

SECTION 3: THE NORM-REFERENCED TEST COMPONENT OF *i*LEAP SPRING TEST RESULTS

OVERVIEW

For the 2004–2005 Louisiana Statewide Norm-Referenced Testing Program (LSNRTP), the norm-referenced test (NRT) consisted of the Complete Battery of The Iowa Tests in grades 3, 5, 6, 7, and 9, Form Iowa 03. For the 2005–2006 testing program, the NRT component of *i*LEAP remained The Iowa Test, but consisted of a different form (Form Iowa 06) and different batteries. The Survey Battery was used for grades 3, 5, 6, and 7, and the Core Battery was used for grade 9, grade 8 option 2, and PreGED/Skills. The Survey Battery includes tests in Reading, Language, and Math (except Math Computation), but each of these tests is shorter than its Complete Battery counterpart. In addition, the Survey Battery was separately normed during the standardization of The Iowa Tests. The Core Battery contains the same full-length tests in Reading, Language, and Math (except Math Computation) that appear in the Complete Battery.

However, because the scores derived from the 2004–2005 testing program were based on 2000 norms and the scores this year are based on 2005 norms, it is important to realize that the scores from last year and this year cannot be directly compared.

This section of the report specifies The Iowa Tests used in *i*LEAP and describes the norm-referenced test scores used for this program. Results from The Iowa Tests are also presented in this report.

THE IOWA TESTS

The NRT component of *i*LEAP (The Iowa Tests) is a standardized norm-referenced achievement test. These tests have been given, using specified directions and under specific conditions, to a group of students that was carefully selected to be representative of students nationwide. Scores derived from this standardization program are the **norms** that permit the test user to compare student performance with that of this larger representative group. Thus, the norms provide a method for comparing the achievement of specific groups of students

in the same grade. Norms also provide a vehicle for comparing the performance of individual students with the performance of students in the national norm group.

The scores for The Iowa Tests are reported in terms of spring 2005 norms. The spring norms window spans five weeks in April and May. Since Louisiana students took The Iowa Tests in March, up to four weeks outside of the empirical norms period, norms for the *ITBS* and the *ITED* are interpolated to the week that includes March 24.

The Iowa Tests are administered by grade and level. The following chart shows the grade and test level correspondence. Levels, in general, correspond to a student’s chronological age.

Grade Levels and Test Levels

Grade Level	3	5	6	7	9
Test Level	9	11	12	13	15

Grade 8 option 2 and Options (PreGED/Skills) Program students took the Level 15 tests. Their scores are reported in terms of grade 9 norms interpolated to the week that included March 24.

Achievement on the *ITBS* is measured on the three tests in the core battery. Standards scores are reported for each test. The following table shows how scores are reported:

<i>ITBS</i> Areas Tested	Reporting Test Results (Grades 3, 5, 6, 7)	
Reading Total	RT	Survey Total = $\frac{RT + LT + MT}{3}$
Language Total	LT	
Math Total	MT	

The **Reading Total** comprises the two-part Reading test—Reading, Part 1, (Vocabulary) and Reading, Part 2, (Reading Comprehension). Reading, Part 1, provides a measure of reading vocabulary. Students are required to read a target word in context and then select the word

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or phrase that most closely conveys the same meaning as the target word. In Reading, Part 2, students read passages of various types from various genres and answer questions about them. The test is organized around three main process skills: factual understanding, inference and interpretation, and analysis and generalization. These three main skills differ from one another in the processes they require of the reader, in the depth and breadth of understanding each demands, and in the extent to which the reader must depend on information stated directly in the passage.

The **Language Total** consists of the Language test, which measures skills fundamental to the use of the conventions of standard written English: spelling, capitalization, punctuation, and usage and expression. The Spelling section measures the ability to recognize errors in both root words and affixes. The test also contains a “No Mistakes” option, so students are required to examine all the answer choices. The Capitalization section measures the ability to recognize a broad range of words and phrases that are conventionally capitalized, as well as the use of overcapitalization. The Punctuation section measures the ability to recognize the appropriate use of common punctuation marks, as well as the use of overpunctuation. The Usage and Expression section measures the ability to apply grammatical conventions and to deal with reducing ambiguity, conveying intended meaning, and presenting written ideas in logical order.

The **Math Total** comprises two parts—Math, Part 1, (Concepts and Estimation) and Math, Part 2, (Problem Solving and Data Interpretation). Math: Part 1 measures the ability to apply fundamental concepts of estimation. Math, Part 2, measures the ability to problem solve, apply problem-solving strategies, and interpret data. The test also emphasizes multiple-step problems as appropriate for each test level.

The **ITBS Survey Total** is the average of the Reading Total, Language Total, and Math Total.

Achievement on the *ITED* is measured and reported as listed below. Total scores are obtained by averaging the scores from certain tests. The listing shows the standard scores that are included in the various averages.

<i>ITED</i> Areas Tested	Reporting Test Results (Grades 9, Grade 8 Option 2, Options [PreGED/Skills] Program)	
Reading <i>Vocabulary</i> V <i>Reading Comprehension</i> RC	Reading Total (RT) = $\frac{V + RC}{2}$	Core Total = $\frac{RT + L + M}{3}$
Language: Revising Written Material	L	
Math: Concepts and Problem Solving	M	

The **Reading Total** is derived from the average of the two Reading tests—Vocabulary and Reading Comprehension. The Vocabulary test measures general vocabulary development. The words tested represent a cross section of vocabulary encountered in general communication: reading, writing, and listening. In the Reading Comprehension test, students read passages of various types from various genres and answer questions about them. The test is organized around three main process skills: factual understanding, inference and interpretation, and analysis and generalization. These three main skills differ from one another in the processes they require of the reader, in the depth and breadth of understanding each demands, and in the extent to which the reader must depend on information stated directly in the passage.

The **Language: Revising Written Materials** test assesses the ability to recognize correct and effective use of standard American English in writing. The questions ask students to make revision choices concerning organization, expression, sentence structure, usage, and mechanics.

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The **Math: Concepts and Problem Solving** test measures the ability to solve quantitative problems. The questions present practical problems that require basic arithmetic and measurement, estimation, data interpretation, and logical thinking.

The **ITED Core Total** is the average of the Reading Total, Language, and Math.

NORM-REFERENCED TEST SCORES

Scores from a norm-referenced test indicate how a given student's knowledge or skill compares with that of others in the norm group. They do not tell what a student knows or does not know.

The NRT scores for *i*LEAP identify a student's relative strengths and weaknesses in the tested areas. Scores can be used to monitor year-to-year growth of students and groups of students in important academic areas.

The following scores are reported for the Louisiana program:

- Standard score (SS)
- National percentile rank (NPR)
- National stanine (NS)
- Normal curve equivalent (NCE)

The scores differ from one another in the kind of information they represent, the precision with which they describe achievement, and the purposes they can serve.

Standard Score

Definition. Standard scores are produced from a single equal-interval scale of scores that is continuous from kindergarten through grade 12. Standard scores on The Iowa Tests range from 80 for kindergarten through 400 for grade 12. The range of possible standard scores is different for each grade level.

Uses. The major use of the standard score is to measure achievement growth of students or groups of students from year to year. Within a school or district, successively higher standard scores from grade to grade would be expected.

Limitations. A standard score by itself has little meaning. It can be interpreted only when it is compared with some referent, such as the appropriate average standard score, as shown in the table that follows. The numbers indicate the standard scores that correspond to typical performance of grade groups on The Iowa Tests during the norming period in the spring of the year. For example, a grade 5 student's score of 213 on the *ITBS* Reading Total means that the student's reading performance corresponds to the median standard score of the typical grade 5 student during the same norming period.

Average Standard Scores
(Survey/Core Total Scores for Quartermonth of March 24, 2005)

Grade	Median Standard Score
3	184
4	199
5	213
6	227
7	239
8	250
9	258
10	266
11	273
12	278

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The previous scale shows that average annual growth decreases as students move up from one grade to the next. For example, at the median, the average growth from grade 5 to grade 6 is 14 standard score points, but from grade 11 to grade 12, the average growth is only 5 points. Since it is widely believed that the rate of growth in most achievement areas decreases as grade level increases, the standard score scale reflects typical student development.

Percentile Rank

Definition. A student's percentile rank shows the student's relative position or rank in a group of students who were in the same grade and who took the tests at the same time of year as the student. A student's national percentile rank is the student's standing as compared to a large representative sample of students from the entire nation who are in the same grade.

Uses. The percentile rank, reported in units that range from 1 to 99, is perhaps the most useful and readily understood score for interpreting student achievement. It describes performance in small, fairly precise units. These units clearly state performance relative to the norm group. For example, if Kara earned a percentile rank score of 72 on the Reading test, it means that she scored the same as or higher than 72 percent of the students in the norm group who were in the same grade and took the same test. It also means that 28 percent of the students scored higher than Kara.

Limitations. The percentile rank magnifies small differences in the middle raw scores while reducing differences in very high and very low raw scores. This is because the percentile rank is based on the frequency with which each raw score occurred in the norm group and denotes the percentage of individual scores that fell at or below a selected point.

Generally, very high and very low scores are infrequent, while middle scores are frequent. Smaller differences in raw score points are therefore needed to move from one percentile rank to another for

middle scores, while greater differences in raw score points are needed to move from one percentile rank to another for very high or very low scores. For example, a difference of only three raw score points might be necessary to move from a percentile rank of 50 to a percentile rank of 55 while a difference of seven raw score points might be necessary to move from a percentile rank of 10 to a percentile rank of 15 or from 90 to 95.

Stanine

Definition. Stanines express test results in nine equal steps ranging from 1 (lowest) to 9 (highest). The average stanine is a score of 5. Stanines, which are similar to percentile ranks, are relatively easy to use because they are all one-digit numbers. The national stanine shows a student's standing within the group of students in the same grade who took the test at the same time of year during the national standardization.

In general, stanines 1, 2, and 3 are well below average; 4 is slightly below average; 5 is average; 6 is slightly above average; and 7, 8, and 9 are well above average.

Uses. Stanines for groups are useful for broadly identifying areas of curricular strengths and weaknesses that might be represented by a set of test scores. For example, if a stanine of the average standard score is 4 for Reading Total, the class as a whole is reading slightly below average. A visual display of nine stair steps can be a helpful interpretive aid during parent conferences or in classroom score interpretation sessions with students.

Limitations. Stanines are less precise than percentile rank scores. For example, percentile ranks of 24 and 40 both represent a stanine of 4. However, percentile ranks of 23 and 24 are consecutive and represent stanines of 3 and 4 respectively.

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Normal Curve Equivalent

Definition. Normal curve equivalents (NCEs), derived from national percentile ranks, are normalized standard scores with a mean of 50. NCEs are equal-interval scores that result from dividing the normal curve into 99 equal units. This assures that the differences between NCE units at different positions on the scale are equal, unlike percentile ranks. For example, the difference in performance between NCEs of 50 and 55 is equal to the difference between NCEs of 10 and 15.

The NCE is a **within-grade** standard score that denotes individual or group status within a grade. The full range of NCEs, 1 through 99, may be earned in each grade level, with the average NCE always at 50. By contrast, the standard score, described on page 129, is an **across-grade** score that can be used to determine growth. Unlike NCEs, the range of possible standard scores is different for each grade level, and the average standard score increases as the grade levels move upward.

Uses. NCEs can be interpreted in much the same way as percentile ranks. NCEs may be averaged to describe group performance. For these reasons, NCEs are often used in evaluating results in Title I programs. NCEs used in Title I evaluation must be based on established norms for a particular grade and time of year. This requirement enhances the standardization and comparability of test reporting procedures.

NCEs can be averaged for most groups because of their equal-interval scaling. In this way they are unlike percentile ranks, which cannot be averaged because of their frequency-based scaling. NCEs may be thought of as roughly equivalent to stanines to one decimal place. For example, an NCE of 53 may be interpreted as a stanine of 5.3.

Limitations. Although reporting procedures for various test batteries have been standardized, the NCEs from different test batteries are not interchangeable.

INTERPRETING SCORES: A CAUTION

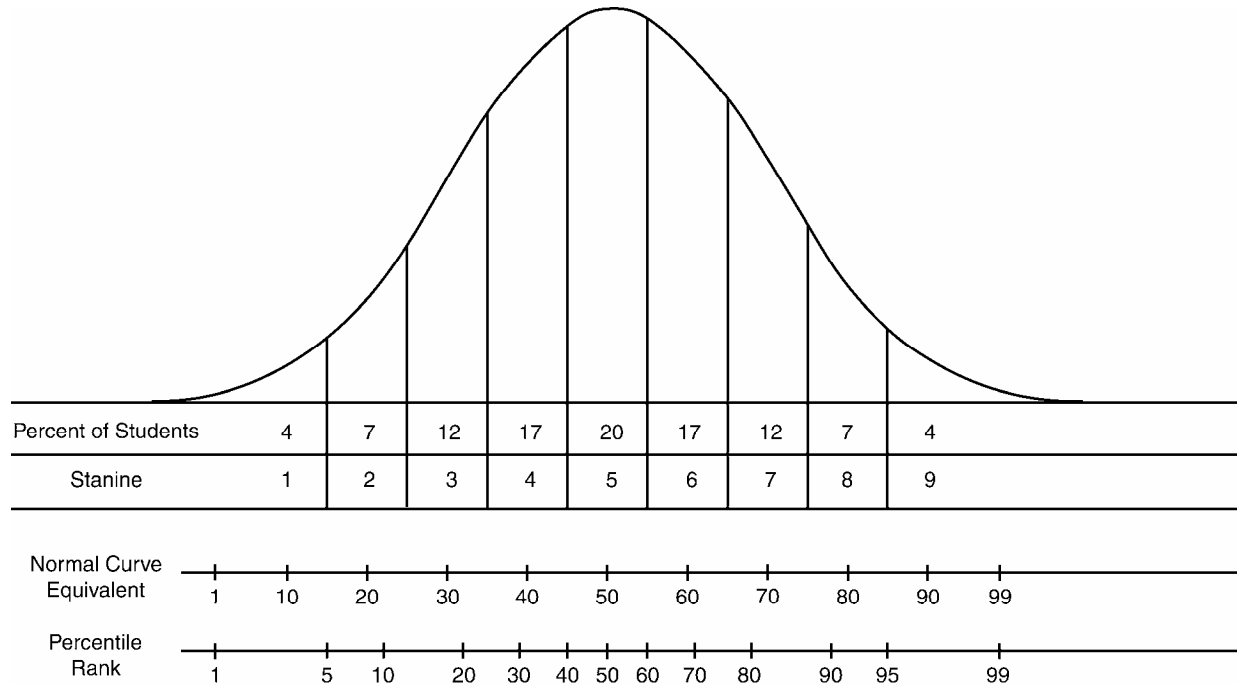
There is a degree of measurement error in all scores. If it were possible to administer repeated independent testings, a student's score would not be the same every time but would fall within a range. This range is due to many factors other than knowledge of test content—motivation, the student's health and state of mind, and classroom conditions—that affect student performance on the test at each sitting. The range within which the scores for these repeated testings would be expected to fall is called an accuracy (or confidence) band. This accuracy band is calculated through use of a statistic called the **standard error of measurement**, a statistical index that represents the reliability factor, or measurement error, in test scores.

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NRT SCORES

The following graph compares stanines, percentile ranks, and normal curve equivalents. These NRT scores are summarized on the following page.

Relationship of Stanines, Percentile Ranks, and Normal Curve Equivalents



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NRT Scores	Definition	Score Range	Characteristics	Uses	Example	Limitations
Standard Score (SS)	Equal-interval scale of scores that is continuous from kindergarten to grade 12.	80–400	<ul style="list-style-type: none"> Shows year-to-year growth. Median SS for each grade reflects typical student performance in that grade. 	<ul style="list-style-type: none"> To measure achievement growth from year to year. 	Sam is in 5th grade. His Reading Total SS of 213 means that his reading level is like that of the typical 5th grade student in March.	For interpretation of the SS, a benchmark value associated with typical performance in each grade is needed.
National Percentile Rank (NPR)	Percent of students in the national norm group who earned raw scores the same as or lower than a particular raw score.	1–99	<ul style="list-style-type: none"> Shows a student’s relative positioning in a group of students in the same grade tested at the same time of year. Frequency-based scale. 	<ul style="list-style-type: none"> To describe student performance in small, fairly precise units relative to the norm group. To describe areas of relative strength and weakness for an individual student, school, or grade group. 	Lisa’s NPR of 43 for her Reading Total score means that 43 percent of the national norm group scored at or below Lisa’s raw score and 57 percent scored higher.	NPRs cannot be averaged. Group averages must be reported in terms of other scores, such as the NPR of the average SS.
National Stanine (NS)	A grouping of percentile ranks.	1–9	<ul style="list-style-type: none"> A stanine of 5 is average; stanines 1–4 are below average; 6–9 are above average. Equal-interval scale. 	<ul style="list-style-type: none"> To broadly identify areas of strength and weakness. 	Lara’s stanine of 3 for Reading Total means that she is in the below average stanine group.	Less precise than percentile ranks.
Normal Curve Equivalent (NCE)	Equal-interval scores that result from dividing the normal curve into 99 equal units.	1–99	<ul style="list-style-type: none"> Equal-interval score. Scores can be added, subtracted, and averaged. 	<ul style="list-style-type: none"> To compare tests in terms of strengths and weaknesses. To compare groups of students. 	If Tanya’s Reading Total NCE is 46 and her Math Total is 58, you can say that she has a relative weakness in reading and a relative strength in math.	NCEs from different test batteries (<i>e.g.</i> , the <i>Terra Nova</i> and the <i>ITBS</i>) cannot be interchanged.
Raw Score (RS)	Number of test questions student answered.	Number of items varies per test	<ul style="list-style-type: none"> Can be used to calculate percent correct. 	<ul style="list-style-type: none"> Can be converted to other scores: SS, NS, NCE NPR. 	If Jesse’s raw score on a 40-item test is 30, he answered 30 of the 40 items correctly.	Meaning varies from test to test.

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SUMMARY

Tables 36 through 41 show results for The Iowa Tests portion of *i*LEAP for grades 3, 5, 6, 7, and 9. The score provided for each test and grade is the percentile rank of the average standard score. This score is based on the spring 2005 norms. Percentile ranks range from 1 to 99 and have a median of 50. For example, if a district earned a percentile rank of 72 in Language, this would mean that 72 percent of the national norm group scored at or below the typical student in the district.

Because spring 2006 represents the initial (i.e., baseline) administration of The Iowa Tests, these tables include results only from spring 2006. In subsequent years the percentile rank for each test and grade will be listed in these tables. Over time these tables, when compared to the spring 2006 baseline results, can be used in the evaluation of student achievement on The Iowa Tests.

As reflected in The Iowa Tests statewide results for spring 2006, the following highlights provide a summary of the performance of students in grades 3, 5, 6, 7, and 9 for each test.

- The Survey/Core Total score has a percentile rank of 50 for grades 3, 5, and 9 and just under the national median (48th percentile) for grades 6 and 7. This indicates that the overall performance of students in grades 3, 5, 6, 7, and 9 is about average as compared to the national norms.
- For all grades, scores on the Reading test are below the 50th percentile, ranging from a percentile rank of 41 to 46. As compared to the other Iowa tests, the Reading test scores are lower than the Language and Mathematics test scores.

- Performance on the Language test for grades 3, 5, 6, and 7 exceeded the 50th percentile, ranging from 53 to 57. Students in grade 9 achieved the 50th percentile on the Revising Written Materials test (the comparable grades 3, 5, 6, and 7 Language test). Comparing the Language test scores to the other scores on The Iowa Tests, these statewide results are higher than the Reading and Mathematics scores.
- Students in grades 3, 5, 6, and 7 attained the 50th percentile or just under (49th percentile) on the Mathematics test. Grade 9 students exceeded this by performing at the 54th percentile.

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	LOUISIANA STATEWIDE				
2006	48,313	46	55	49	50
	ACADIA PARISH				
2006	743	44	50	46	47
	ALLEN PARISH				
2006	319	52	59	56	56
	ASCENSION PARISH				
2006	1,422	50	56	52	53
	ASSUMPTION PARISH				
2006	294	44	60	40	49
	AVOYELLES PARISH				
2006	420	35	50	39	41
	BEAUREGARD PARISH				
2006	456	56	68	65	64
	BIENVILLE PARISH				
2006	186	38	50	41	42
	BOSSIER PARISH				
2006	1,480	56	57	55	57
	CADDO PARISH				
2006	3,240	43	53	44	47
	CALCASIEU PARISH				
2006	2,359	53	58	51	55

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CALDWELL PARISH				
2006	140	49	50	44	48
	CAMERON PARISH				
2006	103	49	51	47	49
	CATAHOULA PARISH				
2006	137	50	68	62	61
	CLAIBORNE PARISH				
2006	176	30	55	42	41
	CONCORDIA PARISH				
2006	318	42	49	41	43
	DESOTO PARISH				
2006	371	41	48	45	44
	EAST BATON ROUGE PARISH				
2006	3,668	35	39	35	36
	EAST CARROLL PARISH				
2006	108	38	49	33	39
	EAST FELICIANA PARISH				
2006	184	36	42	34	37
	EVANGELINE PARISH				
2006	491	45	63	54	55
	FRANKLIN PARISH				
2006	258	35	44	32	36

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	GRANT PARISH				
2006	276	48	55	50	52
	IBERIA PARISH				
2006	1,060	43	52	47	48
	IBERVILLE PARISH				
2006	326	35	45	37	38
	JACKSON PARISH				
2006	168	44	58	46	50
	JEFFERSON PARISH				
2006	3,127	39	49	42	42
	JEFFERSON DAVIS PARISH				
2006	412	49	60	58	56
	LAFAYETTE PARISH				
2006	2,300	50	55	54	54
	LAFOURCHE PARISH				
2006	1,018	47	49	46	48
	LASALLE PARISH				
2006	195	54	57	54	56
	LINCOLN PARISH				
2006	430	47	61	52	54
	LIVINGSTON PARISH				
2006	1,677	56	64	64	62

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	MADISON PARISH				
2006	186	25	30	21	24
	MOREHOUSE PARISH				
2006	433	37	48	41	41
	NATCHITOCHE PARISH				
2006	537	40	48	42	43
	ORLEANS PARISH				
2006	507	40	40	36	38
	OUACHITA PARISH				
2006	1,448	56	68	61	63
	PLAQUEMINES PARISH				
2006	206	55	70	58	62
	POINTE COUPEE PARISH				
2006	218	41	49	40	43
	RAPIDES PARISH				
2006	1,723	49	59	54	55
	RED RIVER PARISH				
2006	97	35	51	38	41
	RICHLAND PARISH				
2006	243	38	47	40	41
	SABINE PARISH				
2006	289	41	53	43	46

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	ST. BERNARD PARISH				
2006	146	37	37	37	37
	ST. CHARLES PARISH				
2006	706	53	64	57	59
	ST. HELENA PARISH				
2006	101	23	26	26	24
	ST. JAMES PARISH				
2006	256	42	51	44	46
	ST. JOHN THE BAPTIST PARISH				
2006	486	37	49	40	41
	ST. LANDRY PARISH				
2006	1,197	45	60	50	52
	ST. MARTIN PARISH				
2006	636	42	65	59	56
	ST. MARY PARISH				
2006	734	42	49	44	45
	ST. TAMMANY PARISH				
2006	2,427	63	66	65	65
	TANGIPAOA PARISH				
2006	1,431	41	53	45	47
	TENSAS PARISH				
2006	48	35	56	48	46

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	TERREBONNE PARISH				
2006	1,405	49	60	53	55
	UNION PARISH				
2006	214	34	45	30	36
	VERMILION PARISH				
2006	635	51	61	51	55
	VERNON PARISH				
2006	738	60	67	60	63
	WASHINGTON PARISH				
2006	345	40	49	45	44
	WEBSTER PARISH				
2006	563	42	43	40	41
	WEST BATON ROUGE PARISH				
2006	238	41	41	41	41
	WEST CARROLL PARISH				
2006	161	47	57	51	52
	WEST FELICIANA PARISH				
2006	156	49	68	52	57
	WINN PARISH				
2006	193	49	60	52	55
	CITY OF MONROE				
2006	627	44	58	42	49

**Table 36: Spring 2006 State and District Results—Grade 3
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CITY OF BOGALUSA				
2006	189	34	40	29	34
	ZACHARY COMMUNITY				
2006	243	59	71	60	64
	CITY OF BAKER				
2006	151	24	26	22	23
	CHARTER SCHOOLS				
2006	302	48	52	49	50
	LABORATORY SCHOOLS				
2006	146	55	62	56	58
	RECOVERY SCHOOL DISTRICT				
2006	76	31	28	22	26

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	LOUISIANA STATEWIDE				
2006	46,815	43	57	50	50
	ACADIA PARISH				
2006	673	38	58	49	49
	ALLEN PARISH				
2006	344	46	55	52	51
	ASCENSION PARISH				
2006	1,300	47	59	58	55
	ASSUMPTION PARISH				
2006	326	36	54	46	45
	AVOYELLES PARISH				
2006	428	35	57	45	46
	BEAUREGARD PARISH				
2006	434	50	63	56	57
	BIENVILLE PARISH				
2006	162	38	52	51	47
	BOSSIER PARISH				
2006	1,426	52	61	58	57
	CADDO PARISH				
2006	2,876	43	61	50	52
	CALCASIEU PARISH				
2006	2,170	51	61	54	56

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CALDWELL PARISH				
2006	117	43	59	50	51
	CAMERON PARISH				
2006	116	47	56	50	51
	CATAHOULA PARISH				
2006	147	47	60	52	53
	CLAIBORNE PARISH				
2006	179	38	52	44	44
	CONCORDIA PARISH				
2006	312	38	55	46	46
	DESOTO PARISH				
2006	332	37	54	43	45
	EAST BATON ROUGE PARISH				
2006	3,413	34	50	42	41
	EAST CARROLL PARISH				
2006	125	39	54	37	43
	EAST FELICIANA PARISH				
2006	170	32	42	35	35
	EVANGELINE PARISH				
2006	451	37	53	49	46
	FRANKLIN PARISH				
2006	226	33	43	41	38

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	GRANT PARISH				
2006	300	44	56	50	50
	IBERIA PARISH				
2006	1,077	40	53	49	47
	IBERVILLE PARISH				
2006	325	33	54	40	42
	JACKSON PARISH				
2006	148	45	61	51	53
	JEFFERSON PARISH				
2006	3,229	36	51	44	43
	JEFFERSON DAVIS PARISH				
2006	424	49	62	54	55
	LAFAYETTE PARISH				
2006	2,158	46	61	58	55
	LAFOURCHE PARISH				
2006	1,051	36	53	46	45
	LASALLE PARISH				
2006	172	47	62	51	54
	LINCOLN PARISH				
2006	408	43	58	47	49
	LIVINGSTON PARISH				
2006	1,655	55	64	62	61

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	MADISON PARISH				
2006	158	25	38	28	29
	MOREHOUSE PARISH				
2006	393	33	48	45	41
	NATCHITOCHE PARISH				
2006	458	38	53	47	46
	ORLEANS PARISH				
2006	504	31	41	38	35
	OUACHITA PARISH				
2006	1,290	54	68	61	62
	PLAQUEMINES PARISH				
2006	222	50	61	61	57
	POINTE COUPEE PARISH				
2006	241	34	47	41	40
	RAPIDES PARISH				
2006	1,693	45	60	54	54
	RED RIVER PARISH				
2006	128	28	44	39	35
	RICHLAND PARISH				
2006	247	32	44	41	38
	SABINE PARISH				
2006	274	40	49	45	44

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	ST. BERNARD PARISH				
2006	111	37	45	45	41
	ST. CHARLES PARISH				
2006	698	48	63	54	56
	ST. HELENA PARISH				
2006	94	21	32	23	23
	ST. JAMES PARISH				
2006	280	31	54	45	43
	ST. JOHN THE BAPTIST PARISH				
2006	503	34	48	41	40
	ST. LANDRY PARISH				
2006	1,162	40	56	45	47
	ST. MARTIN PARISH				
2006	587	33	51	45	43
	ST. MARY PARISH				
2006	638	39	50	45	44
	ST. TAMMANY PARISH				
2006	2,532	54	64	62	61
	TANGIPAOA PARISH				
2006	1,322	38	56	44	46
	TENSAS PARISH				
2006	52	30	45	34	35

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	TERREBONNE PARISH				
2006	1,400	43	58	52	51
	UNION PARISH				
2006	203	33	46	41	39
	VERMILION PARISH				
2006	667	39	56	45	47
	VERNON PARISH				
2006	682	54	64	61	60
	WASHINGTON PARISH				
2006	362	36	52	47	44
	WEBSTER PARISH				
2006	568	39	52	45	45
	WEST BATON ROUGE PARISH				
2006	275	37	47	40	40
	WEST CARROLL PARISH				
2006	162	45	64	57	56
	WEST FELICIANA PARISH				
2006	184	48	61	57	56
	WINN PARISH				
2006	197	41	52	47	46
	CITY OF MONROE				
2006	689	34	53	44	43

**Table 37: Spring 2006 State and District Results—Grade 5
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CITY OF BOGALUSA				
2006	171	34	57	40	43
	ZACHARY COMMUNITY				
2006	260	56	71	66	65
	CITY OF BAKER				
2006	151	25	35	31	28
	CHARTER SCHOOLS				
2006	259	49	58	55	54
	LABORATORY SCHOOLS				
2006	151	60	71	70	68
	RECOVERY SCHOOL DISTRICT				
2006	148	17	23	22	19

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	LOUISIANA STATEWIDE				
2006	47,651	41	55	50	48
	ACADIA PARISH				
2006	686	39	55	50	47
	ALLEN PARISH				
2006	308	49	60	54	55
	ASCENSION PARISH				
2006	1,432	46	55	55	52
	ASSUMPTION PARISH				
2006	305	40	54	44	45
	AVOYELLES PARISH				
2006	463	33	49	43	40
	BEAUREGARD PARISH				
2006	479	46	56	53	51
	BIENVILLE PARISH				
2006	163	38	50	48	44
	BOSSIER PARISH				
2006	1,372	48	57	55	53
	CADDO PARISH				
2006	3,342	38	52	47	45
	CALCASIEU PARISH				
2006	2,410	45	56	50	50

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CALDWELL PARISH				
2006	133	43	55	48	48
	CAMERON PARISH				
2006	100	47	55	51	51
	CATAHOULA PARISH				
2006	138	48	62	55	56
	CLAIBORNE PARISH				
2006	171	33	53	44	42
	CONCORDIA PARISH				
2006	274	39	57	44	46
	DESOTO PARISH				
2006	365	37	51	44	43
	EAST BATON ROUGE PARISH				
2006	3,483	31	44	40	37
	EAST CARROLL PARISH				
2006	115	23	38	21	25
	EAST FELICIANA PARISH				
2006	124	28	40	39	33
	EVANGELINE PARISH				
2006	431	37	48	51	44
	FRANKLIN PARISH				
2006	257	27	37	33	30

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	GRANT PARISH				
2006	267	45	57	49	50
	IBERIA PARISH				
2006	945	37	56	53	48
	IBERVILLE PARISH				
2006	320	31	44	40	37
	JACKSON PARISH				
2006	169	47	62	44	52
	JEFFERSON PARISH				
2006	3,251	32	44	39	37
	JEFFERSON DAVIS PARISH				
2006	396	53	63	61	59
	LAFAYETTE PARISH				
2006	2,319	42	56	54	51
	LAFOURCHE PARISH				
2006	981	39	52	51	46
	LASALLE PARISH				
2006	170	49	60	50	53
	LINCOLN PARISH				
2006	433	42	57	53	50
	LIVINGSTON PARISH				
2006	1,798	52	62	61	59

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	MADISON PARISH				
2006	211	19	31	26	23
	MOREHOUSE PARISH				
2006	295	41	60	55	52
	NATCHITOCHE PARISH				
2006	457	42	57	47	48
	ORLEANS PARISH				
2006	469	39	49	45	43
	OUACHITA PARISH				
2006	1,374	54	65	59	60
	PLAQUEMINES PARISH				
2006	214	49	58	56	54
	POINTE COUPEE PARISH				
2006	189	34	45	47	40
	RAPIDES PARISH				
2006	1,588	44	59	51	52
	RED RIVER PARISH				
2006	92	31	48	36	37
	RICHLAND PARISH				
2006	275	39	54	45	45
	SABINE PARISH				
2006	293	42	57	50	50

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	ST. BERNARD PARISH				
2006	149	39	47	49	44
	ST. CHARLES PARISH				
2006	717	47	64	57	57
	ST. HELENA PARISH				
2006	101	28	32	25	26
	ST. JAMES PARISH				
2006	253	34	54	45	43
	ST. JOHN THE BAPTIST PARISH				
2006	538	34	48	43	40
	ST. LANDRY PARISH				
2006	1,058	42	61	51	52
	ST. MARTIN PARISH				
2006	570	36	56	54	48
	ST. MARY PARISH				
2006	746	35	46	47	41
	ST. TAMMANY PARISH				
2006	2,433	56	64	59	60
	TANGIPAHOA PARISH				
2006	1,389	39	56	44	45
	TENSAS PARISH				
2006	57	21	46	35	32

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	TERREBONNE PARISH				
2006	1,457	43	58	49	50
	UNION PARISH				
2006	227	36	52	44	43
	VERMILION PARISH				
2006	625	43	57	54	51
	VERNON PARISH				
2006	688	54	66	58	60
	WASHINGTON PARISH				
2006	336	40	55	49	47
	WEBSTER PARISH				
2006	524	45	55	49	49
	WEST BATON ROUGE PARISH				
2006	243	40	53	41	43
	WEST CARROLL PARISH				
2006	168	49	63	55	56
	WEST FELICIANA PARISH				
2006	170	47	63	59	57
	WINN PARISH				
2006	182	52	67	53	58
	CITY OF MONROE				
2006	675	33	53	45	43

**Table 38: Spring 2006 State and District Results—Grade 6
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CITY OF BOGALUSA				
2006	153	34	48	42	40
	ZACHARY COMMUNITY				
2006	275	53	71	65	64
	CITY OF BAKER				
2006	171	30	42	27	31
	CHARTER SCHOOLS				
2006	239	43	53	54	50
	LABORATORY SCHOOLS				
2006	220	61	69	68	66
	RECOVERY SCHOOL DISTRICT				
2006	191	24	29	27	25

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	LOUISIANA STATEWIDE				
2006	49,730	44	53	49	48
	ACADIA PARISH				
2006	694	45	52	49	48
	ALLEN PARISH				
2006	320	50	55	49	51
	ASCENSION PARISH				
2006	1,366	50	55	57	54
	ASSUMPTION PARISH				
2006	364	35	46	45	41
	AVOYELLES PARISH				
2006	414	37	46	43	41
	BEAUREGARD PARISH				
2006	511	50	57	54	53
	BIENVILLE PARISH				
2006	188	41	51	46	45
	BOSSIER PARISH				
2006	1,445	52	57	55	54
	CADDO PARISH				
2006	3,345	42	53	46	46
	CALCASIEU PARISH				
2006	2,330	49	54	52	51

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CALDWELL PARISH				
2006	132	46	55	50	50
	CAMERON PARISH				
2006	96	46	51	46	47
	CATAHOULA PARISH				
2006	123	51	57	58	55
	CLAIBORNE PARISH				
2006	206	37	50	43	42
	CONCORDIA PARISH				
2006	331	36	49	41	41
	DESOTO PARISH				
2006	420	38	51	44	44
	EAST BATON ROUGE PARISH				
2006	3,305	37	47	43	41
	EAST CARROLL PARISH				
2006	122	32	30	25	27
	EAST FELICIANA PARISH				
2006	181	33	45	38	38
	EVANGELINE PARISH				
2006	470	40	48	47	44
	FRANKLIN PARISH				
2006	260	37	46	38	39

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	GRANT PARISH				
2006	281	51	52	51	51
	IBERIA PARISH				
2006	1,166	38	49	48	44
	IBERVILLE PARISH				
2006	374	33	46	38	38
	JACKSON PARISH				
2006	172	45	55	48	49
	JEFFERSON PARISH				
2006	3,129	39	47	45	43
	JEFFERSON DAVIS PARISH				
2006	435	50	57	54	53
	LAFAYETTE PARISH				
2006	2,187	47	55	54	52
	LAFOURCHE PARISH				
2006	1,153	40	49	50	46
	LASALLE PARISH				
2006	217	51	59	51	53
	LINCOLN PARISH				
2006	454	42	49	50	46
	LIVINGSTON PARISH				
2006	1,875	55	61	59	58

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	MADISON PARISH				
2006	195	25	35	31	29
	MOREHOUSE PARISH				
2006	431	42	55	46	47
	NATCHITOCHE PARISH				
2006	511	42	51	45	45
	ORLEANS PARISH				
2006	522	39	49	46	44
	OUACHITA PARISH				
2006	1,488	55	61	57	58
	PLAQUEMINES PARISH				
2006	245	49	59	58	55
	POINTE COUPEE PARISH				
2006	252	36	40	41	37
	RAPIDES PARISH				
2006	1,706	48	55	50	51
	RED RIVER PARISH				
2006	131	29	37	37	33
	RICHLAND PARISH				
2006	256	43	49	50	46
	SABINE PARISH				
2006	308	48	55	49	50

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	ST. BERNARD PARISH				
2006	178	40	44	47	42
	ST. CHARLES PARISH				
2006	766	49	58	58	55
	ST. HELENA PARISH				
2006	94	31	37	34	32
	ST. JAMES PARISH				
2006	363	36	51	46	44
	ST. JOHN THE BAPTIST PARISH				
2006	505	40	51	44	45
	ST. LANDRY PARISH				
2006	1,183	42	56	48	48
	ST. MARTIN PARISH				
2006	613	36	50	45	43
	ST. MARY PARISH				
2006	813	40	47	51	45
	ST. TAMMANY PARISH				
2006	2,720	57	59	57	57
	TANGIPAOA PARISH				
2006	1,414	43	54	46	47
	TENSAS PARISH				
2006	57	32	47	37	38

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	TERREBONNE PARISH				
2006	1,400	41	52	47	46
	UNION PARISH				
2006	221	42	49	43	44
	VERMILION PARISH				
2006	697	45	55	51	50
	VERNON PARISH				
2006	733	59	63	58	60
	WASHINGTON PARISH				
2006	324	40	48	48	45
	WEBSTER PARISH				
2006	542	46	50	47	47
	WEST BATON ROUGE PARISH				
2006	237	42	52	47	46
	WEST CARROLL PARISH				
2006	195	49	58	55	54
	WEST FELICIANA PARISH				
2006	203	52	63	57	57
	WINN PARISH				
2006	220	49	57	49	51
	CITY OF MONROE				
2006	772	31	44	37	36

**Table 39: Spring 2006 State and District Results—Grade 7
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Language	Mathematics	Survey Total
	CITY OF BOGALUSA				
2006	181	39	49	45	44
	ZACHARY COMMUNITY				
2006	276	52	68	59	60
	CITY OF BAKER				
2006	206	33	39	36	34
	CHARTER SCHOOLS				
2006	202	50	57	52	52
	LABORATORY SCHOOLS				
2006	222	63	65	63	64
	RECOVERY SCHOOL DISTRICT				
2006	200	28	31	29	27

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	LOUISIANA STATEWIDE				
2006	47,512	44	50	54	50
	ACADIA PARISH				
2006	713	40	47	53	47
	ALLEN PARISH				
2006	284	47	51	54	51
	ASCENSION PARISH				
2006	1,313	51	57	61	58
	ASSUMPTION PARISH				
2006	301	34	41	50	42
	AVOYELLES PARISH				
2006	486	38	47	54	47
	BEAUREGARD PARISH				
2006	438	51	55	59	56
	BIENVILLE PARISH				
2006	158	41	48	59	50
	BOSSIER PARISH				
2006	1,346	51	55	58	55
	CADDO PARISH				
2006	3,250	43	51	52	50
	CALCASIEU PARISH				
2006	2,387	46	49	55	51

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	CALDWELL PARISH				
2006	134	46	52	57	53
	CAMERON PARISH				
2006	111	42	48	55	49
	CATAHOULA PARISH				
2006	131	52	59	63	60
	CLAIBORNE PARISH				
2006	202	35	45	48	44
	CONCORDIA PARISH				
2006	264	34	43	43	40
	DESOTO PARISH				
2006	358	39	47	53	47
	EAST BATON ROUGE PARISH				
2006	3,213	39	46	48	45
	EAST CARROLL PARISH				
2006	91	34	45	42	41
	EAST FELICIANA PARISH				
2006	132	32	42	42	38
	EVANGELINE PARISH				
2006	370	38	45	52	45
	FRANKLIN PARISH				
2006	216	37	44	45	42

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of iLEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	GRANT PARISH				
2006	265	47	48	55	50
	IBERIA PARISH				
2006	927	44	52	55	51
	IBERVILLE PARISH				
2006	292	30	39	44	37
	JACKSON PARISH				
2006	150	44	52	53	50
	JEFFERSON PARISH				
2006	3,079	35	43	46	42
	JEFFERSON DAVIS PARISH				
2006	389	53	57	62	59
	LAFAYETTE PARISH				
2006	2,293	47	54	60	55
	LAFOURCHE PARISH				
2006	1,198	40	47	54	47
	LASALLE PARISH				
2006	196	53	54	58	56
	LINCOLN PARISH				
2006	515	46	50	57	51
	LIVINGSTON PARISH				
2006	1,580	52	55	60	57

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	MADISON PARISH				
2006	119	26	39	36	33
	MOREHOUSE PARISH				
2006	273	45	53	58	54
	NATCHITOCHE PARISH				
2006	458	42	50	52	49
	ORLEANS PARISH				
2006	959	34	45	46	43
	OUACHITA PARISH				
2006	1,390	53	57	61	59
	PLAQUEMINES PARISH				
2006	259	41	46	57	48
	POINTE COUPEE PARISH				
2006	191	31	42	50	41
	RAPIDES PARISH				
2006	1,631	47	51	53	51
	RED RIVER PARISH				
2006	93	36	45	51	45
	RICHLAND PARISH				
2006	272	40	45	49	45
	SABINE PARISH				
2006	307	47	54	57	54

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	ST. BERNARD PARISH				
2006	181	44	50	58	52
	ST. CHARLES PARISH				
2006	812	52	56	64	59
	ST. HELENA PARISH				
2006	114	17	28	22	21
	ST. JAMES PARISH				
2006	278	42	56	62	55
	ST. JOHN THE BAPTIST PARISH				
2006	382	40	50	50	48
	ST. LANDRY PARISH				
2006	999	44	55	53	52
	ST. MARTIN PARISH				
2006	617	36	46	48	44
	ST. MARY PARISH				
2006	767	39	49	57	49
	ST. TAMMANY PARISH				
2006	2,788	58	59	63	62
	TANGIPAHOA PARISH				
2006	1,418	42	50	52	49
	TENSAS PARISH				
2006	44	28	39	38	35

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	TERREBONNE PARISH				
2006	1,347	43	51	58	52
	UNION PARISH				
2006	227	44	46	49	47
	VERMILION PARISH				
2006	604	44	50	58	51
	VERNON PARISH				
2006	682	54	55	60	58
	WASHINGTON PARISH				
2006	344	37	46	50	46
	WEBSTER PARISH				
2006	479	45	50	53	51
	WEST BATON ROUGE PARISH				
2006	248	41	50	53	49
	WEST CARROLL PARISH				
2006	179	45	49	57	51
	WEST FELICIANA PARISH				
2006	175	51	57	61	58
	WINN PARISH				
2006	199	51	56	59	57
	CITY OF MONROE				
2006	755	37	48	47	45

**Table 40: Spring 2006 State and District Results—Grade 9
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	CITY OF BOGALUSA				
2006	172	38	47	48	45
	ZACHARY COMMUNITY				
2006	292	53	57	60	58
	CITY OF BAKER				
2006	117	31	43	39	38
	CHARTER SCHOOLS				
2006	91	63	66	62	66
	LABORATORY SCHOOLS				
2006	203	57	62	60	62
	RECOVERY SCHOOL DISTRICT				
2006	NR	NR	NR	NR	NR

NR = Numbers and percents of students scoring at each achievement level are not reported because the number of students tested is less than 10 or can not be reported.

**Table 41: Spring 2006 State Results—PreGED/Skills
National Percentile Rank of Average Standard Score
Norm-Referenced Test Component of *i*LEAP**

Year	Total Students Tested	Reading	Revising Written Materials	Mathematics	Core Total
	LOUISIANA STATEWIDE				
2006	5,161	12	16	19	14