70.5	
009092 Caddo's Accelerated Remedial Effort	~	~	~	100.0	99.7	
009093 Shreveport Job Corps Opportunity Center	~	~	~	96.4	98.8	
<b>District (High Schools)</b>	91.4	91.9	92.4	92.1	92.5	
<b>District (All Schools)</b>	93.8	94.1	93.9	94.0	93.6	
<b>State (High Schools)</b>	90.9	91.5	91.3	91.3	91.4	
<b>State (All Schools)</b>	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

**Table 11d: Percent of Student Attendance**  
*Combination Schools*

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009010 Caddo School for Exceptional Children	94.4	91.2	91.2	93.0	90.8	
009054 Oak Terrace/J.B. Harville Alternative School	High	High	High	High	67.3	
009073 Woodlawn High School	High	High	High	90.3	88.2	
009094 Caddo's Accelerated Program for Transition	~	~	~	80.5	81.5	
<b>District (Combination Schools)</b>	94.4	91.2	91.2	89.3	82.2	
<b>District (All Schools)</b>	93.8	94.1	93.9	94.0	93.6	
<b>State (Combination Schools)</b>	94.1	94.0	93.3	93.5	93.0	
<b>State (All Schools)</b>	93.5	94.0	93.7	93.8	93.5	

~ = Unavailable or insufficient data

# Student Suspensions and Expulsions

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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.

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### 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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009002</b>	<b>Arthur Circle Elementary School</b>												
	Suspended (In School)	~	~	7.0	36	8.8	43	14.2	72	11.0	54		
	Suspended (Out of School)	~	~	0.2	1	2.4	12	6.9	35	6.1	30		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.4	2	~	~		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
<b>009003</b>	<b>Atkins Elementary School</b>												
	Suspended (In School)	13.7	111	11.5	97	24.9	197	24.9	182	24.7	177		
	Suspended (Out of School)	11.1	90	7.7	65	11.1	88	31.6	231	24.1	173		
	Expelled (In School)	0.0	0	0.1	1	0.0	0	1.4	10	1.1	8		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009004</b>	<b>Barret Elementary School</b>												
	Suspended (In School)	0.0	0	21.2	53	10.7	28	19.3	73	18.3	79		
	Suspended (Out of School)	6.3	15	12.0	30	10.7	28	18.7	71	20.6	89		
	Expelled (In School)	0.0	0	0.0	0	0.8	2	0.8	3	1.2	5		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009006</b>	<b>Blanchard Elementary School</b>												
	Suspended (In School)	10.5	50	11.8	57	13.8	66	10.8	59	8.5	42		
	Suspended (Out of School)	2.7	13	3.3	16	4.2	20	3.5	19	5.3	26		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	Suspended (In School)	~	~	40.0	22	49.2	30	51.6	32	57.0	45		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	3.2	2	5.1	4		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.0	0	3.8	3		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
<b>009011</b>	<b>Caddo Heights Elementary School</b>												
	Suspended (In School)	9.5	85	11.2	96	10.1	85	1.2	11	11.6	100		
	Suspended (Out of School)	3.5	31	10.1	86	7.4	62	16.5	150	18.1	156		
	Expelled (In School)	0.2	2	0.2	2	0.1	1	0.2	2	0.2	2		
	Expelled (Out of School)	0.2	2	0.0	0	0.0	0	0.0	0	~	~		
<b>009014</b>	<b>Central Elementary School</b>												
	Suspended (In School)	1.5	4	6.9	22	11.5	29	26.2	100	29.4	106		
	Suspended (Out of School)	8.9	23	9.8	31	0.8	2	11.0	42	9.4	34		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.3	1	0.3	1		
	Expelled (Out of School)	0.4	1	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

**Table 12a: Student Suspensions and Expulsions**  
*Elementary Schools*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009015</b>	<b>Cherokee Park Elementary School</b>												
	Suspended (In School)	22.5	102	13.2	69	15.1	79	14.6	65	12.6	55		
	Suspended (Out of School)	5.7	26	1.3	7	6.3	33	6.3	28	9.7	42		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.7	3	1.1	5		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>												
	Suspended (In School)	6.6	25	10.7	42	9.1	38	15.3	63	11.0	44		
	Suspended (Out of School)	1.9	7	1.5	6	2.4	10	4.1	17	3.7	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	~	~		
<b>009018</b>	<b>Creswell Elementary School</b>												
	Suspended (In School)	16.7	115	14.8	104	17.5	112	25.0	151	23.0	136		
	Suspended (Out of School)	4.8	33	18.0	126	20.0	128	20.0	121	22.3	132		
	Expelled (In School)	0.1	1	0.4	3	0.3	2	1.3	8	2.4	14		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>												
	Suspended (In School)	8.9	42	3.5	16	0.0	0	3.7	17	0.2	1		
	Suspended (Out of School)	0.9	4	0.0	0	0.2	1	0.4	2	0.2	1		
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.0	0	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009021</b>	<b>Eighty-first Street ECE Center</b>												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
	Suspended (Out of School)	0.9	1	0.0	0	0.3	1	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	~	~		
<b>009023</b>	<b>Fairfield Magnet School</b>												
	Suspended (In School)	0.3	1	8.5	27	19.6	65	12.8	39	10.6	34		
	Suspended (Out of School)	4.6	15	8.8	28	7.6	25	6.6	20	3.7	12		
	Expelled (In School)	0.3	1	0.3	1	0.0	0	0.3	1	0.6	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009024</b>	<b>Forest Hill Elementary School</b>												
	Suspended (In School)	12.4	107	13.6	105	11.3	88	13.9	120	11.6	95		
	Suspended (Out of School)	4.2	36	4.0	31	1.5	12	3.4	29	2.4	20		
	Expelled (In School)	0.1	1	0.0	0	0.0	0	0.2	2	0.4	3		
	Expelled (Out of School)	0.0	0	0.0	0	0.1	1	0.0	0	~	~		

~ = Unavailable or insufficient data



**Table 12a: Student Suspensions and Expulsions**  
*Elementary Schools*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009027</b>	<b>Herndon Magnet School</b>												
	Suspended (In School)	4.1	45	8.5	85	11.1	111	9.5	81	6.3	53		
	Suspended (Out of School)	2.4	26	4.0	40	1.6	16	1.2	10	1.4	12		
	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	0.0	0	0.0	0	~	~		
<b>009028</b>	<b>Hillsdale Elementary School</b>												
	Suspended (In School)	7.6	46	11.7	85	17.6	129	15.7	93	15.6	85		
	Suspended (Out of School)	4.6	28	6.5	47	12.7	93	9.6	57	14.0	76		
	Expelled (In School)	0.0	0	0.0	0	0.4	3	0.8	5	0.7	4		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009032</b>	<b>Ingersoll Elementary School</b>												
	Suspended (In School)	8.5	33	2.9	11	0.0	0	9.1	32	15.5	49		
	Suspended (Out of School)	6.7	26	5.8	22	5.4	18	10.5	37	7.3	23		
	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	0.0	0	0.0	0	~	~		
<b>009033</b>	<b>Judson Fundamental Elementary School</b>												
	Suspended (In School)	0.4	2	1.7	9	1.0	5	1.8	8	1.7	7		
	Suspended (Out of School)	0.0	0	0.0	0	0.4	2	0.7	3	0.7	3		
	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	~	~		
<b>009034</b>	<b>Lakeshore Elementary School</b>												
	Suspended (In School)	0.2	1	3.3	23	13.3	96	14.1	105	13.9	102		
	Suspended (Out of School)	0.3	2	4.7	33	10.2	74	15.1	113	13.5	99		
	Expelled (In School)	0.0	0	0.0	0	0.1	1	0.4	3	0.3	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>												
	Suspended (In School)	0.0	0	0.0	0	0.0	0	0.0	0	5.8	26		
	Suspended (Out of School)	2.0	2	0.0	0	0.4	1	0.5	1	10.5	47		
	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	0.0	0	0.0	0	~	~		
<b>009040</b>	<b>Mooringsport Elementary School</b>												
	Suspended (In School)	2.6	7	8.4	24	19.9	61	10.7	30	5.4	15		
	Suspended (Out of School)	2.6	7	2.1	6	5.2	16	6.1	17	6.5	18		
	Expelled (In School)	0.0	0	0.0	0	0.3	1	0.7	2	0.4	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.3	1	0.0	0	~	~		

~ = Unavailable or insufficient data

**Table 12a: Student Suspensions and Expulsions**  
*Elementary Schools*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009043</b>	<b>North Highlands Elementary School</b>												
	Suspended (In School)	0.3	2	9.4	56	4.8	28	7.0	43	3.8	23		
	Suspended (Out of School)	1.2	7	1.5	9	1.0	6	2.8	17	1.0	6		
	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	~	~		
<b>009044</b>	<b>Northside Elementary School</b>												
	Suspended (In School)	23.8	82	26.6	110	13.8	61	37.5	207	20.9	112		
	Suspended (Out of School)	0.0	0	0.0	0	3.0	13	9.1	50	7.3	39		
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.4	2	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009046</b>	<b>Oak Park Elementary School</b>												
	Suspended (In School)	0.2	1	4.2	30	12.2	83	8.4	59	9.8	61		
	Suspended (Out of School)	6.0	38	4.8	34	5.6	38	11.3	79	10.7	67		
	Expelled (In School)	0.0	0	0.1	1	0.0	0	0.1	1	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Suspended (In School)	8.7	25	15.6	38	15.5	41	15.8	46	18.5	76		
	Suspended (Out of School)	1.4	4	2.1	5	1.5	4	0.7	2	1.7	7		
	Expelled (In School)	0.0	0	0.0	0	0.4	1	0.0	0	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009050</b>	<b>Pine Grove Elementary School</b>												
	Suspended (In School)	1.8	8	1.1	5	4.5	20	4.7	21	3.0	13		
	Suspended (Out of School)	3.0	13	2.3	11	2.0	9	6.0	27	5.1	22		
	Expelled (In School)	0.0	0	0.4	2	0.0	0	0.2	1	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009051</b>	<b>Queensborough Elementary School</b>												
	Suspended (In School)	0.0	0	6.6	35	10.9	56	4.7	24	1.4	7		
	Suspended (Out of School)	2.3	12	3.4	18	16.1	83	18.0	92	19.9	99		
	Expelled (In School)	0.2	1	0.2	1	0.2	1	1.0	5	0.8	4		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009053</b>	<b>Riverside Elementary School</b>												
	Suspended (In School)	4.4	20	5.2	24	3.7	18	2.8	14	3.0	14		
	Suspended (Out of School)	2.0	9	2.2	10	1.5	7	1.8	9	1.3	6		
	Expelled (In School)	0.0	0	0.0	0	0.2	1	0.0	0	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

**Table 12a: Student Suspensions and Expulsions**  
*Elementary Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009055 Shreve Island Elementary School</b>												
Suspended (In School)	7.2	47	8.3	58	6.8	48	3.2	23	5.2	39		
Suspended (Out of School)	0.0	0	0.0	0	0.0	0	0.3	2	0.8	6		
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	~	~		
<b>009056 Newton Smith Elementary School</b>												
Suspended (In School)	0.0	0	1.8	7	6.0	23	24.0	98	17.9	66		
Suspended (Out of School)	4.5	16	0.8	3	5.7	22	13.2	54	20.7	76		
Expelled (In School)	0.3	1	0.0	0	0.0	0	1.0	4	0.5	2		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009057 South Highlands Elementary Magnet School</b>												
Suspended (In School)	0.2	1	0.2	1	0.2	1	0.0	0	1.1	5		
Suspended (Out of School)	0.0	0	0.4	2	0.0	0	0.2	1	0.2	1		
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	~	~		
<b>009058 Southern Hills Elementary School</b>												
Suspended (In School)	6.1	48	14.3	115	13.7	111	11.3	90	14.7	116		
Suspended (Out of School)	5.3	42	5.8	47	12.3	100	13.5	108	12.9	102		
Expelled (In School)	0.1	1	0.1	1	0.3	2	0.0	0	0.8	6		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009060 A. C. Steere Elementary School</b>												
Suspended (In School)	0.0	0	4.0	19	5.0	26	3.7	18	2.6	12		
Suspended (Out of School)	0.2	1	0.2	1	1.0	5	1.0	5	0.4	2		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Suspended (In School)	0.0	0	20.7	109	19.9	97	21.7	102	19.3	82		
Suspended (Out of School)	3.9	21	4.8	25	5.7	28	10.8	51	9.2	39		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.4	2	~	~		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009062 Summer Grove Elementary School</b>												
Suspended (In School)	23.2	171	22.9	166	24.8	167	13.7	102	15.5	110		
Suspended (Out of School)	7.2	53	5.5	40	9.1	61	14.4	107	13.1	93		
Expelled (In School)	0.0	0	0.1	1	0.0	0	0.5	4	0.4	3		
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009063</b>	<b>Summerfield Elementary School</b>												
	Suspended (In School)	4.8	31	10.6	67	10.2	64	13.4	83	14.9	93		
	Suspended (Out of School)	1.4	9	5.1	32	5.1	32	9.0	56	10.7	67		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	1	~	~		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009064</b>	<b>Sunset Acres Elementary School</b>												
	Suspended (In School)	19.9	142	6.6	46	26.2	168	24.1	178	13.9	91		
	Suspended (Out of School)	6.7	48	11.0	77	6.7	43	19.2	142	17.6	115		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.9	7	0.9	6		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009065</b>	<b>Jack P. Timmons Elementary School</b>												
	Suspended (In School)	4.3	12	2.9	9	8.8	29	9.0	28	12.8	37		
	Suspended (Out of School)	1.1	3	3.3	10	4.2	14	6.8	21	8.0	23		
	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	0.0	0	0.0	0	~	~		
<b>009066</b>	<b>University Elementary School</b>												
	Suspended (In School)	5.0	46	7.5	73	10.4	99	8.6	84	7.7	74		
	Suspended (Out of School)	3.1	29	1.8	18	3.6	34	4.3	42	2.0	19		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	0.4	4	0.1	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009067</b>	<b>Vivian Elementary/Middle School</b>												
	Suspended (In School)	22.9	176	21.1	165	22.9	175	28.1	246	32.6	265		
	Suspended (Out of School)	22.1	170	21.7	170	19.3	147	25.6	224	25.2	205		
	Expelled (In School)	0.3	2	0.0	0	0.0	0	0.3	3	1.0	8		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>												
	Suspended (In School)	6.8	122	4.9	86	5.4	93	5.8	101	6.9	117		
	Suspended (Out of School)	6.1	109	6.2	110	6.0	104	5.6	97	7.3	124		
	Expelled (In School)	0.1	1	0.1	1	0.0	0	0.1	1	0.1	2		
	Expelled (Out of School)	0.0	0	0.1	1	0.0	0	0.0	0	~	~		
<b>009070</b>	<b>Werner Park Elementary School</b>												
	Suspended (In School)	0.0	0	10.2	108	10.0	97	12.6	102	9.6	73		
	Suspended (Out of School)	8.1	81	6.5	69	8.9	86	15.1	122	15.7	119		
	Expelled (In School)	0.2	2	0.0	0	0.0	0	1.1	9	0.8	6		
	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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009071</b>	<b>West Shreveport Elementary School</b>												
	Suspended (In School)	2.9	15	7.0	36	6.7	36	7.9	40	8.2	40		
	Suspended (Out of School)	3.7	19	4.1	21	4.5	24	10.5	53	7.6	37		
	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	0.0	0	0.0	0	~	~		
<b>009072</b>	<b>Westwood Elementary School</b>												
	Suspended (In School)	16.8	113	16.4	111	24.7	164	28.8	174	14.2	89		
	Suspended (Out of School)	12.5	84	13.9	94	18.4	122	27.1	164	11.8	74		
	Expelled (In School)	0.0	0	0.0	0	0.0	0	1.3	8	0.3	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009075</b>	<b>Turner Elementary/Middle School</b>												
	Suspended (In School)	24.1	411	24.3	388	16.7	267	26.9	345	18.6	243		
	Suspended (Out of School)	12.4	212	16.2	259	23.7	378	24.4	313	24.6	320		
	Expelled (In School)	0.2	4	0.1	2	0.0	0	0.2	2	0.2	3		
	Expelled (Out of School)	0.1	1	0.0	0	0.0	0	0.0	0	~	~		
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Suspended (In School)	27.6	354	24.1	303	22.3	268	16.5	186	19.7	225		
	Suspended (Out of School)	14.8	189	14.7	185	14.2	171	14.8	167	17.2	197		
	Expelled (In School)	0.7	9	0.5	6	0.0	0	1.0	11	1.5	17		
	Expelled (Out of School)	0.0	0	0.0	0	0.1	1	0.0	0	~	~		
<b>009091</b>	<b>Midway Professional Development Center</b>												
	Suspended (In School)	~	~	0.0	0	0.0	0	17.9	117	13.4	58		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	14.1	92	15.0	65		
	Expelled (In School)	~	~	0.0	0	0.0	0	1.2	8	0.5	2		

~ = Unavailable or insufficient data

**Table 12a: Student Suspensions and Expulsions**  
*Elementary Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>												
Suspended (In School)	10.3	2,628	12.0	3,161	13.4	3,500	14.7	3,791	13.2	3,368		
Suspended (Out of School)	6.0	1,547	6.9	1,806	8.3	2,179	11.7	3,028	11.3	2,882		
Expelled (In School)	0.1	27	0.1	24	0.1	17	0.4	116	0.5	115		
Expelled (Out of School)	0.0	5	0.0	1	0.0	3	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Suspended (In School)	15.7	7,628	17.6	8,589	18.3	8,802	19.5	9,309	19.3	9,150		
Suspended (Out of School)	13.8	6,725	13.4	6,544	14.1	6,755	16.4	7,800	16.7	7,891		
Expelled (In School)	0.2	106	0.2	111	0.3	131	0.6	277	0.7	318		
Expelled (Out of School)	0.1	38	0.0	19	0.1	40	0.0	0	0.0	0		
<b>State (Elementary Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009005</b>	<b>Bethune Middle School</b>												
	Suspended (In School)	47.1	162	31.3	110	27.0	85	15.0	121	20.4	183		
	Suspended (Out of School)	39.0	134	21.3	75	33.7	106	42.8	346	38.5	346		
	Expelled (In School)	0.6	2	0.9	3	0.6	2	1.2	10	1.2	11		
	Expelled (Out of School)	0.0	0	0.0	0	0.3	1	0.0	0	~	~		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Suspended (In School)	0.0	0	21.5	245	24.0	244	18.3	178	26.5	232		
	Suspended (Out of School)	30.1	353	29.0	331	28.5	289	31.6	307	36.5	319		
	Expelled (In School)	0.1	1	0.7	8	1.8	18	1.0	10	0.2	2		
	Expelled (Out of School)	0.1	1	0.0	0	0.4	4	0.0	0	~	~		
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	Suspended (In School)	30.2	276	23.5	218	33.2	301	43.4	357	31.9	283		
	Suspended (Out of School)	8.1	74	37.4	347	35.1	319	38.4	316	34.3	304		
	Expelled (In School)	0.0	0	0.1	1	0.2	2	0.6	5	1.1	10		
	Expelled (Out of School)	0.1	1	0.0	0	0.0	0	0.0	0	~	~		
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>												
	Suspended (In School)	10.9	130	8.7	97	10.8	121	9.4	105	13.2	151		
	Suspended (Out of School)	3.5	42	3.1	35	4.0	45	4.5	51	4.0	46		
	Expelled (In School)	0.0	0	0.2	2	0.1	1	0.0	0	0.1	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>												
	Suspended (In School)	20.7	133	22.3	133	21.5	123	22.2	131	25.1	127		
	Suspended (Out of School)	2.0	13	1.7	10	3.0	17	4.4	26	2.8	14		
	Expelled (In School)	0.8	5	0.3	2	0.7	4	0.7	4	0.2	1		
	Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009036</b>	<b>Linear Middle School</b>												
	Suspended (In School)	5.0	31	2.5	15	3.7	21	0.7	4	0.2	1		
	Suspended (Out of School)	33.2	208	31.1	185	29.5	167	32.6	189	32.3	194		
	Expelled (In School)	0.2	1	0.0	0	0.2	1	0.2	1	0.3	2		
	Expelled (Out of School)	0.0	0	0.2	1	0.0	0	0.0	0	~	~		
<b>009037</b>	<b>Linwood Middle School</b>												
	Suspended (In School)	19.3	168	18.9	146	1.0	7	48.5	352	55.1	463		
	Suspended (Out of School)	21.6	188	31.2	241	34.5	255	46.7	339	45.5	382		
	Expelled (In School)	0.6	5	0.5	4	0.5	4	0.0	0	0.7	6		
	Expelled (Out of School)	0.4	3	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

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

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009052</b>	<b>Ridgewood Middle School</b>												
	Suspended (In School)	14.5	125	22.1	204	35.7	291	37.5	300	40.6	335		
	Suspended (Out of School)	31.8	274	25.5	235	29.9	244	27.8	222	31.4	259		
	Expelled (In School)	0.4	3	0.1	1	0.3	2	1.3	10	0.6	5		
	Expelled (Out of School)	0.1	1	0.0	0	0.1	1	0.0	0	~	~		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Suspended (In School)	8.0	42	4.1	23	0.8	5	24.5	141	26.4	249		
	Suspended (Out of School)	34.0	178	37.2	210	37.2	224	55.0	317	55.8	526		
	Expelled (In School)	1.3	7	1.8	10	3.5	21	7.3	42	7.0	66		
	Expelled (Out of School)	0.8	4	0.9	5	0.7	4	0.0	0	~	~		
<b>009074</b>	<b>Youree Drive Middle School</b>												
	Suspended (In School)	29.2	341	24.3	268	24.9	276	36.7	412	35.2	366		
	Suspended (Out of School)	18.8	220	9.9	109	12.9	143	15.8	177	19.2	200		
	Expelled (In School)	0.3	3	0.1	1	0.1	1	0.4	5	0.2	2		
	Expelled (Out of School)	0.0	0	0.0	0	0.2	2	0.0	0	~	~		
<b>009078</b>	<b>Donnie Bickham Middle School</b>												
	Suspended (In School)	31.1	247	32.1	245	34.2	251	43.6	314	44.6	340		
	Suspended (Out of School)	23.8	189	27.1	207	25.3	186	27.9	201	33.6	256		
	Expelled (In School)	0.5	4	1.0	8	0.5	4	0.3	2	0.1	1		
	Expelled (Out of School)	0.0	0	0.1	1	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data



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

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>District (Middle/Jr. High Schools)</b>												
Suspended (In School)	23.2	2,027	24.3	2,065	24.8	2,011	28.7	2,246	31.0	2,448		
Suspended (Out of School)	22.7	1,982	23.5	1,998	24.0	1,943	27.2	2,130	28.7	2,273		
Expelled (In School)	0.3	25	0.4	32	0.5	42	0.6	47	0.5	41		
Expelled (Out of School)	0.1	6	0.0	2	0.1	8	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Suspended (In School)	15.7	7,628	17.6	8,589	18.3	8,802	19.5	9,309	19.3	9,150		
Suspended (Out of School)	13.8	6,725	13.4	6,544	14.1	6,755	16.4	7,800	16.7	7,891		
Expelled (In School)	0.2	106	0.2	111	0.3	131	0.6	277	0.7	318		
Expelled (Out of School)	0.1	38	0.0	19	0.1	40	0.0	0	0.0	0		
<b>State (Middle/Jr. High Schools)</b>												
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		
<b>State (All Schools)</b>												
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009008 C.E. Byrd High School</b>												
Suspended (In School)	0.8	17	14.8	309	12.7	259	14.0	297	15.2	302		
Suspended (Out of School)	12.1	255	9.5	198	7.7	157	12.4	262	11.0	219		
Expelled (In School)	0.0	0	0.1	3	0.4	9	0.6	13	0.5	9		
Expelled (Out of School)	0.0	0	0.0	0	0.2	4	0.0	0	~	~		
<b>009012 Caddo Parish Magnet High School</b>												
Suspended (In School)	0.4	5	0.3	4	1.1	12	1.6	18	1.4	15		
Suspended (Out of School)	2.5	29	2.3	27	1.0	11	2.8	32	0.7	8		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.2	2	~	~		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	~	~		
<b>009013 Captain Shreve High School</b>												
Suspended (In School)	28.9	418	34.5	505	27.0	380	25.7	362	18.7	244		
Suspended (Out of School)	19.1	277	17.6	258	14.3	201	17.0	239	13.2	172		
Expelled (In School)	0.2	3	0.0	0	0.1	2	0.4	6	0.5	7		
Expelled (Out of School)	0.3	4	0.1	2	0.0	0	0.0	0	~	~		
<b>009022 Fair Park High School</b>												
Suspended (In School)	4.1	48	2.5	25	3.1	33	20.8	230	17.6	213		
Suspended (Out of School)	30.4	360	19.5	198	15.1	162	11.3	125	12.0	145		
Expelled (In School)	0.2	2	0.6	6	0.7	7	0.6	7	0.8	10		
Expelled (Out of School)	0.1	1	0.0	0	0.1	1	0.0	0	~	~		
<b>009025 Green Oaks High School</b>												
Suspended (In School)	0.0	0	21.4	148	19.2	127	25.8	172	28.7	198		
Suspended (Out of School)	20.3	147	23.9	165	27.8	184	21.4	143	25.3	174		
Expelled (In School)	0.0	0	0.3	2	0.6	4	0.1	1	0.4	3		
Expelled (Out of School)	0.0	0	0.3	2	0.6	4	0.0	0	~	~		
<b>009031 Huntington High School</b>												
Suspended (In School)	32.3	547	28.5	495	46.1	771	45.2	747	45.5	677		
Suspended (Out of School)	22.3	377	18.3	317	21.7	363	21.4	354	17.4	259		
Expelled (In School)	0.0	0	0.2	4	0.3	5	0.1	2	0.1	2		
Expelled (Out of School)	0.1	1	0.0	0	0.3	5	0.0	0	~	~		
<b>009042 North Caddo High School</b>												
Suspended (In School)	45.5	265	42.4	230	38.3	187	28.1	133	35.6	165		
Suspended (Out of School)	30.0	175	29.5	160	27.5	134	27.2	129	28.5	132		
Expelled (In School)	0.2	1	0.9	5	0.0	0	0.2	1	0.4	2		
Expelled (Out of School)	0.2	1	0.0	0	0.0	0	0.0	0	~	~		

~ = Unavailable or insufficient data

**Table 12c: Student Suspensions and Expulsions**  
*High Schools*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009045</b>	<b>Northwood High School</b>												
	Suspended (In School)	29.5	314	19.5	212	29.3	301	26.0	252	27.6	269		
	Suspended (Out of School)	21.5	229	16.7	182	14.9	153	12.2	118	17.7	173		
	Expelled (In School)	0.1	1	0.3	3	0.1	1	0.4	4	0.3	3		
	Expelled (Out of School)	0.1	1	0.0	0	0.0	0	0.0	0	~	~		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Suspended (In School)	8.0	42	4.1	23	0.8	5	24.5	141	Combo	Combo		
	Suspended (Out of School)	34.0	178	37.2	210	37.2	224	55.0	317	Combo	Combo		
	Expelled (In School)	1.3	7	1.8	10	3.5	21	7.3	42	Combo	Combo		
	Expelled (Out of School)	0.8	4	0.9	5	0.7	4	0.0	0	Combo	Combo		
<b>009059</b>	<b>Southwood High School</b>												
	Suspended (In School)	30.5	650	37.8	789	37.3	730	34.1	630	31.1	551		
	Suspended (Out of School)	29.3	624	28.6	597	27.3	534	20.6	382	21.2	375		
	Expelled (In School)	0.4	8	0.2	5	0.2	4	0.3	5	0.7	13		
	Expelled (Out of School)	0.1	3	0.1	3	0.3	5	0.0	0	~	~		
<b>009069</b>	<b>Booker T. Washington High School</b>												
	Suspended (In School)	37.7	302	55.6	421	48.8	364	33.2	227	36.6	255		
	Suspended (Out of School)	28.2	226	30.3	229	30.3	226	34.8	238	26.0	181		
	Expelled (In School)	0.3	2	0.0	0	0.5	4	1.2	8	0.7	5		
	Expelled (Out of School)	0.0	0	0.0	0	0.3	2	0.0	0	~	~		
<b>009073</b>	<b>Woodlawn High School</b>												
	Suspended (In School)	36.5	401	19.9	201	9.0	92	Combo	Combo	Combo	Combo		
	Suspended (Out of School)	31.0	341	24.0	242	33.3	339	Combo	Combo	Combo	Combo		
	Expelled (In School)	0.7	8	0.0	0	0.2	2	Combo	Combo	Combo	Combo		
	Expelled (Out of School)	0.0	0	0.0	0	0.1	1	Combo	Combo	Combo	Combo		
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>												
	Suspended (In School)	0.3	3	1.4	16	3.0	30	0.1	1	0.2	2		
	Suspended (Out of School)	24.3	268	19.1	224	18.3	180	26.7	244	30.4	289		
	Expelled (In School)	2.0	22	1.5	17	1.3	13	2.7	25	3.4	32		
	Expelled (Out of School)	1.1	12	0.3	4	0.3	3	0.0	0	~	~		

~ = Unavailable or insufficient data

**Table 12c: Student Suspensions and Expulsions**  
*High Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>												
Suspended (In School)	20.3	2,996	23.0	3,363	23.3	3,273	23.4	3,190	22.3	2,874		
Suspended (Out of School)	22.5	3,333	19.9	2,900	19.8	2,780	18.1	2,471	15.8	2,038		
Expelled (In School)	0.4	54	0.4	55	0.5	72	0.8	114	0.7	85		
Expelled (Out of School)	0.2	27	0.1	16	0.2	29	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Suspended (In School)	15.7	7,628	17.6	8,589	18.3	8,802	19.5	9,309	19.3	9,150		
Suspended (Out of School)	13.8	6,725	13.4	6,544	14.1	6,755	16.4	7,800	16.7	7,891		
Expelled (In School)	0.2	106	0.2	111	0.3	131	0.6	277	0.7	318		
Expelled (Out of School)	0.1	38	0.0	19	0.1	40	0.0	0	0.0	0		
<b>State (High Schools)</b>												
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		
<b>State (All Schools)</b>												
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*

		<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	Suspended (In School)	~	~	40.0	22	49.2	30	51.6	32	57.0	45		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	3.2	2	5.1	4		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.0	0	3.8	3		
	Expelled (Out of School)	~	~	0.0	0	0.0	0	0.0	0	~	~		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Suspended (In School)	High	High	High	High	High	High	High	High	26.4	249		
	Suspended (Out of School)	High	High	High	High	High	High	High	High	55.8	526		
	Expelled (In School)	High	High	High	High	High	High	High	High	7.0	66		
	Expelled (Out of School)	High	High	High	High	High	High	High	High	~	~		
<b>009073</b>	<b>Woodlawn High School</b>												
	Suspended (In School)	High	High	High	High	High	High	9.6	112	25.6	292		
	Suspended (Out of School)	High	High	High	High	High	High	29.7	347	38.9	443		
	Expelled (In School)	High	High	High	High	High	High	0.1	1	0.6	7		
	Expelled (Out of School)	High	High	High	High	High	High	0.0	0	~	~		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Suspended (In School)	~	~	0.0	0	0.0	0	7.1	18	4.7	16		
	Suspended (Out of School)	~	~	0.0	0	0.0	0	39.0	99	52.2	177		
	Expelled (In School)	~	~	0.0	0	0.0	0	0.4	1	0.9	3		

~ = Unavailable or insufficient data

**Table 12d: Student Suspensions and Expulsions**  
*Combination Schools*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Combination Schools)</b>												
Suspended (In School)	0.0	0	40.0	22	49.2	30	11.7	161	24.5	598		
Suspended (Out of School)	0.0	0	0.0	0	0.0	0	32.2	443	46.5	1,136		
Expelled (In School)	0.0	0	0.0	0	0.0	0	0.1	2	3.2	79		
Expelled (Out of School)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>District (All Schools)</b>												
Suspended (In School)	15.7	7,628	17.6	8,589	18.3	8,802	19.5	9,309	19.3	9,150		
Suspended (Out of School)	13.8	6,725	13.4	6,544	14.1	6,755	16.4	7,800	16.7	7,891		
Expelled (In School)	0.2	106	0.2	111	0.3	131	0.6	277	0.7	318		
Expelled (Out of School)	0.1	38	0.0	19	0.1	40	0.0	0	0.0	0		
<b>State (Combination Schools)</b>												
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		
<b>State (All Schools)</b>												
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

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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 7<sup>th</sup> 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.

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### 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
<b>009002</b>	<b>Arthur Circle Elementary School</b>												
	Grade 4	1.7	1	1.8	1	2.0	1	5.9	4	7.0	4		
	All Grades (K-12)	5.6	19	5.0	17	5.3	20	7.6	28	9.5	35		
<b>009003</b>	<b>Atkins Elementary School</b>												
	Grade 4	4.9	5	1.7	2	39.8	43	25.3	37	39.4	50		
	All Grades (K-12)	6.9	48	7.6	52	14.0	95	13.2	84	13.4	76		
<b>009004</b>	<b>Barret Elementary School</b>												
	Grade 4	16.1	5	14.8	4	15.4	4	36.7	11	30.2	13		
	All Grades (K-12)	17.0	39	12.9	22	21.1	35	8.6	16	13.7	30		
<b>009005</b>	<b>Bethune Middle School</b>												
	Grade 8	7.2	8	7.3	8	53.7	66	52.6	50	42.6	92		
	All Grades (K-12)	7.3	22	6.1	18	28.0	82	23.6	62	26.4	161		
<b>009006</b>	<b>Blanchard Elementary School</b>												
	Grade 4	4.3	3	3.1	2	7.9	5	4.8	4	13.6	11		
	All Grades (K-12)	9.1	37	6.6	27	5.1	21	5.5	23	6.4	29		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Grade 8	12.9	39	8.4	25	24.8	66	26.6	69	26.9	61		
	All Grades (K-12)	18.2	186	18.2	172	23.2	211	18.7	153	23.9	163		
<b>009008</b>	<b>C.E. Byrd High School</b>												
	Grade 8	~	~	~	~	~	~	10.3	3	32.7	17		
	Grade 9	23.0	151	19.7	117	18.3	106	12.4	61	15.3	87		
	All Grades (K-12)	12.4	240	10.0	175	10.0	175	7.6	134	10.4	191		
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	Grade 4	0.0	0	9.1	1	25.0	2	10.5	2	15.4	2		
	Grade 8	0.0	0	~	~	100.0	3	66.7	2	66.7	2		
	Grade 9	~	~	100.0	1	100.0	1	~	~	100.0	1		
	All Grades (K-12)	4.8	1	4.4	2	15.7	8	7.1	4	13.0	7		
<b>009011</b>	<b>Caddo Heights Elementary School</b>												
	Grade 4	5.4	5	6.1	6	46.5	40	32.2	47	34.7	58		
	All Grades (K-12)	13.5	90	6.2	40	9.6	60	12.9	79	12.1	85		
<b>009012</b>	<b>Caddo Parish Magnet High School</b>												
	Grade 9	0.0	0	1.0	3	0.4	1	0.3	1	1.1	3		
	All Grades (K-12)	0.3	4	0.4	5	0.1	1	0.5	6	0.6	6		

~ = 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
<b>009013</b>	<b>Captain Shreve High School</b>												
	Grade 8	~	~	~	~	~	~	21.1	4	17.6	3		
	Grade 9	22.4	87	23.7	96	17.6	72	12.0	41	17.7	50		
	All Grades (K-12)	13.1	157	15.3	183	11.0	137	9.4	115	13.3	157		
<b>009014</b>	<b>Central Elementary School</b>												
	Grade 4	37.5	12	46.2	12	43.3	13	33.3	10	25.5	12		
	All Grades (K-12)	25.7	52	24.3	52	14.8	27	12.8	19	7.0	17		
<b>009015</b>	<b>Cherokee Park Elementary School</b>												
	Grade 4	16.4	9	13.8	8	34.7	25	32.1	26	16.4	11		
	All Grades (K-12)	12.3	47	5.0	19	14.1	52	13.6	56	7.9	25		
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>												
	Grade 4	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	All Grades (K-12)	0.6	2	0.3	1	0.3	1	0.3	1	0.5	2		
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	Grade 8	5.9	13	6.2	13	49.4	117	52.1	124	37.0	77		
	All Grades (K-12)	14.0	100	12.3	89	24.1	174	26.6	185	22.7	139		
<b>009018</b>	<b>Creswell Elementary School</b>												
	Grade 4	8.1	5	8.4	8	27.6	24	15.4	14	15.0	12		
	All Grades (K-12)	8.8	41	5.5	28	12.6	65	8.3	38	10.0	42		
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>												
	Grade 4	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	All Grades (K-12)	1.3	6	0.9	4	0.7	3	0.0	0	0.4	2		
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>												
	Grade 8	0.0	0	0.0	0	0.0	0	0.0	0	0.6	2		
	All Grades (K-12)	0.3	3	0.1	1	0.1	1	0.1	1	0.6	6		
<b>009021</b>	<b>Eighty-first Street ECE Center</b>												
	All Grades (K-12)	36.3	41	32.6	29	41.7	45	28.1	25	42.2	46		
<b>009022</b>	<b>Fair Park High School</b>												
	Grade 8	~	~	~	~	~	~	35.5	39	52.8	66		
	Grade 9	39.6	149	29.7	91	32.7	90	26.0	61	38.6	64		
	All Grades (K-12)	27.9	272	24.8	201	24.4	190	21.4	178	32.2	281		
<b>009023</b>	<b>Fairfield Magnet School</b>												
	Grade 4	3.7	2	3.1	1	37.2	16	11.1	6	18.9	7		
	All Grades (K-12)	14.3	42	4.6	11	13.2	30	6.8	15	5.4	14		

~ = 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
<b>009024</b>	<b>Forest Hill Elementary School</b>												
	Grade 4	0.8	1	3.1	4	5.6	6	2.6	3	6.0	9		
	All Grades (K-12)	2.8	21	6.6	48	5.6	38	5.1	34	8.6	63		
<b>009025</b>	<b>Green Oaks High School</b>												
	Grade 8	~	~	~	~	~	~	0.0	0	42.1	16		
	Grade 9	41.4	94	24.8	55	36.2	72	22.1	34	36.7	47		
	All Grades (K-12)	24.6	153	16.9	94	20.3	116	13.3	74	25.3	147		
<b>009027</b>	<b>Herndon Magnet School</b>												
	Grade 4	3.9	5	1.7	2	1.8	2	0.0	0	3.4	3		
	Grade 8	0.0	0	0.0	0	1.9	2	0.0	0	0.0	0		
	All Grades (K-12)	3.9	41	3.6	35	2.9	27	2.3	21	2.4	19		
<b>009028</b>	<b>Hillsdale Elementary School</b>												
	Grade 4	0.0	0	0.0	0	21.7	20	18.5	24	18.9	18		
	All Grades (K-12)	7.5	37	3.6	19	7.0	38	7.1	39	6.9	32		
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>												
	Grade 8	12.5	19	3.4	5	35.0	56	47.4	83	45.7	69		
	All Grades (K-12)	19.4	104	7.8	40	21.7	110	25.4	119	22.3	114		
<b>009031</b>	<b>Huntington High School</b>												
	Grade 8	~	~	~	~	~	~	18.1	13	41.2	28		
	Grade 9	18.3	87	16.5	69	17.7	79	15.9	59	23.6	73		
	All Grades (K-12)	12.0	176	15.0	202	12.3	177	14.0	197	18.5	247		
<b>009032</b>	<b>Ingersoll Elementary School</b>												
	Grade 4	8.8	5	1.9	1	32.6	14	15.9	7	6.3	3		
	All Grades (K-12)	11.5	39	7.9	26	13.5	39	13.5	33	11.2	29		
<b>009033</b>	<b>Judson Fundamental Elementary School</b>												
	Grade 4	0.0	0	3.3	3	0.0	0	2.5	2	0.0	0		
	All Grades (K-12)	1.0	5	2.0	10	1.1	5	1.1	5	0.5	2		
<b>009034</b>	<b>Lakeshore Elementary School</b>												
	Grade 4	2.7	2	5.1	4	14.7	14	38.1	45	27.4	32		
	All Grades (K-12)	5.4	29	5.3	28	6.7	36	12.4	69	10.4	59		
<b>009036</b>	<b>Linear Middle School</b>												
	Grade 8	7.4	13	6.4	12	37.1	63	49.2	91	26.5	43		
	All Grades (K-12)	6.5	36	7.0	39	16.6	83	22.0	110	17.5	83		

~ = 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
<b>009037</b>	<b>Linwood Middle School</b>												
	Grade 8	3.7	8	8.4	20	37.5	90	43.1	84	23.4	43		
	All Grades (K-12)	6.9	52	9.3	65	20.8	136	18.5	115	22.9	129		
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>												
	All Grades (K-12)	7.4	4	10.4	7	16.2	6	18.5	12	16.1	10		
<b>009040</b>	<b>Mooringsport Elementary School</b>												
	Grade 4	0.0	0	7.1	2	26.5	9	12.7	7	2.3	1		
	All Grades (K-12)	5.2	12	4.6	10	9.4	22	10.0	23	7.2	16		
<b>009042</b>	<b>North Caddo High School</b>												
	Grade 8	~	~	~	~	~	~	19.0	4	48.1	13		
	Grade 9	19.6	33	17.0	23	10.0	13	10.8	12	0.0	0		
	All Grades (K-12)	11.8	62	7.6	35	5.8	25	6.6	27	8.4	33		
<b>009043</b>	<b>North Highlands Elementary School</b>												
	Grade 4	1.6	1	7.7	6	15.1	11	13.6	11	9.8	9		
	All Grades (K-12)	8.1	40	7.8	40	8.9	45	7.2	34	9.3	45		
<b>009044</b>	<b>Northside Elementary School</b>												
	Grade 4	5.9	3	0.0	0	40.4	23	17.9	15	7.3	6		
	All Grades (K-12)	4.3	13	6.8	20	11.3	36	7.2	25	8.2	35		
<b>009045</b>	<b>Northwood High School</b>												
	Grade 8	~	~	~	~	~	~	10.3	4	25.0	4		
	Grade 9	17.0	49	27.0	61	14.9	39	24.4	53	21.4	43		
	All Grades (K-12)	10.1	98	24.9	227	11.3	97	20.2	170	19.9	161		
<b>009046</b>	<b>Oak Park Elementary School</b>												
	Grade 4	12.2	11	21.1	15	39.0	30	26.6	34	27.7	33		
	All Grades (K-12)	14.2	73	19.6	101	11.6	64	9.6	52	8.9	46		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Grade 4	10.5	2	11.1	2	15.0	3	14.3	3	22.5	9		
	Grade 8	20.8	5	2.9	1	12.5	3	23.1	6	~	~		
	All Grades (K-12)	17.5	40	8.9	20	8.6	17	12.4	25	13.9	34		
<b>009050</b>	<b>Pine Grove Elementary School</b>												
	Grade 4	5.4	3	8.2	5	12.0	6	6.5	3	14.9	10		
	All Grades (K-12)	10.4	41	11.6	45	12.8	46	6.1	21	13.6	50		
<b>009051</b>	<b>Queensborough Elementary School</b>												
	Grade 4	4.6	3	3.3	2	39.4	26	43.3	39	18.2	18		
	All Grades (K-12)	9.4	40	10.7	43	6.7	29	16.3	65	12.3	49		

~ = 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
<b>009052</b>	<b>Ridgewood Middle School</b>												
	Grade 8	6.3	17	7.6	17	20.7	53	22.9	54	21.5	47		
	All Grades (K-12)	8.6	67	7.2	52	12.8	99	14.1	100	18.7	118		
<b>009053</b>	<b>Riverside Elementary School</b>												
	Grade 4	1.5	1	1.7	1	1.3	1	8.5	6	4.9	4		
	All Grades (K-12)	7.5	31	4.8	19	3.9	15	8.9	36	8.4	35		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Grade 8	35.1	27	40.4	42	63.5	66	72.0	85	69.3	79		
	Grade 9	70.0	49	28.3	13	53.8	14	50.0	10	88.9	8		
	All Grades (K-12)	45.3	135	40.2	121	59.7	197	63.2	235	66.9	255		
<b>009055</b>	<b>Shreve Island Elementary School</b>												
	Grade 4	2.2	2	3.2	3	0.0	0	3.3	3	0.0	0		
	All Grades (K-12)	2.7	15	3.2	18	2.5	15	2.9	17	1.9	12		
<b>009056</b>	<b>Newton Smith Elementary School</b>												
	Grade 4	0.0	0	0.0	0	18.2	8	32.7	16	26.2	17		
	All Grades (K-12)	7.6	24	4.5	13	7.0	22	11.0	33	13.1	40		
<b>009057</b>	<b>South Highlands Elementary Magnet School</b>												
	Grade 4	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	All Grades (K-12)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009058</b>	<b>Southern Hills Elementary School</b>												
	Grade 4	1.0	1	10.3	9	6.9	8	12.7	16	4.7	5		
	All Grades (K-12)	6.8	43	11.0	69	10.6	68	12.3	80	12.1	79		
<b>009059</b>	<b>Southwood High School</b>												
	Grade 8	~	~	~	~	~	~	23.0	17	17.2	11		
	Grade 9	13.7	70	14.4	76	5.1	25	10.1	36	10.2	34		
	All Grades (K-12)	8.6	150	8.4	148	4.3	73	9.4	153	10.5	163		
<b>009060</b>	<b>A. C. Steere Elementary School</b>												
	Grade 4	0.0	0	0.0	0	0.0	0	1.3	1	0.0	0		
	All Grades (K-12)	3.4	15	5.0	22	4.9	21	3.9	17	4.7	20		
<b>009061</b>	<b>E.B. Williams Stoner Hill Elem Lab School</b>												
	Grade 4	14.3	12	10.8	8	15.3	11	13.6	9	13.5	10		
	All Grades (K-12)	14.0	73	7.9	36	11.2	46	6.0	23	10.1	39		
<b>009062</b>	<b>Summer Grove Elementary School</b>												
	Grade 4	0.0	0	20.0	15	11.4	13	15.9	18	18.8	26		
	All Grades (K-12)	6.6	42	8.4	51	9.1	54	9.7	56	12.7	75		

~ = 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
<b>009063</b>	<b>Summerfield Elementary School</b>												
	Grade 4	2.2	2	2.3	2	3.1	3	3.0	3	15.5	13		
	All Grades (K-12)	6.5	35	6.2	34	7.3	40	5.4	28	11.2	60		
<b>009064</b>	<b>Sunset Acres Elementary School</b>												
	Grade 4	5.6	5	12.4	11	18.5	17	20.8	22	24.6	30		
	All Grades (K-12)	7.5	45	10.5	60	10.3	59	8.1	42	12.2	74		
<b>009065</b>	<b>Jack P. Timmons Elementary School</b>												
	Grade 4	9.4	3	2.7	1	13.5	5	6.3	3	7.3	3		
	All Grades (K-12)	7.0	16	7.3	16	8.5	22	7.9	19	11.6	27		
<b>009066</b>	<b>University Elementary School</b>												
	Grade 4	6.3	8	1.6	2	7.0	11	5.3	8	4.7	7		
	All Grades (K-12)	5.5	43	3.6	28	4.2	35	4.6	38	5.9	50		
<b>009067</b>	<b>Vivian Elementary/Middle School</b>												
	Grade 4	7.3	4	7.2	5	10.6	7	20.7	12	12.8	12		
	Grade 8	20.8	20	8.0	7	26.5	22	25.6	22	15.7	14		
	All Grades (K-12)	14.8	107	7.0	46	9.5	61	12.3	75	9.1	64		
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>												
	Grade 4	1.8	3	4.0	6	9.9	15	7.9	14	5.2	9		
	Grade 8	9.3	17	8.0	16	5.8	9	10.3	19	9.9	17		
	All Grades (K-12)	6.2	96	6.2	94	5.0	75	5.2	77	5.6	86		
<b>009069</b>	<b>Booker T. Washington High School</b>												
	Grade 8	~	~	~	~	~	~	36.5	19	51.5	35		
	Grade 9	23.1	55	23.3	44	27.6	59	27.4	34	24.3	26		
	All Grades (K-12)	14.0	105	16.3	108	17.7	114	21.0	122	23.9	128		
<b>009070</b>	<b>Werner Park Elementary School</b>												
	Grade 4	8.6	11	12.0	15	45.2	57	32.4	61	30.0	39		
	All Grades (K-12)	8.2	67	13.0	106	15.2	125	14.3	109	13.8	81		
<b>009071</b>	<b>West Shreveport Elementary School</b>												
	Grade 4	3.4	2	5.4	4	17.7	14	8.6	7	14.1	10		
	All Grades (K-12)	10.3	43	5.3	23	7.7	32	5.5	23	8.7	35		
<b>009072</b>	<b>Westwood Elementary School</b>												
	Grade 4	4.3	4	14.1	10	32.9	25	16.8	18	22.4	22		
	All Grades (K-12)	8.4	48	14.2	74	18.2	92	13.6	68	11.3	55		

~ = 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
<b>009073</b>	<b>Woodlawn High School</b>												
	Grade 8	~	~	~	~	~	~	36.8	32	46.7	57		
	Grade 9	34.2	107	26.8	76	25.7	80	24.0	48	40.5	66		
	All Grades (K-12)	21.9	204	21.7	169	23.0	178	19.7	151	28.6	233		
<b>009074</b>	<b>Youree Drive Middle School</b>												
	Grade 8	7.7	24	6.0	18	10.1	31	9.1	29	9.7	31		
	All Grades (K-12)	7.1	71	5.5	53	8.6	81	6.5	64	10.8	105		
<b>009075</b>	<b>Turner Elementary/Middle School</b>												
	Grade 4	6.6	8	6.5	7	19.0	23	12.9	18	10.8	9		
	Grade 8	4.8	11	4.2	10	26.0	58	26.2	56	21.5	41		
	All Grades (K-12)	7.0	99	6.7	95	13.0	174	12.3	167	14.3	142		
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>												
	Grade 8	~	~	~	~	~	~	47.1	8	45.1	23		
	Grade 9	63.2	134	76.4	198	54.5	72	54.0	67	74.4	64		
	All Grades (K-12)	55.7	253	64.6	337	50.9	178	52.4	194	55.5	203		
<b>009078</b>	<b>Donnie Bickham Middle School</b>												
	Grade 8	17.2	37	11.3	28	26.9	56	13.8	26	11.7	24		
	All Grades (K-12)	13.7	91	13.3	87	16.9	105	10.1	60	16.5	100		
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Grade 4	5.2	5	12.6	13	15.6	15	18.4	16	16.7	18		
	Grade 8	9.6	16	4.9	9	22.5	39	14.4	23	10.2	15		
	All Grades (K-12)	9.4	108	9.5	106	10.6	110	11.3	113	11.4	106		
<b>009091</b>	<b>Midway Professional Development Center</b>												
	Grade 4	~	~	~	~	~	~	~	~	20.3	25		
	All Grades (K-12)	~	~	~	~	~	~	~	~	7.1	37		
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>												
	Grade 8	~	~	~	~	~	~	~	~	27.3	6		
	Grade 9	~	~	~	~	~	~	~	~	71.4	10		
	All Grades (K-12)	~	~	~	~	~	~	~	~	35.3	24		
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>												
	Grade 8	~	~	~	~	~	~	~	~	2.3	2		
	Grade 9	~	~	~	~	~	~	~	~	38.1	43		
	All Grades (K-12)	~	~	~	~	~	~	~	~	32.6	152		

~ = 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
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Grade 4	~	~	~	~	~	~	~	~	50.0	1		
	Grade 8	~	~	~	~	~	~	~	~	92.4	73		
	Grade 9	~	~	~	~	~	~	~	~	100.0	21		
	All Grades (K-12)	~	~	~	~	~	~	~	~	94.2	226		
<b>District</b>													
	Grade 4	4.7	157	6.4	209	17.2	583	15.8	625	14.9	591		
	Grade 8	8.1	277	7.0	244	26.4	897	27.4	1,050	26.2	1,011		
	Grade 9	25.3	1,065	23.6	923	19.3	723	17.0	517	22.3	640		
	All Grades (K-12)	10.4	4,724	10.2	4,429	11.6	4,962	11.4	4,775	13.7	5,741		
<b>State</b>													
	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

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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 1<sup>st</sup>), 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).

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## 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.

## Data Sources

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

## 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.

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## 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
<b>009005</b>	<b>Bethune Middle School</b>												
	Grade 7	N/A	N/A	0.0	0	1.8	2	0.6	2	~	~		
	Grade 8	N/A	N/A	1.4	2	0.9	1	0.7	2	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Grade 7	1.0	4	0.5	2	1.2	4	0.3	1	~	~		
	Grade 8	N/A	N/A	0.9	3	1.6	5	0.6	2	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009008</b>	<b>C.E. Byrd High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	7.3	3	0.0	0	~	~		
	Grade 9	3.6	27	4.3	31	4.3	26	1.9	13	~	~		
	Grade 10	4.4	25	4.3	24	2.7	15	2.5	13	~	~		
	Grade 11	5.6	24	3.7	17	1.4	6	4.2	19	~	~		
	Grade 12	6.3	25	6.2	24	8.6	38	6.0	24	~	~		
	Grades 9 - 12	4.7	101	4.5	96	4.2	85	3.3	69	~	~		
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 9	N/A	N/A	0.0	0	N/A	N/A	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	0.0	0	~	~		
<b>009012</b>	<b>Caddo Parish Magnet High School</b>												
	Grade 9	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 10	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 11	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 12	N/A	N/A	0.4	1	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.1	1	0.0	0	0.0	0	~	~		
<b>009013</b>	<b>Captain Shreve High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	6.5	2	~	~		
	Grade 9	4.7	24	2.8	14	3.0	12	0.9	3	~	~		
	Grade 10	2.8	10	2.9	11	1.8	7	4.1	17	~	~		
	Grade 11	3.0	10	5.3	16	2.6	8	3.0	10	~	~		
	Grade 12	7.7	20	4.6	14	7.6	22	6.4	19	~	~		
	Grades 9 - 12	4.4	64	3.7	55	3.5	49	3.5	49	~	~		

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
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	Grade 7	N/A	N/A	1.0	3	0.7	2	0.0	0	~	~		
	Grade 8	0.8	2	1.4	4	1.0	3	0.7	2	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009022</b>	<b>Fair Park High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	0.8	1	2.3	4	~	~		
	Grade 9	13.4	66	9.7	38	4.7	15	3.6	11	~	~		
	Grade 10	17.6	60	14.1	42	7.9	23	7.0	19	~	~		
	Grade 11	8.8	18	14.1	27	14.1	28	7.9	17	~	~		
	Grade 12	26.7	51	14.9	29	22.2	37	14.0	24	~	~		
	Grades 9 - 12	15.9	195	12.7	136	10.6	103	7.4	71	~	~		
<b>009025</b>	<b>Green Oaks High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	0.0	0	~	~		
	Grade 9	8.4	26	10.2	29	10.6	22	3.5	7	~	~		
	Grade 10	8.8	16	9.1	20	10.3	19	5.2	8	~	~		
	Grade 11	6.5	8	10.7	13	7.0	9	3.0	4	~	~		
	Grade 12	6.6	8	10.1	11	13.8	17	5.2	7	~	~		
	Grades 9 - 12	7.9	58	9.9	73	10.4	67	4.2	26	~	~		
<b>009027</b>	<b>Herndon Magnet School</b>												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	0.0	0	0.0	0	1.0	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>												
	Grade 7	N/A	N/A	0.4	1	0.0	0	0.0	0	~	~		
	Grade 8	N/A	N/A	0.5	1	2.8	6	0.5	1	~	~		
	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
<b>009031</b>	<b>Huntington High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	1.2	1	7.5	8	~	~		
	Grade 9	3.4	18	2.5	14	3.9	18	7.8	37	~	~		
	Grade 10	5.3	25	3.3	17	5.5	27	6.4	29	~	~		
	Grade 11	2.7	10	4.2	13	4.7	16	6.4	22	~	~		
	Grade 12	9.3	31	3.4	13	2.5	8	8.8	30	~	~		
	Grades 9 - 12	4.9	84	3.2	57	4.3	69	7.3	118	~	~		
<b>009036</b>	<b>Linear Middle School</b>												
	Grade 7	N/A	N/A	0.5	1	0.0	0	0.5	1	~	~		
	Grade 8	0.5	1	1.5	3	2.4	5	1.5	3	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009037</b>	<b>Linwood Middle School</b>												
	Grade 7	2.0	6	2.1	5	2.8	7	0.8	2	~	~		
	Grade 8	0.7	2	1.7	5	2.5	6	1.6	4	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009042</b>	<b>North Caddo High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	11.5	3	3.1	1	~	~		
	Grade 9	7.4	13	5.0	9	6.0	8	4.4	5	~	~		
	Grade 10	9.4	14	10.2	12	6.3	8	5.3	7	~	~		
	Grade 11	6.2	9	6.0	7	10.1	10	6.7	8	~	~		
	Grade 12	16.4	22	18.2	27	16.9	20	11.9	10	~	~		
	Grades 9 - 12	9.6	58	9.8	55	9.7	46	6.7	30	~	~		
<b>009045</b>	<b>Northwood High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	8.2	4	8.3	2	~	~		
	Grade 9	6.3	18	3.7	12	8.2	23	3.8	10	~	~		
	Grade 10	3.4	10	7.7	21	7.2	21	2.2	6	~	~		
	Grade 11	4.6	12	5.8	16	4.7	10	1.7	4	~	~		
	Grade 12	4.5	10	9.6	22	10.4	23	11.3	22	~	~		
	Grades 9 - 12	4.7	50	6.5	71	7.6	77	4.4	42	~	~		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Grade 7	N/A	N/A	0.0	0	0.0	0	N/A	N/A	~	~		
	Grade 8	N/A	N/A	0.0	0	0.0	0	N/A	N/A	~	~		
	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
<b>009052</b>	<b>Ridgewood Middle School</b>												
	Grade 7	N/A	N/A	0.0	0	0.3	1	0.4	1	~	~		
	Grade 8	0.4	1	0.7	2	1.1	3	0.4	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Grade 7	0.8	1	7.8	13	5.8	10	2.9	6	~	~		
	Grade 8	1.8	3	14.5	29	8.6	19	6.6	12	~	~		
	Grade 9	23.4	30	21.4	21	22.6	14	17.4	4	~	~		
	Grade 10	32.6	14	35.1	13	27.6	8	23.1	6	~	~		
	Grade 11	36.4	8	12.5	2	16.7	2	28.6	4	~	~		
	Grade 12	33.3	1	0.0	0	15.4	2	14.3	1	~	~		
	Grades 9 - 12	27.0	53	21.7	36	22.4	26	21.4	15	~	~		
<b>009059</b>	<b>Southwood High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	0.0	0	2.4	2	~	~		
	Grade 9	5.0	33	2.8	18	2.4	11	1.9	8	~	~		
	Grade 10	4.0	23	3.9	22	3.9	20	2.2	10	~	~		
	Grade 11	3.7	17	6.4	30	2.2	11	6.0	28	~	~		
	Grade 12	8.8	38	5.1	22	10.6	45	6.4	29	~	~		
	Grades 9 - 12	5.2	111	4.4	92	4.6	87	4.2	75	~	~		
<b>009067</b>	<b>Vivian Elementary/Middle School</b>												
	Grade 7	N/A	N/A	0.0	0	1.1	1	0.0	0	~	~		
	Grade 8	0.9	1	2.9	3	0.0	0	0.9	1	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>												
	Grade 7	0.4	1	0.0	0	0.5	1	0.0	0	~	~		
	Grade 8	N/A	N/A	1.0	2	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009069</b>	<b>Booker T. Washington High School</b>												
	Grade 8	N/A	N/A	N/A	N/A	5.8	4	4.3	4	~	~		
	Grade 9	5.0	13	1.9	5	7.0	12	3.8	7	~	~		
	Grade 10	5.7	13	9.7	19	5.7	12	10.8	17	~	~		
	Grade 11	6.6	10	5.8	10	4.5	7	5.4	8	~	~		
	Grade 12	2.8	5	3.6	5	6.7	10	17.6	22	~	~		
	Grades 9 - 12	5.0	41	5.0	39	6.0	41	8.8	54	~	~		

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
<b>009073</b>	<b>Woodlawn High School</b>												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	4.4	2	~	~		
	Grade 8	N/A	N/A	N/A	N/A	1.0	1	0.9	2	~	~		
	Grade 9	4.9	21	8.3	35	7.9	24	7.5	18	~	~		
	Grade 10	12.0	36	13.0	39	8.2	26	4.5	13	~	~		
	Grade 11	10.1	21	14.0	23	8.3	14	8.4	17	~	~		
	Grade 12	14.5	29	22.5	40	25.0	43	18.9	32	~	~		
	Grades 9 - 12	9.4	107	12.9	137	11.1	107	8.8	80	~	~		
<b>009074</b>	<b>Yoree Drive Middle School</b>												
	Grade 7	N/A	N/A	0.0	0	0.0	0	0.3	1	~	~		
	Grade 8	N/A	N/A	0.0	0	0.0	0	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009075</b>	<b>Turner Elementary/Middle School</b>												
	Grade 7	N/A	N/A	0.0	0	0.4	1	0.8	2	~	~		
	Grade 8	N/A	N/A	0.7	2	1.2	3	3.5	9	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	21.4	3	~	~		
	Grade 8	N/A	N/A	N/A	N/A	20.0	6	18.1	15	~	~		
	Grade 9	53.8	406	59.2	303	44.1	149	40.1	101	~	~		
	Grade 10	45.8	154	46.4	136	45.7	158	45.5	107	~	~		
	Grade 11	51.0	99	36.3	103	50.0	160	37.1	89	~	~		
	Grade 12	66.7	108	56.3	94	44.9	71	75.2	197	~	~		
	Grades 9 - 12	53.0	767	50.6	636	46.3	538	49.9	494	~	~		
<b>009078</b>	<b>Donnie Bickham Middle School</b>												
	Grade 7	0.7	2	1.3	3	2.4	6	0.4	1	~	~		
	Grade 8	2.0	6	1.5	4	0.4	1	1.2	3	~	~		
	Grades 9 - 12	N/A	N/A	0.0	0	N/A	N/A	N/A	N/A	~	~		
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Grade 7	N/A	N/A	0.5	1	0.0	0	1.1	2	~	~		
	Grade 8	0.5	1	0.0	0	1.0	2	0.0	0	~	~		
	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
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	8.7	4	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	20.4	10	~	~		
	Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	20.0	4	~	~		
	Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	28.6	2	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	21.1	16	~	~		
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	13.6	6	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	10.0	11	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	15.6	27	~	~		
	Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	11.1	12	~	~		
	Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	7.7	7	~	~		
	Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	4.9	5	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	10.8	51	~	~		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	1.1	1	~	~		
	Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		
	Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	~	~		

N/A = Not Applicable

~ = Unavailable or insufficient data

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



### Table 14: Student Dropouts

	1998-99		1999-00		2000-01		2001-02		2002-03*		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>District</b>												
Grade 7	0.4	17	0.8	30	1.1	40	0.8	30	~	~		
Grade 8	0.4	17	1.7	63	1.9	80	2.2	97	~	~		
Grade 9	13.6	695	11.2	529	9.0	334	7.1	261	~	~		
Grade 10	10.2	400	9.8	376	9.0	344	7.5	268	~	~		
Grade 11	8.0	246	9.1	277	9.2	281	7.7	239	~	~		
Grade 12	12.1	348	10.4	302	12.0	336	14.2	422	~	~		
Grades 9 - 12	11.3	1,689	10.2	1,484	9.7	1,295	8.9	1,190	~	~		
<b>State</b>												
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

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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.

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## 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
<b>009002 Arthur Circle Elementary School</b>												
Advanced	0.0	0	11.5	6	3.2	2	7.0	4	4.1	3		
Mastery *	36.1	22	25.0	13	39.7	25	29.8	17	19.2	14		
Basic	42.6	26	48.1	25	38.1	24	38.6	22	50.7	37		
Approaching Basic	9.8	6	9.6	5	14.3	9	17.5	10	21.9	16		
Unsatisfactory	11.5	7	5.8	3	4.8	3	7.0	4	4.1	3		
<b>009003 Atkins Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.8	1	1.0	1	2.0	3	0.8	1	0.0	0		
Basic	23.3	28	17.1	18	31.8	47	21.6	27	25.4	30		
Approaching Basic	32.5	39	29.5	31	37.2	55	38.4	48	45.8	54		
Unsatisfactory	43.3	52	52.4	55	29.1	43	39.2	49	28.8	34		
<b>009004 Barret Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	4.0	1	4.5	1	3.2	1	4.5	2	8.0	4		
Basic	24.0	6	36.4	8	35.5	11	18.2	8	28.0	14		
Approaching Basic	16.0	4	27.3	6	29.0	9	52.3	23	28.0	14		
Unsatisfactory	56.0	14	31.8	7	32.3	10	25.0	11	36.0	18		
<b>009006 Blanchard Elementary School</b>												
Advanced	0.0	0	1.6	1	0.0	0	5.1	4	1.3	1		
Mastery *	8.8	6	20.6	13	14.1	11	19.2	15	21.8	17		
Basic	48.5	33	49.2	31	52.6	41	47.4	37	46.2	36		
Approaching Basic	16.2	11	19.0	12	25.6	20	14.1	11	25.6	20		
Unsatisfactory	26.5	18	9.5	6	7.7	6	14.1	11	5.1	4		
<b>009010 Caddo School for Exceptional Children</b>												
Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	0.0	0	14.3	2	11.1	1	0.0	0		
Basic	~	~	33.3	1	21.4	3	11.1	1	18.2	2		
Approaching Basic	~	~	0.0	0	14.3	2	33.3	3	54.5	6		
Unsatisfactory	~	~	66.7	2	50.0	7	44.4	4	27.3	3		

~ = 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
<b>009011 Caddo Heights Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	4.0	4	1.2	1	2.1	3	4.3	7	3.1	5		
Basic	14.1	14	16.9	14	32.2	47	19.8	32	23.5	38		
Approaching Basic	34.3	34	32.5	27	43.8	64	46.3	75	38.3	62		
Unsatisfactory	47.5	47	49.4	41	21.9	32	29.6	48	35.2	57		
<b>009014 Central Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	13.0	3	3.8	1	3.3	1	0.0	0	0.0	0		
Basic	17.4	4	7.7	2	40.0	12	35.3	18	31.9	15		
Approaching Basic	34.8	8	42.3	11	36.7	11	39.2	20	40.4	19		
Unsatisfactory	34.8	8	46.2	12	20.0	6	25.5	13	27.7	13		
<b>009015 Cherokee Park Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.8	1	2.9	2	1.2	1	4.3	3	1.6	1		
Basic	33.3	19	15.7	11	25.6	21	31.4	22	26.2	16		
Approaching Basic	24.6	14	34.3	24	35.4	29	42.9	30	42.6	26		
Unsatisfactory	40.4	23	47.1	33	37.8	31	21.4	15	29.5	18		
<b>009016 Claiborne Fundamental Elementary School</b>												
Advanced	1.9	1	3.2	2	1.6	1	4.1	3	0.0	0		
Mastery *	16.7	9	22.6	14	19.0	12	37.0	27	26.6	17		
Basic	70.4	38	58.1	36	65.1	41	52.1	38	67.2	43		
Approaching Basic	11.1	6	16.1	10	12.7	8	6.8	5	3.1	2		
Unsatisfactory	0.0	0	0.0	0	1.6	1	0.0	0	3.1	2		
<b>009018 Creswell Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	9.1	8	4.9	4	10.3	9	5.1	4	1.6	1		
Basic	30.7	27	25.9	21	34.5	30	38.5	30	41.0	25		
Approaching Basic	26.1	23	27.2	22	29.9	26	35.9	28	44.3	27		
Unsatisfactory	34.1	30	42.0	34	25.3	22	20.5	16	13.1	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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009019 Eden Gardens Fundamental Elementary School</b>												
Advanced	5.2	4	2.9	2	5.4	4	17.9	14	4.1	3		
Mastery *	37.7	29	57.1	40	56.8	42	52.6	41	52.7	39		
Basic	51.9	40	37.1	26	37.8	28	28.2	22	40.5	30		
Approaching Basic	3.9	3	2.9	2	0.0	0	1.3	1	2.7	2		
Unsatisfactory	1.3	1	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009023 Fairfield Magnet School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	2.9	1	4.1	2	16.2	6	17.4	8		
Basic	15.2	5	31.4	11	34.7	17	32.4	12	43.5	20		
Approaching Basic	24.2	8	37.1	13	42.9	21	29.7	11	23.9	11		
Unsatisfactory	60.6	20	28.6	10	18.4	9	21.6	8	15.2	7		
<b>009024 Forest Hill Elementary School</b>												
Advanced	0.8	1	6.3	7	0.8	1	1.9	3	1.0	1		
Mastery *	25.6	33	21.4	24	38.7	48	30.8	49	20.6	21		
Basic	46.5	60	54.5	61	49.2	61	47.8	76	53.9	55		
Approaching Basic	17.1	22	14.3	16	6.5	8	14.5	23	20.6	21		
Unsatisfactory	10.1	13	3.6	4	4.8	6	5.0	8	3.9	4		
<b>009027 Herndon Magnet School</b>												
Advanced	2.5	3	1.8	2	1.8	2	11.0	10	4.1	4		
Mastery *	18.3	22	29.2	33	35.8	39	37.4	34	39.8	39		
Basic	62.5	75	46.9	53	49.5	54	44.0	40	52.0	51		
Approaching Basic	13.3	16	20.4	23	12.8	14	7.7	7	4.1	4		
Unsatisfactory	3.3	4	1.8	2	0.0	0	0.0	0	0.0	0		
<b>009028 Hillsdale Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	6.1	5	6.7	6	4.4	6	11.0	10	12.8	12		
Basic	41.5	34	40.4	36	53.3	73	39.6	36	48.9	46		
Approaching Basic	29.3	24	36.0	32	26.3	36	35.2	32	27.7	26		
Unsatisfactory	23.2	19	16.9	15	16.1	22	14.3	13	10.6	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
<b>009032 Ingersoll Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	0.0	0	7.9	3	2.1	1	5.1	2		
Basic	26.5	13	19.0	8	50.0	19	42.6	20	41.0	16		
Approaching Basic	24.5	12	19.0	8	36.8	14	38.3	18	38.5	15		
Unsatisfactory	49.0	24	61.9	26	5.3	2	17.0	8	15.4	6		
<b>009033 Judson Fundamental Elementary School</b>												
Advanced	2.2	2	5.1	4	5.1	4	1.4	1	1.5	1		
Mastery *	35.6	32	39.2	31	35.4	28	45.1	32	41.5	27		
Basic	51.1	46	40.5	32	54.4	43	52.1	37	52.3	34		
Approaching Basic	6.7	6	15.2	12	5.1	4	1.4	1	4.6	3		
Unsatisfactory	4.4	4	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009034 Lakeshore Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.2	1	9.2	9	0.8	1	9.8	12	8.5	10		
Basic	27.7	23	30.6	30	35.8	43	24.6	30	39.8	47		
Approaching Basic	31.3	26	33.7	33	31.7	38	36.1	44	24.6	29		
Unsatisfactory	39.8	33	26.5	26	31.7	38	29.5	36	27.1	32		
<b>009039 Mooretown Elementary Professional Develop. Sch</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	5.7	2		
Basic	~	~	~	~	~	~	~	~	37.1	13		
Approaching Basic	~	~	~	~	~	~	~	~	40.0	14		
Unsatisfactory	~	~	~	~	~	~	~	~	17.1	6		
<b>009040 Mooringsport Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	2.6	1	0.0	0		
Mastery *	3.2	1	5.9	2	11.1	6	18.4	7	6.7	3		
Basic	41.9	13	47.1	16	40.7	22	57.9	22	64.4	29		
Approaching Basic	38.7	12	20.6	7	29.6	16	18.4	7	26.7	12		
Unsatisfactory	16.1	5	26.5	9	18.5	10	2.6	1	2.2	1		

~ = 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
<b>009043</b>	<b>North Highlands Elementary School</b>												
	Advanced	0.0	0	1.5	1	0.0	0	1.0	1	1.1	1		
	Mastery *	13.9	11	14.7	10	9.8	8	18.8	18	19.1	18		
	Basic	46.8	37	33.8	23	47.6	39	41.7	40	46.8	44		
	Approaching Basic	25.3	20	25.0	17	28.0	23	28.1	27	22.3	21		
	Unsatisfactory	13.9	11	25.0	17	14.6	12	10.4	10	10.6	10		
<b>009044</b>	<b>Northside Elementary School</b>												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	2.6	1	6.8	4	5.1	4	2.5	2	3.5	3		
	Basic	25.6	10	27.1	16	43.0	34	40.5	32	48.8	42		
	Approaching Basic	38.5	15	37.3	22	34.2	27	45.6	36	33.7	29		
	Unsatisfactory	33.3	13	28.8	17	17.7	14	11.4	9	14.0	12		
<b>009046</b>	<b>Oak Park Elementary School</b>												
	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	2.7	3	3.0	3		
	Basic	14.3	10	17.9	14	37.7	49	15.0	17	24.0	24		
	Approaching Basic	22.9	16	35.9	28	36.2	47	49.6	56	35.0	35		
	Unsatisfactory	62.9	44	46.2	36	26.2	34	32.7	37	38.0	38		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Advanced	0.0	0	0.0	0	0.0	0	2.7	1	4.0	2		
	Mastery *	0.0	0	0.0	0	4.2	1	8.1	3	12.0	6		
	Basic	5.9	1	23.8	5	54.2	13	18.9	7	36.0	18		
	Approaching Basic	58.8	10	42.9	9	29.2	7	51.4	19	36.0	18		
	Unsatisfactory	35.3	6	33.3	7	12.5	3	18.9	7	12.0	6		
<b>009050</b>	<b>Pine Grove Elementary School</b>												
	Advanced	0.0	0	0.0	0	2.2	1	1.4	1	0.0	0		
	Mastery *	13.3	8	14.6	7	41.3	19	15.9	11	12.9	8		
	Basic	43.3	26	43.8	21	37.0	17	46.4	32	59.7	37		
	Approaching Basic	23.3	14	31.3	15	13.0	6	26.1	18	16.1	10		
	Unsatisfactory	20.0	12	10.4	5	6.5	3	10.1	7	11.3	7		

~ = 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
<b>009051 Queensborough Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.7	1	0.0	0	1.1	1	1.0	1	0.0	0		
Basic	17.2	10	23.2	16	19.6	18	24.5	24	32.9	25		
Approaching Basic	19.0	11	24.6	17	29.3	27	55.1	54	40.8	31		
Unsatisfactory	62.1	36	52.2	36	50.0	46	19.4	19	26.3	20		
<b>009053 Riverside Elementary School</b>												
Advanced	0.0	0	0.0	0	4.2	3	10.7	9	3.1	2		
Mastery *	32.7	18	26.0	19	29.2	21	26.2	22	31.3	20		
Basic	52.7	29	53.4	39	47.2	34	40.5	34	53.1	34		
Approaching Basic	10.9	6	11.0	8	12.5	9	14.3	12	7.8	5		
Unsatisfactory	3.6	2	9.6	7	6.9	5	8.3	7	4.7	3		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	16.7	4		
Approaching Basic	~	~	~	~	~	~	~	~	25.0	6		
Unsatisfactory	~	~	~	~	~	~	~	~	58.3	14		
<b>009055 Shreve Island Elementary School</b>												
Advanced	3.2	3	2.2	2	3.3	3	13.5	14	3.6	4		
Mastery *	33.7	32	18.9	17	33.3	30	33.7	35	30.0	33		
Basic	46.3	44	47.8	43	50.0	45	42.3	44	50.0	55		
Approaching Basic	11.6	11	18.9	17	11.1	10	10.6	11	16.4	18		
Unsatisfactory	5.3	5	12.2	11	2.2	2	0.0	0	0.0	0		
<b>009056 Newton Smith Elementary School</b>												
Advanced	0.0	0	0.0	0	3.9	2	0.0	0	0.0	0		
Mastery *	2.0	1	12.8	5	9.8	5	1.6	1	0.0	0		
Basic	26.0	13	23.1	9	43.1	22	27.9	17	37.5	21		
Approaching Basic	22.0	11	43.6	17	25.5	13	39.3	24	41.1	23		
Unsatisfactory	50.0	25	20.5	8	17.6	9	31.1	19	21.4	12		

~ = 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
<b>009057 South Highlands Elementary Magnet School</b>												
Advanced	21.8	17	30.7	23	20.5	16	30.7	23	5.3	4		
Mastery *	56.4	44	38.7	29	51.3	40	42.7	32	52.0	39		
Basic	20.5	16	26.7	20	25.6	20	26.7	20	37.3	28		
Approaching Basic	1.3	1	4.0	3	2.6	2	0.0	0	5.3	4		
Unsatisfactory	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009058 Southern Hills Elementary School</b>												
Advanced	0.0	0	2.7	3	0.0	0	0.9	1	2.0	2		
Mastery *	19.5	17	13.5	15	9.5	12	8.3	9	6.9	7		
Basic	37.9	33	45.0	50	45.2	57	52.8	57	54.9	56		
Approaching Basic	24.1	21	25.2	28	35.7	45	34.3	37	26.5	27		
Unsatisfactory	18.4	16	13.5	15	9.5	12	3.7	4	9.8	10		
<b>009060 A. C. Steere Elementary School</b>												
Advanced	3.9	3	5.6	4	2.6	2	7.0	5	6.6	4		
Mastery *	38.2	29	37.5	27	27.3	21	25.4	18	36.1	22		
Basic	40.8	31	41.7	30	53.2	41	50.7	36	52.5	32		
Approaching Basic	15.8	12	11.1	8	16.9	13	16.9	12	4.9	3		
Unsatisfactory	1.3	1	4.2	3	0.0	0	0.0	0	0.0	0		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Advanced	0.0	0	1.3	1	0.0	0	0.0	0	0.0	0		
Mastery *	10.5	8	15.8	12	3.1	2	4.2	3	3.4	2		
Basic	34.2	26	26.3	20	43.1	28	36.6	26	37.9	22		
Approaching Basic	30.3	23	30.3	23	36.9	24	40.8	29	44.8	26		
Unsatisfactory	25.0	19	26.3	20	16.9	11	18.3	13	13.8	8		
<b>009062 Summer Grove Elementary School</b>												
Advanced	1.3	1	0.0	0	0.0	0	0.7	1	0.0	0		
Mastery *	14.3	11	13.3	16	11.4	13	11.5	16	7.1	6		
Basic	35.1	27	40.8	49	49.1	56	43.9	61	53.6	45		
Approaching Basic	26.0	20	29.2	35	22.8	26	30.2	42	28.6	24		
Unsatisfactory	23.4	18	16.7	20	16.7	19	13.7	19	10.7	9		

~ = 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
<b>009063 Summerfield Elementary School</b>												
Advanced	3.4	3	2.1	2	3.0	3	3.1	3	1.1	1		
Mastery *	22.7	20	24.0	23	21.8	22	22.9	22	11.8	11		
Basic	45.5	40	53.1	51	58.4	59	46.9	45	60.2	56		
Approaching Basic	22.7	20	16.7	16	9.9	10	21.9	21	20.4	19		
Unsatisfactory	5.7	5	4.2	4	6.9	7	5.2	5	6.5	6		
<b>009064 Sunset Acres Elementary School</b>												
Advanced	0.0	0	0.0	0	1.9	2	0.0	0	0.0	0		
Mastery *	6.6	6	5.6	5	4.8	5	5.0	6	1.7	2		
Basic	36.3	33	41.1	37	40.0	42	31.7	38	21.5	26		
Approaching Basic	30.8	28	26.7	24	37.1	39	46.7	56	45.5	55		
Unsatisfactory	26.4	24	26.7	24	16.2	17	16.7	20	31.4	38		
<b>009065 Jack P. Timmons Elementary School</b>												
Advanced	5.6	2	5.9	2	0.0	0	10.3	4	0.0	0		
Mastery *	11.1	4	5.9	2	8.2	4	20.5	8	17.2	5		
Basic	50.0	18	35.3	12	55.1	27	41.0	16	55.2	16		
Approaching Basic	25.0	9	38.2	13	28.6	14	28.2	11	27.6	8		
Unsatisfactory	8.3	3	14.7	5	8.2	4	0.0	0	0.0	0		
<b>009066 University Elementary School</b>												
Advanced	1.6	2	9.3	15	4.8	8	4.7	7	2.6	4		
Mastery *	40.6	52	31.1	50	29.8	50	22.1	33	28.4	44		
Basic	42.2	54	37.9	61	46.4	78	42.3	63	42.6	66		
Approaching Basic	9.4	12	14.3	23	13.7	23	24.8	37	19.4	30		
Unsatisfactory	6.3	8	7.5	12	5.4	9	6.0	9	7.1	11		
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	0.0	0	1.4	1	0.0	0	1.1	1	0.0	0		
Mastery *	12.7	9	14.5	10	14.3	8	12.8	12	14.1	11		
Basic	36.6	26	40.6	28	46.4	26	45.7	43	38.5	30		
Approaching Basic	28.2	20	27.5	19	23.2	13	29.8	28	33.3	26		
Unsatisfactory	22.5	16	15.9	11	16.1	9	10.6	10	14.1	11		

~ = Unavailable or insufficient data

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

**Table 15a: LEAP 21 Test Results - Grade 4 English Language Arts**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	3.8	6	1.3	2	1.1	2	4.7	8	3.9	6		
Mastery *	23.1	37	22.0	35	18.5	34	27.2	46	21.7	33		
Basic	39.4	63	44.7	71	58.2	107	38.5	65	54.6	83		
Approaching Basic	21.3	34	19.5	31	14.7	27	24.3	41	19.1	29		
Unsatisfactory	12.5	20	12.6	20	7.6	14	5.3	9	0.7	1		
<b>009070 Werner Park Elementary School</b>												
Advanced	0.0	0	0.8	1	0.0	0	0.0	0	0.0	0		
Mastery *	1.6	2	0.0	0	2.9	5	1.6	2	1.4	2		
Basic	21.0	26	16.1	19	31.6	55	29.0	36	29.1	41		
Approaching Basic	36.3	45	30.5	36	39.1	68	37.9	47	42.6	60		
Unsatisfactory	41.1	51	52.5	62	26.4	46	31.5	39	27.0	38		
<b>009071 West Shreveport Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	1.4	1	0.0	0		
Mastery *	5.5	4	2.7	2	10.6	9	6.9	5	6.6	5		
Basic	31.5	23	29.3	22	49.4	42	29.2	21	42.1	32		
Approaching Basic	32.9	24	37.3	28	24.7	21	40.3	29	32.9	25		
Unsatisfactory	30.1	22	30.7	23	15.3	13	22.2	16	18.4	14		
<b>009072 Westwood Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	4.2	3	3.9	3	7.1	7	3.0	3	5.1	4		
Basic	29.6	21	37.7	29	45.9	45	36.0	36	44.9	35		
Approaching Basic	28.2	20	27.3	21	35.7	35	41.0	41	38.5	30		
Unsatisfactory	38.0	27	31.2	24	11.2	11	20.0	20	11.5	9		
<b>009075 Turner Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	0.7	1	0.0	0	1.1	1		
Mastery *	6.0	7	6.5	8	2.8	4	9.6	8	5.5	5		
Basic	31.9	37	37.9	47	51.8	73	41.0	34	41.8	38		
Approaching Basic	35.3	41	35.5	44	33.3	47	37.3	31	37.4	34		
Unsatisfactory	26.7	31	20.2	25	11.3	16	12.0	10	14.3	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
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	1.0	1	1.0	1	2.3	2	1.9	2	0.0	0		
Mastery *	12.6	13	15.2	15	17.2	15	6.5	7	13.6	12		
Basic	43.7	45	43.4	43	35.6	31	39.8	43	43.2	38		
Approaching Basic	26.2	27	27.3	27	31.0	27	32.4	35	25.0	22		
Unsatisfactory	16.5	17	13.1	13	13.8	12	19.4	21	18.2	16		
<b>009091 Midway Professional Development Center</b>												
Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
Mastery *	~	~	~	~	~	~	3.9	5	1.2	1		
Basic	~	~	~	~	~	~	29.1	37	36.9	31		
Approaching Basic	~	~	~	~	~	~	41.7	53	33.3	28		
Unsatisfactory	~	~	~	~	~	~	25.2	32	28.6	24		
<b>009094 Caddo's Accelerated Program for Transition</b>												
Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
Basic	~	~	~	~	~	~	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	~	~	0.0	0	0.0	0		
Unsatisfactory	~	~	~	~	~	~	100.0	1	100.0	1		
<b>District</b>												
Advanced	1.5	49	2.4	82	1.5	59	3.1	122	1.2	44		
Mastery *	15.6	518	15.2	511	14.8	582	15.1	599	14.1	524		
Basic	36.9	1,223	36.3	1,224	43.4	1,709	36.7	1,453	42.4	1,572		
Approaching Basic	22.7	752	24.7	833	25.4	1,001	30.4	1,202	27.5	1,018		
Unsatisfactory	23.3	774	21.4	720	14.9	587	14.7	583	14.7	546		
<b>State</b>												
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
<b>009002 Arthur Circle Elementary School</b>												
Advanced	1.6	1	0.0	0	0.0	0	7.0	4	5.5	4		
Mastery *	19.7	12	13.5	7	27.0	17	21.1	12	13.7	10		
Basic	52.5	32	50.0	26	34.9	22	40.4	23	47.9	35		
Approaching Basic	13.1	8	25.0	13	22.2	14	12.3	7	24.7	18		
Unsatisfactory	13.1	8	11.5	6	15.9	10	19.3	11	8.2	6		
<b>009003 Atkins Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.8	1	2.9	3	2.7	4	0.0	0	0.8	1		
Basic	10.1	12	15.2	16	14.2	21	14.4	18	28.8	34		
Approaching Basic	22.7	27	20.0	21	31.8	47	21.6	27	37.3	44		
Unsatisfactory	66.4	79	61.9	65	51.4	76	64.0	80	33.1	39		
<b>009004 Barret Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	2.0	1		
Mastery *	0.0	0	4.5	1	0.0	0	2.3	1	2.0	1		
Basic	8.0	2	27.3	6	25.8	8	20.5	9	24.0	12		
Approaching Basic	16.0	4	40.9	9	25.8	8	22.7	10	32.0	16		
Unsatisfactory	76.0	19	27.3	6	48.4	15	54.5	24	40.0	20		
<b>009006 Blanchard Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	2.6	2	3.8	3		
Mastery *	4.4	3	9.5	6	3.8	3	9.0	7	26.9	21		
Basic	38.2	26	47.6	30	57.7	45	41.0	32	44.9	35		
Approaching Basic	26.5	18	27.0	17	29.5	23	25.6	20	17.9	14		
Unsatisfactory	30.9	21	15.9	10	9.0	7	21.8	17	6.4	5		
<b>009010 Caddo School for Exceptional Children</b>												
Advanced	~	~	0.0	0	7.1	1	0.0	0	0.0	0		
Mastery *	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
Basic	~	~	0.0	0	28.6	4	22.2	2	0.0	0		
Approaching Basic	~	~	0.0	0	7.1	1	22.2	2	81.8	9		
Unsatisfactory	~	~	100.0	3	57.1	8	55.6	5	18.2	2		

~ = 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
<b>009011 Caddo Heights Elementary School</b>												
Advanced	0.0	0	0.0	0	0.7	1	0.0	0	0.0	0		
Mastery *	1.0	1	0.0	0	2.1	3	0.6	1	1.9	3		
Basic	7.1	7	10.8	9	21.9	32	16.0	26	23.5	38		
Approaching Basic	14.1	14	14.5	12	27.4	40	30.9	50	37.7	61		
Unsatisfactory	77.8	77	74.7	62	47.9	70	52.5	85	37.0	60		
<b>009014 Central Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	4.3	1	0.0	0	0.0	0	0.0	0	0.0	0		
Basic	13.0	3	11.5	3	30.0	9	11.8	6	19.1	9		
Approaching Basic	13.0	3	15.4	4	26.7	8	27.5	14	36.2	17		
Unsatisfactory	69.6	16	73.1	19	43.3	13	60.8	31	44.7	21		
<b>009015 Cherokee Park Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.8	1	0.0	0	0.0	0	0.0	0	3.3	2		
Basic	14.0	8	10.0	7	19.5	16	37.1	26	26.2	16		
Approaching Basic	26.3	15	28.6	20	32.9	27	24.3	17	39.3	24		
Unsatisfactory	57.9	33	61.4	43	47.6	39	38.6	27	31.1	19		
<b>009016 Claiborne Fundamental Elementary School</b>												
Advanced	0.0	0	6.5	4	0.0	0	0.0	0	0.0	0		
Mastery *	9.3	5	11.3	7	1.6	1	17.8	13	17.2	11		
Basic	51.9	28	59.7	37	79.4	50	61.6	45	64.1	41		
Approaching Basic	31.5	17	16.1	10	17.5	11	15.1	11	18.8	12		
Unsatisfactory	7.4	4	6.5	4	1.6	1	5.5	4	0.0	0		
<b>009018 Creswell Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	2.3	2	2.5	2	4.6	4	3.8	3	1.6	1		
Basic	26.1	23	29.6	24	35.6	31	33.3	26	47.5	29		
Approaching Basic	23.9	21	19.8	16	26.4	23	29.5	23	31.1	19		
Unsatisfactory	47.7	42	48.1	39	33.3	29	33.3	26	19.7	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
<b>009019 Eden Gardens Fundamental Elementary School</b>												
Advanced	11.8	9	14.3	10	13.5	10	16.7	13	17.6	13		
Mastery *	40.8	31	50.0	35	40.5	30	33.3	26	39.2	29		
Basic	39.5	30	35.7	25	45.9	34	47.4	37	41.9	31		
Approaching Basic	5.3	4	0.0	0	0.0	0	2.6	2	1.4	1		
Unsatisfactory	2.6	2	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009023 Fairfield Magnet School</b>												
Advanced	0.0	0	0.0	0	2.0	1	2.7	1	6.5	3		
Mastery *	0.0	0	0.0	0	0.0	0	10.8	4	21.7	10		
Basic	9.1	3	22.9	8	22.4	11	24.3	9	32.6	15		
Approaching Basic	21.2	7	22.9	8	30.6	15	5.4	2	15.2	7		
Unsatisfactory	69.7	23	54.3	19	44.9	22	56.8	21	23.9	11		
<b>009024 Forest Hill Elementary School</b>												
Advanced	5.4	7	5.4	6	7.3	9	5.7	9	3.9	4		
Mastery *	15.5	20	20.5	23	29.8	37	15.1	24	11.8	12		
Basic	45.7	59	50.0	56	46.0	57	49.7	79	57.8	59		
Approaching Basic	17.8	23	16.1	18	10.5	13	21.4	34	20.6	21		
Unsatisfactory	15.5	20	8.0	9	6.5	8	8.2	13	5.9	6		
<b>009027 Herndon Magnet School</b>												
Advanced	3.3	4	4.4	5	6.4	7	11.0	10	6.1	6		
Mastery *	8.3	10	15.9	18	27.5	30	25.3	23	22.4	22		
Basic	57.5	69	49.6	56	57.8	63	50.5	46	63.3	62		
Approaching Basic	22.5	27	18.6	21	5.5	6	12.1	11	7.1	7		
Unsatisfactory	8.3	10	11.5	13	2.8	3	1.1	1	1.0	1		
<b>009028 Hillsdale Elementary School</b>												
Advanced	0.0	0	0.0	0	0.7	1	0.0	0	1.1	1		
Mastery *	0.0	0	4.5	4	4.4	6	3.3	3	4.3	4		
Basic	28.0	23	29.2	26	32.1	44	45.1	41	53.2	50		
Approaching Basic	28.0	23	30.3	27	35.0	48	25.3	23	24.5	23		
Unsatisfactory	43.9	36	36.0	32	27.7	38	26.4	24	17.0	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009032 Ingersoll Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	4.1	2	2.4	1	2.6	1	2.1	1	5.1	2		
Basic	14.3	7	19.0	8	21.1	8	34.0	16	35.9	14		
Approaching Basic	26.5	13	21.4	9	44.7	17	36.2	17	35.9	14		
Unsatisfactory	55.1	27	57.1	24	31.6	12	27.7	13	23.1	9		
<b>009033 Judson Fundamental Elementary School</b>												
Advanced	7.8	7	2.5	2	6.3	5	1.4	1	1.5	1		
Mastery *	18.9	17	22.8	18	27.8	22	18.3	13	29.2	19		
Basic	54.4	49	50.6	40	57.0	45	60.6	43	61.5	40		
Approaching Basic	11.1	10	17.7	14	7.6	6	16.9	12	7.7	5		
Unsatisfactory	7.8	7	6.3	5	1.3	1	2.8	2	0.0	0		
<b>009034 Lakeshore Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	2.4	2	6.1	6	3.3	4	2.5	3	15.3	18		
Basic	31.3	26	20.4	20	20.0	24	22.1	27	31.4	37		
Approaching Basic	25.3	21	27.6	27	21.7	26	25.4	31	20.3	24		
Unsatisfactory	41.0	34	45.9	45	55.0	66	50.0	61	33.1	39		
<b>009039 Mooretown Elementary Professional Develop. Sch</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	2.9	1		
Basic	~	~	~	~	~	~	~	~	28.6	10		
Approaching Basic	~	~	~	~	~	~	~	~	34.3	12		
Unsatisfactory	~	~	~	~	~	~	~	~	34.3	12		
<b>009040 Mooringsport Elementary School</b>												
Advanced	0.0	0	2.9	1	0.0	0	5.3	2	0.0	0		
Mastery *	0.0	0	11.8	4	11.1	6	21.1	8	6.7	3		
Basic	35.5	11	29.4	10	37.0	20	55.3	21	73.3	33		
Approaching Basic	29.0	9	35.3	12	22.2	12	10.5	4	13.3	6		
Unsatisfactory	35.5	11	20.6	7	29.6	16	7.9	3	6.7	3		

~ = 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
<b>009043 North Highlands Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	3.2	3		
Mastery *	16.5	13	5.9	4	8.5	7	10.4	10	34.0	32		
Basic	36.7	29	36.8	25	46.3	38	47.9	46	41.5	39		
Approaching Basic	20.3	16	25.0	17	24.4	20	27.1	26	10.6	10		
Unsatisfactory	26.6	21	32.4	22	20.7	17	14.6	14	10.6	10		
<b>009044 Northside Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	1.3	1	1.2	1		
Mastery *	7.7	3	8.5	5	2.5	2	5.1	4	4.7	4		
Basic	23.1	9	11.9	7	29.1	23	35.4	28	41.9	36		
Approaching Basic	12.8	5	25.4	15	30.4	24	40.5	32	22.1	19		
Unsatisfactory	56.4	22	54.2	32	38.0	30	17.7	14	30.2	26		
<b>009046 Oak Park Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.9	1	0.0	0		
Mastery *	0.0	0	0.0	0	0.8	1	0.0	0	2.0	2		
Basic	8.6	6	10.3	8	10.1	13	15.9	18	22.0	22		
Approaching Basic	21.4	15	34.6	27	41.1	53	31.9	36	31.0	31		
Unsatisfactory	70.0	49	55.1	43	48.1	62	51.3	58	45.0	45		
<b>009048 Oil City Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	6.0	3		
Mastery *	0.0	0	0.0	0	0.0	0	5.4	2	18.0	9		
Basic	0.0	0	9.5	2	54.2	13	32.4	12	38.0	19		
Approaching Basic	23.5	4	33.3	7	16.7	4	35.1	13	20.0	10		
Unsatisfactory	76.5	13	57.1	12	29.2	7	27.0	10	18.0	9		
<b>009050 Pine Grove Elementary School</b>												
Advanced	1.7	1	4.2	2	0.0	0	0.0	0	1.6	1		
Mastery *	3.3	2	25.0	12	23.9	11	7.2	5	16.1	10		
Basic	26.7	16	50.0	24	54.3	25	52.2	36	56.5	35		
Approaching Basic	21.7	13	10.4	5	10.9	5	18.8	13	16.1	10		
Unsatisfactory	46.7	28	10.4	5	10.9	5	21.7	15	9.7	6		

~ = Unavailable or insufficient data

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

**Table 15b: LEAP 21 Test Results - Grade 4 Mathematics**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009051 Queensborough Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.7	1	0.0	0	0.0	0	0.0	0	3.9	3		
Basic	6.9	4	15.9	11	12.0	11	33.3	33	34.2	26		
Approaching Basic	24.1	14	21.7	15	27.2	25	28.3	28	30.3	23		
Unsatisfactory	67.2	39	62.3	43	60.9	56	38.4	38	31.6	24		
<b>009053 Riverside Elementary School</b>												
Advanced	1.8	1	2.7	2	2.8	2	2.4	2	7.8	5		
Mastery *	20.0	11	20.5	15	19.4	14	22.6	19	21.9	14		
Basic	41.8	23	46.6	34	41.7	30	40.5	34	53.1	34		
Approaching Basic	20.0	11	16.4	12	23.6	17	22.6	19	10.9	7		
Unsatisfactory	16.4	9	13.7	10	12.5	9	11.9	10	6.3	4		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	12.5	3		
Approaching Basic	~	~	~	~	~	~	~	~	29.2	7		
Unsatisfactory	~	~	~	~	~	~	~	~	58.3	14		
<b>009055 Shreve Island Elementary School</b>												
Advanced	8.4	8	2.2	2	2.2	2	5.8	6	5.5	6		
Mastery *	17.9	17	11.1	10	24.4	22	21.2	22	26.4	29		
Basic	46.3	44	47.8	43	52.2	47	60.6	63	51.8	57		
Approaching Basic	23.2	22	18.9	17	14.4	13	10.6	11	12.7	14		
Unsatisfactory	4.2	4	20.0	18	6.7	6	1.9	2	3.6	4		
<b>009056 Newton Smith Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	1.8	1		
Mastery *	2.0	1	5.1	2	3.9	2	1.6	1	0.0	0		
Basic	20.0	10	33.3	13	29.4	15	23.0	14	30.4	17		
Approaching Basic	22.0	11	20.5	8	31.4	16	29.5	18	39.3	22		
Unsatisfactory	56.0	28	41.0	16	35.3	18	45.9	28	28.6	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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009057 South Highlands Elementary Magnet School</b>												
Advanced	32.1	25	32.0	24	23.1	18	25.3	19	25.3	19		
Mastery *	28.2	22	36.0	27	47.4	37	44.0	33	38.7	29		
Basic	35.9	28	29.3	22	28.2	22	29.3	22	32.0	24		
Approaching Basic	2.6	2	2.7	2	1.3	1	1.3	1	4.0	3		
Unsatisfactory	1.3	1	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009058 Southern Hills Elementary School</b>												
Advanced	3.4	3	0.0	0	0.0	0	0.9	1	1.0	1		
Mastery *	10.3	9	9.0	10	11.9	15	9.3	10	11.8	12		
Basic	31.0	27	36.0	40	37.3	47	56.5	61	50.0	51		
Approaching Basic	19.5	17	28.8	32	24.6	31	22.2	24	22.5	23		
Unsatisfactory	35.6	31	26.1	29	26.2	33	11.1	12	14.7	15		
<b>009060 A. C. Steere Elementary School</b>												
Advanced	6.6	5	5.6	4	5.2	4	11.3	8	13.1	8		
Mastery *	22.4	17	30.6	22	31.2	24	19.7	14	50.8	31		
Basic	48.7	37	44.4	32	53.2	41	49.3	35	31.1	19		
Approaching Basic	15.8	12	19.4	14	9.1	7	18.3	13	4.9	3		
Unsatisfactory	6.6	5	0.0	0	1.3	1	1.4	1	0.0	0		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Advanced	0.0	0	1.3	1	0.0	0	0.0	0	0.0	0		
Mastery *	3.9	3	3.9	3	3.1	2	1.4	1	5.2	3		
Basic	23.7	18	38.2	29	35.4	23	28.2	20	55.2	32		
Approaching Basic	31.6	24	25.0	19	23.1	15	31.0	22	25.9	15		
Unsatisfactory	40.8	31	31.6	24	38.5	25	39.4	28	13.8	8		
<b>009062 Summer Grove Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	3.6	3		
Mastery *	6.5	5	4.2	5	5.3	6	15.1	21	13.1	11		
Basic	29.9	23	43.3	52	36.8	42	38.8	54	41.7	35		
Approaching Basic	19.5	15	30.0	36	22.8	26	18.0	25	25.0	21		
Unsatisfactory	44.2	34	22.5	27	35.1	40	28.1	39	16.7	14		

~ = 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
<b>009063 Summerfield Elementary School</b>												
Advanced	4.5	4	2.1	2	0.0	0	3.1	3	2.2	2		
Mastery *	8.0	7	15.6	15	23.8	24	21.9	21	19.4	18		
Basic	39.8	35	56.3	54	54.5	55	47.9	46	48.4	45		
Approaching Basic	25.0	22	12.5	12	10.9	11	17.7	17	19.4	18		
Unsatisfactory	22.7	20	13.5	13	10.9	11	9.4	9	10.8	10		
<b>009064 Sunset Acres Elementary School</b>												
Advanced	2.2	2	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.1	1	10.0	9	4.8	5	1.7	2	1.7	2		
Basic	31.9	29	42.2	38	42.9	45	16.7	20	14.9	18		
Approaching Basic	22.0	20	23.3	21	27.6	29	38.3	46	38.0	46		
Unsatisfactory	42.9	39	24.4	22	24.8	26	43.3	52	45.5	55		
<b>009065 Jack P. Timmons Elementary School</b>												
Advanced	0.0	0	0.0	0	2.0	1	12.8	5	0.0	0		
Mastery *	2.8	1	11.8	4	10.2	5	20.5	8	20.7	6		
Basic	36.1	13	29.4	10	59.2	29	46.2	18	58.6	17		
Approaching Basic	33.3	12	32.4	11	22.4	11	17.9	7	13.8	4		
Unsatisfactory	27.8	10	26.5	9	6.1	3	2.6	1	6.9	2		
<b>009066 University Elementary School</b>												
Advanced	1.6	2	4.3	7	8.9	15	5.4	8	7.1	11		
Mastery *	14.8	19	16.8	27	15.5	26	16.1	24	24.5	38		
Basic	50.8	65	47.2	76	47.6	80	46.3	69	41.9	65		
Approaching Basic	18.8	24	18.6	30	16.1	27	18.8	28	15.5	24		
Unsatisfactory	14.1	18	13.0	21	11.9	20	13.4	20	11.0	17		
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	2.8	2	13.0	9	8.9	5	5.3	5	5.1	4		
Basic	32.4	23	36.2	25	46.4	26	35.1	33	39.7	31		
Approaching Basic	29.6	21	21.7	15	17.9	10	34.0	32	28.2	22		
Unsatisfactory	35.2	25	29.0	20	26.8	15	25.5	24	26.9	21		

~ = 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
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	3.8	6	1.9	3	1.6	3	8.9	15	6.6	10		
Mastery *	13.1	21	17.0	27	19.6	36	13.0	22	24.3	37		
Basic	39.4	63	52.2	83	50.5	93	50.3	85	48.0	73		
Approaching Basic	23.1	37	17.6	28	20.1	37	18.9	32	14.5	22		
Unsatisfactory	20.6	33	11.3	18	8.2	15	8.9	15	6.6	10		
<b>009070 Werner Park Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.6	2	0.0	0	1.7	3	1.6	2	1.4	2		
Basic	6.5	8	12.7	15	19.0	33	22.6	28	34.0	48		
Approaching Basic	19.4	24	25.4	30	29.9	52	25.8	32	24.8	35		
Unsatisfactory	72.6	90	61.9	73	49.4	86	50.0	62	39.7	56		
<b>009071 West Shreveport Elementary School</b>												
Advanced	0.0	0	0.0	0	3.5	3	0.0	0	0.0	0		
Mastery *	5.4	4	4.0	3	8.2	7	9.7	7	5.3	4		
Basic	16.2	12	30.7	23	42.4	36	29.2	21	44.7	34		
Approaching Basic	29.7	22	30.7	23	27.1	23	31.9	23	25.0	19		
Unsatisfactory	48.6	36	34.7	26	18.8	16	29.2	21	25.0	19		
<b>009072 Westwood Elementary School</b>												
Advanced	0.0	0	0.0	0	1.0	1	0.0	0	0.0	0		
Mastery *	0.0	0	1.3	1	3.1	3	0.0	0	3.8	3		
Basic	25.4	18	20.8	16	45.9	45	20.0	20	12.8	10		
Approaching Basic	31.0	22	26.0	20	29.6	29	35.0	35	41.0	32		
Unsatisfactory	43.7	31	51.9	40	20.4	20	45.0	45	42.3	33		
<b>009075 Turner Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	0.7	1	0.0	0	0.0	0		
Mastery *	2.6	3	1.6	2	6.4	9	2.4	2	5.5	5		
Basic	20.7	24	20.2	25	34.8	49	37.3	31	40.7	37		
Approaching Basic	16.4	19	33.9	42	36.9	52	31.3	26	28.6	26		
Unsatisfactory	60.3	70	44.4	55	21.3	30	28.9	24	25.3	23		

~ = 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
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Advanced	0.0	0	0.0	0	0.0	0	0.0	0	1.1	1		
	Mastery *	2.9	3	4.0	4	12.6	11	6.5	7	9.1	8		
	Basic	39.2	40	31.3	31	40.2	35	28.7	31	28.4	25		
	Approaching Basic	22.5	23	39.4	39	19.5	17	36.1	39	28.4	25		
	Unsatisfactory	35.3	36	25.3	25	27.6	24	28.7	31	33.0	29		
<b>009091</b>	<b>Midway Professional Development Center</b>												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	1.6	2	2.4	2		
	Basic	~	~	~	~	~	~	23.6	30	27.4	23		
	Approaching Basic	~	~	~	~	~	~	30.7	39	27.4	23		
	Unsatisfactory	~	~	~	~	~	~	44.1	56	42.9	36		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	0.0	0	0.0	0		
	Approaching Basic	~	~	~	~	~	~	0.0	0	0.0	0		
	Unsatisfactory	~	~	~	~	~	~	100.0	1	100.0	1		
<b>District</b>													
	Advanced	2.6	85	2.2	75	2.1	84	2.8	111	3.0	111		
	Mastery *	8.3	275	10.4	351	11.3	445	9.7	386	13.2	488		
	Basic	31.2	1,033	34.1	1,149	37.2	1,466	36.3	1,438	39.8	1,473		
	Approaching Basic	21.4	710	22.7	765	23.3	919	24.0	952	23.1	855		
	Unsatisfactory	36.5	1,211	30.6	1,030	26.0	1,023	27.1	1,073	21.0	777		
<b>State</b>													
	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
<b>009002 Arthur Circle Elementary School</b>												
Advanced	N/A	N/A	7.8	4	4.8	3	21.4	12	6.9	5		
Mastery *	N/A	N/A	31.4	16	38.1	24	16.1	9	29.2	21		
Basic	N/A	N/A	43.1	22	39.7	25	48.2	27	40.3	29		
Approaching Basic	N/A	N/A	15.7	8	14.3	9	12.5	7	20.8	15		
Unsatisfactory	N/A	N/A	2.0	1	3.2	2	1.8	1	2.8	2		
<b>009003 Atkins Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.7	1	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.0	0	1.4	2	0.0	0	1.7	2		
Basic	N/A	N/A	10.5	11	16.2	24	18.4	23	17.9	21		
Approaching Basic	N/A	N/A	38.1	40	48.6	72	44.0	55	51.3	60		
Unsatisfactory	N/A	N/A	51.4	54	33.1	49	37.6	47	29.1	34		
<b>009004 Barret Elementary School</b>												
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	3.2	1	0.0	0	10.0	5		
Basic	N/A	N/A	36.4	8	32.3	10	11.4	5	10.0	5		
Approaching Basic	N/A	N/A	40.9	9	41.9	13	59.1	26	50.0	25		
Unsatisfactory	N/A	N/A	22.7	5	22.6	7	29.5	13	30.0	15		
<b>009006 Blanchard Elementary School</b>												
Advanced	N/A	N/A	4.8	3	5.1	4	11.7	9	10.3	8		
Mastery *	N/A	N/A	33.3	21	11.5	9	18.2	14	28.2	22		
Basic	N/A	N/A	41.3	26	57.7	45	45.5	35	42.3	33		
Approaching Basic	N/A	N/A	15.9	10	23.1	18	18.2	14	15.4	12		
Unsatisfactory	N/A	N/A	4.8	3	2.6	2	6.5	5	3.8	3		
<b>009010 Caddo School for Exceptional Children</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	33.3	1	14.3	2	0.0	0	0.0	0		
Basic	N/A	N/A	0.0	0	28.6	4	33.3	3	18.2	2		
Approaching Basic	N/A	N/A	0.0	0	7.1	1	22.2	2	45.5	5		
Unsatisfactory	N/A	N/A	66.7	2	50.0	7	44.4	4	36.4	4		

~ = 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
<b>009011 Caddo Heights Elementary School</b>												
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	1.4	2	0.6	1	2.5	4		
Basic	N/A	N/A	14.5	12	19.2	28	19.1	31	17.3	28		
Approaching Basic	N/A	N/A	43.4	36	49.3	72	46.3	75	54.3	88		
Unsatisfactory	N/A	N/A	42.2	35	30.1	44	34.0	55	25.9	42		
<b>009014 Central Elementary School</b>												
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	3.8	1	26.7	8	12.0	6	17.4	8		
Approaching Basic	N/A	N/A	38.5	10	46.7	14	50.0	25	58.7	27		
Unsatisfactory	N/A	N/A	57.7	15	26.7	8	38.0	19	23.9	11		
<b>009015 Cherokee Park Elementary School</b>												
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	1.2	1	0.0	0	0.0	0		
Basic	N/A	N/A	15.7	11	14.6	12	21.4	15	8.2	5		
Approaching Basic	N/A	N/A	48.6	34	48.8	40	52.9	37	65.6	40		
Unsatisfactory	N/A	N/A	35.7	25	35.4	29	25.7	18	26.2	16		
<b>009016 Claiborne Fundamental Elementary School</b>												
Advanced	N/A	N/A	1.6	1	0.0	0	4.1	3	4.7	3		
Mastery *	N/A	N/A	11.3	7	14.3	9	31.5	23	23.4	15		
Basic	N/A	N/A	56.5	35	60.3	38	57.5	42	57.8	37		
Approaching Basic	N/A	N/A	27.4	17	25.4	16	6.8	5	14.1	9		
Unsatisfactory	N/A	N/A	3.2	2	0.0	0	0.0	0	0.0	0		
<b>009018 Creswell Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	1.3	1	0.0	0		
Mastery *	N/A	N/A	1.2	1	10.3	9	1.3	1	3.3	2		
Basic	N/A	N/A	21.0	17	33.3	29	37.2	29	32.8	20		
Approaching Basic	N/A	N/A	45.7	37	39.1	34	42.3	33	44.3	27		
Unsatisfactory	N/A	N/A	32.1	26	17.2	15	17.9	14	19.7	12		

~ = 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
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>												
	Advanced	N/A	N/A	5.7	4	21.6	16	20.5	16	14.9	11		
	Mastery *	N/A	N/A	48.6	34	50.0	37	37.2	29	40.5	30		
	Basic	N/A	N/A	45.7	32	27.0	20	39.7	31	41.9	31		
	Approaching Basic	N/A	N/A	0.0	0	1.4	1	2.6	2	2.7	2		
	Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009023</b>	<b>Fairfield Magnet School</b>												
	Advanced	N/A	N/A	0.0	0	2.0	1	8.3	3	0.0	0		
	Mastery *	N/A	N/A	2.9	1	6.1	3	13.9	5	15.2	7		
	Basic	N/A	N/A	17.1	6	26.5	13	52.8	19	41.3	19		
	Approaching Basic	N/A	N/A	51.4	18	55.1	27	11.1	4	32.6	15		
	Unsatisfactory	N/A	N/A	28.6	10	10.2	5	13.9	5	10.9	5		
<b>009024</b>	<b>Forest Hill Elementary School</b>												
	Advanced	N/A	N/A	2.7	3	4.8	6	8.9	14	1.0	1		
	Mastery *	N/A	N/A	17.9	20	33.1	41	26.6	42	22.8	23		
	Basic	N/A	N/A	60.7	68	43.5	54	44.9	71	53.5	54		
	Approaching Basic	N/A	N/A	15.2	17	13.7	17	15.2	24	19.8	20		
	Unsatisfactory	N/A	N/A	3.6	4	4.8	6	4.4	7	3.0	3		
<b>009027</b>	<b>Herndon Magnet School</b>												
	Advanced	N/A	N/A	3.5	4	3.7	4	17.6	16	7.1	7		
	Mastery *	N/A	N/A	15.9	18	27.5	30	41.8	38	40.8	40		
	Basic	N/A	N/A	50.4	57	55.0	60	37.4	34	46.9	46		
	Approaching Basic	N/A	N/A	27.4	31	12.8	14	3.3	3	5.1	5		
	Unsatisfactory	N/A	N/A	2.7	3	0.9	1	0.0	0	0.0	0		
<b>009028</b>	<b>Hillsdale Elementary School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.1	1	1.5	2	2.2	2	1.1	1		
	Basic	N/A	N/A	43.8	39	30.7	42	39.6	36	25.5	24		
	Approaching Basic	N/A	N/A	37.1	33	50.4	69	44.0	40	56.4	53		
	Unsatisfactory	N/A	N/A	18.0	16	17.5	24	14.3	13	17.0	16		

~ = 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
<b>009032 Ingersoll Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.0	0	2.6	1	0.0	0	5.0	2		
Basic	N/A	N/A	2.4	1	23.7	9	32.6	15	15.0	6		
Approaching Basic	N/A	N/A	33.3	14	60.5	23	50.0	23	60.0	24		
Unsatisfactory	N/A	N/A	64.3	27	13.2	5	17.4	8	20.0	8		
<b>009033 Judson Fundamental Elementary School</b>												
Advanced	N/A	N/A	1.3	1	6.3	5	9.9	7	4.6	3		
Mastery *	N/A	N/A	17.7	14	26.6	21	28.2	20	33.8	22		
Basic	N/A	N/A	62.0	49	50.6	40	60.6	43	55.4	36		
Approaching Basic	N/A	N/A	13.9	11	15.2	12	1.4	1	6.2	4		
Unsatisfactory	N/A	N/A	5.1	4	1.3	1	0.0	0	0.0	0		
<b>009034 Lakeshore Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.8	1		
Mastery *	N/A	N/A	4.1	4	1.7	2	4.1	5	11.0	13		
Basic	N/A	N/A	23.5	23	17.5	21	28.1	34	24.6	29		
Approaching Basic	N/A	N/A	38.8	38	44.2	53	35.5	43	41.5	49		
Unsatisfactory	N/A	N/A	33.7	33	36.7	44	32.2	39	22.0	26		
<b>009039 Mooretown Elementary Professional Develop. Sch</b>												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	2.9	1		
Basic	N/A	N/A	~	~	~	~	~	~	22.9	8		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	51.4	18		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	22.9	8		
<b>009040 Mooringsport Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	11.8	4	11.1	6	34.2	13	17.8	8		
Basic	N/A	N/A	47.1	16	53.7	29	52.6	20	44.4	20		
Approaching Basic	N/A	N/A	32.4	11	31.5	17	13.2	5	35.6	16		
Unsatisfactory	N/A	N/A	8.8	3	3.7	2	0.0	0	2.2	1		

~ = 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
<b>009043 North Highlands Elementary School</b>												
Advanced	N/A	N/A	0.0	0	3.7	3	4.2	4	7.4	7		
Mastery *	N/A	N/A	7.4	5	12.2	10	14.6	14	26.6	25		
Basic	N/A	N/A	60.3	41	34.1	28	46.9	45	39.4	37		
Approaching Basic	N/A	N/A	20.6	14	47.6	39	29.2	28	21.3	20		
Unsatisfactory	N/A	N/A	11.8	8	2.4	2	5.2	5	5.3	5		
<b>009044 Northside Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.2	1		
Mastery *	N/A	N/A	1.7	1	3.8	3	1.3	1	2.4	2		
Basic	N/A	N/A	15.3	9	31.6	25	36.7	29	21.4	18		
Approaching Basic	N/A	N/A	61.0	36	49.4	39	44.3	35	56.0	47		
Unsatisfactory	N/A	N/A	22.0	13	15.2	12	17.7	14	19.0	16		
<b>009046 Oak Park Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.6	2	0.8	1	2.6	3	2.0	2		
Basic	N/A	N/A	14.1	11	20.9	27	24.6	28	16.0	16		
Approaching Basic	N/A	N/A	48.7	38	53.5	69	43.0	49	48.0	48		
Unsatisfactory	N/A	N/A	34.6	27	24.8	32	29.8	34	34.0	34		
<b>009048 Oil City Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	5.4	2	4.0	2		
Mastery *	N/A	N/A	4.8	1	4.2	1	5.4	2	22.0	11		
Basic	N/A	N/A	33.3	7	33.3	8	40.5	15	46.0	23		
Approaching Basic	N/A	N/A	38.1	8	54.2	13	40.5	15	26.0	13		
Unsatisfactory	N/A	N/A	23.8	5	8.3	2	8.1	3	2.0	1		
<b>009050 Pine Grove Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	4.4	3	1.6	1		
Mastery *	N/A	N/A	6.3	3	17.4	8	7.4	5	12.9	8		
Basic	N/A	N/A	39.6	19	56.5	26	55.9	38	43.5	27		
Approaching Basic	N/A	N/A	39.6	19	19.6	9	20.6	14	30.6	19		
Unsatisfactory	N/A	N/A	14.6	7	6.5	3	11.8	8	11.3	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 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
<b>009051 Queensborough Elementary School</b>												
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	1.3	1		
Basic	N/A	N/A	18.8	13	13.0	12	29.6	29	32.9	25		
Approaching Basic	N/A	N/A	36.2	25	38.0	35	43.9	43	42.1	32		
Unsatisfactory	N/A	N/A	44.9	31	48.9	45	26.5	26	23.7	18		
<b>009053 Riverside Elementary School</b>												
Advanced	N/A	N/A	2.7	2	9.7	7	4.8	4	4.7	3		
Mastery *	N/A	N/A	23.3	17	31.9	23	27.4	23	34.4	22		
Basic	N/A	N/A	54.8	40	44.4	32	45.2	38	43.8	28		
Approaching Basic	N/A	N/A	13.7	10	9.7	7	15.5	13	14.1	9		
Unsatisfactory	N/A	N/A	5.5	4	4.2	3	7.1	6	3.1	2		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
Basic	N/A	N/A	~	~	~	~	~	~	12.0	3		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	36.0	9		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	52.0	13		
<b>009055 Shreve Island Elementary School</b>												
Advanced	N/A	N/A	6.7	6	7.8	7	10.6	11	6.4	7		
Mastery *	N/A	N/A	20.0	18	26.7	24	24.0	25	41.8	46		
Basic	N/A	N/A	43.3	39	50.0	45	55.8	58	40.9	45		
Approaching Basic	N/A	N/A	25.6	23	10.0	9	9.6	10	10.9	12		
Unsatisfactory	N/A	N/A	4.4	4	5.6	5	0.0	0	0.0	0		
<b>009056 Newton Smith Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.0	0	4.0	2	1.6	1	0.0	0		
Basic	N/A	N/A	23.1	9	22.0	11	23.0	14	16.1	9		
Approaching Basic	N/A	N/A	53.8	21	54.0	27	36.1	22	57.1	32		
Unsatisfactory	N/A	N/A	23.1	9	20.0	10	39.3	24	26.8	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
<b>009057 South Highlands Elementary Magnet School</b>												
Advanced	N/A	N/A	6.7	5	21.8	17	26.7	20	25.3	19		
Mastery *	N/A	N/A	48.0	36	44.9	35	40.0	30	40.0	30		
Basic	N/A	N/A	44.0	33	30.8	24	32.0	24	30.7	23		
Approaching Basic	N/A	N/A	1.3	1	2.6	2	1.3	1	4.0	3		
Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009058 Southern Hills Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.8	1	2.8	3	0.0	0		
Mastery *	N/A	N/A	8.1	9	13.5	17	11.1	12	14.7	15		
Basic	N/A	N/A	54.1	60	34.1	43	56.5	61	46.1	47		
Approaching Basic	N/A	N/A	29.7	33	40.5	51	25.0	27	31.4	32		
Unsatisfactory	N/A	N/A	8.1	9	11.1	14	4.6	5	7.8	8		
<b>009060 A. C. Steere Elementary School</b>												
Advanced	N/A	N/A	19.4	14	15.6	12	8.5	6	14.8	9		
Mastery *	N/A	N/A	41.7	30	29.9	23	25.4	18	49.2	30		
Basic	N/A	N/A	25.0	18	46.8	36	47.9	34	27.9	17		
Approaching Basic	N/A	N/A	9.7	7	7.8	6	18.3	13	6.6	4		
Unsatisfactory	N/A	N/A	4.2	3	0.0	0	0.0	0	1.6	1		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Advanced	N/A	N/A	1.3	1	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.9	3	6.2	4	5.6	4	5.2	3		
Basic	N/A	N/A	27.6	21	32.3	21	35.2	25	37.9	22		
Approaching Basic	N/A	N/A	42.1	32	50.8	33	43.7	31	46.6	27		
Unsatisfactory	N/A	N/A	25.0	19	10.8	7	15.5	11	10.3	6		
<b>009062 Summer Grove Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.9	1	2.2	3	0.0	0		
Mastery *	N/A	N/A	5.8	7	3.5	4	9.4	13	10.7	9		
Basic	N/A	N/A	47.5	57	44.7	51	42.0	58	38.1	32		
Approaching Basic	N/A	N/A	34.2	41	36.8	42	37.0	51	40.5	34		
Unsatisfactory	N/A	N/A	12.5	15	14.0	16	9.4	13	10.7	9		

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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 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
<b>009063 Summerfield Elementary School</b>												
Advanced	N/A	N/A	2.1	2	1.0	1	4.2	4	2.2	2		
Mastery *	N/A	N/A	25.0	24	18.8	19	14.6	14	18.3	17		
Basic	N/A	N/A	44.8	43	56.4	57	51.0	49	43.0	40		
Approaching Basic	N/A	N/A	25.0	24	17.8	18	26.0	25	31.2	29		
Unsatisfactory	N/A	N/A	3.1	3	5.9	6	4.2	4	5.4	5		
<b>009064 Sunset Acres Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.2	2	8.6	9	0.8	1	0.8	1		
Basic	N/A	N/A	31.1	28	40.0	42	35.8	43	21.7	26		
Approaching Basic	N/A	N/A	38.9	35	35.2	37	45.0	54	57.5	69		
Unsatisfactory	N/A	N/A	27.8	25	16.2	17	18.3	22	20.0	24		
<b>009065 Jack P. Timmons Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	5.1	2	3.4	1		
Mastery *	N/A	N/A	20.6	7	14.3	7	33.3	13	17.2	5		
Basic	N/A	N/A	41.2	14	53.1	26	41.0	16	69.0	20		
Approaching Basic	N/A	N/A	35.3	12	32.7	16	17.9	7	10.3	3		
Unsatisfactory	N/A	N/A	2.9	1	0.0	0	2.6	1	0.0	0		
<b>009066 University Elementary School</b>												
Advanced	N/A	N/A	3.7	6	8.3	14	10.1	15	10.3	16		
Mastery *	N/A	N/A	32.9	53	31.5	53	20.8	31	25.8	40		
Basic	N/A	N/A	40.4	65	43.5	73	53.0	79	43.2	67		
Approaching Basic	N/A	N/A	18.0	29	14.3	24	16.1	24	17.4	27		
Unsatisfactory	N/A	N/A	5.0	8	2.4	4	0.0	0	3.2	5		
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	5.4	3	5.4	5	1.3	1		
Mastery *	N/A	N/A	15.9	11	10.7	6	4.3	4	7.6	6		
Basic	N/A	N/A	27.5	19	44.6	25	54.8	51	44.3	35		
Approaching Basic	N/A	N/A	34.8	24	26.8	15	25.8	24	35.4	28		
Unsatisfactory	N/A	N/A	21.7	15	12.5	7	9.7	9	11.4	9		

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

**Table 15c: LEAP 21 Test Results - Grade 4 Science**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	N/A	N/A	3.1	5	5.4	10	8.3	14	2.6	4		
Mastery *	N/A	N/A	17.6	28	20.7	38	17.8	30	29.6	45		
Basic	N/A	N/A	45.3	72	50.5	93	59.2	100	51.3	78		
Approaching Basic	N/A	N/A	26.4	42	21.2	39	13.6	23	15.8	24		
Unsatisfactory	N/A	N/A	7.5	12	2.2	4	1.2	2	0.7	1		
<b>009070 Werner Park Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.8	1	1.7	3	4.0	5	1.4	2		
Basic	N/A	N/A	7.6	9	19.0	33	21.0	26	17.7	25		
Approaching Basic	N/A	N/A	41.5	49	52.9	92	42.7	53	56.0	79		
Unsatisfactory	N/A	N/A	50.0	59	26.4	46	32.3	40	24.8	35		
<b>009071 West Shreveport Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	2.8	2	0.0	0		
Mastery *	N/A	N/A	0.0	0	1.2	1	0.0	0	4.0	3		
Basic	N/A	N/A	36.0	27	36.5	31	23.6	17	24.0	18		
Approaching Basic	N/A	N/A	48.0	36	50.6	43	51.4	37	49.3	37		
Unsatisfactory	N/A	N/A	16.0	12	11.8	10	22.2	16	22.7	17		
<b>009072 Westwood Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.9	3	7.1	7	2.0	2	2.6	2		
Basic	N/A	N/A	31.2	24	28.6	28	33.3	33	29.5	23		
Approaching Basic	N/A	N/A	40.3	31	54.1	53	43.4	43	46.2	36		
Unsatisfactory	N/A	N/A	24.7	19	10.2	10	21.2	21	21.8	17		
<b>009075 Turner Elementary/Middle School</b>												
Advanced	N/A	N/A	0.8	1	0.7	1	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.2	4	5.0	7	7.2	6	7.9	7		
Basic	N/A	N/A	31.5	39	39.0	55	45.8	38	39.3	35		
Approaching Basic	N/A	N/A	46.8	58	44.0	62	38.6	32	40.4	36		
Unsatisfactory	N/A	N/A	17.7	22	11.3	16	8.4	7	12.4	11		

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

**Table 15c: LEAP 21 Test Results - Grade 4 Science**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	1.1	1	0.0	0	1.1	1		
Mastery *	N/A	N/A	18.2	18	12.6	11	13.0	14	12.6	11		
Basic	N/A	N/A	41.4	41	41.4	36	43.5	47	37.9	33		
Approaching Basic	N/A	N/A	30.3	30	29.9	26	32.4	35	34.5	30		
Unsatisfactory	N/A	N/A	10.1	10	14.9	13	11.1	12	13.8	12		
<b>009091 Midway Professional Development Center</b>												
Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	2.4	3	0.0	0		
Basic	N/A	N/A	~	~	~	~	23.6	30	15.3	13		
Approaching Basic	N/A	N/A	~	~	~	~	45.7	58	54.1	46		
Unsatisfactory	N/A	N/A	~	~	~	~	28.3	36	30.6	26		
<b>009094 Caddo's Accelerated Program for Transition</b>												
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	1	100.0	1		
<b>District</b>												
Advanced	N/A	N/A	1.8	62	3.0	118	4.5	179	3.1	113		
Mastery *	N/A	N/A	12.6	425	13.1	516	12.0	476	15.2	561		
Basic	N/A	N/A	35.4	1,194	35.6	1,400	39.0	1,544	33.7	1,246		
Approaching Basic	N/A	N/A	31.7	1,069	34.4	1,355	30.1	1,191	34.9	1,291		
Unsatisfactory	N/A	N/A	18.4	619	13.9	547	14.4	568	13.3	491		
<b>State</b>												
Advanced	N/A	N/A	1.1	638	1.9	1,205	3.5	2,098	1.8	1,100		
Mastery *	N/A	N/A	10.9	6,156	11.4	7,112	10.9	6,617	12.3	7,526		
Basic	N/A	N/A	39.6	22,330	37.6	23,485	42.0	25,500	36.6	22,451		
Approaching Basic	N/A	N/A	30.1	16,990	33.9	21,148	29.1	17,630	35.4	21,720		
Unsatisfactory	N/A	N/A	18.2	10,288	15.2	9,476	14.5	8,819	14.0	8,627		

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**Table 15d: LEAP 21 Test Results - Grade 4 Social Studies**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009002 Arthur Circle Elementary School</b>												
Advanced	N/A	N/A	2.0	1	1.6	1	7.1	4	9.7	7		
Mastery *	N/A	N/A	23.5	12	31.7	20	37.5	21	29.2	21		
Basic	N/A	N/A	68.6	35	47.6	30	37.5	21	44.4	32		
Approaching Basic	N/A	N/A	2.0	1	17.5	11	14.3	8	12.5	9		
Unsatisfactory	N/A	N/A	3.9	2	1.6	1	3.6	2	4.2	3		
<b>009003 Atkins Elementary School</b>												
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	1.4	2	0.0	0	0.9	1		
Basic	N/A	N/A	18.1	19	26.4	39	15.2	19	17.9	21		
Approaching Basic	N/A	N/A	29.5	31	29.7	44	36.8	46	42.7	50		
Unsatisfactory	N/A	N/A	52.4	55	42.6	63	48.0	60	38.5	45		
<b>009004 Barret Elementary School</b>												
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	2.0	1		
Basic	N/A	N/A	27.3	6	34.4	11	11.4	5	26.0	13		
Approaching Basic	N/A	N/A	36.4	8	31.3	10	50.0	22	28.0	14		
Unsatisfactory	N/A	N/A	36.4	8	34.4	11	38.6	17	44.0	22		
<b>009006 Blanchard Elementary School</b>												
Advanced	N/A	N/A	3.2	2	1.3	1	3.9	3	1.3	1		
Mastery *	N/A	N/A	17.5	11	17.9	14	16.9	13	34.6	27		
Basic	N/A	N/A	58.7	37	59.0	46	50.6	39	46.2	36		
Approaching Basic	N/A	N/A	12.7	8	16.7	13	13.0	10	12.8	10		
Unsatisfactory	N/A	N/A	7.9	5	5.1	4	15.6	12	5.1	4		
<b>009010 Caddo School for Exceptional Children</b>												
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	14.3	2	0.0	0	0.0	0		
Basic	N/A	N/A	33.3	1	28.6	4	33.3	3	36.4	4		
Approaching Basic	N/A	N/A	0.0	0	7.1	1	22.2	2	18.2	2		
Unsatisfactory	N/A	N/A	66.7	2	50.0	7	44.4	4	45.5	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
<b>009011 Caddo Heights Elementary School</b>												
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	1.4	2	0.6	1	1.2	2		
Basic	N/A	N/A	25.3	21	22.6	33	15.4	25	21.6	35		
Approaching Basic	N/A	N/A	32.5	27	32.2	47	32.7	53	40.7	66		
Unsatisfactory	N/A	N/A	42.2	35	43.8	64	51.2	83	36.4	59		
<b>009014 Central Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Basic	N/A	N/A	11.5	3	30.0	9	16.0	8	13.0	6		
Approaching Basic	N/A	N/A	30.8	8	30.0	9	36.0	18	45.7	21		
Unsatisfactory	N/A	N/A	57.7	15	40.0	12	48.0	24	41.3	19		
<b>009015 Cherokee Park Elementary School</b>												
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	1.2	1	1.4	1	0.0	0		
Basic	N/A	N/A	11.4	8	23.2	19	22.9	16	24.6	15		
Approaching Basic	N/A	N/A	35.7	25	24.4	20	52.9	37	34.4	21		
Unsatisfactory	N/A	N/A	52.9	37	51.2	42	22.9	16	41.0	25		
<b>009016 Claiborne Fundamental Elementary School</b>												
Advanced	N/A	N/A	1.6	1	3.2	2	2.7	2	6.3	4		
Mastery *	N/A	N/A	17.7	11	14.3	9	20.5	15	31.3	20		
Basic	N/A	N/A	64.5	40	66.7	42	75.3	55	60.9	39		
Approaching Basic	N/A	N/A	12.9	8	15.9	10	1.4	1	1.6	1		
Unsatisfactory	N/A	N/A	3.2	2	0.0	0	0.0	0	0.0	0		
<b>009018 Creswell Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	1.2	1	6.9	6	2.6	2	0.0	0		
Basic	N/A	N/A	34.6	28	35.6	31	44.9	35	44.3	27		
Approaching Basic	N/A	N/A	29.6	24	28.7	25	33.3	26	37.7	23		
Unsatisfactory	N/A	N/A	34.6	28	28.7	25	19.2	15	18.0	11		

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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
<b>009019 Eden Gardens Fundamental Elementary School</b>												
Advanced	N/A	N/A	5.7	4	10.8	8	10.3	8	14.9	11		
Mastery *	N/A	N/A	42.9	30	41.9	31	44.9	35	44.6	33		
Basic	N/A	N/A	50.0	35	43.2	32	44.9	35	39.2	29		
Approaching Basic	N/A	N/A	1.4	1	4.1	3	0.0	0	1.4	1		
Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009023 Fairfield Magnet School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.2	1		
Mastery *	N/A	N/A	2.9	1	8.2	4	16.7	6	19.6	9		
Basic	N/A	N/A	11.4	4	24.5	12	41.7	15	37.0	17		
Approaching Basic	N/A	N/A	34.3	12	40.8	20	25.0	9	19.6	9		
Unsatisfactory	N/A	N/A	51.4	18	26.5	13	16.7	6	21.7	10		
<b>009024 Forest Hill Elementary School</b>												
Advanced	N/A	N/A	1.8	2	3.2	4	1.3	2	2.0	2		
Mastery *	N/A	N/A	20.5	23	19.4	24	14.6	23	14.9	15		
Basic	N/A	N/A	56.3	63	59.7	74	63.3	100	61.4	62		
Approaching Basic	N/A	N/A	15.2	17	10.5	13	14.6	23	17.8	18		
Unsatisfactory	N/A	N/A	6.3	7	7.3	9	6.3	10	4.0	4		
<b>009027 Herndon Magnet School</b>												
Advanced	N/A	N/A	0.0	0	0.9	1	4.4	4	7.1	7		
Mastery *	N/A	N/A	10.6	12	15.6	17	17.6	16	36.7	36		
Basic	N/A	N/A	58.4	66	67.0	73	72.5	66	55.1	54		
Approaching Basic	N/A	N/A	25.7	29	13.8	15	5.5	5	1.0	1		
Unsatisfactory	N/A	N/A	5.3	6	2.8	3	0.0	0	0.0	0		
<b>009028 Hillsdale Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.2	2	2.2	3	2.2	2	1.1	1		
Basic	N/A	N/A	44.9	40	35.8	49	42.9	39	28.7	27		
Approaching Basic	N/A	N/A	33.7	30	38.7	53	35.2	32	43.6	41		
Unsatisfactory	N/A	N/A	19.1	17	23.4	32	19.8	18	26.6	25		

~ = 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
<b>009032 Ingersoll Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	0.0	0	2.6	1	0.0	0	0.0	0		
Basic	N/A	N/A	9.5	4	18.4	7	26.1	12	25.0	10		
Approaching Basic	N/A	N/A	28.6	12	42.1	16	52.2	24	42.5	17		
Unsatisfactory	N/A	N/A	61.9	26	36.8	14	21.7	10	32.5	13		
<b>009033 Judson Fundamental Elementary School</b>												
Advanced	N/A	N/A	0.0	0	7.6	6	4.2	3	1.5	1		
Mastery *	N/A	N/A	8.9	7	27.8	22	25.4	18	32.3	21		
Basic	N/A	N/A	68.4	54	49.4	39	66.2	47	66.2	43		
Approaching Basic	N/A	N/A	20.3	16	15.2	12	2.8	2	0.0	0		
Unsatisfactory	N/A	N/A	2.5	2	0.0	0	1.4	1	0.0	0		
<b>009034 Lakeshore Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.0	2	0.8	1	0.8	1	10.2	12		
Basic	N/A	N/A	22.4	22	26.7	32	28.1	34	33.1	39		
Approaching Basic	N/A	N/A	30.6	30	29.2	35	29.8	36	27.1	32		
Unsatisfactory	N/A	N/A	44.9	44	43.3	52	41.3	50	29.7	35		
<b>009039 Mooretown Elementary Professional Develop. Sch</b>												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	0.0	0		
Basic	N/A	N/A	~	~	~	~	~	~	31.4	11		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	48.6	17		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	20.0	7		
<b>009040 Mooringsport Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	5.9	2	10.5	6	13.2	5	13.3	6		
Basic	N/A	N/A	52.9	18	50.9	29	71.1	27	66.7	30		
Approaching Basic	N/A	N/A	17.6	6	15.8	9	15.8	6	17.8	8		
Unsatisfactory	N/A	N/A	23.5	8	22.8	13	0.0	0	2.2	1		

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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
<b>009043 North Highlands Elementary School</b>												
Advanced	N/A	N/A	2.9	2	0.0	0	1.0	1	6.4	6		
Mastery *	N/A	N/A	7.4	5	9.8	8	11.5	11	25.5	24		
Basic	N/A	N/A	44.1	30	48.8	40	55.2	53	47.9	45		
Approaching Basic	N/A	N/A	27.9	19	30.5	25	21.9	21	11.7	11		
Unsatisfactory	N/A	N/A	17.6	12	11.0	9	10.4	10	8.5	8		
<b>009044 Northside Elementary School</b>												
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	3.7	3	0.0	0	2.4	2		
Basic	N/A	N/A	20.3	12	30.5	25	30.4	24	33.3	28		
Approaching Basic	N/A	N/A	28.8	17	26.8	22	40.5	32	31.0	26		
Unsatisfactory	N/A	N/A	49.2	29	39.0	32	29.1	23	33.3	28		
<b>009046 Oak Park Elementary School</b>												
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	1.0	1		
Basic	N/A	N/A	19.2	15	23.3	30	17.5	20	23.0	23		
Approaching Basic	N/A	N/A	34.6	27	34.1	44	32.5	37	37.0	37		
Unsatisfactory	N/A	N/A	46.2	36	42.6	55	50.0	57	39.0	39		
<b>009048 Oil City Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	2.0	1		
Mastery *	N/A	N/A	0.0	0	4.2	1	8.1	3	8.0	4		
Basic	N/A	N/A	19.0	4	54.2	13	24.3	9	42.0	21		
Approaching Basic	N/A	N/A	52.4	11	16.7	4	43.2	16	38.0	19		
Unsatisfactory	N/A	N/A	28.6	6	25.0	6	24.3	9	10.0	5		
<b>009050 Pine Grove Elementary School</b>												
Advanced	N/A	N/A	2.1	1	0.0	0	4.4	3	1.6	1		
Mastery *	N/A	N/A	14.6	7	21.7	10	10.3	7	8.1	5		
Basic	N/A	N/A	58.3	28	58.7	27	57.4	39	58.1	36		
Approaching Basic	N/A	N/A	12.5	6	10.9	5	22.1	15	24.2	15		
Unsatisfactory	N/A	N/A	12.5	6	8.7	4	5.9	4	8.1	5		

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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
<b>009051 Queensborough Elementary School</b>												
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	1.0	1	2.6	2		
Basic	N/A	N/A	24.6	17	17.4	16	20.4	20	26.3	20		
Approaching Basic	N/A	N/A	24.6	17	20.7	19	37.8	37	35.5	27		
Unsatisfactory	N/A	N/A	50.7	35	62.0	57	40.8	40	35.5	27		
<b>009053 Riverside Elementary School</b>												
Advanced	N/A	N/A	2.7	2	6.9	5	2.4	2	4.7	3		
Mastery *	N/A	N/A	20.5	15	40.3	29	21.4	18	23.4	15		
Basic	N/A	N/A	57.5	42	38.9	28	44.0	37	60.9	39		
Approaching Basic	N/A	N/A	6.8	5	8.3	6	26.2	22	6.3	4		
Unsatisfactory	N/A	N/A	12.3	9	5.6	4	6.0	5	4.7	3		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	N/A	N/A	~	~	~	~	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	~	~	4.0	1		
Basic	N/A	N/A	~	~	~	~	~	~	8.0	2		
Approaching Basic	N/A	N/A	~	~	~	~	~	~	32.0	8		
Unsatisfactory	N/A	N/A	~	~	~	~	~	~	56.0	14		
<b>009055 Shreve Island Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	5.8	6	8.2	9		
Mastery *	N/A	N/A	13.3	12	27.8	25	20.2	21	28.2	31		
Basic	N/A	N/A	56.7	51	54.4	49	61.5	64	51.8	57		
Approaching Basic	N/A	N/A	25.6	23	11.1	10	12.5	13	10.9	12		
Unsatisfactory	N/A	N/A	4.4	4	6.7	6	0.0	0	0.9	1		
<b>009056 Newton Smith Elementary School</b>												
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	4.0	2	0.0	0	1.8	1		
Basic	N/A	N/A	28.2	11	36.0	18	21.3	13	21.4	12		
Approaching Basic	N/A	N/A	28.2	11	36.0	18	31.1	19	50.0	28		
Unsatisfactory	N/A	N/A	41.0	16	24.0	12	47.5	29	26.8	15		

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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
<b>009057 South Highlands Elementary Magnet School</b>												
Advanced	N/A	N/A	20.0	15	23.1	18	18.7	14	21.3	16		
Mastery *	N/A	N/A	57.3	43	47.4	37	40.0	30	42.7	32		
Basic	N/A	N/A	18.7	14	26.9	21	38.7	29	36.0	27		
Approaching Basic	N/A	N/A	4.0	3	2.6	2	2.7	2	0.0	0		
Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009058 Southern Hills Elementary School</b>												
Advanced	N/A	N/A	1.8	2	0.8	1	0.9	1	0.0	0		
Mastery *	N/A	N/A	10.8	12	11.9	15	7.4	8	12.7	13		
Basic	N/A	N/A	43.2	48	53.2	67	57.4	62	57.8	59		
Approaching Basic	N/A	N/A	23.4	26	19.8	25	28.7	31	19.6	20		
Unsatisfactory	N/A	N/A	20.7	23	14.3	18	5.6	6	9.8	10		
<b>009060 A. C. Steere Elementary School</b>												
Advanced	N/A	N/A	6.9	5	10.4	8	7.0	5	9.8	6		
Mastery *	N/A	N/A	40.3	29	35.1	27	22.5	16	44.3	27		
Basic	N/A	N/A	40.3	29	46.8	36	59.2	42	39.3	24		
Approaching Basic	N/A	N/A	5.6	4	7.8	6	5.6	4	6.6	4		
Unsatisfactory	N/A	N/A	6.9	5	0.0	0	5.6	4	0.0	0		
<b>009061 E.B. Williams Stoner Hill Elem Lab School</b>												
Advanced	N/A	N/A	1.3	1	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	6.6	5	1.5	1	1.4	1	0.0	0		
Basic	N/A	N/A	36.8	28	36.9	24	43.7	31	51.7	30		
Approaching Basic	N/A	N/A	18.4	14	38.5	25	22.5	16	37.9	22		
Unsatisfactory	N/A	N/A	36.8	28	23.1	15	32.4	23	10.3	6		
<b>009062 Summer Grove Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.3	4	4.4	5	6.5	9	7.1	6		
Basic	N/A	N/A	48.3	58	45.6	52	39.9	55	46.4	39		
Approaching Basic	N/A	N/A	25.8	31	29.8	34	31.2	43	32.1	27		
Unsatisfactory	N/A	N/A	22.5	27	20.2	23	22.5	31	14.3	12		

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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
<b>009063 Summerfield Elementary School</b>												
Advanced	N/A	N/A	1.0	1	0.0	0	1.0	1	1.1	1		
Mastery *	N/A	N/A	12.5	12	16.8	17	11.5	11	10.8	10		
Basic	N/A	N/A	61.5	59	64.4	65	58.3	56	57.0	53		
Approaching Basic	N/A	N/A	19.8	19	13.9	14	22.9	22	18.3	17		
Unsatisfactory	N/A	N/A	5.2	5	5.0	5	6.3	6	12.9	12		
<b>009064 Sunset Acres Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	6.7	6	9.5	10	0.0	0	2.5	3		
Basic	N/A	N/A	30.0	27	35.2	37	29.2	35	28.3	34		
Approaching Basic	N/A	N/A	35.6	32	30.5	32	39.2	47	40.8	49		
Unsatisfactory	N/A	N/A	27.8	25	24.8	26	31.7	38	28.3	34		
<b>009065 Jack P. Timmons Elementary School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	2.6	1	0.0	0		
Mastery *	N/A	N/A	17.6	6	6.1	3	28.2	11	6.9	2		
Basic	N/A	N/A	44.1	15	55.1	27	53.8	21	82.8	24		
Approaching Basic	N/A	N/A	32.4	11	32.7	16	10.3	4	10.3	3		
Unsatisfactory	N/A	N/A	5.9	2	6.1	3	5.1	2	0.0	0		
<b>009066 University Elementary School</b>												
Advanced	N/A	N/A	9.3	15	8.9	15	2.0	3	7.1	11		
Mastery *	N/A	N/A	29.2	47	29.8	50	16.1	24	23.2	36		
Basic	N/A	N/A	41.6	67	42.3	71	59.7	89	53.5	83		
Approaching Basic	N/A	N/A	14.3	23	12.5	21	16.1	24	11.0	17		
Unsatisfactory	N/A	N/A	5.6	9	6.5	11	6.0	9	5.2	8		
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	1.8	1	1.1	1	1.3	1		
Mastery *	N/A	N/A	8.7	6	8.9	5	7.5	7	6.3	5		
Basic	N/A	N/A	43.5	30	39.3	22	48.4	45	40.5	32		
Approaching Basic	N/A	N/A	23.2	16	28.6	16	22.6	21	38.0	30		
Unsatisfactory	N/A	N/A	24.6	17	21.4	12	20.4	19	13.9	11		

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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
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>												
	Advanced	N/A	N/A	0.6	1	3.8	7	2.4	4	2.6	4		
	Mastery *	N/A	N/A	13.2	21	27.7	51	8.3	14	20.4	31		
	Basic	N/A	N/A	62.3	99	50.5	93	66.9	113	58.6	89		
	Approaching Basic	N/A	N/A	16.4	26	14.1	26	16.6	28	17.1	26		
	Unsatisfactory	N/A	N/A	7.5	12	3.8	7	5.9	10	1.3	2		
<b>009070</b>	<b>Werner Park Elementary School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.8	1	0.0	0		
	Mastery *	N/A	N/A	0.0	0	0.0	0	0.8	1	0.7	1		
	Basic	N/A	N/A	18.6	22	23.0	40	20.2	25	29.8	42		
	Approaching Basic	N/A	N/A	27.1	32	34.5	60	37.1	46	39.7	56		
	Unsatisfactory	N/A	N/A	54.2	64	42.5	74	41.1	51	29.8	42		
<b>009071</b>	<b>West Shreveport Elementary School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.3	1		
	Mastery *	N/A	N/A	0.0	0	5.9	5	2.8	2	1.3	1		
	Basic	N/A	N/A	36.0	27	57.6	49	34.7	25	40.0	30		
	Approaching Basic	N/A	N/A	32.0	24	22.4	19	33.3	24	33.3	25		
	Unsatisfactory	N/A	N/A	32.0	24	14.1	12	29.2	21	24.0	18		
<b>009072</b>	<b>Westwood Elementary School</b>												
	Advanced	N/A	N/A	0.0	0	1.0	1	0.0	0	0.0	0		
	Mastery *	N/A	N/A	6.5	5	8.2	8	0.0	0	2.6	2		
	Basic	N/A	N/A	36.4	28	45.9	45	30.3	30	30.8	24		
	Approaching Basic	N/A	N/A	31.2	24	28.6	28	31.3	31	43.6	34		
	Unsatisfactory	N/A	N/A	26.0	20	16.3	16	38.4	38	23.1	18		
<b>009075</b>	<b>Turner Elementary/Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.6	2	2.8	4	12.0	10	3.4	3		
	Basic	N/A	N/A	31.5	39	38.3	54	44.6	37	42.7	38		
	Approaching Basic	N/A	N/A	30.6	38	40.4	57	26.5	22	41.6	37		
	Unsatisfactory	N/A	N/A	36.3	45	18.4	26	16.9	14	12.4	11		

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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
<b>009079</b>	<b>Keithville Elementary/Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.9	1	0.0	0		
	Mastery *	N/A	N/A	5.1	5	9.2	8	2.8	3	12.6	11		
	Basic	N/A	N/A	51.5	51	49.4	43	52.8	57	46.0	40		
	Approaching Basic	N/A	N/A	22.2	22	27.6	24	27.8	30	21.8	19		
	Unsatisfactory	N/A	N/A	21.2	21	13.8	12	15.7	17	19.5	17		
<b>009091</b>	<b>Midway Professional Development Center</b>												
	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	~	~	~	~	21.3	27	24.7	21		
	Approaching Basic	N/A	N/A	~	~	~	~	34.6	44	31.8	27		
	Unsatisfactory	N/A	N/A	~	~	~	~	44.1	56	43.5	37		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	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	~	~	~	~	100.0	1	0.0	0		
	Unsatisfactory	N/A	N/A	~	~	~	~	0.0	0	100.0	1		
<b>District</b>													
	Advanced	N/A	N/A	1.6	55	2.0	79	1.8	70	2.5	94		
	Mastery *	N/A	N/A	10.6	358	12.4	487	9.3	367	12.8	473		
	Basic	N/A	N/A	40.3	1,358	40.7	1,606	41.9	1,659	41.0	1,519		
	Approaching Basic	N/A	N/A	23.3	785	23.9	943	25.6	1,013	25.9	958		
	Unsatisfactory	N/A	N/A	24.1	813	21.0	828	21.5	849	17.8	658		
<b>State</b>													
	Advanced	N/A	N/A	0.9	495	1.2	724	1.1	650	1.7	1,018		
	Mastery *	N/A	N/A	10.1	5,702	10.3	6,432	8.0	4,855	11.6	7,102		
	Basic	N/A	N/A	42.2	23,775	44.0	27,458	45.4	27,539	45.5	27,950		
	Approaching Basic	N/A	N/A	23.0	12,986	23.4	14,634	24.9	15,125	25.0	15,345		
	Unsatisfactory	N/A	N/A	23.8	13,426	21.1	13,188	20.6	12,481	16.3	10,006		

~ = Unavailable or insufficient data

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

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

**Table 15e: LEAP 21 Test Results - Grade 8 English Language Arts**  
*Percent and Number of Students by Achievement Levels*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009005 Bethune Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	1.5	3		
Mastery *	0.0	0	2.4	3	0.0	0	3.7	7	2.4	5		
Basic	6.9	8	12.2	15	11.4	10	14.7	28	12.1	25		
Approaching Basic	32.8	38	44.7	55	51.1	45	56.0	107	44.7	92		
Unsatisfactory	60.3	70	40.7	50	37.5	33	25.7	49	39.3	81		
<b>009007 Broadmoor Middle Laboratory School</b>												
Advanced	0.0	0	0.4	1	0.4	1	0.4	1	1.9	4		
Mastery *	10.1	33	9.2	24	12.1	31	18.1	41	17.4	37		
Basic	32.8	107	42.7	111	39.1	100	31.3	71	35.7	76		
Approaching Basic	40.2	131	38.1	99	36.7	94	43.2	98	29.6	63		
Unsatisfactory	16.9	55	9.6	25	11.7	30	7.0	16	15.5	33		
<b>009008 C.E. Byrd High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
<b>009010 Caddo School for Exceptional Children</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	0.0	0		
Approaching Basic	~	~	~	~	~	~	~	~	100.0	1		
Unsatisfactory	~	~	~	~	~	~	~	~	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	0.0	0		
Approaching Basic	~	~	~	~	~	~	~	~	100.0	1		
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
<b>009017 J. S. Clark Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.5	1		
Mastery *	1.4	3	3.1	7	0.9	2	2.1	4	2.3	5		
Basic	11.6	25	16.7	38	10.9	25	13.4	25	18.4	40		
Approaching Basic	38.9	84	38.6	88	54.8	126	60.4	113	46.1	100		
Unsatisfactory	48.1	104	41.7	95	33.5	77	24.1	45	32.7	71		
<b>009020 Caddo Parish Middle Magnet School</b>												
Advanced	6.8	25	8.4	31	6.8	24	6.1	20	5.6	19		
Mastery *	48.4	177	47.0	174	47.4	167	54.2	179	52.6	180		
Basic	40.7	149	41.4	153	43.8	154	37.6	124	38.9	133		
Approaching Basic	4.1	15	3.2	12	2.0	7	2.1	7	2.9	10		
Unsatisfactory	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009022 Fair Park High School</b>												
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		
<b>009025 Green Oaks High School</b>												
Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
Unsatisfactory	~	~	~	~	0.0	0	0.0	0	0.0	0		
<b>009027 Herndon Magnet School</b>												
Advanced	6.6	7	0.0	0	2.0	2	3.1	3	0.9	1		
Mastery *	24.5	26	33.6	37	42.9	42	46.4	45	25.7	28		
Basic	53.8	57	55.5	61	42.9	42	40.2	39	59.6	65		
Approaching Basic	15.1	16	10.9	12	12.2	12	10.3	10	13.8	15		
Unsatisfactory	0.0	0	0.0	0	0.0	0	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
<b>009029 Caddo Middle Career and Technology School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.7	1	0.0	0		
Mastery *	2.0	3	2.8	4	2.0	3	3.6	5	4.1	5		
Basic	14.2	21	34.0	49	19.6	30	13.6	19	23.8	29		
Approaching Basic	42.6	63	37.5	54	52.9	81	65.0	91	39.3	48		
Unsatisfactory	41.2	61	25.7	37	25.5	39	17.1	24	32.8	40		
<b>009031 Huntington High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
<b>009036 Linear Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	1.0	2	2.5	4	3.9	6	4.0	6	0.7	1		
Basic	11.4	23	21.3	34	21.4	33	13.2	20	17.6	25		
Approaching Basic	42.8	86	50.0	80	48.1	74	57.6	87	47.9	68		
Unsatisfactory	44.8	90	26.3	42	26.6	41	25.2	38	33.8	48		
<b>009037 Linwood Middle School</b>												
Advanced	0.0	0	0.4	1	0.0	0	0.6	1	1.0	2		
Mastery *	0.8	2	2.5	6	5.7	11	5.8	10	3.5	7		
Basic	12.4	31	24.4	58	20.7	40	28.5	49	22.6	45		
Approaching Basic	37.3	93	42.9	102	43.5	84	49.4	85	37.7	75		
Unsatisfactory	49.4	123	29.8	71	30.1	58	15.7	27	35.2	70		
<b>009042 North Caddo High School</b>												
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
<b>009045 Northwood High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
<b>009048 Oil City Elementary School</b>												
Advanced	0.0	0	0.0	0	0.0	0	~	~	~	~		
Mastery *	3.2	1	9.5	2	7.4	2	~	~	~	~		
Basic	19.4	6	38.1	8	29.6	8	~	~	~	~		
Approaching Basic	25.8	8	47.6	10	48.1	13	~	~	~	~		
Unsatisfactory	51.6	16	4.8	1	14.8	4	~	~	~	~		
<b>009052 Ridgewood Middle School</b>												
Advanced	0.4	1	1.2	3	0.4	1	0.5	1	0.0	0		
Mastery *	10.6	25	5.5	14	10.3	24	14.9	33	8.9	17		
Basic	25.0	59	35.7	91	35.3	82	33.3	74	36.3	69		
Approaching Basic	36.0	85	41.6	106	40.9	95	43.7	97	37.9	72		
Unsatisfactory	28.0	66	16.1	41	12.9	30	7.7	17	16.8	32		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	0.0	0	1.0	1	1.5	1	3.0	3		
Basic	~	~	11.8	10	6.7	7	13.2	9	8.1	8		
Approaching Basic	~	~	36.5	31	34.3	36	35.3	24	29.3	29		
Unsatisfactory	~	~	51.8	44	58.1	61	50.0	34	59.6	59		
<b>009059 Southwood High School</b>												
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
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	8.8	8	6.8	6	12.2	9	6.0	5	8.8	9		
Basic	24.2	22	28.4	25	36.5	27	43.4	36	30.4	31		
Approaching Basic	34.1	31	38.6	34	37.8	28	36.1	30	31.4	32		
Unsatisfactory	33.0	30	26.1	23	13.5	10	14.5	12	29.4	30		
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	0.5	1	0.0	0	0.5	1	1.1	2	0.0	0		
Mastery *	10.3	22	10.3	17	12.4	24	17.8	31	18.8	39		
Basic	42.5	91	52.7	87	50.0	97	36.8	64	43.5	90		
Approaching Basic	35.5	76	30.3	50	33.0	64	42.0	73	31.4	65		
Unsatisfactory	11.2	24	6.7	11	4.1	8	2.3	4	6.3	13		
<b>009069 Booker T. Washington High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	0.0	0		
Mastery *	~	~	~	~	0.0	0	~	~	0.0	0		
Basic	~	~	~	~	0.0	0	~	~	100.0	1		
Approaching Basic	~	~	~	~	100.0	3	~	~	0.0	0		
Unsatisfactory	~	~	~	~	0.0	0	~	~	0.0	0		
<b>009073 Woodlawn High School</b>												
Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	0.0	0	50.0	1		
Unsatisfactory	~	~	~	~	0.0	0	100.0	3	50.0	1		
<b>009074 Youree Drive Middle School</b>												
Advanced	3.2	10	1.9	6	1.6	5	0.9	3	1.0	3		
Mastery *	23.3	72	25.7	82	24.6	78	29.1	94	29.5	93		
Basic	35.0	108	45.5	145	42.9	136	36.5	118	45.4	143		
Approaching Basic	27.5	85	22.3	71	25.9	82	28.2	91	19.7	62		
Unsatisfactory	11.0	34	4.7	15	5.0	16	5.3	17	4.4	14		

~ = 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
<b>009075 Turner Elementary/Middle School</b>												
Advanced	0.4	1	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	3.6	9	5.1	11	3.9	8	7.5	14	5.4	10		
Basic	27.6	69	32.3	70	34.8	72	25.3	47	34.8	64		
Approaching Basic	48.4	121	44.7	97	47.8	99	53.2	99	35.9	66		
Unsatisfactory	20.0	50	18.0	39	13.5	28	14.0	26	23.9	44		
<b>009076 Hamilton Terrace Learning Center</b>												
Advanced	~	~	~	~	0.0	0	~	~	0.0	0		
Mastery *	~	~	~	~	0.0	0	~	~	0.0	0		
Basic	~	~	~	~	0.0	0	~	~	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	~	~	0.0	0		
Unsatisfactory	~	~	~	~	0.0	0	~	~	100.0	2		
<b>009078 Donnie Bickham Middle School</b>												
Advanced	0.4	1	0.0	0	0.5	1	0.0	0	0.5	1		
Mastery *	12.3	31	6.6	14	11.5	22	6.7	14	8.1	17		
Basic	36.4	92	40.8	86	44.5	85	35.2	74	37.9	80		
Approaching Basic	33.2	84	40.3	85	33.5	64	48.6	102	38.9	82		
Unsatisfactory	17.8	45	12.3	26	9.9	19	9.5	20	14.7	31		
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.7	1	0.0	0		
Mastery *	7.2	14	5.3	9	8.3	13	11.4	17	16.7	22		
Basic	27.2	53	37.6	64	41.7	65	38.9	58	44.7	59		
Approaching Basic	46.2	90	43.5	74	43.6	68	40.9	61	30.3	40		
Unsatisfactory	19.5	38	13.5	23	6.4	10	8.1	12	8.3	11		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
Basic	~	~	~	~	~	~	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	~	~	44.4	8	33.3	7		
Unsatisfactory	~	~	~	~	~	~	55.6	10	66.7	14		

~ = 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
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>												
	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		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	3.5	2		
	Basic	~	~	~	~	~	~	7.1	4	12.3	7		
	Approaching Basic	~	~	~	~	~	~	50.0	28	45.6	26		
	Unsatisfactory	~	~	~	~	~	~	42.9	24	38.6	22		
<b>District</b>													
	Advanced	1.4	47	1.2	42	1.1	35	1.1	33	1.1	34		
	Mastery *	12.6	429	12.3	415	14.0	446	17.3	505	15.9	477		
	Basic	27.5	937	33.7	1,139	33.0	1,047	29.1	850	32.8	984		
	Approaching Basic	34.0	1,158	34.4	1,161	35.9	1,140	40.6	1,187	31.3	938		
	Unsatisfactory	24.4	832	18.3	618	16.0	509	11.8	346	18.9	568		
<b>State</b>													
	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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009005 Bethune Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	1.0	2		
Mastery *	0.0	0	0.0	0	0.0	0	0.0	0	1.0	2		
Basic	3.4	4	8.1	10	12.5	11	7.9	15	13.1	27		
Approaching Basic	14.7	17	17.1	21	21.6	19	30.0	57	21.8	45		
Unsatisfactory	81.9	95	74.8	92	65.9	58	62.1	118	63.1	130		
<b>009007 Broadmoor Middle Laboratory School</b>												
Advanced	0.3	1	0.4	1	0.4	1	0.4	1	1.4	3		
Mastery *	1.2	4	3.1	8	0.8	2	1.8	4	1.9	4		
Basic	34.6	117	33.8	88	46.9	120	36.1	82	34.7	74		
Approaching Basic	22.5	76	29.6	77	23.4	60	31.7	72	31.5	67		
Unsatisfactory	41.4	140	33.1	86	28.5	73	30.0	68	30.5	65		
<b>009008 C.E. Byrd High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
<b>009010 Caddo School for Exceptional Children</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	0.0	0		
Approaching Basic	~	~	~	~	~	~	~	~	100.0	1		
Unsatisfactory	~	~	~	~	~	~	~	~	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	~	~	~	~	~	~	~	~	0.0	0		
Mastery *	~	~	~	~	~	~	~	~	0.0	0		
Basic	~	~	~	~	~	~	~	~	0.0	0		
Approaching Basic	~	~	~	~	~	~	~	~	100.0	1		
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	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009017 J. S. Clark Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	0.0	0	0.0	0	1.3	3	0.0	0	1.4	3		
Basic	7.0	15	7.9	18	13.9	32	8.1	15	17.5	38		
Approaching Basic	16.7	36	21.5	49	21.7	50	24.2	45	22.6	49		
Unsatisfactory	76.3	164	70.6	161	63.0	145	67.7	126	58.5	127		
<b>009020 Caddo Parish Middle Magnet School</b>												
Advanced	7.4	27	16.5	61	11.1	39	5.8	19	17.5	60		
Mastery *	23.5	86	20.5	76	17.9	63	13.0	43	23.1	79		
Basic	61.7	226	60.0	222	65.1	229	73.6	243	55.3	189		
Approaching Basic	6.3	23	2.2	8	6.0	21	7.3	24	4.1	14		
Unsatisfactory	1.1	4	0.8	3	0.0	0	0.3	1	0.0	0		
<b>009022 Fair Park High School</b>												
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		
<b>009025 Green Oaks High School</b>												
Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	40.0	2	0.0	0		
Unsatisfactory	~	~	~	~	0.0	0	60.0	3	100.0	1		
<b>009027 Herndon Magnet School</b>												
Advanced	5.7	6	4.5	5	10.2	10	4.1	4	5.5	6		
Mastery *	9.4	10	11.8	13	13.3	13	12.4	12	9.2	10		
Basic	67.0	71	73.6	81	60.2	59	66.0	64	78.0	85		
Approaching Basic	11.3	12	5.5	6	15.3	15	16.5	16	6.4	7		
Unsatisfactory	6.6	7	4.5	5	1.0	1	1.0	1	0.9	1		

~ = 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
<b>009029 Caddo Middle Career and Technology School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.8	1		
Mastery *	0.0	0	0.0	0	0.0	0	0.0	0	1.6	2		
Basic	8.8	13	17.5	25	14.4	22	11.4	16	19.7	24		
Approaching Basic	18.2	27	16.8	24	20.9	32	27.9	39	33.6	41		
Unsatisfactory	73.0	108	65.7	94	64.7	99	60.7	85	44.3	54		
<b>009031 Huntington High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	100.0	1	~	~	~	~		
<b>009036 Linear Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.7	1	0.0	0		
Mastery *	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0		
Basic	5.9	12	12.5	20	14.9	23	12.6	19	18.3	26		
Approaching Basic	10.4	21	30.0	48	29.9	46	35.8	54	21.8	31		
Unsatisfactory	83.7	169	57.5	92	55.2	85	51.0	77	59.9	85		
<b>009037 Linwood Middle School</b>												
Advanced	0.0	0	0.0	0	0.0	0	0.0	0	0.5	1		
Mastery *	0.0	0	0.0	0	0.5	1	0.0	0	1.5	3		
Basic	8.9	22	13.4	32	18.7	36	23.3	40	24.1	48		
Approaching Basic	17.0	42	22.3	53	24.4	47	34.3	59	16.6	33		
Unsatisfactory	74.1	183	64.3	153	56.5	109	42.4	73	57.3	114		
<b>009042 North Caddo High School</b>												
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 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
<b>009045 Northwood High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	~	~		
Mastery *	~	~	~	~	0.0	0	~	~	~	~		
Basic	~	~	~	~	0.0	0	~	~	~	~		
Approaching Basic	~	~	~	~	0.0	0	~	~	~	~		
Unsatisfactory	~	~	~	~	0.0	0	~	~	~	~		
<b>009048 Oil City Elementary School</b>												
Advanced	0.0	0	0.0	0	3.7	1	~	~	~	~		
Mastery *	0.0	0	0.0	0	3.7	1	~	~	~	~		
Basic	12.9	4	28.6	6	22.2	6	~	~	~	~		
Approaching Basic	16.1	5	23.8	5	33.3	9	~	~	~	~		
Unsatisfactory	71.0	22	47.6	10	37.0	10	~	~	~	~		
<b>009052 Ridgewood Middle School</b>												
Advanced	0.4	1	0.0	0	0.4	1	1.4	3	0.5	1		
Mastery *	1.7	4	3.1	8	1.3	3	0.5	1	3.7	7		
Basic	25.4	60	29.0	74	36.6	85	36.9	82	38.9	74		
Approaching Basic	18.2	43	27.5	70	29.3	68	29.7	66	26.3	50		
Unsatisfactory	54.2	128	40.4	103	32.3	75	31.5	70	30.5	58		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	0.0	0	0.0	0	1.5	1	1.0	1		
Basic	~	~	7.1	6	9.6	10	8.8	6	8.1	8		
Approaching Basic	~	~	9.5	8	18.3	19	16.2	11	10.1	10		
Unsatisfactory	~	~	83.3	70	72.1	75	73.5	50	80.8	80		
<b>009059 Southwood High School</b>												
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 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
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	0.0	0	0.0	0	1.4	1	0.0	0	0.0	0		
Mastery *	1.1	1	0.0	0	2.7	2	2.4	2	6.9	7		
Basic	22.0	20	23.9	21	21.6	16	32.5	27	29.4	30		
Approaching Basic	22.0	20	34.1	30	36.5	27	25.3	21	27.5	28		
Unsatisfactory	54.9	50	42.0	37	37.8	28	39.8	33	36.3	37		
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	0.0	0	2.4	4	2.1	4	2.3	4	2.4	5		
Mastery *	1.9	4	10.3	17	8.8	17	2.9	5	6.3	13		
Basic	43.9	94	50.3	83	54.6	106	56.3	98	58.0	120		
Approaching Basic	22.9	49	21.8	36	19.6	38	27.6	48	20.3	42		
Unsatisfactory	31.3	67	15.2	25	14.9	29	10.9	19	13.0	27		
<b>009069 Booker T. Washington High School</b>												
Advanced	~	~	~	~	0.0	0	~	~	0.0	0		
Mastery *	~	~	~	~	0.0	0	~	~	50.0	1		
Basic	~	~	~	~	0.0	0	~	~	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	~	~	0.0	0		
Unsatisfactory	~	~	~	~	100.0	2	~	~	50.0	1		
<b>009073 Woodlawn High School</b>												
Advanced	~	~	~	~	0.0	0	0.0	0	0.0	0		
Mastery *	~	~	~	~	0.0	0	0.0	0	0.0	0		
Basic	~	~	~	~	0.0	0	0.0	0	0.0	0		
Approaching Basic	~	~	~	~	0.0	0	0.0	0	50.0	1		
Unsatisfactory	~	~	~	~	0.0	0	100.0	4	50.0	1		
<b>009074 Youree Drive Middle School</b>												
Advanced	3.9	12	6.0	19	6.9	22	2.8	9	7.6	24		
Mastery *	10.7	33	9.7	31	8.8	28	7.1	23	11.7	37		
Basic	37.9	117	50.5	161	50.5	160	46.7	151	47.0	148		
Approaching Basic	17.2	53	15.0	48	18.6	59	26.3	85	21.0	66		
Unsatisfactory	30.4	94	18.8	60	15.1	48	17.0	55	12.7	40		

~ = 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
<b>009075 Turner Elementary/Middle School</b>												
Advanced	0.4	1	0.5	1	1.0	2	0.0	0	0.5	1		
Mastery *	0.4	1	0.9	2	1.4	3	0.0	0	3.3	6		
Basic	22.8	57	28.1	61	34.8	72	24.7	46	37.0	68		
Approaching Basic	24.4	61	25.8	56	29.5	61	39.8	74	28.8	53		
Unsatisfactory	52.0	130	44.7	97	33.3	69	35.5	66	30.4	56		
<b>009076 Hamilton Terrace Learning Center</b>												
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	4		
<b>009078 Donnie Bickham Middle School</b>												
Advanced	1.2	3	0.5	1	1.0	2	0.0	0	0.5	1		
Mastery *	0.8	2	0.9	2	1.6	3	1.0	2	1.9	4		
Basic	29.8	75	26.1	55	45.5	87	31.0	65	36.5	77		
Approaching Basic	26.2	66	25.1	53	28.8	55	41.4	87	28.0	59		
Unsatisfactory	42.1	106	47.4	100	23.0	44	26.7	56	33.2	70		
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	0.0	0	0.6	1	0.0	0	0.7	1	1.5	2		
Mastery *	1.6	3	1.8	3	3.8	6	2.0	3	8.3	11		
Basic	23.4	45	30.6	52	48.1	75	45.6	68	42.4	56		
Approaching Basic	31.3	60	25.9	44	26.9	42	30.9	46	26.5	35		
Unsatisfactory	43.8	84	41.2	70	21.2	33	20.8	31	21.2	28		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
Basic	~	~	~	~	~	~	5.9	1	5.0	1		
Approaching Basic	~	~	~	~	~	~	0.0	0	20.0	4		
Unsatisfactory	~	~	~	~	~	~	94.1	16	75.0	15		

~ = 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
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>												
	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		
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>												
	Advanced	~	~	~	~	~	~	0.0	0	0.0	0		
	Mastery *	~	~	~	~	~	~	0.0	0	0.0	0		
	Basic	~	~	~	~	~	~	3.6	2	14.0	8		
	Approaching Basic	~	~	~	~	~	~	28.6	16	28.1	16		
	Unsatisfactory	~	~	~	~	~	~	67.9	38	57.9	33		
<b>District</b>													
	Advanced	1.5	51	2.8	93	2.6	83	1.4	42	3.6	107		
	Mastery *	4.3	148	4.7	160	4.6	145	3.2	95	6.3	189		
	Basic	27.9	951	30.7	1,035	37.2	1,181	35.4	1,034	36.5	1,095		
	Approaching Basic	18.6	632	19.9	671	22.3	707	27.7	810	21.5	644		
	Unsatisfactory	47.7	1,625	41.9	1,414	33.4	1,060	32.3	943	32.2	967		
<b>State</b>													
	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
<b>009005</b>	<b>Bethune Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.6	2	0.0	0	0.0	0	1.9	4		
	Basic	N/A	N/A	1.6	2	8.0	7	13.0	25	7.2	15		
	Approaching Basic	N/A	N/A	21.1	26	45.5	40	31.8	61	35.9	75		
	Unsatisfactory	N/A	N/A	75.6	93	46.6	41	55.2	106	55.0	115		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Advanced	N/A	N/A	0.4	1	0.0	0	0.4	1	0.9	2		
	Mastery *	N/A	N/A	8.5	22	6.6	17	10.3	23	9.4	20		
	Basic	N/A	N/A	29.2	76	40.2	103	32.1	72	34.4	73		
	Approaching Basic	N/A	N/A	33.5	87	30.1	77	36.6	82	35.4	75		
	Unsatisfactory	N/A	N/A	28.5	74	23.0	59	20.5	46	19.8	42		
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	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	~	~	~	~	~	~	100.0	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	0.0	0		
<b>009013</b>	<b>Captain Shreve High School</b>												
	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	~	~	~	~	~	~	100.0	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	0.0	0		
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.3	3	0.4	1	0.5	1	2.3	5		
	Basic	N/A	N/A	9.2	21	13.5	31	9.0	17	18.5	40		
	Approaching Basic	N/A	N/A	27.6	63	32.3	74	40.7	77	33.3	72		
	Unsatisfactory	N/A	N/A	61.8	141	53.7	123	49.7	94	45.8	99		

~ = 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*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009020 Caddo Parish Middle Magnet School</b>												
Advanced	N/A	N/A	3.0	11	6.5	23	7.0	23	6.1	21		
Mastery *	N/A	N/A	52.2	193	44.9	158	51.2	169	44.7	153		
Basic	N/A	N/A	36.2	134	43.2	152	36.4	120	42.7	146		
Approaching Basic	N/A	N/A	8.1	30	5.4	19	5.2	17	6.4	22		
Unsatisfactory	N/A	N/A	0.5	2	0.0	0	0.3	1	0.0	0		
<b>009022 Fair Park High School</b>												
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	~	~	~	~		
<b>009025 Green Oaks High School</b>												
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	~	~		
<b>009027 Herndon Magnet School</b>												
Advanced	N/A	N/A	3.6	4	1.0	1	4.1	4	1.8	2		
Mastery *	N/A	N/A	26.4	29	33.7	33	33.0	32	33.9	37		
Basic	N/A	N/A	52.7	58	46.9	46	44.3	43	48.6	53		
Approaching Basic	N/A	N/A	14.5	16	14.3	14	16.5	16	14.7	16		
Unsatisfactory	N/A	N/A	2.7	3	4.1	4	2.1	2	0.9	1		
<b>009029 Caddo Middle Career and Technology School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.8	1		
Mastery *	N/A	N/A	1.4	2	1.3	2	0.0	0	0.8	1		
Basic	N/A	N/A	14.0	20	23.5	36	9.9	14	12.3	15		
Approaching Basic	N/A	N/A	32.9	47	39.2	60	45.4	64	29.5	36		
Unsatisfactory	N/A	N/A	51.7	74	35.9	55	44.7	63	56.6	69		

~ = 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
<b>009031</b>	<b>Huntington High School</b>												
	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	~	~	~	~		
<b>009036</b>	<b>Linear Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	0.6	1	0.6	1	1.3	2	1.4	2		
	Basic	N/A	N/A	15.0	24	19.5	30	16.4	25	14.2	20		
	Approaching Basic	N/A	N/A	31.9	51	40.3	62	34.2	52	38.3	54		
	Unsatisfactory	N/A	N/A	52.5	84	39.6	61	48.0	73	46.1	65		
<b>009037</b>	<b>Linwood Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.5	1		
	Mastery *	N/A	N/A	0.4	1	2.1	4	5.3	9	1.5	3		
	Basic	N/A	N/A	11.8	28	21.2	41	22.5	38	16.2	32		
	Approaching Basic	N/A	N/A	30.3	72	32.1	62	38.5	65	34.5	68		
	Unsatisfactory	N/A	N/A	57.6	137	44.6	86	33.7	57	47.2	93		
<b>009045</b>	<b>Northwood High School</b>												
	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	~	~	~	~		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Advanced	N/A	N/A	4.8	1	0.0	0	~	~	~	~		
	Mastery *	N/A	N/A	4.8	1	11.1	3	~	~	~	~		
	Basic	N/A	N/A	23.8	5	14.8	4	~	~	~	~		
	Approaching Basic	N/A	N/A	33.3	7	40.7	11	~	~	~	~		
	Unsatisfactory	N/A	N/A	33.3	7	33.3	9	~	~	~	~		

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

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

**Table 15g: LEAP 21 Test Results - Grade 8 Science**  
*Percent and Number of Students by Achievement Levels*

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009052</b>	<b>Ridgewood Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	7.8	20	6.9	16	13.5	30	12.1	23		
	Basic	N/A	N/A	31.0	79	33.2	77	38.1	85	36.8	70		
	Approaching Basic	N/A	N/A	34.5	88	36.6	85	27.8	62	31.1	59		
	Unsatisfactory	N/A	N/A	26.7	68	23.3	54	20.6	46	20.0	38		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
	Mastery *	N/A	N/A	1.2	1	1.9	2	1.5	1	2.0	2		
	Basic	N/A	N/A	10.7	9	9.6	10	10.3	7	6.1	6		
	Approaching Basic	N/A	N/A	7.1	6	16.3	17	19.1	13	18.4	18		
	Unsatisfactory	N/A	N/A	81.0	68	72.1	75	69.1	47	73.5	72		
<b>009059</b>	<b>Southwood High School</b>												
	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	~	~	~	~		
<b>009067</b>	<b>Vivian Elementary/Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	2.4	2	1.0	1		
	Mastery *	N/A	N/A	5.7	5	8.1	6	6.0	5	14.0	14		
	Basic	N/A	N/A	19.3	17	23.0	17	32.5	27	26.0	26		
	Approaching Basic	N/A	N/A	31.8	28	43.2	32	30.1	25	23.0	23		
	Unsatisfactory	N/A	N/A	43.2	38	25.7	19	28.9	24	36.0	36		
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>												
	Advanced	N/A	N/A	0.6	1	0.5	1	0.0	0	0.5	1		
	Mastery *	N/A	N/A	9.7	16	16.5	32	23.0	40	16.4	34		
	Basic	N/A	N/A	48.5	80	45.4	88	41.4	72	47.8	99		
	Approaching Basic	N/A	N/A	29.1	48	30.4	59	28.7	50	26.1	54		
	Unsatisfactory	N/A	N/A	12.1	20	7.2	14	6.9	12	9.2	19		

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

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

**Table 15g: LEAP 21 Test Results - Grade 8 Science**  
*Percent and Number of Students by Achievement Levels*

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
<b>009069 Booker T. Washington High School</b>												
Advanced	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
Mastery *	N/A	N/A	~	~	0.0	0	~	~	100.0	1		
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		
<b>009073 Woodlawn High School</b>												
Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	0.0	0	50.0	1		
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	50.0	1		
<b>009074 Youree Drive Middle School</b>												
Advanced	N/A	N/A	1.3	4	1.3	4	4.3	14	1.9	6		
Mastery *	N/A	N/A	32.3	103	27.4	87	24.5	79	18.2	57		
Basic	N/A	N/A	33.9	108	38.8	123	36.5	118	44.3	139		
Approaching Basic	N/A	N/A	22.3	71	22.1	70	23.2	75	27.4	86		
Unsatisfactory	N/A	N/A	10.3	33	10.4	33	11.5	37	8.3	26		
<b>009075 Turner Elementary/Middle School</b>												
Advanced	N/A	N/A	0.5	1	0.0	0	0.0	0	0.5	1		
Mastery *	N/A	N/A	3.2	7	4.8	10	5.4	10	7.0	13		
Basic	N/A	N/A	24.4	53	36.2	75	27.7	51	28.1	52		
Approaching Basic	N/A	N/A	37.8	82	30.0	62	35.3	65	37.3	69		
Unsatisfactory	N/A	N/A	34.1	74	29.0	60	31.5	58	27.0	50		
<b>009076 Hamilton Terrace Learning Center</b>												
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	~	~	~	~	~	~	100.0	1		

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

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



**Table 15g: LEAP 21 Test Results - Grade 8 Science**  
*Percent and Number of Students by Achievement Levels*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009078 Donnie Bickham Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.5	1		
Mastery *	N/A	N/A	9.0	19	10.5	20	9.1	19	9.6	20		
Basic	N/A	N/A	30.3	64	48.2	92	38.9	81	36.4	76		
Approaching Basic	N/A	N/A	36.0	76	23.6	45	34.1	71	33.0	69		
Unsatisfactory	N/A	N/A	24.6	52	17.8	34	17.8	37	20.6	43		
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	3.5	6	10.9	17	13.2	20	17.3	23		
Basic	N/A	N/A	27.6	47	42.3	66	41.1	62	34.6	46		
Approaching Basic	N/A	N/A	27.6	47	30.1	47	28.5	43	33.8	45		
Unsatisfactory	N/A	N/A	41.2	70	16.7	26	17.2	26	14.3	19		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
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	~	~	~	~	6.3	1	6.3	1		
Approaching Basic	N/A	N/A	~	~	~	~	12.5	2	25.0	4		
Unsatisfactory	N/A	N/A	~	~	~	~	81.3	13	68.8	11		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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		
<b>009094 Caddo's Accelerated Program for Transition</b>												
Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	0.0	0	1.8	1		
Basic	N/A	N/A	~	~	~	~	8.9	5	14.0	8		
Approaching Basic	N/A	N/A	~	~	~	~	25.0	14	33.3	19		
Unsatisfactory	N/A	N/A	~	~	~	~	66.1	37	50.9	29		

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\* 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
<b>District</b>												
Advanced	N/A	N/A	0.7	23	0.9	29	1.5	44	1.2	37		
Mastery *	N/A	N/A	12.9	435	13.0	411	15.1	439	13.8	413		
Basic	N/A	N/A	24.9	840	32.2	1,022	29.4	856	30.5	913		
Approaching Basic	N/A	N/A	26.1	882	27.8	881	28.8	840	28.5	854		
Unsatisfactory	N/A	N/A	35.4	1,193	26.1	828	25.2	735	26.0	778		
<b>State</b>												
Advanced	N/A	N/A	0.6	309	0.7	381	1.1	568	0.9	479		
Mastery *	N/A	N/A	14.6	7,766	13.8	7,211	15.4	7,851	13.4	7,256		
Basic	N/A	N/A	30.5	16,274	35.2	18,473	34.2	17,415	33.0	17,846		
Approaching Basic	N/A	N/A	27.7	14,769	27.2	14,249	28.9	14,742	30.6	16,535		
Unsatisfactory	N/A	N/A	26.6	14,176	23.1	12,094	20.4	10,381	22.2	11,984		

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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
<b>009005</b>	<b>Bethune Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.5	1		
	Mastery *	N/A	N/A	0.8	1	0.0	0	1.0	2	1.4	3		
	Basic	N/A	N/A	5.7	7	11.4	10	18.8	36	14.4	30		
	Approaching Basic	N/A	N/A	25.2	31	40.9	36	30.2	58	28.2	59		
	Unsatisfactory	N/A	N/A	68.3	84	47.7	42	50.0	96	55.5	116		
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>												
	Advanced	N/A	N/A	0.4	1	0.0	0	0.4	1	0.9	2		
	Mastery *	N/A	N/A	7.7	20	8.2	21	6.7	15	6.6	14		
	Basic	N/A	N/A	35.0	91	46.1	118	41.1	92	36.3	77		
	Approaching Basic	N/A	N/A	28.5	74	28.5	73	29.5	66	31.6	67		
	Unsatisfactory	N/A	N/A	28.5	74	17.2	44	22.3	50	24.5	52		
<b>009010</b>	<b>Caddo School for Exceptional Children</b>												
	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	~	~	~	~	~	~	100.0	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	0.0	0		
<b>009013</b>	<b>Captain Shreve High School</b>												
	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	~	~	~	~	~	~	100.0	1		
	Unsatisfactory	N/A	N/A	~	~	~	~	~	~	0.0	0		
<b>009017</b>	<b>J. S. Clark Middle School</b>												
	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	1.3	3	0.5	1	1.9	4		
	Basic	N/A	N/A	13.6	31	19.2	44	16.5	31	18.5	40		
	Approaching Basic	N/A	N/A	25.4	58	32.3	74	36.2	68	31.5	68		
	Unsatisfactory	N/A	N/A	61.0	139	47.2	108	46.8	88	48.1	104		

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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
<b>009020 Caddo Parish Middle Magnet School</b>												
Advanced	N/A	N/A	7.3	27	5.4	19	7.0	23	1.2	4		
Mastery *	N/A	N/A	49.2	182	50.3	177	42.4	140	39.5	135		
Basic	N/A	N/A	42.2	156	41.8	147	48.2	159	56.7	194		
Approaching Basic	N/A	N/A	1.4	5	2.6	9	2.1	7	2.6	9		
Unsatisfactory	N/A	N/A	0.0	0	0.0	0	0.3	1	0.0	0		
<b>009022 Fair Park High School</b>												
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	~	~	~	~		
<b>009025 Green Oaks High School</b>												
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	~	~		
<b>009027 Herndon Magnet School</b>												
Advanced	N/A	N/A	0.0	0	2.0	2	1.0	1	0.0	0		
Mastery *	N/A	N/A	18.2	20	26.5	26	32.0	31	13.8	15		
Basic	N/A	N/A	69.1	76	57.1	56	57.7	56	75.2	82		
Approaching Basic	N/A	N/A	10.0	11	12.2	12	8.2	8	9.2	10		
Unsatisfactory	N/A	N/A	2.7	3	2.0	2	1.0	1	1.8	2		
<b>009029 Caddo Middle Career and Technology School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	2.8	4	2.0	3	0.0	0	2.5	3		
Basic	N/A	N/A	25.9	37	20.3	31	18.4	26	14.8	18		
Approaching Basic	N/A	N/A	30.8	44	35.9	55	37.6	53	28.7	35		
Unsatisfactory	N/A	N/A	40.6	58	41.8	64	44.0	62	54.1	66		

~ = 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
<b>009031</b>	<b>Huntington High School</b>												
	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	~	~	~	~		
<b>009036</b>	<b>Linear Middle School</b>												
	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	0.6	1	0.7	1	0.0	0		
	Basic	N/A	N/A	21.3	34	30.5	47	15.8	24	27.1	38		
	Approaching Basic	N/A	N/A	34.4	55	31.2	48	30.3	46	24.3	34		
	Unsatisfactory	N/A	N/A	44.4	71	37.7	58	53.3	81	48.6	68		
<b>009037</b>	<b>Linwood Middle School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.0	2		
	Mastery *	N/A	N/A	0.4	1	2.6	5	2.4	4	2.5	5		
	Basic	N/A	N/A	16.8	40	24.4	47	26.6	45	18.3	36		
	Approaching Basic	N/A	N/A	28.2	67	28.5	55	33.7	57	30.5	60		
	Unsatisfactory	N/A	N/A	54.6	130	44.6	86	37.3	63	47.7	94		
<b>009045</b>	<b>Northwood High School</b>												
	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	~	~	~	~		
<b>009048</b>	<b>Oil City Elementary School</b>												
	Advanced	N/A	N/A	0.0	0	0.0	0	~	~	~	~		
	Mastery *	N/A	N/A	4.8	1	14.8	4	~	~	~	~		
	Basic	N/A	N/A	28.6	6	11.1	3	~	~	~	~		
	Approaching Basic	N/A	N/A	28.6	6	51.9	14	~	~	~	~		
	Unsatisfactory	N/A	N/A	38.1	8	22.2	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
<b>009052 Ridgewood Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.9	2	0.4	1	0.0	0		
Mastery *	N/A	N/A	9.0	23	8.6	20	5.8	13	4.2	8		
Basic	N/A	N/A	36.5	93	43.1	100	52.9	118	42.6	81		
Approaching Basic	N/A	N/A	25.9	66	27.2	63	24.7	55	31.1	59		
Unsatisfactory	N/A	N/A	28.6	73	20.3	47	16.1	36	22.1	42		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	1.2	1	0.0	0	1.5	1	2.0	2		
Basic	N/A	N/A	10.7	9	12.5	13	13.2	9	9.2	9		
Approaching Basic	N/A	N/A	14.3	12	15.4	16	25.0	17	21.4	21		
Unsatisfactory	N/A	N/A	73.8	62	72.1	75	60.3	41	67.3	66		
<b>009059 Southwood High School</b>												
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	~	~	~	~		
<b>009067 Vivian Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	1.1	1	4.1	3	6.0	5	11.0	11		
Basic	N/A	N/A	30.7	27	32.4	24	39.8	33	28.0	28		
Approaching Basic	N/A	N/A	33.0	29	32.4	24	26.5	22	31.0	31		
Unsatisfactory	N/A	N/A	35.2	31	31.1	23	27.7	23	30.0	30		
<b>009068 Walnut Hill Elementary/Middle School</b>												
Advanced	N/A	N/A	0.6	1	0.0	0	1.7	3	0.5	1		
Mastery *	N/A	N/A	7.9	13	9.3	18	13.2	23	11.6	24		
Basic	N/A	N/A	55.2	91	57.7	112	51.1	89	52.2	108		
Approaching Basic	N/A	N/A	24.2	40	23.7	46	27.6	48	26.6	55		
Unsatisfactory	N/A	N/A	12.1	20	9.3	18	6.3	11	9.2	19		

~ = 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
<b>009069 Booker T. Washington High School</b>												
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	~	~	100.0	1		
Approaching Basic	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
Unsatisfactory	N/A	N/A	~	~	0.0	0	~	~	0.0	0		
<b>009073 Woodlawn High School</b>												
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	50.0	1		
Unsatisfactory	N/A	N/A	~	~	~	~	0.0	0	50.0	1		
<b>009074 Youree Drive Middle School</b>												
Advanced	N/A	N/A	1.3	4	2.2	7	1.5	5	1.0	3		
Mastery *	N/A	N/A	27.6	88	25.6	81	20.1	65	16.9	53		
Basic	N/A	N/A	44.5	142	47.6	151	49.5	160	60.5	190		
Approaching Basic	N/A	N/A	16.3	52	14.8	47	19.5	63	14.3	45		
Unsatisfactory	N/A	N/A	10.3	33	9.8	31	9.3	30	7.3	23		
<b>009075 Turner Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	1.1	2		
Mastery *	N/A	N/A	1.8	4	9.7	20	1.6	3	3.8	7		
Basic	N/A	N/A	30.9	67	44.9	93	33.2	61	35.7	66		
Approaching Basic	N/A	N/A	38.7	84	23.2	48	31.0	57	29.2	54		
Unsatisfactory	N/A	N/A	28.6	62	22.2	46	34.2	63	30.3	56		
<b>009076 Hamilton Terrace Learning Center</b>												
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	~	~	~	~	~	~	100.0	1		

~ = 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
<b>009078 Donnie Bickham Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.0	0	0.5	1		
Mastery *	N/A	N/A	7.6	16	6.3	12	5.3	11	6.3	13		
Basic	N/A	N/A	39.3	83	51.8	99	45.2	94	36.1	75		
Approaching Basic	N/A	N/A	32.2	68	29.8	57	31.3	65	33.2	69		
Unsatisfactory	N/A	N/A	20.9	44	12.0	23	18.3	38	24.0	50		
<b>009079 Keithville Elementary/Middle School</b>												
Advanced	N/A	N/A	0.0	0	0.0	0	0.7	1	0.0	0		
Mastery *	N/A	N/A	3.5	6	7.7	12	5.3	8	13.5	18		
Basic	N/A	N/A	31.2	53	47.4	74	41.1	62	39.1	52		
Approaching Basic	N/A	N/A	33.5	57	26.9	42	30.5	46	30.8	41		
Unsatisfactory	N/A	N/A	31.8	54	17.9	28	22.5	34	16.5	22		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
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	6.3	1		
Approaching Basic	N/A	N/A	~	~	~	~	31.3	5	0.0	0		
Unsatisfactory	N/A	N/A	~	~	~	~	68.8	11	93.8	15		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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		
<b>009094 Caddo's Accelerated Program for Transition</b>												
Advanced	N/A	N/A	~	~	~	~	0.0	0	0.0	0		
Mastery *	N/A	N/A	~	~	~	~	0.0	0	1.8	1		
Basic	N/A	N/A	~	~	~	~	7.1	4	10.5	6		
Approaching Basic	N/A	N/A	~	~	~	~	21.4	12	31.6	18		
Unsatisfactory	N/A	N/A	~	~	~	~	71.4	40	56.1	32		

~ = 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
<b>District</b>												
Advanced	N/A	N/A	1.0	33	0.9	30	1.2	35	0.5	16		
Mastery *	N/A	N/A	11.3	381	12.9	410	11.1	322	10.5	315		
Basic	N/A	N/A	31.8	1,071	37.8	1,199	37.4	1,090	37.6	1,125		
Approaching Basic	N/A	N/A	24.3	818	23.8	754	25.2	735	24.2	724		
Unsatisfactory	N/A	N/A	31.7	1,070	24.5	778	25.1	731	27.2	813		
<b>State</b>												
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

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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
<b>009008 C.E. Byrd High School</b>												
Advanced	N/A	N/A	N/A	N/A	3.6	16	2.9	14	1.0	5		
Mastery *	N/A	N/A	N/A	N/A	32.0	144	27.7	133	22.1	114		
Basic	N/A	N/A	N/A	N/A	42.0	189	38.8	186	51.4	265		
Approaching Basic	N/A	N/A	N/A	N/A	14.2	64	17.3	83	16.9	87		
Unsatisfactory	N/A	N/A	N/A	N/A	8.2	37	13.3	64	8.7	45		
<b>009012 Caddo Parish Magnet High School</b>												
Advanced	N/A	N/A	N/A	N/A	5.1	13	13.9	41	4.6	13		
Mastery *	N/A	N/A	N/A	N/A	51.0	131	50.0	148	40.4	113		
Basic	N/A	N/A	N/A	N/A	42.0	108	34.8	103	52.1	146		
Approaching Basic	N/A	N/A	N/A	N/A	1.9	5	1.4	4	2.9	8		
Unsatisfactory	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	2.1	7	1.9	5		
Mastery *	N/A	N/A	N/A	N/A	15.5	51	24.3	81	12.1	32		
Basic	N/A	N/A	N/A	N/A	53.6	177	41.4	138	50.8	134		
Approaching Basic	N/A	N/A	N/A	N/A	17.9	59	15.9	53	20.1	53		
Unsatisfactory	N/A	N/A	N/A	N/A	13.0	43	16.2	54	15.2	40		
<b>009022 Fair Park High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	1.0	2		
Mastery *	N/A	N/A	N/A	N/A	2.0	4	3.1	8	6.4	13		
Basic	N/A	N/A	N/A	N/A	24.5	48	16.8	43	18.8	38		
Approaching Basic	N/A	N/A	N/A	N/A	27.6	54	28.1	72	28.7	58		
Unsatisfactory	N/A	N/A	N/A	N/A	45.9	90	52.0	133	45.0	91		
<b>009025 Green Oaks High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	0.8	1	2.5	4	2.2	3		
Basic	N/A	N/A	N/A	N/A	16.4	21	23.6	37	25.4	34		
Approaching Basic	N/A	N/A	N/A	N/A	29.7	38	27.4	43	32.1	43		
Unsatisfactory	N/A	N/A	N/A	N/A	53.1	68	46.5	73	40.3	54		

~ = 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
<b>009031 Huntington High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.5	2	0.9	3		
Mastery *	N/A	N/A	N/A	N/A	6.5	22	6.8	26	4.7	15		
Basic	N/A	N/A	N/A	N/A	41.4	139	41.2	157	33.8	107		
Approaching Basic	N/A	N/A	N/A	N/A	25.6	86	25.2	96	35.0	111		
Unsatisfactory	N/A	N/A	N/A	N/A	26.5	89	26.2	100	25.6	81		
<b>009042 North Caddo High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.9	1	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	5.8	6	12.3	13	5.6	6		
Basic	N/A	N/A	N/A	N/A	26.9	28	20.8	22	27.8	30		
Approaching Basic	N/A	N/A	N/A	N/A	31.7	33	27.4	29	36.1	39		
Unsatisfactory	N/A	N/A	N/A	N/A	35.6	37	38.7	41	30.6	33		
<b>009045 Northwood High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.5	1	2.0	4		
Mastery *	N/A	N/A	N/A	N/A	11.4	27	13.4	29	5.0	10		
Basic	N/A	N/A	N/A	N/A	51.9	123	49.5	107	45.0	91		
Approaching Basic	N/A	N/A	N/A	N/A	24.9	59	20.4	44	27.2	55		
Unsatisfactory	N/A	N/A	N/A	N/A	11.8	28	16.2	35	20.8	42		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Basic	N/A	N/A	N/A	N/A	11.1	1	12.5	1	50.0	3		
Approaching Basic	N/A	N/A	N/A	N/A	11.1	1	12.5	1	16.7	1		
Unsatisfactory	N/A	N/A	N/A	N/A	77.8	7	75.0	6	33.3	2		
<b>009059 Southwood High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.2	1	0.2	1	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	7.5	31	8.6	36	3.2	13		
Basic	N/A	N/A	N/A	N/A	46.0	191	38.6	161	38.9	157		
Approaching Basic	N/A	N/A	N/A	N/A	25.5	106	27.1	113	31.7	128		
Unsatisfactory	N/A	N/A	N/A	N/A	20.7	86	25.4	106	26.2	106		

~ = 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
<b>009069 Booker T. Washington High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.6	1	0.0	0	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	1.9	3	0.8	1	1.5	2		
Basic	N/A	N/A	N/A	N/A	24.5	38	22.9	30	21.5	29		
Approaching Basic	N/A	N/A	N/A	N/A	31.0	48	34.4	45	32.6	44		
Unsatisfactory	N/A	N/A	N/A	N/A	41.9	65	42.0	55	44.4	60		
<b>009073 Woodlawn High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.4	1		
Mastery *	N/A	N/A	N/A	N/A	0.0	0	1.3	3	0.4	1		
Basic	N/A	N/A	N/A	N/A	17.2	34	17.1	39	15.8	36		
Approaching Basic	N/A	N/A	N/A	N/A	33.8	67	32.9	75	32.0	73		
Unsatisfactory	N/A	N/A	N/A	N/A	49.0	97	48.7	111	51.3	117		
<b>009076 Hamilton Terrace Learning Center</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Basic	N/A	N/A	N/A	N/A	10.0	4	5.4	3	3.3	1		
Approaching Basic	N/A	N/A	N/A	N/A	30.0	12	14.3	8	20.0	6		
Unsatisfactory	N/A	N/A	N/A	N/A	60.0	24	80.4	45	76.7	23		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
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	33.3	1		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.0	2	0.0	0		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	20.0	2	33.3	1		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	60.0	6	33.3	1		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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	3		

~ = 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
<b>District</b>												
Advanced	N/A	N/A	N/A	N/A	1.1	31	2.2	67	1.2	33		
Mastery *	N/A	N/A	N/A	N/A	14.9	420	16.0	482	11.5	323		
Basic	N/A	N/A	N/A	N/A	38.9	1,100	34.0	1,025	38.1	1,068		
Approaching Basic	N/A	N/A	N/A	N/A	21.9	620	21.9	662	25.0	700		
Unsatisfactory	N/A	N/A	N/A	N/A	23.2	654	25.9	782	24.2	677		
<b>State</b>												
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
<b>009008 C.E. Byrd High School</b>												
Advanced	N/A	N/A	N/A	N/A	9.6	43	12.7	61	12.7	66		
Mastery *	N/A	N/A	N/A	N/A	24.0	108	18.9	91	26.2	136		
Basic	N/A	N/A	N/A	N/A	32.4	146	32.6	157	38.9	202		
Approaching Basic	N/A	N/A	N/A	N/A	11.6	52	14.3	69	9.6	50		
Unsatisfactory	N/A	N/A	N/A	N/A	22.4	101	21.4	103	12.5	65		
<b>009012 Caddo Parish Magnet High School</b>												
Advanced	N/A	N/A	N/A	N/A	30.2	78	37.8	112	38.6	108		
Mastery *	N/A	N/A	N/A	N/A	37.2	96	25.7	76	32.9	92		
Basic	N/A	N/A	N/A	N/A	29.5	76	31.1	92	26.8	75		
Approaching Basic	N/A	N/A	N/A	N/A	2.3	6	4.4	13	1.8	5		
Unsatisfactory	N/A	N/A	N/A	N/A	0.8	2	1.0	3	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	N/A	N/A	N/A	N/A	9.1	30	7.2	24	7.2	19		
Mastery *	N/A	N/A	N/A	N/A	18.8	62	16.9	56	24.3	64		
Basic	N/A	N/A	N/A	N/A	32.4	107	35.8	119	38.4	101		
Approaching Basic	N/A	N/A	N/A	N/A	13.6	45	14.5	48	15.2	40		
Unsatisfactory	N/A	N/A	N/A	N/A	26.1	86	25.6	85	14.8	39		
<b>009022 Fair Park High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.4	1	1.0	2		
Mastery *	N/A	N/A	N/A	N/A	0.5	1	1.2	3	5.4	11		
Basic	N/A	N/A	N/A	N/A	10.3	20	10.9	28	21.7	44		
Approaching Basic	N/A	N/A	N/A	N/A	16.4	32	14.8	38	21.2	43		
Unsatisfactory	N/A	N/A	N/A	N/A	72.8	142	72.7	186	50.7	103		
<b>009025 Green Oaks High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.6	1	0.7	1		
Mastery *	N/A	N/A	N/A	N/A	0.8	1	0.6	1	4.4	6		
Basic	N/A	N/A	N/A	N/A	10.9	14	19.1	30	20.4	28		
Approaching Basic	N/A	N/A	N/A	N/A	13.3	17	16.6	26	14.6	20		
Unsatisfactory	N/A	N/A	N/A	N/A	75.0	96	63.1	99	59.9	82		

~ = 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
<b>009031 Huntington High School</b>												
Advanced	N/A	N/A	N/A	N/A	1.2	4	1.6	6	1.9	6		
Mastery *	N/A	N/A	N/A	N/A	7.1	24	6.8	26	8.2	26		
Basic	N/A	N/A	N/A	N/A	30.7	103	29.5	113	31.3	100		
Approaching Basic	N/A	N/A	N/A	N/A	14.9	50	13.3	51	23.5	75		
Unsatisfactory	N/A	N/A	N/A	N/A	46.1	155	48.8	187	35.1	112		
<b>009042 North Caddo High School</b>												
Advanced	N/A	N/A	N/A	N/A	1.0	1	0.9	1	0.9	1		
Mastery *	N/A	N/A	N/A	N/A	7.7	8	10.3	11	7.5	8		
Basic	N/A	N/A	N/A	N/A	21.2	22	19.6	21	29.0	31		
Approaching Basic	N/A	N/A	N/A	N/A	11.5	12	22.4	24	19.6	21		
Unsatisfactory	N/A	N/A	N/A	N/A	58.7	61	46.7	50	43.0	46		
<b>009045 Northwood High School</b>												
Advanced	N/A	N/A	N/A	N/A	3.4	8	4.2	9	5.9	12		
Mastery *	N/A	N/A	N/A	N/A	10.5	25	12.7	27	11.7	24		
Basic	N/A	N/A	N/A	N/A	39.7	94	34.7	74	40.0	82		
Approaching Basic	N/A	N/A	N/A	N/A	18.6	44	14.6	31	14.6	30		
Unsatisfactory	N/A	N/A	N/A	N/A	27.8	66	33.8	72	27.8	57		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Mastery *	N/A	N/A	N/A	N/A	0.0	0	0.0	0	0.0	0		
Basic	N/A	N/A	N/A	N/A	0.0	0	0.0	0	16.7	1		
Approaching Basic	N/A	N/A	N/A	N/A	11.1	1	0.0	0	16.7	1		
Unsatisfactory	N/A	N/A	N/A	N/A	88.9	8	100.0	8	66.7	4		
<b>009059 Southwood High School</b>												
Advanced	N/A	N/A	N/A	N/A	2.4	10	1.9	8	1.5	6		
Mastery *	N/A	N/A	N/A	N/A	8.0	33	5.2	22	6.7	27		
Basic	N/A	N/A	N/A	N/A	27.7	115	30.8	130	31.2	126		
Approaching Basic	N/A	N/A	N/A	N/A	15.7	65	19.4	82	24.0	97		
Unsatisfactory	N/A	N/A	N/A	N/A	46.3	192	42.7	180	36.6	148		

~ = 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
<b>009069 Booker T. Washington High School</b>												
Advanced	N/A	N/A	N/A	N/A	0.0	0	0.0	0	1.5	2		
Mastery *	N/A	N/A	N/A	N/A	1.3	2	0.8	1	1.5	2		
Basic	N/A	N/A	N/A	N/A	17.4	27	11.6	15	19.9	27		
Approaching Basic	N/A	N/A	N/A	N/A	14.8	23	14.7	19	21.3	29		
Unsatisfactory	N/A	N/A	N/A	N/A	66.5	103	72.9	94	55.9	76		
<b>009073 Woodlawn High School</b>												
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	1.5	3	0.4	1	3.4	8		
Basic	N/A	N/A	N/A	N/A	12.6	25	13.9	32	17.7	41		
Approaching Basic	N/A	N/A	N/A	N/A	14.1	28	12.6	29	19.8	46		
Unsatisfactory	N/A	N/A	N/A	N/A	71.7	142	73.0	168	59.1	137		
<b>009076 Hamilton Terrace Learning Center</b>												
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	2.6	1	0.0	0	0.0	0		
Basic	N/A	N/A	N/A	N/A	2.6	1	5.5	3	0.0	0		
Approaching Basic	N/A	N/A	N/A	N/A	10.5	4	7.3	4	13.3	4		
Unsatisfactory	N/A	N/A	N/A	N/A	84.2	32	87.3	48	86.7	26		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
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	33.3	1		
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	10.0	1	33.3	1		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	90.0	9	33.3	1		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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	100.0	5	100.0	5		

~ = 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
<b>District</b>												
Advanced	N/A	N/A	N/A	N/A	6.2	174	7.4	223	7.9	223		
Mastery *	N/A	N/A	N/A	N/A	12.8	363	10.4	315	14.4	405		
Basic	N/A	N/A	N/A	N/A	26.5	750	26.8	811	30.4	858		
Approaching Basic	N/A	N/A	N/A	N/A	13.3	377	14.3	431	16.2	457		
Unsatisfactory	N/A	N/A	N/A	N/A	41.1	1,161	41.1	1,243	31.1	875		
<b>State</b>												
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
<b>009008 C.E. Byrd High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.9	12	2.8	12		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	14.8	62	19.4	82		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	40.2	169	45.7	193		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.6	95	17.5	74		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	19.5	82	14.5	61		
<b>009012 Caddo Parish Magnet High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	24.3	58	13.6	41		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	47.3	113	44.9	135		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.8	57	35.2	106		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	3.8	9	6.3	19		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.8	2	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.5	8	2.8	8		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	15.6	50	21.4	62		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	47.2	151	42.1	122		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.2	55	16.9	49		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	17.5	56	16.9	49		
<b>009022 Fair Park High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.8	2		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	1.8	3	6.0	15		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	11.8	20	11.7	29		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.1	39	30.2	75		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	63.3	107	51.2	127		
<b>009025 Green Oaks High School</b>												
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	0.8	1	3.6	5		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	12.3	16	26.3	36		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.9	22	22.6	31		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	70.0	91	47.4	65		

~ = 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
<b>009031</b>	<b>Huntington High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.6	2	0.7	2		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.6	25	3.6	11		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.1	69	36.3	111		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.5	80	28.1	86		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	46.2	151	31.4	96		
<b>009042</b>	<b>North Caddo High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	1.0	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	6.6	6	9.6	10		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	22.0	20	30.8	32		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	23.1	21	16.3	17		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	48.4	44	42.3	44		
<b>009045</b>	<b>Northwood High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	2.3	5	3.1	6		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	9.8	21	9.3	18		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	37.2	80	38.3	74		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.2	65	27.5	53		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	20.5	44	21.8	42		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	2		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	2	50.0	2		
<b>009059</b>	<b>Southwood High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.2	5	0.2	1		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	8.6	35	6.0	25		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	32.8	134	35.9	150		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	27.7	113	23.9	100		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	29.7	121	34.0	142		

~ = 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
<b>009069 Booker T. Washington High School</b>												
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	2.1	3	2.3	3		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	18.2	26	13.5	18		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.6	38	26.3	35		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	53.1	76	57.9	77		
<b>009073 Woodlawn High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.5	1		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	0.5	1	1.0	2		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	10.1	20	14.3	29		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	19.6	39	25.6	52		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	69.8	139	58.6	119		
<b>009076 Hamilton Terrace Learning Center</b>												
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	12.9	4	4.9	2		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	9.8	4		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	87.1	27	85.4	35		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	1		
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	100.0	3	50.0	1		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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	33.3	1	0.0	0		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	66.7	2	100.0	4		

~ = 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
<b>District</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.4	90	2.7	75		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.9	320	13.3	368		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.5	763	32.6	900		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.5	577	21.4	592		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	34.7	930	30.0	828		
<b>State</b>												
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		

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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
<b>009008 C.E. Byrd High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.4	6	2.9	12		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	18.6	78	23.5	99		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	49.0	206	46.3	195		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.0	63	15.7	66		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	16.0	67	11.6	49		
<b>009012 Caddo Parish Magnet High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	8.4	20	11.0	33		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	45.4	108	46.8	141		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	44.5	106	40.2	121		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	1.7	4	2.0	6		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
<b>009013 Captain Shreve High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	3.8	12	4.8	14		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	19.7	63	21.4	62		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	49.1	157	46.9	136		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.9	54	15.2	44		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	10.6	34	11.7	34		
<b>009022 Fair Park High School</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	1.2	3		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	1.2	2	4.0	10		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	29.0	49	22.1	55		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.9	42	28.1	70		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	45.0	76	44.6	111		
<b>009025 Green Oaks High School</b>												
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	2.2	3		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	15.4	20	25.5	35		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	17.7	23	27.7	38		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	66.9	87	44.5	61		

~ = 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
<b>009031</b>	<b>Huntington High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	1.3	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	4.3	14	4.6	14		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	29.8	98	36.5	112		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.1	86	34.5	106		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	39.8	131	23.1	71		
<b>009042</b>	<b>North Caddo High School</b>												
	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	1.1	1	2.9	3		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	28.6	26	36.5	38		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	24.2	22	23.1	24		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	46.2	42	37.5	39		
<b>009045</b>	<b>Northwood High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.5	1	2.1	4		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	7.4	16	5.2	10		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	38.1	82	43.0	83		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	33.5	72	25.9	50		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	20.5	44	23.8	46		
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>												
	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	25.0	1		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	0.0	0		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	2	75.0	3		
<b>009059</b>	<b>Southwood High School</b>												
	Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.2	1	0.0	0		
	Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	5.4	22	5.5	23		
	Basic	N/A	N/A	N/A	N/A	N/A	N/A	31.4	128	34.1	142		
	Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	26.8	109	31.3	130		
	Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	36.1	147	29.1	121		

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\* 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
<b>009069 Booker T. Washington High School</b>												
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	3.5	5	0.8	1		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.7	31	17.3	23		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	30.1	43	33.1	44		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	44.8	64	48.9	65		
<b>009073 Woodlawn High School</b>												
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	1.0	2	1.0	2		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	16.6	33	17.2	35		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	25.6	51	29.1	59		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	56.8	113	52.7	107		
<b>009076 Hamilton Terrace Learning Center</b>												
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	12.9	4	7.1	3		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	3.2	1	16.7	7		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	83.9	26	76.2	32		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0	50.0	1		
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	100.0	3	50.0	1		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
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	25.0	1		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	100.0	3	75.0	3		

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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
<b>District</b>												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	1.5	40	2.6	71		
Mastery *	N/A	N/A	N/A	N/A	N/A	N/A	11.6	311	13.3	368		
Basic	N/A	N/A	N/A	N/A	N/A	N/A	35.0	937	35.3	976		
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	21.2	569	23.1	638		
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	30.7	823	25.7	709		
<b>State</b>												
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

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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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009002</b>	<b>Arthur Circle Elementary School</b>						
	Fourth Quartile	45.3	40.4	52.1	34.8	43.8	
	Third Quartile	22.6	33.3	12.5	34.8	32.9	
	Second Quartile	20.8	19.3	18.8	23.9	17.8	
	First Quartile	11.3	7.0	16.7	6.5	5.5	
	<b>Percentile Rank</b>	68	68	70	64	70	
<b>009003</b>	<b>Atkins Elementary School</b>						
	Fourth Quartile	0.0	3.4	1.7	1.2	3.6	
	Third Quartile	4.8	21.8	7.6	12.8	25.0	
	Second Quartile	27.7	42.5	32.2	34.9	32.1	
	First Quartile	67.5	32.2	58.5	51.2	39.3	
	<b>Percentile Rank</b>	20	35	22	24	31	
<b>009004</b>	<b>Barret Elementary School</b>						
	Fourth Quartile	0.0	0.0	0.0	4.3	0.0	
	Third Quartile	14.3	9.5	13.0	4.3	25.6	
	Second Quartile	28.6	33.3	30.4	17.4	41.0	
	First Quartile	57.1	57.1	56.5	73.9	33.3	
	<b>Percentile Rank</b>	24	25	25	22	32	
<b>009006</b>	<b>Blanchard Elementary School</b>						
	Fourth Quartile	42.0	33.3	28.1	34.7	29.7	
	Third Quartile	34.0	24.2	35.9	34.7	34.4	
	Second Quartile	18.0	22.7	18.8	28.0	21.9	
	First Quartile	6.0	19.7	17.2	2.7	14.1	
	<b>Percentile Rank</b>	70	57	59	65	59	
<b>009011</b>	<b>Caddo Heights Elementary School</b>						
	Fourth Quartile	2.7	0.0	5.9	1.0	0.9	
	Third Quartile	8.0	9.6	9.8	13.0	10.9	
	Second Quartile	30.7	28.7	31.4	41.0	49.1	
	First Quartile	58.7	61.7	52.9	45.0	39.1	
	<b>Percentile Rank</b>	24	22	26	25	29	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009014</b>	<b>Central Elementary School</b>						
	Fourth Quartile	0.0	0.0	0.0	0.0	3.1	
	Third Quartile	3.8	4.5	0.0	11.8	12.5	
	Second Quartile	15.4	45.5	64.3	29.4	56.3	
	First Quartile	80.8	50.0	35.7	58.8	28.1	
	<b>Percentile Rank</b>	17	27	29	25	33	
<b>009015</b>	<b>Cherokee Park Elementary School</b>						
	Fourth Quartile	0.0	17.0	3.3	0.0	1.8	
	Third Quartile	14.5	32.1	24.6	25.0	27.3	
	Second Quartile	30.6	30.2	31.1	47.5	43.6	
	First Quartile	54.8	20.8	41.0	27.5	27.3	
	<b>Percentile Rank</b>	27	49	34	33	37	
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>						
	Fourth Quartile	30.5	17.2	28.2	33.3	40.3	
	Third Quartile	32.2	48.4	44.9	38.3	53.2	
	Second Quartile	30.5	29.7	24.4	25.0	6.5	
	First Quartile	6.8	4.7	2.6	3.3	0.0	
	<b>Percentile Rank</b>	64	56	64	66	75	
<b>009018</b>	<b>Creswell Elementary School</b>						
	Fourth Quartile	5.1	14.5	6.7	2.1	8.8	
	Third Quartile	15.3	14.5	13.3	27.7	30.0	
	Second Quartile	22.0	40.3	42.2	34.0	40.0	
	First Quartile	57.6	30.6	37.8	36.2	21.3	
	<b>Percentile Rank</b>	25	39	32	34	42	
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>						
	Fourth Quartile	55.8	67.1	56.4	76.3	85.5	
	Third Quartile	28.6	26.3	35.9	18.4	14.5	
	Second Quartile	15.6	6.6	7.7	5.3	0.0	
	First Quartile	0.0	0.0	0.0	0.0	0.0	
	<b>Percentile Rank</b>	78	82	82	84	89	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009023</b>	<b>Fairfield Magnet School</b>						
	Fourth Quartile	2.6	5.7	0.0	33.3	52.6	
	Third Quartile	2.6	14.3	13.0	12.8	19.3	
	Second Quartile	18.4	28.6	56.5	30.8	17.5	
	First Quartile	76.3	51.4	30.4	23.1	10.5	
	<b>Percentile Rank</b>	17	26	30	53	72	
<b>009024</b>	<b>Forest Hill Elementary School</b>						
	Fourth Quartile	27.0	37.0	35.5	22.1	38.6	
	Third Quartile	25.2	32.4	35.5	31.4	46.5	
	Second Quartile	34.8	20.4	17.4	32.6	14.9	
	First Quartile	13.0	10.2	11.6	14.0	0.0	
	<b>Percentile Rank</b>	57	65	63	55	72	
<b>009027</b>	<b>Herndon Magnet School</b>						
	Fourth Quartile	25.6	40.4	45.9	37.9	51.9	
	Third Quartile	37.6	29.8	33.7	43.2	31.2	
	Second Quartile	21.4	26.9	17.3	17.9	15.6	
	First Quartile	15.4	2.9	3.1	1.1	1.3	
	<b>Percentile Rank</b>	59	67	73	70	76	
<b>009028</b>	<b>Hillsdale Elementary School</b>						
	Fourth Quartile	1.2	3.2	1.3	8.5	2.7	
	Third Quartile	20.7	19.1	22.5	15.3	23.0	
	Second Quartile	42.7	27.7	37.5	40.7	44.6	
	First Quartile	35.4	50.0	38.8	35.6	29.7	
	<b>Percentile Rank</b>	31	27	30	33	34	
<b>009032</b>	<b>Ingersoll Elementary School</b>						
	Fourth Quartile	2.0	3.0	0.0	0.0	2.7	
	Third Quartile	9.8	12.1	14.3	14.8	24.3	
	Second Quartile	27.5	39.4	38.1	51.9	43.2	
	First Quartile	60.8	45.5	47.6	33.3	29.7	
	<b>Percentile Rank</b>	23	29	27	31	38	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009033</b>	<b>Judson Fundamental Elementary School</b>						
	Fourth Quartile	36.0	39.0	40.2	35.7	43.5	
	Third Quartile	32.6	30.5	36.1	41.4	42.4	
	Second Quartile	24.7	25.6	19.6	18.6	12.9	
	First Quartile	6.7	4.9	4.1	4.3	1.2	
	<b>Percentile Rank</b>	64	67	66	66	74	
<b>009034</b>	<b>Lakeshore Elementary School</b>						
	Fourth Quartile	3.8	2.0	1.7	1.3	2.3	
	Third Quartile	17.5	13.0	15.0	14.3	18.6	
	Second Quartile	33.8	34.0	30.0	37.7	40.7	
	First Quartile	45.0	51.0	53.3	46.8	38.4	
	<b>Percentile Rank</b>	30	26	26	28	30	
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	17.9	
	Second Quartile	~	~	~	~	25.6	
	First Quartile	~	~	~	~	56.4	
	<b>Percentile Rank</b>	~	~	~	~	24	
<b>009040</b>	<b>Mooringsport Elementary School</b>						
	Fourth Quartile	8.8	9.5	31.0	12.9	26.1	
	Third Quartile	23.5	33.3	31.0	38.7	26.1	
	Second Quartile	35.3	40.5	17.2	41.9	39.1	
	First Quartile	32.4	16.7	20.7	6.5	8.7	
	<b>Percentile Rank</b>	40	45	59	52	58	
<b>009043</b>	<b>North Highlands Elementary School</b>						
	Fourth Quartile	17.1	28.6	25.0	28.6	31.0	
	Third Quartile	37.1	22.9	26.3	21.4	21.4	
	Second Quartile	24.3	34.3	41.3	32.9	31.0	
	First Quartile	21.4	14.3	7.5	17.1	16.7	
	<b>Percentile Rank</b>	52	59	57	58	60	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009044</b>	<b>Northside Elementary School</b>						
	Fourth Quartile	0.0	3.7	2.4	3.6	6.6	
	Third Quartile	7.1	16.7	17.1	3.6	14.5	
	Second Quartile	21.4	42.6	48.8	32.1	43.4	
	First Quartile	71.4	37.0	31.7	60.7	35.5	
	<b>Percentile Rank</b>	18	32	33	22	33	
<b>009046</b>	<b>Oak Park Elementary School</b>						
	Fourth Quartile	3.1	3.8	1.1	1.4	1.5	
	Third Quartile	4.7	10.1	3.4	9.9	15.2	
	Second Quartile	28.1	46.8	28.4	21.1	36.4	
	First Quartile	64.1	39.2	67.0	67.6	47.0	
	<b>Percentile Rank</b>	20	29	19	21	29	
<b>009048</b>	<b>Oil City Elementary School</b>						
	Fourth Quartile	0.0	5.9	18.8	30.8	27.1	
	Third Quartile	10.0	17.6	6.3	15.4	33.3	
	Second Quartile	50.0	29.4	31.3	30.8	27.1	
	First Quartile	40.0	47.1	43.8	23.1	12.5	
	<b>Percentile Rank</b>	29	33	42	52	59	
<b>009050</b>	<b>Pine Grove Elementary School</b>						
	Fourth Quartile	9.4	13.6	12.1	9.3	8.6	
	Third Quartile	24.5	29.5	37.9	31.5	48.3	
	Second Quartile	34.0	47.7	43.1	44.4	22.4	
	First Quartile	32.1	9.1	6.9	14.8	20.7	
	<b>Percentile Rank</b>	39	50	51	47	48	
<b>009051</b>	<b>Queensborough Elementary School</b>						
	Fourth Quartile	1.8	5.1	1.7	6.9	3.4	
	Third Quartile	17.5	23.7	20.3	25.9	27.1	
	Second Quartile	31.6	42.4	35.6	39.7	45.8	
	First Quartile	49.1	28.8	42.4	27.6	23.7	
	<b>Percentile Rank</b>	29	37	30	38	36	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009053</b>	<b>Riverside Elementary School</b>						
	Fourth Quartile	28.3	36.7	54.0	27.6	41.2	
	Third Quartile	36.7	31.7	22.2	36.2	33.8	
	Second Quartile	30.0	26.7	22.2	27.6	14.7	
	First Quartile	5.0	5.0	1.6	8.6	10.3	
	<b>Percentile Rank</b>	60	67	74	63	69	
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	14.3	
	Second Quartile	~	~	~	~	28.6	
	First Quartile	~	~	~	~	57.1	
	<b>Percentile Rank</b>	~	~	~	~	20	
<b>009055</b>	<b>Shreve Island Elementary School</b>						
	Fourth Quartile	21.3	47.4	61.4	56.9	54.1	
	Third Quartile	28.0	29.5	30.1	36.1	30.3	
	Second Quartile	41.3	19.2	7.2	5.6	13.8	
	First Quartile	9.3	3.8	1.2	1.4	1.8	
	<b>Percentile Rank</b>	57	74	82	83	78	
<b>009056</b>	<b>Newton Smith Elementary School</b>						
	Fourth Quartile	2.1	9.5	2.0	2.0	8.0	
	Third Quartile	19.1	7.1	18.4	16.0	38.0	
	Second Quartile	29.8	33.3	40.8	34.0	28.0	
	First Quartile	48.9	50.0	38.8	48.0	26.0	
	<b>Percentile Rank</b>	29	30	30	26	42	
<b>009057</b>	<b>South Highlands Elementary Magnet School</b>						
	Fourth Quartile	77.0	78.2	80.8	73.3	81.1	
	Third Quartile	20.3	17.9	17.9	21.3	18.9	
	Second Quartile	2.7	3.8	1.3	5.3	0.0	
	First Quartile	0.0	0.0	0.0	0.0	0.0	
	<b>Percentile Rank</b>	90	91	91	88	91	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009058</b>	<b>Southern Hills Elementary School</b>						
	Fourth Quartile	11.1	17.4	13.6	25.9	18.0	
	Third Quartile	37.0	21.7	30.9	28.4	41.0	
	Second Quartile	22.2	42.4	37.0	33.3	32.0	
	First Quartile	29.6	18.5	18.5	12.3	9.0	
	<b>Percentile Rank</b>	44	47	49	58	55	
<b>009060</b>	<b>A. C. Steere Elementary School</b>						
	Fourth Quartile	45.1	46.6	35.4	52.5	51.3	
	Third Quartile	23.9	21.9	30.8	31.1	35.0	
	Second Quartile	22.5	24.7	26.2	16.4	13.8	
	First Quartile	8.5	6.8	7.7	0.0	0.0	
	<b>Percentile Rank</b>	66	69	66	77	76	
<b>009061</b>	<b>E.B. Williams Stoner Hill Elem Lab School</b>						
	Fourth Quartile	14.1	5.4	3.1	6.1	9.3	
	Third Quartile	22.5	16.1	12.5	26.5	30.2	
	Second Quartile	32.4	53.6	45.3	46.9	53.5	
	First Quartile	31.0	25.0	39.1	20.4	7.0	
	<b>Percentile Rank</b>	45	37	30	39	50	
<b>009062</b>	<b>Summer Grove Elementary School</b>						
	Fourth Quartile	6.8	17.7	11.8	13.4	17.6	
	Third Quartile	26.2	27.8	28.2	26.8	30.4	
	Second Quartile	31.1	36.7	40.0	30.5	32.4	
	First Quartile	35.9	17.7	20.0	29.3	19.6	
	<b>Percentile Rank</b>	36	50	47	42	49	
<b>009063</b>	<b>Summerfield Elementary School</b>						
	Fourth Quartile	21.9	24.0	33.7	22.7	34.1	
	Third Quartile	32.3	32.3	33.7	28.4	40.0	
	Second Quartile	34.4	34.4	20.2	33.0	22.4	
	First Quartile	11.5	9.4	12.4	15.9	3.5	
	<b>Percentile Rank</b>	55	57	61	55	69	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009064</b>	<b>Sunset Acres Elementary School</b>						
	Fourth Quartile	7.5	3.6	4.9	1.0	4.3	
	Third Quartile	16.3	15.5	12.3	12.2	20.7	
	Second Quartile	32.5	39.3	40.7	38.8	34.8	
	First Quartile	43.8	41.7	42.0	48.0	40.2	
	<b>Percentile Rank</b>	33	30	30	27	32	
<b>009065</b>	<b>Jack P. Timmons Elementary School</b>						
	Fourth Quartile	15.6	7.9	34.9	14.3	40.5	
	Third Quartile	21.9	13.2	14.0	31.4	28.6	
	Second Quartile	25.0	36.8	34.9	42.9	26.2	
	First Quartile	37.5	42.1	16.3	11.4	4.8	
	<b>Percentile Rank</b>	42	33	58	48	68	
<b>009066</b>	<b>University Elementary School</b>						
	Fourth Quartile	42.7	45.8	39.8	44.6	40.3	
	Third Quartile	27.3	25.0	29.7	20.9	37.4	
	Second Quartile	19.6	20.8	28.1	24.5	20.1	
	First Quartile	10.5	8.3	2.3	10.1	2.2	
	<b>Percentile Rank</b>	69	70	69	67	72	
<b>009067</b>	<b>Vivian Elementary/Middle School</b>						
	Fourth Quartile	14.8	26.0	18.5	11.1	16.7	
	Third Quartile	18.5	22.0	20.0	19.0	41.7	
	Second Quartile	40.7	28.0	35.4	42.9	30.0	
	First Quartile	25.9	24.0	26.2	27.0	11.7	
	<b>Percentile Rank</b>	45	50	43	42	55	
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>						
	Fourth Quartile	27.4	27.5	29.8	39.3	40.8	
	Third Quartile	31.1	24.7	29.2	27.9	33.1	
	Second Quartile	24.4	33.7	30.4	26.4	17.6	
	First Quartile	17.0	14.0	10.6	6.4	8.5	
	<b>Percentile Rank</b>	57	56	60	66	69	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009070</b>	<b>Werner Park Elementary School</b>						
	Fourth Quartile	0.9	1.5	4.7	2.3	0.0	
	Third Quartile	5.2	6.2	8.5	13.6	22.5	
	Second Quartile	26.7	33.1	36.4	39.8	46.1	
	First Quartile	67.2	59.2	50.4	44.3	31.5	
	<b>Percentile Rank</b>	19	23	26	27	32	
<b>009071</b>	<b>West Shreveport Elementary School</b>						
	Fourth Quartile	1.9	3.9	10.2	3.1	7.2	
	Third Quartile	13.0	29.4	11.9	21.9	26.1	
	Second Quartile	50.0	39.2	47.5	40.6	49.3	
	First Quartile	35.2	27.5	30.5	34.4	17.4	
	<b>Percentile Rank</b>	32	38	34	33	41	
<b>009072</b>	<b>Westwood Elementary School</b>						
	Fourth Quartile	2.9	8.0	1.2	3.3	3.2	
	Third Quartile	20.0	21.3	19.3	13.3	26.6	
	Second Quartile	34.3	41.3	47.0	45.0	44.7	
	First Quartile	42.9	29.3	32.5	38.3	25.5	
	<b>Percentile Rank</b>	32	37	31	30	37	
<b>009075</b>	<b>Turner Elementary/Middle School</b>						
	Fourth Quartile	4.5	14.9	11.3	5.6	7.4	
	Third Quartile	15.5	22.8	20.9	30.6	38.2	
	Second Quartile	36.4	44.6	37.4	41.7	32.4	
	First Quartile	43.6	17.8	30.4	22.2	22.1	
	<b>Percentile Rank</b>	31	44	39	40	44	
<b>009079</b>	<b>Keithville Elementary/Middle School</b>						
	Fourth Quartile	22.4	22.5	19.3	25.8	17.5	
	Third Quartile	36.5	26.3	27.7	24.2	42.5	
	Second Quartile	24.7	35.0	44.6	33.3	25.0	
	First Quartile	16.5	16.3	8.4	16.7	15.0	
	<b>Percentile Rank</b>	54	50	52	52	54	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 3

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009091	<b>Midway Professional Development Center</b>						
	Fourth Quartile	~	~	~	0.0	2.3	
	Third Quartile	~	~	~	11.1	27.3	
	Second Quartile	~	~	~	36.1	31.8	
	First Quartile	~	~	~	52.8	38.6	
	<b>Percentile Rank</b>	~	~	~	24	32	
<b>District</b>							
	Fourth Quartile	17.9	21.6	22.0	21.4	24.3	
	Third Quartile	22.5	22.4	22.9	23.5	29.7	
	Second Quartile	28.2	31.9	30.6	31.0	28.4	
	First Quartile	31.4	24.0	24.4	24.2	17.6	
	<b>Percentile Rank</b>	45	49	50	50	55	
<b>State</b>							
	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	
	<b>Percentile Rank</b>	45	47	50	50	55	
<b>Nation</b>							
	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	
	<b>Percentile Rank</b>	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009002</b>	<b>Arthur Circle Elementary School</b>						
	Fourth Quartile	41.1	52.7	40.4	48.0	50.8	
	Third Quartile	32.1	34.5	38.3	34.0	28.6	
	Second Quartile	23.2	9.1	19.1	18.0	15.9	
	First Quartile	3.6	3.6	2.1	0.0	4.8	
	<b>Percentile Rank</b>	71	73	72	72	76	
<b>009003</b>	<b>Atkins Elementary School</b>						
	Fourth Quartile	1.4	0.0	0.0	0.0	2.7	
	Third Quartile	12.9	6.5	12.5	13.9	16.4	
	Second Quartile	25.7	33.8	42.9	45.8	61.6	
	First Quartile	60.0	59.7	44.6	40.3	19.2	
	<b>Percentile Rank</b>	25	21	30	28	38	
<b>009004</b>	<b>Barret Elementary School</b>						
	Fourth Quartile	0.0	16.7	0.0	0.0	5.7	
	Third Quartile	23.5	16.7	12.5	10.0	17.1	
	Second Quartile	58.8	33.3	62.5	55.0	45.7	
	First Quartile	17.6	33.3	25.0	35.0	31.4	
	<b>Percentile Rank</b>	39	38	34	30	36	
<b>009006</b>	<b>Blanchard Elementary School</b>						
	Fourth Quartile	18.0	20.8	36.7	21.3	38.4	
	Third Quartile	30.0	35.4	26.7	35.0	41.1	
	Second Quartile	38.0	31.3	28.3	35.0	19.2	
	First Quartile	14.0	12.5	8.3	8.8	1.4	
	<b>Percentile Rank</b>	52	55	64	55	70	
<b>009011</b>	<b>Caddo Heights Elementary School</b>						
	Fourth Quartile	0.0	3.3	8.8	1.4	4.0	
	Third Quartile	8.2	6.7	5.9	15.1	15.8	
	Second Quartile	20.5	28.3	41.2	47.9	49.5	
	First Quartile	71.2	61.7	44.1	35.6	30.7	
	<b>Percentile Rank</b>	17	21	31	32	35	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009014</b>	<b>Central Elementary School</b>						
	Fourth Quartile	0.0	0.0	0.0	0.0	3.2	
	Third Quartile	9.5	6.7	6.7	17.4	22.6	
	Second Quartile	9.5	26.7	26.7	60.9	54.8	
	First Quartile	81.0	66.7	66.7	21.7	19.4	
	<b>Percentile Rank</b>	17	20	24	35	39	
<b>009015</b>	<b>Cherokee Park Elementary School</b>						
	Fourth Quartile	2.1	2.5	2.4	5.3	5.2	
	Third Quartile	8.5	25.0	14.6	7.9	10.3	
	Second Quartile	42.6	37.5	39.0	50.0	65.5	
	First Quartile	46.8	35.0	43.9	36.8	19.0	
	<b>Percentile Rank</b>	28	35	30	32	35	
<b>009016</b>	<b>Claiborne Fundamental Elementary School</b>						
	Fourth Quartile	17.3	16.7	24.6	23.6	37.1	
	Third Quartile	38.5	43.8	36.8	40.0	48.6	
	Second Quartile	25.0	37.5	33.3	27.3	12.9	
	First Quartile	19.2	2.1	5.3	9.1	1.4	
	<b>Percentile Rank</b>	53	57	59	60	69	
<b>009018</b>	<b>Creswell Elementary School</b>						
	Fourth Quartile	4.9	11.5	5.0	10.3	9.2	
	Third Quartile	22.0	26.9	32.5	17.9	23.1	
	Second Quartile	48.8	44.2	40.0	48.7	43.1	
	First Quartile	24.4	17.3	22.5	23.1	24.6	
	<b>Percentile Rank</b>	41	44	40	40	42	
<b>009019</b>	<b>Eden Gardens Fundamental Elementary School</b>						
	Fourth Quartile	65.4	64.9	82.6	76.1	80.9	
	Third Quartile	25.6	32.4	17.4	21.1	19.1	
	Second Quartile	9.0	2.7	0.0	2.8	0.0	
	First Quartile	0.0	0.0	0.0	0.0	0.0	
	<b>Percentile Rank</b>	82	83	87	87	90	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009023</b>	<b>Fairfield Magnet School</b>						
	Fourth Quartile	0.0	3.6	5.9	23.5	41.2	
	Third Quartile	7.1	7.1	5.9	23.5	23.5	
	Second Quartile	19.0	21.4	70.6	29.4	26.5	
	First Quartile	73.8	67.9	17.6	23.5	8.8	
	<b>Percentile Rank</b>	18	22	37	50	64	
<b>009024</b>	<b>Forest Hill Elementary School</b>						
	Fourth Quartile	23.6	37.5	38.5	43.4	51.7	
	Third Quartile	30.1	33.3	28.1	37.7	34.5	
	Second Quartile	28.5	21.7	25.0	16.0	11.0	
	First Quartile	17.9	7.5	8.3	2.8	2.8	
	<b>Percentile Rank</b>	55	66	65	71	74	
<b>009027</b>	<b>Herndon Magnet School</b>						
	Fourth Quartile	27.6	32.8	37.4	39.1	51.8	
	Third Quartile	43.1	41.8	36.4	44.6	40.0	
	Second Quartile	25.9	22.1	23.2	16.3	8.2	
	First Quartile	3.4	3.3	3.0	0.0	0.0	
	<b>Percentile Rank</b>	64	64	67	70	78	
<b>009028</b>	<b>Hillsdale Elementary School</b>						
	Fourth Quartile	4.8	1.4	3.0	2.4	8.6	
	Third Quartile	7.9	21.9	27.3	22.4	29.6	
	Second Quartile	33.3	43.8	56.1	40.0	42.0	
	First Quartile	54.0	32.9	13.6	35.3	19.8	
	<b>Percentile Rank</b>	28	32	40	33	42	
<b>009032</b>	<b>Ingersoll Elementary School</b>						
	Fourth Quartile	3.1	0.0	0.0	9.1	5.9	
	Third Quartile	6.3	12.5	13.0	27.3	38.2	
	Second Quartile	40.6	54.2	60.9	50.0	47.1	
	First Quartile	50.0	33.3	26.1	13.6	8.8	
	<b>Percentile Rank</b>	25	28	31	45	45	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009033</b>	<b>Judson Fundamental Elementary School</b>						
	Fourth Quartile	30.1	43.0	48.6	52.7	45.5	
	Third Quartile	32.9	39.2	29.7	31.1	47.0	
	Second Quartile	28.8	16.5	17.6	16.2	7.6	
	First Quartile	8.2	1.3	4.1	0.0	0.0	
	<b>Percentile Rank</b>	60	71	69	75	74	
<b>009034</b>	<b>Lakeshore Elementary School</b>						
	Fourth Quartile	1.5	1.8	0.0	0.0	3.7	
	Third Quartile	9.0	3.6	12.9	16.1	19.5	
	Second Quartile	34.3	49.1	38.7	53.2	50.0	
	First Quartile	55.2	45.5	48.4	30.6	26.8	
	<b>Percentile Rank</b>	25	26	27	32	36	
<b>009039</b>	<b>Mooretown Elementary Professional Develop. Sch</b>						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	6.1	
	Second Quartile	~	~	~	~	51.5	
	First Quartile	~	~	~	~	42.4	
	<b>Percentile Rank</b>	~	~	~	~	29	
<b>009040</b>	<b>Mooringsport Elementary School</b>						
	Fourth Quartile	12.0	14.3	11.5	20.0	12.5	
	Third Quartile	16.0	42.9	34.6	25.0	53.1	
	Second Quartile	40.0	33.3	42.3	42.5	31.3	
	First Quartile	32.0	9.5	11.5	12.5	3.1	
	<b>Percentile Rank</b>	40	53	51	52	57	
<b>009043</b>	<b>North Highlands Elementary School</b>						
	Fourth Quartile	18.0	23.3	15.7	19.7	14.0	
	Third Quartile	24.0	28.3	31.4	18.2	39.5	
	Second Quartile	34.0	38.3	33.3	39.4	38.4	
	First Quartile	24.0	10.0	19.6	22.7	8.1	
	<b>Percentile Rank</b>	46	54	49	47	54	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009044</b>	<b>Northside Elementary School</b>						
	Fourth Quartile	7.7	3.3	0.0	1.7	0.0	
	Third Quartile	12.8	10.0	17.2	19.0	26.2	
	Second Quartile	28.2	30.0	20.7	32.8	58.5	
	First Quartile	51.3	56.7	62.1	46.6	15.4	
	<b>Percentile Rank</b>	29	25	25	30	38	
<b>009046</b>	<b>Oak Park Elementary School</b>						
	Fourth Quartile	0.0	0.0	0.0	1.5	2.6	
	Third Quartile	13.3	8.3	9.8	4.5	30.8	
	Second Quartile	40.0	33.3	51.2	49.3	44.9	
	First Quartile	46.7	58.3	39.0	44.8	21.8	
	<b>Percentile Rank</b>	29	20	29	27	40	
<b>009048</b>	<b>Oil City Elementary School</b>						
	Fourth Quartile	0.0	0.0	30.0	9.7	15.9	
	Third Quartile	6.7	25.0	20.0	29.0	36.4	
	Second Quartile	33.3	50.0	40.0	22.6	38.6	
	First Quartile	60.0	25.0	10.0	38.7	9.1	
	<b>Percentile Rank</b>	23	34	54	40	52	
<b>009050</b>	<b>Pine Grove Elementary School</b>						
	Fourth Quartile	6.0	9.8	6.8	7.7	7.8	
	Third Quartile	12.0	31.7	25.0	17.9	39.2	
	Second Quartile	24.0	39.0	45.5	51.3	45.1	
	First Quartile	58.0	19.5	22.7	23.1	7.8	
	<b>Percentile Rank</b>	28	41	40	39	50	
<b>009051</b>	<b>Queensborough Elementary School</b>						
	Fourth Quartile	0.0	2.1	8.0	2.1	0.0	
	Third Quartile	0.0	4.2	16.0	8.3	16.0	
	Second Quartile	26.1	22.9	44.0	52.1	46.7	
	First Quartile	73.9	70.8	32.0	37.5	37.3	
	<b>Percentile Rank</b>	17	17	34	29	31	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009053</b>	<b>Riverside Elementary School</b>						
	Fourth Quartile	40.4	47.7	45.3	46.8	55.6	
	Third Quartile	38.6	36.4	39.6	29.0	23.5	
	Second Quartile	17.5	15.9	11.3	24.2	13.6	
	First Quartile	3.5	0.0	3.8	0.0	7.4	
	<b>Percentile Rank</b>	70	71	72	69	75	
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	10.5	
	Second Quartile	~	~	~	~	21.1	
	First Quartile	~	~	~	~	68.4	
	<b>Percentile Rank</b>	~	~	~	~	20	
<b>009055</b>	<b>Shreve Island Elementary School</b>						
	Fourth Quartile	37.5	47.6	44.6	46.8	48.1	
	Third Quartile	30.6	30.2	32.1	33.8	31.1	
	Second Quartile	20.8	17.5	21.4	19.5	17.0	
	First Quartile	11.1	4.8	1.8	0.0	3.8	
	<b>Percentile Rank</b>	63	72	69	72	73	
<b>009056</b>	<b>Newton Smith Elementary School</b>						
	Fourth Quartile	3.7	4.3	0.0	11.5	5.0	
	Third Quartile	3.7	26.1	17.6	11.5	22.5	
	Second Quartile	29.6	65.2	52.9	57.7	52.5	
	First Quartile	63.0	4.3	29.4	19.2	20.0	
	<b>Percentile Rank</b>	24	42	34	41	41	
<b>009057</b>	<b>South Highlands Elementary Magnet School</b>						
	Fourth Quartile	63.5	73.7	72.7	74.0	77.8	
	Third Quartile	20.8	21.1	19.5	18.2	22.2	
	Second Quartile	14.6	5.3	7.8	5.2	0.0	
	First Quartile	1.0	0.0	0.0	2.6	0.0	
	<b>Percentile Rank</b>	82	87	87	86	91	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>009058</b>	<b>Southern Hills Elementary School</b>						
	Fourth Quartile	11.7	21.3	10.5	17.9	17.9	
	Third Quartile	18.2	25.0	23.2	23.2	36.6	
	Second Quartile	39.0	35.0	49.5	36.8	38.4	
	First Quartile	31.2	18.8	16.8	22.1	7.1	
	<b>Percentile Rank</b>	38	49	44	48	56	
<b>009060</b>	<b>A. C. Steere Elementary School</b>						
	Fourth Quartile	39.1	49.2	64.4	53.8	59.5	
	Third Quartile	33.3	18.5	27.1	18.5	29.7	
	Second Quartile	18.8	24.6	6.8	23.1	10.8	
	First Quartile	8.7	7.7	1.7	4.6	0.0	
	<b>Percentile Rank</b>	66	69	79	72	80	
<b>009061</b>	<b>E.B. Williams Stoner Hill Elem Lab School</b>						
	Fourth Quartile	15.3	9.4	11.8	2.4	5.8	
	Third Quartile	22.2	17.0	27.5	14.6	36.5	
	Second Quartile	25.0	41.5	31.4	34.1	51.9	
	First Quartile	37.5	32.1	29.4	48.8	5.8	
	<b>Percentile Rank</b>	41	39	43	31	47	
<b>009062</b>	<b>Summer Grove Elementary School</b>						
	Fourth Quartile	21.1	14.8	22.0	16.9	16.0	
	Third Quartile	28.9	44.4	41.5	41.5	33.6	
	Second Quartile	28.9	29.6	28.0	30.8	37.0	
	First Quartile	21.1	11.1	8.5	10.8	13.4	
	<b>Percentile Rank</b>	50	55	56	54	51	
<b>009063</b>	<b>Summerfield Elementary School</b>						
	Fourth Quartile	27.3	24.1	29.6	23.6	28.9	
	Third Quartile	29.9	31.0	45.1	34.8	34.9	
	Second Quartile	27.3	34.5	21.1	33.7	28.9	
	First Quartile	15.6	10.3	4.2	7.9	7.2	
	<b>Percentile Rank</b>	57	56	65	56	60	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009064</b>	<b>Sunset Acres Elementary School</b>						
	Fourth Quartile	1.5	4.5	10.5	3.9	2.2	
	Third Quartile	14.9	16.7	26.3	15.6	28.0	
	Second Quartile	38.8	34.8	28.1	59.7	51.6	
	First Quartile	44.8	43.9	35.1	20.8	18.3	
	<b>Percentile Rank</b>	28	33	40	37	39	
<b>009065</b>	<b>Jack P. Timmons Elementary School</b>						
	Fourth Quartile	20.8	23.1	17.1	14.3	43.2	
	Third Quartile	29.2	41.0	34.3	31.4	40.5	
	Second Quartile	41.7	30.8	34.3	42.9	13.5	
	First Quartile	8.3	5.1	14.3	11.4	2.7	
	<b>Percentile Rank</b>	56	58	54	52	74	
<b>009066</b>	<b>University Elementary School</b>						
	Fourth Quartile	34.4	39.8	47.1	41.7	35.9	
	Third Quartile	32.0	36.4	23.6	23.0	29.7	
	Second Quartile	23.8	16.9	23.6	30.2	26.9	
	First Quartile	9.8	6.8	5.7	5.0	7.6	
	<b>Percentile Rank</b>	63	67	69	67	67	
<b>009067</b>	<b>Vivian Elementary/Middle School</b>						
	Fourth Quartile	2.3	14.3	19.6	16.9	17.3	
	Third Quartile	13.6	7.1	19.6	18.5	32.0	
	Second Quartile	25.0	44.6	39.2	38.5	37.3	
	First Quartile	59.1	33.9	21.6	26.2	13.3	
	<b>Percentile Rank</b>	27	38	48	45	52	
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>						
	Fourth Quartile	17.0	30.1	29.2	26.5	29.9	
	Third Quartile	31.2	27.5	35.0	38.7	41.9	
	Second Quartile	36.9	32.7	27.7	27.7	22.2	
	First Quartile	14.9	9.8	8.0	7.1	6.0	
	<b>Percentile Rank</b>	52	60	60	60	65	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009070</b>	<b>Werner Park Elementary School</b>						
	Fourth Quartile	0.0	0.0	3.6	3.3	5.7	
	Third Quartile	5.5	7.1	8.9	11.5	16.1	
	Second Quartile	19.1	35.4	51.8	37.7	60.9	
	First Quartile	75.5	57.6	35.7	47.5	17.2	
	<b>Percentile Rank</b>	16	23	32	30	39	
<b>009071</b>	<b>West Shreveport Elementary School</b>						
	Fourth Quartile	0.0	1.9	0.0	3.4	10.5	
	Third Quartile	16.3	21.2	18.8	17.2	19.3	
	Second Quartile	48.8	44.2	52.1	51.7	57.9	
	First Quartile	34.9	32.7	29.2	27.6	12.3	
	<b>Percentile Rank</b>	30	34	34	34	45	
<b>009072</b>	<b>Westwood Elementary School</b>						
	Fourth Quartile	1.4	0.0	7.9	5.3	2.6	
	Third Quartile	5.6	26.4	28.9	12.0	20.5	
	Second Quartile	40.8	35.8	42.1	46.7	53.8	
	First Quartile	52.1	37.7	21.1	36.0	23.1	
	<b>Percentile Rank</b>	25	32	43	33	37	
<b>009075</b>	<b>Turner Elementary/Middle School</b>						
	Fourth Quartile	6.3	7.0	8.4	7.1	13.0	
	Third Quartile	19.8	17.0	17.9	24.3	23.2	
	Second Quartile	36.9	41.0	40.0	47.1	50.7	
	First Quartile	36.9	35.0	33.7	21.4	13.0	
	<b>Percentile Rank</b>	37	35	37	41	45	
<b>009079</b>	<b>Keithville Elementary/Middle School</b>						
	Fourth Quartile	13.5	7.2	12.5	18.8	17.6	
	Third Quartile	29.7	37.3	41.7	27.5	36.3	
	Second Quartile	32.4	45.8	38.9	42.0	36.3	
	First Quartile	24.3	9.6	6.9	11.6	9.9	
	<b>Percentile Rank</b>	46	48	53	49	55	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 5

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009091 Midway Professional Development Center</b>	Fourth Quartile	~	~	~	1.5	3.8	
	Third Quartile	~	~	~	7.4	26.9	
	Second Quartile	~	~	~	67.6	51.3	
	First Quartile	~	~	~	23.5	17.9	
	<b>Percentile Rank</b>	~	~	~	33	41	
<b>District</b>	Fourth Quartile	17.9	21.6	24.9	22.5	23.8	
	Third Quartile	21.9	25.0	26.1	24.0	29.5	
	Second Quartile	29.1	30.5	31.9	35.3	34.4	
	First Quartile	31.2	22.8	17.1	18.2	12.3	
	<b>Percentile Rank</b>	45	50	54	52	57	
<b>State</b>	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	
	<b>Percentile Rank</b>	44	46	52	51	56	
<b>Nation</b>	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	
	<b>Percentile Rank</b>	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 6

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009005</b>	<b>Bethune Middle School</b>						
	Fourth Quartile	1.9	0.0	0.0	2.5	0.7	
	Third Quartile	0.0	5.5	5.5	8.3	5.6	
	Second Quartile	30.2	32.7	30.9	44.2	35.2	
	First Quartile	67.9	61.8	63.6	45.0	58.5	
	<b>Percentile Rank</b>	19	22	22	28	22	
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>						
	Fourth Quartile	6.2	10.5	14.5	17.9	5.7	
	Third Quartile	23.1	22.0	21.5	26.8	17.2	
	Second Quartile	28.6	31.0	37.4	36.3	32.8	
	First Quartile	42.1	36.5	26.6	18.9	44.3	
	<b>Percentile Rank</b>	33	38	43	49	32	
<b>009017</b>	<b>J. S. Clark Middle School</b>						
	Fourth Quartile	0.0	0.6	1.8	1.6	0.4	
	Third Quartile	6.8	9.7	12.1	7.4	10.2	
	Second Quartile	20.5	35.4	37.6	48.4	41.2	
	First Quartile	72.6	54.3	48.5	42.6	48.2	
	<b>Percentile Rank</b>	18	25	28	28	27	
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>						
	Fourth Quartile	56.4	71.8	72.4	75.7	72.6	
	Third Quartile	35.8	24.9	23.9	20.1	24.7	
	Second Quartile	7.8	3.3	3.7	3.7	2.7	
	First Quartile	0.0	0.0	0.0	0.5	0.0	
	<b>Percentile Rank</b>	78	84	84	86	84	
<b>009027</b>	<b>Herndon Magnet School</b>						
	Fourth Quartile	23.2	34.1	38.7	57.6	37.7	
	Third Quartile	31.9	45.7	47.4	37.6	43.8	
	Second Quartile	34.8	17.1	13.9	4.7	16.9	
	First Quartile	10.1	3.1	0.0	0.0	1.5	
	<b>Percentile Rank</b>	58	69	72	78	70	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 6

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>						
	Fourth Quartile	1.5	1.7	1.1	2.7	1.1	
	Third Quartile	7.4	10.3	14.7	23.1	21.6	
	Second Quartile	30.1	37.9	42.1	44.9	42.0	
	First Quartile	61.0	50.0	42.1	29.3	35.2	
	<b>Percentile Rank</b>	22	26	29	37	32	
<b>009036</b>	<b>Linear Middle School</b>						
	Fourth Quartile	2.1	2.5	1.8	0.8	1.7	
	Third Quartile	7.7	10.1	11.5	17.7	13.2	
	Second Quartile	34.3	35.3	38.9	51.6	34.5	
	First Quartile	55.9	52.1	47.8	29.8	50.6	
	<b>Percentile Rank</b>	26	28	28	33	27	
<b>009037</b>	<b>Linwood Middle School</b>						
	Fourth Quartile	0.5	1.8	1.2	0.0	1.0	
	Third Quartile	4.8	13.5	13.9	15.5	11.3	
	Second Quartile	33.9	36.8	32.1	45.1	42.3	
	First Quartile	60.8	47.9	52.7	39.4	45.4	
	<b>Percentile Rank</b>	21	28	26	30	27	
<b>009048</b>	<b>Oil City Elementary School</b>						
	Fourth Quartile	5.0	0.0	5.6	9.1	15.4	
	Third Quartile	10.0	4.8	33.3	9.1	15.4	
	Second Quartile	50.0	61.9	33.3	63.6	46.2	
	First Quartile	35.0	33.3	27.8	18.2	23.1	
	<b>Percentile Rank</b>	33	30	44	41	43	
<b>009052</b>	<b>Ridgewood Middle School</b>						
	Fourth Quartile	11.7	10.7	11.0	15.2	7.3	
	Third Quartile	25.6	33.2	29.5	28.5	22.9	
	Second Quartile	33.3	32.7	41.6	39.4	39.7	
	First Quartile	29.4	23.4	17.9	17.0	30.2	
	<b>Percentile Rank</b>	42	45	45	47	38	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 6

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Fourth Quartile	0.0	5.9	0.0	0.0	1.1	
	Third Quartile	0.0	8.8	13.2	12.5	5.6	
	Second Quartile	44.4	29.4	39.5	20.0	15.6	
	First Quartile	55.6	55.9	47.4	67.5	77.8	
	<b>Percentile Rank</b>	16	27	27	22	16	
<b>009067</b>	<b>Vivian Elementary/Middle School</b>						
	Fourth Quartile	7.1	5.7	13.9	14.7	10.6	
	Third Quartile	14.3	18.9	17.7	18.7	18.8	
	Second Quartile	41.7	45.3	40.5	44.0	32.9	
	First Quartile	36.9	30.2	27.8	22.7	37.6	
	<b>Percentile Rank</b>	34	35	40	46	38	
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>						
	Fourth Quartile	9.6	12.2	16.4	21.1	9.7	
	Third Quartile	27.1	29.3	33.8	34.9	29.1	
	Second Quartile	37.2	36.0	33.3	34.9	37.9	
	First Quartile	26.1	22.6	16.4	9.2	23.3	
	<b>Percentile Rank</b>	42	46	52	56	44	
<b>009073</b>	<b>Woodlawn High School</b>						
	Fourth Quartile	~	~	~	0.0	~	
	Third Quartile	~	~	~	5.6	~	
	Second Quartile	~	~	~	50.0	~	
	First Quartile	~	~	~	44.4	~	
	<b>Percentile Rank</b>	~	~	~	28	~	
<b>009074</b>	<b>Youree Drive Middle School</b>						
	Fourth Quartile	27.0	31.6	29.2	27.1	20.1	
	Third Quartile	28.3	32.3	36.0	31.5	27.8	
	Second Quartile	26.7	23.4	23.4	28.8	30.4	
	First Quartile	18.0	12.8	11.4	12.7	21.7	
	<b>Percentile Rank</b>	56	62	60	58	51	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 6**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009075</b>	<b>Turner Elementary/Middle School</b>						
	Fourth Quartile	5.6	6.2	6.0	7.8	3.7	
	Third Quartile	22.8	13.3	18.1	24.3	18.1	
	Second Quartile	32.6	42.1	40.2	42.6	49.3	
	First Quartile	39.1	38.5	35.7	25.2	28.8	
	<b>Percentile Rank</b>	34	33	35	40	34	
<b>009078</b>	<b>Donnie Bickham Middle School</b>						
	Fourth Quartile	8.9	9.7	7.6	14.6	7.9	
	Third Quartile	22.2	26.9	23.4	30.5	20.7	
	Second Quartile	29.1	40.0	43.9	36.4	39.1	
	First Quartile	39.9	23.4	25.1	18.5	32.3	
	<b>Percentile Rank</b>	36	42	40	48	38	
<b>009079</b>	<b>Keithville Elementary/Middle School</b>						
	Fourth Quartile	11.3	10.1	18.3	9.3	6.7	
	Third Quartile	22.0	38.3	24.6	34.9	34.1	
	Second Quartile	36.9	34.2	38.0	42.6	36.3	
	First Quartile	29.8	17.4	19.0	13.2	22.9	
	<b>Percentile Rank</b>	40	48	49	48	42	
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>						
	Fourth Quartile	~	~	~	0.0	~	
	Third Quartile	~	~	~	8.3	~	
	Second Quartile	~	~	~	8.3	~	
	First Quartile	~	~	~	83.3	~	
	<b>Percentile Rank</b>	~	~	~	13	~	
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>						
	Fourth Quartile	~	~	~	~	0.0	
	Third Quartile	~	~	~	~	6.7	
	Second Quartile	~	~	~	~	16.7	
	First Quartile	~	~	~	~	76.7	
	<b>Percentile Rank</b>	~	~	~	~	21	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 6

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>District</b>	Fourth Quartile	14.9	17.8	20.3	23.7	14.3	
	Third Quartile	20.3	22.4	23.1	23.8	19.9	
	Second Quartile	28.0	29.7	30.5	32.5	32.7	
	First Quartile	36.8	30.1	26.1	19.9	33.0	
	<b>Percentile Rank</b>	40	45	48	53	41	
<b>State</b>	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	
	<b>Percentile Rank</b>	45	47	48	51	44	
<b>Nation</b>	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	
	<b>Percentile Rank</b>	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 7**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009005</b>	<b>Bethune Middle School</b>						
	Fourth Quartile	0.0	2.2	1.3	0.5	1.3	
	Third Quartile	1.9	4.3	6.4	5.6	8.4	
	Second Quartile	26.7	33.3	30.8	30.3	39.4	
	First Quartile	71.4	60.2	61.5	63.6	51.0	
	<b>Percentile Rank</b>	16	23	23	22	26	
<b>009007</b>	<b>Broadmoor Middle Laboratory School</b>						
	Fourth Quartile	9.7	11.4	13.5	17.3	17.3	
	Third Quartile	19.8	27.7	22.4	29.2	23.1	
	Second Quartile	28.8	28.0	32.7	26.7	40.9	
	First Quartile	41.7	32.8	31.4	26.7	18.8	
	<b>Percentile Rank</b>	36	41	42	47	49	
<b>009017</b>	<b>J. S. Clark Middle School</b>						
	Fourth Quartile	0.9	1.0	0.6	3.0	3.7	
	Third Quartile	8.0	10.2	10.1	13.2	8.7	
	Second Quartile	20.2	21.3	32.7	33.5	52.8	
	First Quartile	70.9	67.5	56.6	50.3	34.8	
	<b>Percentile Rank</b>	21	22	26	29	31	
<b>009020</b>	<b>Caddo Parish Middle Magnet School</b>						
	Fourth Quartile	58.9	60.5	70.2	65.5	78.9	
	Third Quartile	31.6	36.2	26.1	29.8	18.3	
	Second Quartile	8.9	3.3	3.7	4.5	2.6	
	First Quartile	0.5	0.0	0.0	0.3	0.3	
	<b>Percentile Rank</b>	78	79	82	81	87	
<b>009027</b>	<b>Herndon Magnet School</b>						
	Fourth Quartile	29.8	34.6	38.0	38.8	40.0	
	Third Quartile	41.2	36.4	39.7	48.3	49.0	
	Second Quartile	26.3	23.4	19.0	11.2	11.0	
	First Quartile	2.6	5.6	3.3	1.7	0.0	
	<b>Percentile Rank</b>	65	66	68	71	73	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 7**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009029</b>	<b>Caddo Middle Career and Technology School</b>						
	Fourth Quartile	1.7	0.8	2.8	1.9	7.4	
	Third Quartile	10.1	6.2	13.1	15.0	29.5	
	Second Quartile	35.3	27.1	37.4	43.0	35.2	
	First Quartile	52.9	65.9	46.7	40.2	27.9	
	<b>Percentile Rank</b>	27	22	30	30	42	
<b>009036</b>	<b>Linear Middle School</b>						
	Fourth Quartile	1.4	3.1	4.5	3.0	1.5	
	Third Quartile	11.5	15.0	17.0	11.9	14.6	
	Second Quartile	35.8	37.0	34.8	33.7	46.2	
	First Quartile	51.4	44.9	43.8	51.5	37.7	
	<b>Percentile Rank</b>	27	30	32	28	31	
<b>009037</b>	<b>Linwood Middle School</b>						
	Fourth Quartile	0.5	1.3	3.9	1.3	2.2	
	Third Quartile	10.9	14.5	17.8	20.8	15.3	
	Second Quartile	30.1	30.3	35.5	31.4	43.8	
	First Quartile	58.5	53.9	42.8	46.5	38.7	
	<b>Percentile Rank</b>	25	26	33	30	34	
<b>009048</b>	<b>Oil City Elementary School</b>						
	Fourth Quartile	9.5	9.1	11.8	~	~	
	Third Quartile	9.5	27.3	35.3	~	~	
	Second Quartile	28.6	40.9	35.3	~	~	
	First Quartile	52.4	22.7	17.6	~	~	
	<b>Percentile Rank</b>	29	42	47	~	~	
<b>009052</b>	<b>Ridgewood Middle School</b>						
	Fourth Quartile	12.5	10.6	11.2	9.8	13.2	
	Third Quartile	30.5	33.9	28.4	33.5	30.1	
	Second Quartile	32.5	31.1	33.5	32.9	37.9	
	First Quartile	24.5	24.4	26.9	23.8	18.7	
	<b>Percentile Rank</b>	46	46	44	44	46	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 7**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Fourth Quartile	0.0	3.5	6.5	0.0	2.5	
	Third Quartile	2.3	10.5	8.1	4.5	1.3	
	Second Quartile	14.0	26.3	16.1	22.7	27.8	
	First Quartile	83.7	59.6	69.4	72.7	68.4	
	<b>Percentile Rank</b>	14	23	24	19	20	
<b>009067</b>	<b>Vivian Elementary/Middle School</b>						
	Fourth Quartile	8.6	9.5	7.1	16.9	17.2	
	Third Quartile	22.9	15.5	23.2	24.7	17.2	
	Second Quartile	34.3	40.5	28.6	27.3	41.9	
	First Quartile	34.3	34.5	41.1	31.2	23.7	
	<b>Percentile Rank</b>	36	36	36	45	45	
<b>009068</b>	<b>Walnut Hill Elementary/Middle School</b>						
	Fourth Quartile	15.2	15.1	18.9	21.4	21.4	
	Third Quartile	33.1	30.7	38.5	38.3	28.3	
	Second Quartile	36.0	34.4	29.1	28.1	34.1	
	First Quartile	15.7	19.8	13.5	12.2	16.2	
	<b>Percentile Rank</b>	50	49	54	56	52	
<b>009073</b>	<b>Woodlawn High School</b>						
	Fourth Quartile	~	~	~	3.3	~	
	Third Quartile	~	~	~	8.2	~	
	Second Quartile	~	~	~	29.5	~	
	First Quartile	~	~	~	59.0	~	
	<b>Percentile Rank</b>	~	~	~	24	~	
<b>009074</b>	<b>Youree Drive Middle School</b>						
	Fourth Quartile	34.3	38.5	34.8	33.7	29.6	
	Third Quartile	21.3	30.9	32.3	38.0	33.0	
	Second Quartile	28.9	22.3	26.5	21.9	28.0	
	First Quartile	15.6	8.3	6.5	6.4	9.4	
	<b>Percentile Rank</b>	59	65	63	65	60	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 7**

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009075</b>	<b>Turner Elementary/Middle School</b>						
	Fourth Quartile	2.4	6.9	7.2	7.3	6.5	
	Third Quartile	22.0	27.7	18.0	15.8	28.6	
	Second Quartile	34.1	33.2	37.1	37.9	39.9	
	First Quartile	41.5	32.2	37.6	39.0	25.0	
	<b>Percentile Rank</b>	33	38	34	34	41	
<b>009078</b>	<b>Donnie Bickham Middle School</b>						
	Fourth Quartile	7.6	11.6	9.0	8.2	17.1	
	Third Quartile	29.2	30.5	31.0	23.9	34.3	
	Second Quartile	33.0	29.9	39.4	42.4	34.9	
	First Quartile	30.3	28.0	20.6	25.5	13.7	
	<b>Percentile Rank</b>	41	45	44	41	53	
<b>009079</b>	<b>Keithville Elementary/Middle School</b>						
	Fourth Quartile	9.7	9.9	15.5	17.6	15.4	
	Third Quartile	23.6	29.8	35.9	38.9	41.6	
	Second Quartile	37.0	36.4	33.1	29.0	32.2	
	First Quartile	29.7	23.8	15.5	14.5	10.7	
	<b>Percentile Rank</b>	41	43	51	53	52	
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>						
	Fourth Quartile	~	~	~	0.0	0.0	
	Third Quartile	~	~	~	0.0	0.0	
	Second Quartile	~	~	~	16.7	11.1	
	First Quartile	~	~	~	83.3	88.9	
	<b>Percentile Rank</b>	~	~	~	10	14	
<b>009094</b>	<b>Caddo's Accelerated Program for Transition</b>						
	Fourth Quartile	~	~	~	~	1.0	
	Third Quartile	~	~	~	~	8.3	
	Second Quartile	~	~	~	~	30.2	
	First Quartile	~	~	~	~	60.4	
	<b>Percentile Rank</b>	~	~	~	~	24	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 7

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>District</b>	Fourth Quartile	16.2	17.7	20.2	19.9	22.3	
	Third Quartile	20.8	24.5	23.8	25.5	23.7	
	Second Quartile	27.7	26.4	28.2	26.7	31.7	
	First Quartile	35.3	31.4	27.8	27.9	22.3	
	<b>Percentile Rank</b>	42	45	48	47	51	
<b>State</b>	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	
	<b>Percentile Rank</b>	44	46	47	47	48	
<b>Nation</b>	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	
	<b>Percentile Rank</b>	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 9

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009008</b>	<b>C.E. Byrd High School</b>						
	Fourth Quartile	32.3	30.5	43.7	44.3	48.0	
	Third Quartile	32.9	28.2	25.3	33.2	26.6	
	Second Quartile	21.0	25.6	23.3	16.7	16.5	
	First Quartile	13.8	15.7	7.7	5.8	8.9	
	<b>Percentile Rank</b>	60	57	66	68	68	
<b>009012</b>	<b>Caddo Parish Magnet High School</b>						
	Fourth Quartile	69.7	63.6	73.3	63.3	75.2	
	Third Quartile	27.3	32.5	25.0	33.7	22.0	
	Second Quartile	3.0	3.6	1.7	3.0	2.4	
	First Quartile	0.0	0.4	0.0	0.0	0.4	
	<b>Percentile Rank</b>	84	83	86	83	87	
<b>009013</b>	<b>Captain Shreve High School</b>						
	Fourth Quartile	24.4	31.6	34.7	31.2	37.5	
	Third Quartile	27.6	32.4	33.3	36.4	31.6	
	Second Quartile	26.5	22.2	23.7	24.3	22.9	
	First Quartile	21.4	13.9	8.3	8.1	8.0	
	<b>Percentile Rank</b>	51	59	63	62	64	
<b>009022</b>	<b>Fair Park High School</b>						
	Fourth Quartile	1.0	0.5	1.8	0.0	0.6	
	Third Quartile	8.1	14.4	18.0	21.6	17.4	
	Second Quartile	32.4	36.9	36.5	44.8	45.3	
	First Quartile	58.6	48.2	43.7	33.6	36.6	
	<b>Percentile Rank</b>	22	27	30	33	31	
<b>009025</b>	<b>Green Oaks High School</b>						
	Fourth Quartile	2.2	1.8	0.0	6.9	2.3	
	Third Quartile	7.7	12.0	17.5	16.1	16.8	
	Second Quartile	34.6	30.5	40.8	39.1	37.4	
	First Quartile	55.5	55.7	41.7	37.9	43.5	
	<b>Percentile Rank</b>	24	25	31	34	29	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 9

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009031</b>	<b>Huntington High School</b>						
	Fourth Quartile	8.2	8.6	10.5	9.0	7.6	
	Third Quartile	23.1	26.4	31.1	28.2	25.2	
	Second Quartile	36.8	36.6	41.6	39.5	37.1	
	First Quartile	31.9	28.5	16.7	23.3	30.1	
	<b>Percentile Rank</b>	38	40	46	42	38	
<b>009042</b>	<b>North Caddo High School</b>						
	Fourth Quartile	4.3	15.2	24.4	11.1	6.6	
	Third Quartile	18.1	24.2	29.5	27.2	26.3	
	Second Quartile	31.9	37.4	34.6	37.0	39.5	
	First Quartile	45.7	23.2	11.5	24.7	27.6	
	<b>Percentile Rank</b>	30	45	55	44	39	
<b>009045</b>	<b>Northwood High School</b>						
	Fourth Quartile	10.1	14.4	17.8	12.9	14.0	
	Third Quartile	32.8	31.9	37.8	35.1	27.9	
	Second Quartile	33.9	35.2	33.3	36.3	34.1	
	First Quartile	23.3	18.5	11.1	15.8	24.0	
	<b>Percentile Rank</b>	43	48	54	48	45	
<b>009054</b>	<b>Oak Terrace/J.B. Harville Alternative School</b>						
	Fourth Quartile	6.3	0.0	0.0	~	8.3	
	Third Quartile	3.1	16.7	6.3	~	0.0	
	Second Quartile	25.0	5.6	25.0	~	50.0	
	First Quartile	65.6	77.8	68.8	~	41.7	
	<b>Percentile Rank</b>	19	17	18	~	30	
<b>009059</b>	<b>Southwood High School</b>						
	Fourth Quartile	10.0	10.8	12.2	9.8	10.3	
	Third Quartile	26.7	26.7	33.5	30.1	26.7	
	Second Quartile	34.3	35.9	36.2	41.2	42.8	
	First Quartile	29.0	26.7	18.1	19.0	20.3	
	<b>Percentile Rank</b>	41	42	47	44	44	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 9

### *Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>009069</b>	<b>Booker T. Washington High School</b>						
	Fourth Quartile	1.7	2.3	2.1	3.1	2.9	
	Third Quartile	7.5	14.6	14.6	23.7	14.0	
	Second Quartile	29.5	30.4	42.7	39.2	28.7	
	First Quartile	61.3	52.6	40.6	34.0	54.4	
	<b>Percentile Rank</b>	21	26	30	34	27	
<b>009073</b>	<b>Woodlawn High School</b>						
	Fourth Quartile	2.8	0.0	0.0	6.9	0.5	
	Third Quartile	5.6	9.2	23.0	13.7	12.4	
	Second Quartile	34.6	34.0	39.3	32.4	41.0	
	First Quartile	57.0	56.7	37.8	47.1	46.2	
	<b>Percentile Rank</b>	23	23	32	32	27	
<b>009076</b>	<b>Hamilton Terrace Learning Center</b>						
	Fourth Quartile	0.0	0.0	0.0	0.0	2.9	
	Third Quartile	1.5	5.9	10.0	4.2	2.9	
	Second Quartile	13.6	5.9	22.5	20.8	32.4	
	First Quartile	84.8	88.2	67.5	75.0	61.8	
	<b>Percentile Rank</b>	12	11	18	15	22	
<b>009092</b>	<b>Caddo's Accelerated Remedial Effort</b>						
	Fourth Quartile	~	~	~	0.0	0.0	
	Third Quartile	~	~	~	7.7	0.0	
	Second Quartile	~	~	~	38.5	18.2	
	First Quartile	~	~	~	53.8	81.8	
	<b>Percentile Rank</b>	~	~	~	24	11	
<b>009093</b>	<b>Shreveport Job Corps Opportunity Center</b>						
	Fourth Quartile	~	~	~	0.0	~	
	Third Quartile	~	~	~	0.0	~	
	Second Quartile	~	~	~	30.8	~	
	First Quartile	~	~	~	69.2	~	
	<b>Percentile Rank</b>	~	~	~	16	~	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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 Results<sup>1</sup> - Grade 9

*Percent of Students by National Quartiles<sup>2</sup> and Percentile Rank of Average Standard Scores*

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
<b>District</b>	Fourth Quartile	18.4	18.7	25.6	24.9	23.2	
	Third Quartile	22.0	24.4	27.3	29.4	23.2	
	Second Quartile	27.6	28.5	29.1	28.2	29.7	
	First Quartile	32.0	28.4	18.0	17.6	23.8	
	<b>Percentile Rank</b>	43	46	54	54	50	
<b>State</b>	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	
	<b>Percentile Rank</b>	44	46	50	48	47	
<b>Nation</b>	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	
	<b>Percentile Rank</b>	50.0	50.0	50.0	50.0	50.0	

~ = Unavailable or insufficient data

<sup>1</sup> 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.

<sup>2</sup> 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*

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

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## American College Test (ACT) Results

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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\**

	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
009008 C.E. Byrd High School	21.2	20.6	20.8	21.0	21.3	
009012 Caddo Parish Magnet High School	24.5	24.4	24.7	24.8	24.4	
009013 Captain Shreve High School	20.7	20.7	20.5	20.1	20.4	
009022 Fair Park High School	15.0	15.7	15.4	15.6	15.4	
009025 Green Oaks High School	15.6	15.6	15.6	16.7	15.1	
009031 Huntington High School	17.3	17.5	17.5	17.4	17.7	
009042 North Caddo High School	17.3	18.3	17.8	16.7	17.7	
009045 Northwood High School	18.2	18.9	18.7	18.4	19.3	
009059 Southwood High School	18.0	18.5	17.8	18.5	18.4	
009069 Booker T. Washington High School	16.2	16.0	15.9	15.5	16.3	
009073 Woodlawn High School	15.6	16.5	15.6	15.5	15.7	
<b>District (Public)</b>	19.7	19.9	19.8	19.8	19.7	
<b>State (Public and Nonpublic)</b>	19.6	19.6	19.6	19.6	19.6	
<b>Nation (Public and Nonpublic)</b>	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

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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
<b>009008 C.E. Byrd High School</b>												
Number of High School Graduates <sup>1</sup>		410		336		303		383		347		
HS Graduates Who Were First-Time College Freshmen	62.4	256	57.1	192	58.1	176	55.1	211	61.7	214		
First-Time Freshmen Enrolled in College Developmental Courses	34.0	87	24.5	47	31.3	55	24.6	52	24.8	53		
<b>009009 Caddo Career Center</b>												
Number of High School Graduates <sup>1</sup>		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
<b>009012 Caddo Parish Magnet High School</b>												
Number of High School Graduates <sup>1</sup>		324		287		282		261		283		
HS Graduates Who Were First-Time College Freshmen	56.5	183	60.6	174	62.1	175	67.0	175	54.8	155		
First-Time Freshmen Enrolled in College Developmental Courses	18.0	33	6.9	12	8.0	14	6.3	11	5.8	9		
<b>009013 Captain Shreve High School</b>												
Number of High School Graduates <sup>1</sup>		196		198		252		247		265		
HS Graduates Who Were First-Time College Freshmen	56.1	110	62.6	124	48.4	122	51.4	127	52.8	140		
First-Time Freshmen Enrolled in College Developmental Courses	36.4	40	32.3	40	39.3	48	21.3	27	30.0	42		
<b>009022 Fair Park High School</b>												
Number of High School Graduates <sup>1</sup>		125		103		129		117		136		
HS Graduates Who Were First-Time College Freshmen	32.0	40	40.8	42	27.1	35	14.5	17	24.3	33		
First-Time Freshmen Enrolled in College Developmental Courses	57.5	23	78.6	33	80.0	28	52.9	9	69.7	23		
<b>009025 Green Oaks High School</b>												
Number of High School Graduates <sup>1</sup>		108		102		87		98		121		
HS Graduates Who Were First-Time College Freshmen	38.9	42	39.2	40	28.7	25	37.8	37	36.4	44		
First-Time Freshmen Enrolled in College Developmental Courses	54.8	23	62.5	25	80.0	20	70.3	26	68.2	30		
<b>009031 Huntington High School</b>												
Number of High School Graduates <sup>1</sup>		222		231		321		291		253		
HS Graduates Who Were First-Time College Freshmen	47.3	105	47.2	109	35.8	115	34.4	100	45.8	116		
First-Time Freshmen Enrolled in College Developmental Courses	50.5	53	52.3	57	50.4	58	61.0	61	46.6	54		
<b>009042 North Caddo High School</b>												
Number of High School Graduates <sup>1</sup>		91		93		102		83		64		
HS Graduates Who Were First-Time College Freshmen	17.6	16	39.8	37	34.3	35	28.9	24	31.3	20		
First-Time Freshmen Enrolled in College Developmental Courses	37.5	6	48.7	18	51.4	18	29.2	7	55.0	11		

~ = Unavailable or insufficient data

<sup>1</sup> 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
<b>009045 Northwood High School</b>												
Number of High School Graduates <sup>1</sup>		176		178		170		166		153		
HS Graduates Who Were First-Time College Freshmen	43.2	76	43.8	78	44.7	76	38.0	63	50.3	77		
First-Time Freshmen Enrolled in College Developmental Courses	59.2	45	56.4	44	46.1	35	49.2	31	40.3	31		
<b>009054 Oak Terrace/J.B. Harville Alternative School</b>												
Number of High School Graduates <sup>1</sup>		~		0		15		0		4		
HS Graduates Who Were First-Time College Freshmen	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	0.0	0	0.0	0	0.0	0	0.0	0		
<b>009059 Southwood High School</b>												
Number of High School Graduates <sup>1</sup>		347		360		364		335		364		
HS Graduates Who Were First-Time College Freshmen	41.2	143	43.9	158	42.9	156	45.7	153	40.4	147		
First-Time Freshmen Enrolled in College Developmental Courses	46.9	67	55.7	88	49.4	77	51.6	79	51.7	76		
<b>009069 Booker T. Washington High School</b>												
Number of High School Graduates <sup>1</sup>		153		158		118		130		94		
HS Graduates Who Were First-Time College Freshmen	34.6	53	34.8	55	38.1	45	34.6	45	44.7	42		
First-Time Freshmen Enrolled in College Developmental Courses	67.9	36	60.0	33	53.3	24	66.7	30	61.9	26		
<b>009073 Woodlawn High School</b>												
Number of High School Graduates <sup>1</sup>		144		131		92		101		108		
HS Graduates Who Were First-Time College Freshmen	27.8	40	32.1	42	26.1	24	28.7	29	31.5	34		
First-Time Freshmen Enrolled in College Developmental Courses	72.5	29	71.4	30	83.3	20	86.2	25	76.5	26		
<b>009076 Hamilton Terrace Learning Center</b>												
Number of High School Graduates <sup>1</sup>		46		32		45		31		30		
HS Graduates Who Were First-Time College Freshmen	13.0	6	15.6	5	11.1	5	6.5	2	13.3	4		
First-Time Freshmen Enrolled in College Developmental Courses	100.0	6	60.0	3	100.0	5	100.0	2	100.0	4		
<b>009092 Caddo's Accelerated Remedial Effort</b>												
Number of High School Graduates <sup>1</sup>		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
<b>009093 Shreveport Job Corps Opportunity Center</b>												
Number of High School Graduates <sup>1</sup>		~		~		~		~		1		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	0.0	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		

~ = Unavailable or insufficient data

<sup>1</sup> Represents diploma graduates from the previous school year.

**Table 19**  
*First-Time College Freshmen Performance*

	<b>1998-99</b>		<b>1999-00</b>		<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>009094 Caddo's Accelerated Program for Transition</b>												
Number of High School Graduates <sup>1</sup>		~		~		~		~		0		
HS Graduates Who Were First-Time College Freshmen	~	~	~	~	~	~	~	~	~	0		
First-Time Freshmen Enrolled in College Developmental Courses	~	~	~	~	~	~	~	~	0.0	0		
<b>District (Public)</b>												
Number of High School Graduates <sup>1</sup>		2,342		2,209		2,280		2,243		2,223		
HS Graduates Who Were First-Time College Freshmen	45.7	1,070	47.8	1,056	43.4	989	43.8	983	46.2	1,026		
First-Time Freshmen Enrolled in College Developmental Courses	41.9	448	40.7	430	40.7	402	36.6	360	37.5	385		
<b>State (Public)</b>												
Number of High School Graduates <sup>1</sup>		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

<sup>1</sup> Represents diploma graduates from the previous school year.

## Glossary

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*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).