



2006-2007 *School Report Card* for Principals

J. A. Hernandez Elementary School

Franklin, Louisiana
 (337) 828-1423
 Grade Range: PK, K-5
 State School Code: 051030
 District: St. Mary Parish

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

Released Winter 2008
 Post Appeals

- This report contains detailed results of the Louisiana School Accountability System for your school.
- Your school receives a **School Performance Score (SPS)** every year which shows how well it is performing.
- The state's 2014 goal is for all schools to have an SPS of 120.0.

Growth and Performance Information

How Much Has Your School Improved?

	Baseline SPS 2004-05 & 2005-06	Growth Target 2006-07	SPS Goal 2006-07	New Growth SPS 2006-07	Actual SPS Growth 2006-07
Your School	66.5	6.1	72.6	79.4	12.9
State	85.1			85.3	0.2

How Much Growth is Needed Next Year?

	New Baseline SPS 2005-06 & 2006-07	New Growth Target 2007-08	New SPS Goal 2007-08
Your School	72.5	6.4	78.9
State	85.7		

2006-2007 Accountability Summary

What Are Your School's Current Accountability Results?

Growth Label:	Recognized Academic Growth
Performance Label:	One Star
Adequate Yearly Progress (AYP) Status:	Yes
◆ Made AYP for SPS Component	No
◆ Made AYP for Subgroup Component (2006-2007)	No
◆ Failed AYP for Subgroup Component for multiple years	AA 1
Academic Assistance (AA) Status:	Not in AUS
Academically Unacceptable School (AUS) Status:	Not in SCF
Subgroup Component Failure (SCF) Status:	Yes
Reward Eligibility Status:	

Calculation of Both School Performance Scores Using the Index Scores

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

2006-07 Growth SPS Calculation Indicators and Weighting			
SPS Indicators:	Index x Weight		= Weighted Index
Assessment	77.4	90.0%	69.7
Attendance	96.6	10.0%	9.7
Your School's Growth SPS			79.4

2006-07 Baseline SPS Calculation Indicators and Weighting			
Grades K-8 Indicators and Weighting			
SPS Indicators:	Index x Weight		= Weighted Index
Assessment	68.6	90.0%	61.7
Attendance	108.1	10.0%	10.8
Your School's Baseline SPS			72.5

Please note:

- All Growth SPS calculations are based upon one year of data.
- Baseline SPS calculations are based upon 2 years of test data as well as 2 years of attendance and dropout data for K-8 schools and 1 year of graduation data for 9-12 schools.
- In this report, only the most recent year of data is presented.
- See last year's *School Report Card for Principals* for the 2005-2006 general accountability results.

Major Accountability Changes for This Year:

School Performance Scores (SPS)

- **2006-07 Growth SPS**
 - ◆ Uses the 2006-07 *i*LEAP/LEAP/GEE, LAA 1 and LAA 2 assessment data as well as the 2005-06 attendance and dropout data.
 - ◆ Contains the same indicators (Assessment Index, Attendance Index, and Dropout Index) and weights as the 2005-06 Baseline SPS.

K-8 Testing Weights by Subject and Grade (Grades K-2 are not tested)				
Grade	English Language Arts	Mathematics	Science	Social Studies
3 rd	2	1	1/2	1/2
4 th	2	2	1	1
5 th	1	1	1	1
6 th	1	1	1	1
7 th	1	1	1	1
8 th	2	2	1	1

9-12 Testing Weights by Subject and Grade				
Grade	English Language Arts	Mathematics	Science	Social Studies
9 th	1	1		
10 th	1.25	1.25		
11 th			1.25	1.25

- ◆ 2006-07 Growth SPS for schools with grades 9-12 is comprised of the following three indexes: Assessment Index (90% weight), Attendance Index (5% weight), and Dropout Index (5% weight).

• **2006-07 Baseline SPS**

- ◆ Assessment Index will use the same subject-grade weighting as the 2007 Growth SPS but will incorporate two years of *i*LEAP/LEAP/GEE and LAA 2 testing data (2006 and 2007).
- ◆ Baseline SPS for schools with a 12th grade is calculated using the following two indexes:
 - Assessment Index (70% weight)
 - Graduation Index (30% weight)
- ◆ The Graduation Index is calculated by assigning specific scores to the various results obtained by the students in the graduation cohort according to the following table:

Student Result	Points
Academic Endorsement	180
TOPS Opportunity Award OR Career/Technical Endorsement	160
BESE Approved Industry-Based Certification OR TOPS Tech and Dual Enrollment OR TOPS Tech and Articulated Credit	140
Regular HS Diploma	120
GED	90
Skills Certificate/Certificate of Achievement	60
Attendee	30
Dropout	0

- ◆ The following rules apply to the graduation cohort:
 - It is comprised of students who are tracked for four years after entering 9th grade.
 - Students who transfer into the school from outside the LEA on or before October 1 of their 11th grade year will be added to the cohort.
 - Students who transfer into the school from within the district on or before October 1 of their 12th grade year will be added to the cohort.
 - Early graduates will be included with what would have been their four-year cohort.
 - Students with Disabilities whose IEPs state that they will take longer than 4 years to graduate will be added to the cohort with which they graduate, provided they are less than 22 years old at the beginning of the academic year.
 - Legitimate leavers are taken out of the cohort.

• **2006-07 Baseline SPS Combination Schools**

- ◆ Calculated using a weighted average of the K-8 and 9-12 School Performance Scores
 - K-8 portion weighted by the number of eligible spring testers in grades 3-8.
 - 9-12 portion weighted by the number of eligible spring testers in grades 9-11 plus the number of members of the cohort used as the denominator in the Graduation Index calculation.

- For the 2007 Growth SPS and the 2007 Baseline SPS, schools that have no testing grade share one grade of testing data from a school into which its students feed.

Subgroup Component Changes

- The Subgroup Component Percent Proficiencies will use test (LEAP, GEE, *i*LEAP, LAA 1 and LAA 2 tests) results from ELA and math for grades 3-8 and grade 10 for both Percent Proficient Annual Measurable Objective (AMO) analysis and Safe Harbor decrease in Percent Non-Proficiency analysis.
- Subgroups with a 12th grade will use the graduation rate for the Additional Academic Indicator status check, but for 2007 only, will continue to use non-dropout rate for the Additional Academic Indicator (AAI) growth analysis.
- The graduation rate goal for schools/subgroups is 65% of students in the cohort graduating with a regular high school diploma.
- Students displaced because of Hurricanes Katrina and Rita were not considered as a separate subgroup for the 2006-07 academic year.

Label and Remedy Changes

• **2007 Growth Labels**

- ◆ *Exemplary* and *Recognized Academic Growth*

A full Subgroup Performance Score (GPS) is no longer calculated for all subgroups. Instead, a weighted Subgroup Assessment Index (SAI) for the Economically Disadvantaged and for the Students with Disabilities subgroups is calculated. These two SAIs must increase by at least 2.0 points in order for a school to attain *Exemplary Academic Growth*. Additionally, the school must meet its Growth Target and not be in any level of Academically Unacceptable Schools (AUS) or Subgroup Component Failure.

• **Academic Assistance**

- ◆ Schools move into *Academic Assistance* when their newly calculated Growth Target is greater than 7.0 points.
- ◆ Schools move one level higher in *Academic Assistance* when their Growth Target exceeds 8.0 SPS points (a school in AA 2 moves to AA 3).
- ◆ Schools exit *Academic Assistance* when their Growth Targets are 5.0 or fewer points.
- ◆ Schools remain at the same level of *Academic Assistance* when they do not advance or exit *Academic Assistance*.

• **Failing Schools**

- ◆ Labels and remedies for failing schools have changed substantially. Academically Unacceptable Schools (AUS) will replace School Improvement SI (2-6) labels. SI labels will apply only to schools that have failed the Subgroup Component and will follow federal labels [i.e., *School Improvement (SI) 1, SI 2, Corrective Action (CA) 1, CA 2, and Restructuring*].

Academically Unacceptable Schools (AUS)	
Level	Remedy
AUS 1 (Year 1) (notified Aug. 1)	Revised School Improvement Plan to open academic year
	School Choice
	Scholastic Audit
	Write a new SIP for the remainder of the current year and the next two years based on Audit findings. (SIP must incorporate remedies from AUS 2 and 3)
AUS 2 (Year 2)	Implement SIP based on Scholastic Audit
	Offer Supplemental Educational Services (Title I schools)
	Add from Corrective Action List (Non-Title I schools)
	Quarterly Implementation Reports Eligible for Turnaround Specialist
AUS 3 (Year 3)	Add from Corrective Action List (all schools)
	Develop Reconstitution Plan Eligible for DE
AUS 4 (Year 4)	Submit Reconstitution Plan (Type 5 Charter School Proposals are submitted at the same time)
AUS 5 (Year 5)	Implement Reconstitution Plan
AUS 6 (Year 6)	Implement Reconstitution Plan
AUS 6+	Eligible for RSD

Subgroup Component Failure (SCF)	
Level	Remedy
SI 1	New 2 Year School Improvement Plan to open academic year (SIP must incorporate remedies from SI 2)
	School Choice (Title I schools)
SI 2	Supplemental Educational Services (Title I schools)
CA 1	Add from Corrective Action List
	Eligible for Turnaround Specialist
CA 2	Scholastic Audit
	Develop Alternate Governance Plan based on Audit (Title I schools)
	Develop Focused Reconstitution Plan based on Audit (Non-Title I schools)
Restructuring	Alternate Governance (Title I schools)
	Implement Focused Reconstitution Plan (Non-Title I schools)

• **Waiver of AUS Requirements**

- ◆ For 2007 only, schools with a grade 12 that are labeled *Academically Unacceptable* (have a 2007 Baseline SPS < 60) but had a 2006 Baseline SPS ≥ 60 and a 2007 Growth SPS ≥ 60, AUS requirements will be waived for the 2007-08 school year.
- ◆ For 2007 only, schools identified as AUS with a 2006 and 2007 Baseline SPS of 55.0 or greater that received the *Recognized Academic Growth* label in 2007 shall be required to continue the same remedies/sanctions as in 2006-07 but implement no additional remedies during the 2007-08 school year.

Assessment Results

- Each student received one of five achievement levels, based on his or her test results.
- These results include:
 - ◆ Initial test-takers and retesters for LEAP and *i*LEAP.
 - ◆ Eligible test-takers at your school who were enrolled in your district for the full academic year (October enrollment and time of testing).
 - ◆ Students who took LAA 2, receiving one of 4 performance levels.
- Only students who are enrolled in your district for the full academic year are eligible for incentive points.

Spring 2007 *i*LEAP Test Performance by Achievement Level

Grade 3 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		0	0.0	1	2.6	0	0.0	0	0.0
Mastery		5	12.8	4	10.3	1	2.6	3	7.7
Basic		18	46.2	22	56.4	20	51.3	22	56.4
Approaching Basic		12	30.8	11	28.2	14	35.9	9	23.1
Unsatisfactory ¹		4	10.3	1	2.6	4	10.3	5	12.8
Additional Testing Information									
Total Tested	Included in SPS ²	39		39		39		39	
	Excluded from SPS ³	3		3		3		3	
Total Not Tested	Included in SPS ^{2,4}	0		0		0		0	
	Excluded from SPS ³	0		0		0		0	
	Exempted ⁵	7		7		7		7	
Total (Tested and Not Tested) ⁶		49		49		49		49	

- 1) This achievement level may include students who performed in the *Unsatisfactory* range, students who are not exempt and did not take the test, and students with testing irregularities.
- 2) These students were included in your SPS because they were enrolled in your district for the full academic year (October enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year.
- 4) These students were assigned scores of zero for your school's accountability results.
- 5) These students were exempted from the index calculation for reasons such as expulsion, grade reassignment, and/or transfer to other schools.
- 6) The total may include students outside your school's grade structure due to sharing.

Spring 2007 LEAP Test Performance by Achievement Level

Grade 4 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		1	1.7	0	0.0	0	0.0	0	0.0
Mastery		5	8.6	3	5.2	1	1.7	7	12.1
Basic		30	51.7	27	46.6	25	43.1	26	44.8
Approaching Basic		13	22.4	15	25.9	17	29.3	12	20.7
Unsatisfactory ¹		9	15.5	13	22.4	15	25.9	13	22.4
Additional Testing Information									
Total Tested	Included in SPS ²	58		58		58		58	
	Excluded from SPS ³	3		3		3		3	
Total Not Tested	Included in SPS ^{2,4}	0		0		0		0	
	Excluded from SPS ³	0		0		0		0	
	Exempted ⁵	3		3		3		3	
Total (Tested and Not Tested) ⁶		64		64		64		64	
Test Units Receiving Incentive Points ⁷		9		6		8		7	

Spring 2007 iLEAP Test Performance by Achievement Level

Grade 5 Achievement Levels		English Language Arts		Mathematics		Science		Social Studies	
		#	%	#	%	#	%	#	%
Advanced		0	0.0	0	0.0	0	0.0	0	0.0
Mastery		0	0.0	0	0.0	0	0.0	1	6.3
Basic		6	37.5	13	81.3	6	37.5	7	43.8
Approaching Basic		5	31.3	2	12.5	9	56.3	4	25.0
Unsatisfactory ¹		5	31.3	1	6.3	1	6.3	4	25.0
Additional Testing Information									
Total Tested	Included in SPS ²	16		16		16		16	
	Excluded from SPS ³	0		0		0		0	
Total Not Tested	Included in SPS ^{2,4}	0		0		0		0	
	Excluded from SPS ³	0		0		0		0	
	Exempted ⁵	0		0		0		0	
Total (Tested and Not Tested) ⁶		16		16		16		16	

- 1) This achievement level may include students who performed in the *Unsatisfactory* range, students who are not exempt and did not take the test, and students with testing irregularities.
- 2) These students were included in your SPS because they were enrolled in your district for the full academic year (October enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year.
- 4) These students were assigned scores of zero for your school's accountability results.
- 5) These students were exempted from the index calculation for reasons such as expulsion, grade reassignment, and/or transfer to other schools.
- 6) The total may include students outside your school's grade structure due to sharing.
- 7) Your school received 50 incentive points for each of these units in the Assessment Index Score for 4th and 8th grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2006 or Spring 2007) on a LEAP subject area test.

Spring 2007 LAA 2 Test Performance by Achievement Level

Achievement Levels - All Grades ⁸		English Language Arts		Mathematics	
		#	%	#	%
Basic					
Approaching Basic					
Foundational					
Pre-Foundational ⁹					
Additional Testing Information					
Total Tested	Included in SPS ²	1		1	
	Excluded from SPS ³	0		0	
Total Not Tested	Included in SPS ^{2,4}	0		0	
	Excluded from SPS ³	0		0	
	Exempted ⁵	0		0	
Total (Tested and Not Tested) ⁶		1		1	

- 2) These students were included in your SPS because they were enrolled in your district for the full academic year (October enrollment and time of testing).
- 3) These students were excluded from your SPS because they were not enrolled in your district for the full academic year.
- 4) These students were assigned scores of zero for your school's accountability results.
- 5) These students were exempted from the index calculation for reasons such as expulsion, grade reassignment, and/or transfer to other schools.
- 6) The total may include students outside your school's grade structure due to sharing.
- 8) For Spring 2007, the LAA 2 test was administered in English Language Arts and Mathematics at grades 4-10 and Social Studies and Science at grade 11.
- 9) This achievement level may include students who performed in the *Pre-Foundational* range, students who are not exempt and did not take the test, and students with testing irregularities.

Attendance Results

- Attendance index and rate are based upon grades K-8.
- The information below is based upon one year of data (2005-2006 school year), which is the second year of data that was used in the calculation of your new Baseline SPS.

Attendance			
	Index	Rate	Average Daily Absences
Your School	96.6	94.8%	16.7
State	86.4	93.7%	

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

Did Your School Make Subgroup Component AYP for 2006-2007?

No

- The No Child Left Behind Act (NCLB) requires that all subgroups make Adequate Yearly Progress (AYP).
- Your school makes AYP if:
 - ♦ All subgroups meet requirements in test participation and academic performance.
 - ♦ The Whole School has an adequate attendance rate.
- These results include initial test-takers who were enrolled in your school for the full academic year (October enrollment and time of testing).
- If a school has a grade 12, then the Additional Academic Indicator is the graduation rate for grades 9-12. If there is no grade 12, the attendance rate is used.

Did Your School's Subgroups Meet Requirements?

Subgroups	English Language Arts	Mathematics
All Students	Yes	Yes
African American/Black	Yes	Yes
American Indian/Native Alaskan	N/A	N/A
Asian/Pacific Islander	Yes	Yes
Hispanic	Yes	Yes
White	Yes	Yes
Students with Disabilities	No	Yes
Limited English Proficiency	Yes	Yes
Economically Disadvantaged	Yes	Yes
Adequate Whole School Attendance Rate?		Yes

- N/A indicates the subgroup does not exist at your school or your school has no Subgroup Component AYP eligible students in that subgroup.
- For more information, see your school's *2006-2007 School Accountability Subgroup Component Report* at www.louisianaschools.net.

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

No

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

Subject	2003-04	2004-05	2005-06	2006-07	Summary
ELA	Passed	Passed	Passed	Failed	Failed the most current year
Math	Passed	Passed	Passed	Passed	Passed
Additional Academic Indicator	Passed	Passed	Passed	Passed	Passed

- The Whole School Additional Academic Indicator is the attendance rate.
- What happens if your school failed to make Subgroup Component AYP in the same subject for 2 consecutive years or more?
 - ♦ Failed most current year – No consequences related to Subgroup Component AYP; however, another year of failure in the same subject will result in SCF identification.
 - ♦ Passed only current year – Remain in SCF level of previous year.
 - ♦ Failed two consecutive years – Remain in or move into SI 1.
 - ♦ Failed three years – Remain in or move into SI 2 or higher.
 - ♦ Failed four consecutive years – Remain in or move into CA 1.
- To obtain the detailed subgroup results for any year, please see your *School Accountability Subgroup Component Report* at www.louisianaschools.net.

Safety and School Environment

School Climate (2006-2007)

- | | | |
|--|-------------------------------------|--------------------------|
| Your School has a: | Yes | No |
| ♦ Written Parental Involvement Statement | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ♦ Student Code of Conduct | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ♦ Crisis Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

- **Your school has not been identified as "Persistently Dangerous."**
Persistently Dangerous schools are required to have an Unsafe School Choice plan.

Class Size (2006-2007)

Class Size Range	Your School	Your District	State
1-20	100%	79%	55%
21-26	0%	20%	38%
27-33	0%	0%	6%
34 or more	0%	0%	1%

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

School Characteristics

Teacher Quality (2006-2007)

	Your School	Your District
Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition	80%	78%

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

Enrollment (October, 2006)

	Number	Percent
Total Students	278	100%
♦ Regular Education	241	87%
♦ Students with Disabilities*	37	13%
Total students eligible for Free or Reduced Price Lunch	238	86%

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

Test Results for Initial Test-Takers

- These results are for informational purposes only, to communicate the results for your school’s initial test takers by subgroup.
- These results differ from the test results used in the SPS and from the test results used for the Subgroup Component calculations because of inclusion/exclusion of certain students.
- These results include:
 - ♦ Grades 3-8, GEE, and LAA.
 - ♦ Eligible test-takers who were and were not enrolled in your school for the full academic year.
- The "Other" ethnicity subgroup data are not available at this time.

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

Test	Subgroup	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	19	17.3	28	25.5	52	47.3	10	9.1	1	0.9
	African American/Black	18	19.6	23	25.0	43	46.7	8	8.7	0	0.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	1	6.7	4	26.7	7	46.7	2	13.3	1	6.7
	Other										
	Students with Disabilities	5	50.0	5	50.0	0	0.0	0	0.0	0	0.0
	Students without Disabilities	14	14.0	23	23.0	52	52.0	10	10.0	1	1.0
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	18	18.6	22	22.7	49	50.5	8	8.2	0	0.0
	Non-Economically Disadvantaged	1	7.7	6	46.2	3	23.1	2	15.4	1	7.7
	Migrant	~	~	~	~	~	~	~	~	~	~
	Male	11	20.4	19	35.2	20	37.0	4	7.4	0	0.0
Female	8	14.3	9	16.1	32	57.1	6	10.7	1	1.8	
Math	All Students	16	14.5	28	25.5	59	53.6	6	5.5	1	0.9
	African American/Black	15	16.3	23	25.0	50	54.3	3	3.3	1	1.1
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	1	6.7	4	26.7	7	46.7	3	20.0	0	0.0
	Other										
	Students with Disabilities	3	30.0	4	40.0	3	30.0	0	0.0	0	0.0
	Students without Disabilities	13	13.0	24	24.0	56	56.0	6	6.0	1	1.0
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	15	15.5	24	24.7	53	54.6	4	4.1	1	1.0
	Non-Economically Disadvantaged	1	7.7	4	30.8	6	46.2	2	15.4	0	0.0
	Migrant	~	~	~	~	~	~	~	~	~	~
	Male	9	16.7	11	20.4	31	57.4	3	5.6	0	0.0
Female	7	12.5	17	30.4	28	50.0	3	5.4	1	1.8	

- A ~ indicates fewer than 10 (1 to 9) students tested or all students scored at the same achievement level.
- N/A indicates the subgroup does not exist at your school or your school has no students eligible to be tested in that subgroup.
- Students who scored at the *Foundational* or *Pre-Foundational* achievement levels on the LAA 2 were included as *Unsatisfactory*.

Definitions

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

Academically Unacceptable Schools (AUS) – Schools receive the AUS 1, 2, etc. label based on the number of years their Baseline SPS is below 60.0.

Adequate Yearly Progress (AYP) – The minimum level of achievement or improvement that a school must achieve within a set time frame. The No Child Left Behind Act of 2001 requires that every state form its own definition of AYP. Louisiana evaluates whether schools make AYP for two components:

- SPS Component – To make AYP, a school must have a New Baseline SPS of 60.0 or above; and
- Subgroup Component – To make AYP, all required subgroups must meet requirements in test participation and academic performance and the whole school must meet requirements for the Additional Academic Indicator (attendance rate or non-dropout rate).

Annual Measurable Objective (AMO) – The percent of students required to reach the proficient level in a given year on the standards-based assessments for grades 3-8, and 10. The AMO for English Language Arts (ELA) is now 47.4%, and the AMO for Mathematics is now 41.8%.

Baseline School Performance Score (SPS) – The SPS used to determine the school's Growth Target and Performance Label. It is compared against the next year's Growth SPS to determine if adequate growth is achieved. It is based on two years of assessment data (2005-2006 and 2006-2007) and two years of attendance and dropout data (2004-2005 and 2005-2006) for K-8 as well as 2006 graduation data for 2005-2006 for K-12.

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

Graduation Index – This is a score based on the exit outcomes of students in a cohort at schools with a 12th grade.

Graduation Rate – This is the percentage of a school's graduation cohort that obtained a regular high school diploma and is used as the Additional Academic Indicator (AAI) for schools with a 12th grade.

Growth Labels – The label that describes the level of growth achieved by a school and is based upon the school's success in attaining its Growth Target. Growth Labels are as follows:

- *Exemplary Academic Growth* – a school that makes its Growth Target, SAs for Economically Disadvantaged and Students with Disabilities increase by at least two points and it is not in AUS or Subgroup Component Failure
- *Recognized Academic Growth* – a school that makes its Growth Target
- *Minimal Academic Growth* – a school that is improving at least 0.1 of a point but not meeting its Growth Target
- *No Growth* – a school with a change in SPS of 0 to -2.5 points
- *School In Decline* – a school with an SPS decline of more than 2.5 points
- *No Label Assigned* – a school with a New Baseline SPS of 105.0 or more that did not achieve its Growth Target

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

Growth Target – The amount of progress a school must make each year to remain on target for reaching the state's 2014 goal of 120.0. The Growth Target is calculated by first subtracting the New Baseline SPS from the state goal and then dividing by the number of years remaining until 2014. A school that has LEP students and/or students with disabilities has a slightly lower Growth Target to achieve.

Incentive Points – The school received 50 incentive points for 4th or 8th grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2006 or Spring 2007) on a LEAP subject area test.

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

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

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

The Performance Labels are as follows:

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

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

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

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

School Performance Score (SPS) Goal – The Growth SPS that a school must attain each year to remain on target for meeting the state goal of 120.0 by 2014. The SPS Goal is calculated by adding the New (2007-08) Growth Target to the New Baseline SPS.

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

Subgroup Assessment Index (SAI) table – Weighted scores calculated for the Economically Disadvantaged and Students with Disabilities subgroups used as one of the criteria for assigning Growth Labels and rewards.

Need Additional Information?

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

- Archived Accountability Data.
- Accountability Data for other schools in your district.
- Accountability Policy Update – This presentation describes the changes to *Bulletin 111: Louisiana School, District, and State Accountability* policy.
- *Bulletin 111: Louisiana School, District, and State Accountability* policy – This document details all the policy and procedures implemented in the Louisiana School, District, and State Accountability System.
- District Accountability data – The District Accountability data and reports that are not yet released will be available in a few months.
- Highly Qualified Educators.
- Practice Assessment/Strengthen Skills (PASS) – An Internet tool where students can access practice test questions with instructional feedback.
- *School Report Card for Parents*.
- *Subgroup Component Report* – This report details the Subgroup Component results for your school and explains why your school did or did not make AYP. In addition, the professional qualifications of teachers at your school are reported.
- Subgroup Assessment Index (SAI) table – Weighted scores calculated for the Economically Disadvantaged and Students with Disabilities subgroups used as one of the criteria for assigning Growth Labels and rewards.
- Teach Louisiana – The online career development network for Louisiana teachers.
- Other Data and Reports – This website provides links to financial, staff, school, district, and student data and reports.

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE’s Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE’s policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.