

2006 - 2007  
**STATE OF LOUISIANA  
SUBGROUP  
COMPONENT  
REPORT**



*Paul G. Pastorek*  
*State Superintendent of Education*



# State Board of Elementary and Secondary Education

**Mr. James D. Garvey, Jr.**  
1<sup>st</sup> BESE District

**Mr. Keith Guice**  
5<sup>th</sup> BESE District

**Mr. John L. Bennett**  
Member-at-Large

**Ms. Louella Givens**  
2<sup>nd</sup> BESE District

**Mr. Charles E. Roemer**  
6<sup>th</sup> BESE District

**Ms. Penny Dastugue**  
Member-at-Large

**Ms. Glenny Lee Buquet**  
3<sup>rd</sup> BESE District

**Mr. Dale Bayard**  
*Secretary/Treasurer*  
7<sup>th</sup> BESE District

**Ms. Tammie A. McDaniel**  
Member-at-Large

**Mr. Walter Lee**  
4<sup>th</sup> BESE District

**Ms. Linda Johnson**  
*President*  
8<sup>th</sup> BESE District

**Ms. Weegie Peabody**  
*Executive Director*

For further information, contact:

Telephone: 1-877-453-2721 (toll free)  
E-mail: [customerservice@la.gov](mailto:customerservice@la.gov)  
Website: [www.louisianaschools.net](http://www.louisianaschools.net)

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](mailto: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.

Web only document.  
Louisiana Department of Education  
1-877-453-2721

# 2006-2007 Louisiana Subgroup Component Report

## User Guide

Under the *No Child Left Behind (NCLB) Act* of 2001, each state is required to have an accountability system and to focus on subgroups. The purpose of this report is to explain why Louisiana did or did not make Adequate Yearly Progress (AYP) for the Subgroup Component in 2006-2007. This report also provides other information about the state, such as the professional qualifications of teachers.

**How is the state evaluated on Subgroup AYP?** The state is evaluated on three different levels (grade clusters): elementary (K-5), middle (6-8), and high school (9-12).

**How does the state make (or not make) Adequate Yearly Progress (AYP) for the Subgroup Component?** Each grade cluster must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate for elementary and middle schools and graduation/non-dropout rate for high schools). For the state to pass the subgroup component, each subgroup of students within each grade cluster must pass the subgroup component, and each grade cluster as a whole must meet the criteria for status or improvement on the additional academic indicator.

**Which grades and assessments are included?** The Subgroup Component students who meet the inclusion criteria in grades 3-8, and 10. LEAP Alternate Assessment, Level 1 (LAA 1) and Level 2 (LAA 2) results for students with disabilities are included in the Subgroup Component calculations if those students were in grades 3-8, or 10.

**What are the subgroups?** Nine subgroups are evaluated for AYP. These include African American/Black, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic, White, students with disabilities, limited English proficiency, economically disadvantaged (students eligible for free or reduced price lunch). An "All Students" subgroup made up of all students in the state who meet the inclusion criteria is also evaluated. Data for other subgroups (students

without disabilities, non-economically disadvantaged, migrant, male, and female) are also provided in this report for information.

**What are the inclusion criteria for students?** Students are included in the Subgroup Component if they were enrolled in the state for a full academic year (October enrollment and date of testing) and if they tested in their respective grade levels for the first time. All students in a subgroup are used in the additional academic indicator evaluations.

**What is the minimum number of students?** Ten or more students meeting the inclusion criteria are required for subgroup evaluation. Subgroups with fewer than 10 students automatically make AYP. Subgroups with at least 10 but fewer than 40 students are not evaluated for test participation but are evaluated for academic performance and the additional academic indicator. A ~ indicates too few students in a given subgroup were eligible. Shaded cells indicate data that were not available or not required for evaluation.

**Table 1** provides an overall picture of the Subgroup Component for Louisiana. At the top, a "Yes" or "No" indicates whether the state made AYP for the Subgroup Component. For each subgroup, the table indicates whether AYP was met, with a "Yes" or "No" separately for English Language Arts (ELA) and Math by grade cluster.

**Table 2** shows Louisiana's Subgroup Component AYP status by subject and grade cluster for the past four years. At the top, a "Yes" or "No" indicates whether all three grade clusters have failed to make Subgroup Component AYP in the same subject. The table shows whether the state's grade clusters "Passed" or "Failed" to make AYP for each subject over the four years. The summary row provides an overall statement of what has occurred over the past four years.

The following tables provide further details about why the state did or did not make AYP.

**Tables 3A-3C** contain the number and percent of students tested and not tested by subgroup for ELA and Math separately by grade cluster. The percent tested is the Participation Rate for the state. To make AYP, each subgroup should have a 95% Participation Rate. All students are required to participate in the annual standards-based assessments. A ~ indicates that there were fewer than 40 eligible students in the test population. If a subgroup's participation rate is less than 95% for a given year, an average of the year and the prior year and the two prior years is calculated. If either average meets or exceeds 95%, then the subgroup meets its participation rate with the most recent year's rate displayed in italics. If the test participation criterion is met, academic performance is evaluated.

**Tables 4A-4C** report information that compares the proficiency of each subgroup with the state's Annual Measurable Objective (AMO) for ELA and Math by grade cluster. Proficiency is defined as scoring at the *Basic*, *Mastery*, or *Advanced* achievement level on the LEAP, *LEAP*, GEE, LAA 1, or LAA 2. Those subgroups with "Yes" met the state's AMO for that subject, while subgroups with "No" did not. The AMO for ELA is 47.4%, and the AMO for Math is 41.8%.

**Tables 5A-5C** present subgroup achievement data for ELA and Math by grade cluster. Counts and percentages are given for each subgroup at each of the five achievement levels. These levels, from lowest to highest, are *Unsatisfactory*, *Approaching Basic*, *Basic*, *Mastery*, and *Advanced*.

**Table 6** reports a 2-year trend of assessment results by grade cluster.

If the academic AMOs are not met, a subgroup can still make AYP if it satisfies the two requirements of *Safe Harbor*: decrease the percent of non-proficient students by 10% from the previous year AND meet requirements for the additional academic indicator.

**Tables 7A-7C** report the percent proficient by

subgroup for 2005-2006 and 2006-2007 for ELA and Math by grade cluster. These tables also show if Safe Harbor was met.

**Tables 8A-8C** present data used to determine the additional academic indicator by grade cluster. For elementary and middle school students, the additional academic indicator is the attendance rate. The AMO for the attendance rate is 90%. For high school students, the additional academic indicator is the graduation/non-dropout rate. The graduation rate shows the percentage of students who graduate with a regular high school diploma within 4 years. The AMO for the graduation rate is 65%. For the attendance and non-dropout rates, two years of data are reported (2004-2005 and 2005-2006). Additionally, a “Yes” or “No” indicates whether the subgroup met the requirements for the additional academic indicator (met the AMO or showed 0.1 growth in the attendance or non-dropout rate). The “All Students” subgroup was required to pass the additional academic indicator for the state to make AYP for its Subgroup Component.

**Table 9** lists the number of schools in each district and the state that were identified for Subgroup Component Failure (SCF). Schools that do not meet performance and growth requirements for 2 consecutive years or more in the same subject are identified for SCF. There are five levels of SCF. Remedies and consequences increase as schools move through the levels and are additive in nature.

**Table 10** reports the professional qualifications of teachers from high poverty, low poverty, and all schools in the state. High and low poverty schools are determined by sorting all schools in the state, from high to low poverty (percent of students eligible to receive free or reduced price lunches). Based on statewide enrollment, the high poverty schools are the top 25%, and low poverty schools are the bottom 25%. The numbers and percentages of teachers with emergency and valid state credentials are reported. Valid state credentials include standard certificates and practitioner licenses. All other teachers are considered to have nonstandard (emergency) credentials. In

addition, the numbers and percentages of core classes taught/not taught by Highly Qualified Teachers are reported. Core classes include English language arts, mathematics, science, social studies, and foreign languages courses at grades 1-12 and the arts courses at grades 9-12. Teachers who meet the “Highly Qualified” requirements, as defined by NCLB, are those teachers who have full state certification and have demonstrated content mastery in each core academic subject they teach. For the data presented in this report, “Highly Qualified” was determined on a class-by-class basis.

**Confidence intervals** were used at three points in the Subgroup Component evaluation to ensure high levels of reliability for the subgroup data: the AMO status test (Tables 4A-4C), the 10% reduction in non-proficiency (Tables 7A-7C), and the additional academic indicator status test (Tables 8A-8C). An \* indicates a subgroup that met requirements based on a confidence interval.

For more details, please visit the Louisiana Department of Education’s website at [www.louisianaschools.net](http://www.louisianaschools.net) to view other accountability reports and Bulletin 111: Louisiana School, District, and State Accountability policy. Contact the Louisiana Department of Education toll free by telephone at 1-877-453-2721

**Table 1. Did Louisiana Make Adequate Yearly Progress (AYP) For Its Subgroup Component?**

No

All of these subgroups had to make Adequate Yearly Progress (AYP) for the state to make AYP for its Subgroup Component.

Subgroups	English Language Arts			Math		
	Made AYP ?			Made AYP ?		
	Elementary	Middle	High	Elementary	Middle	High
<b>All Students</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
African American/Black	Yes	No	No	Yes	Yes	Yes
American Indian/Native Alaskan	Yes	Yes	Yes	Yes	Yes	Yes
Asian/Pacific Islander	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	No	No	No	No	No	No
Limited English Proficiency	Yes	Yes	No	Yes	Yes	Yes
Economically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes

*Subgroups with fewer than 10 students automatically make AYP.*

*The tables that follow provide further details about why Louisiana did or did not make AYP for its Subgroup Component.*

**Table 2. Have All Three of Louisiana's Grade Clusters Failed to Make AYP In the Same Subject?**

**Yes - 3 Years**

In which subjects did Louisiana's grade clusters fail to make AYP ?

Year	Grade Cluster	ELA	Math	Additional Academic Indicators
2003-2004	Elementary	Failed	Passed	Passed
	Middle	Failed	Failed	
	High	Failed	Failed	
2004-2005	Elementary	Passed	Passed	Passed
	Middle	Failed	Failed	
	High	Failed	Passed	
2005-2006	Elementary	Failed	Failed	
	Middle	Failed	Failed	
	High	Failed	Failed	
2006-2007	Elementary	Failed	Failed	
	Middle	Failed	Failed	
	High	Failed	Failed	
<b>Summary</b>		Failed three years	Failed two consecutive years	

Shading indicates the Additional Academic Indicator was not evaluated for a given year because the grade cluster already failed to make AYP in ELA, Math, or both for that year.

### Table 3A. Number and Percent of Elementary School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	141,063	100.0	26	0.0	141,065	100.0	36	0.0
African American/Black	✓	62,950	100.0	20	0.0	62,946	100.0	29	0.0
American Indian/Native Alaskan	✓	1,202	100.0	0	0.0	1,202	100.0	0	0.0
Asian/Pacific Islander	✓	1,899	99.9	1	0.1	1,899	99.9	1	0.1
Hispanic	✓	3,372	100.0	1	0.0	3,372	100.0	1	0.0
White	✓	71,640	100.0	4	0.0	71,646	100.0	5	0.0
Other									
Students with Disabilities	✓	19,742	99.9	13	0.1	19,740	99.9	13	0.1
Students without Disabilities		121,321	100.0	13	0.0	121,325	100.0	23	0.0
Limited English Proficiency	✓	2,480	99.9	2	0.1	2,480	99.9	2	0.1
Economically Disadvantaged	✓	94,641	100.0	22	0.0	94,640	100.0	33	0.0
Non-Economically Disadvantaged		46,422	100.0	4	0.0	46,425	100.0	3	0.0
Migrant		635	100.0	0	0.0	634	100.0	0	0.0
Male		72,177	100.0	16	0.0	72,176	100.0	21	0.0
Female		68,886	100.0	10	0.0	68,889	100.0	15	0.0

A ~ indicates that there were 1 to 39 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled for the first time in grades 3-5 and enrolled in the state for the full academic year.

### Table 3B. Number and Percent of Middle School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	138,264	99.8	215	0.2	138,255	99.8	256	0.2
African American/Black	✓	61,904	99.7	167	0.3	61,880	99.7	200	0.3
American Indian/Native Alaskan	✓	1,109	99.9	1	0.1	1,110	99.9	1	0.1
Asian/Pacific Islander	✓	1,871	100.0	0	0.0	1,870	100.0	0	0.0
Hispanic	✓	3,034	100.0	1	0.0	3,038	99.9	2	0.1
White	✓	70,346	99.9	46	0.1	70,357	99.9	53	0.1
Other									
Students with Disabilities	✓	16,517	99.6	69	0.4	16,518	99.5	79	0.5
Students without Disabilities		121,747	99.9	146	0.1	121,737	99.9	177	0.1
Limited English Proficiency	✓	1,714	99.9	2	0.1	1,715	99.9	2	0.1
Economically Disadvantaged	✓	87,081	99.8	180	0.2	87,052	99.8	214	0.2
Non-Economically Disadvantaged		51,183	99.9	35	0.1	51,203	99.9	42	0.1
Migrant		536	100.0	0	0.0	536	99.8	1	0.2
Male		69,851	99.8	136	0.2	69,839	99.8	162	0.2
Female		68,413	99.9	79	0.1	68,416	99.9	94	0.1

A ~ indicates that there were 1 to 39 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled for the first time in grades 6-8 and enrolled in the state for the full academic year.

## Table 3C. Number and Percent of High School Students Tested (Participating) and Not Tested (Non-Participating)

To make AYP for Louisiana's Subgroup Component, the state must have 95% of its students tested for all the subgroups that are required for AYP. Participation may be based on the current year, or on an average of the current year and the prior year, or the current year and the prior two years.

Subgroups	Required for AYP	English Language Arts				Math			
		Tested <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	40,993	99.4	263	0.6	40,993	99.3	279	0.7
African American/Black	✓	16,838	98.7	220	1.3	16,845	98.6	232	1.4
American Indian/Native Alaskan	✓	321	100.0	0	0.0	321	100.0	0	0.0
Asian/Pacific Islander	✓	714	99.6	3	0.4	712	99.6	3	0.4
Hispanic	✓	779	99.6	3	0.4	785	99.7	2	0.3
White	✓	22,341	99.8	37	0.2	22,330	99.8	42	0.2
Other									
Students with Disabilities	✓	3,500	99.2	29	0.8	3,507	99.3	25	0.7
Students without Disabilities		37,493	99.4	234	0.6	37,486	99.3	254	0.7
Limited English Proficiency	✓	383	99.5	2	0.5	387	99.5	2	0.5
Economically Disadvantaged	✓	20,443	99.2	159	0.8	20,450	99.1	177	0.9
Non-Economically Disadvantaged		20,550	99.5	104	0.5	20,543	99.5	102	0.5
Migrant		105	100.0	0	0.0	106	100.0	0	0.0
Male		19,574	99.3	137	0.7	19,566	99.2	150	0.8
Female		21,419	99.4	126	0.6	21,427	99.4	129	0.6

A ~ indicates that there were 1 to 39 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The rates shown in the above table are for the current year. If the participation percentage for the current year is less than 95%, then an average of the current year and the prior year or the current year plus the two prior years will be calculated. If either average is 95% or greater, then the state meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled for the first time in grade 10 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the GEE/LAA 1/LAA 2.

## Table 4A. Subgroups' Proficiency Status<sup>1</sup> And the State's Annual Measurable Objective (AMO) For Elementary School Students

To make AYP for Louisiana's Subgroup Component, all the indicated subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 7A and 8A).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>
All Students	✓	65.0	Yes	63.1	Yes
African American/Black	✓	52.0	Yes	46.2	Yes
American Indian/Native Alaskan	✓	66.7	Yes	65.2	Yes
Asian/Pacific Islander	✓	80.5	Yes	84.2	Yes
Hispanic	✓	62.9	Yes	63.9	Yes
White	✓	76.1	Yes	77.3	Yes
Other					
Students with Disabilities	✓	34.0	No	37.2	No
Students without Disabilities		70.0		67.3	
Limited English Proficiency	✓	59.8	Yes	63.5	Yes
Economically Disadvantaged	✓	56.8	Yes	54.1	Yes
Non-Economically Disadvantaged		81.6		81.4	
Migrant		52.4		55.1	
Male		59.6		63.2	
Female		70.6		63.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP/LAA 1/LAA 2.

<sup>2</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

Note: This student population includes those students who were enrolled for the first time in grades 3-5 and enrolled in the state for the full academic year.

## Table 4B. Subgroups' Proficiency Status<sup>1</sup> And the State's Annual Measurable Objective (AMO) For Middle School Students

To make AYP for Louisiana's Subgroup Component, all the subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 7B and 8B).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>
All Students	✓	61.2	Yes	59.8	Yes
African American/Black	✓	46.2	No	42.8	Yes
American Indian/Native Alaskan	✓	63.5	Yes	59.4	Yes
Asian/Pacific Islander	✓	77.4	Yes	83.4	Yes
Hispanic	✓	58.2	Yes	59.5	Yes
White	✓	74.0	Yes	74.2	Yes
Other					
Students with Disabilities	✓	25.0	No	27.3	No
Students without Disabilities		66.1		64.2	
Limited English Proficiency	✓	49.5	Yes	56.7	Yes
Economically Disadvantaged	✓	51.6	Yes	50.1	Yes
Non-Economically Disadvantaged		77.5		76.3	
Migrant		55.1		56.3	
Male		54.8		59.6	
Female		67.7		60.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>Proficiency is determined by the percent of students who scored at the *Basic, Mastery, or Advanced* achievement levels on the LEAP/iLEAP/LAA 1/LAA 2.

<sup>2</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

Note: This student population includes those students who were enrolled for the first time in grades 6-8 who were enrolled in the state for the full academic year.

## Table 4C. Subgroups' Proficiency Status<sup>1</sup> And the State's Annual Measurable Objective (AMO) For High School Students

To make AYP for Louisiana's Subgroup Component, all the subgroups that are required for AYP must have met the AMO unless other requirements are met (see Tables 7C and 8C).

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO ? <sup>2</sup>
All Students	✓	57.4	Yes	64.0	Yes
African American/Black	✓	41.8	No	47.2	Yes
American Indian/Native Alaskan	✓	58.6	Yes	63.2	Yes
Asian/Pacific Islander	✓	71.2	Yes	81.5	Yes
Hispanic	✓	53.0	Yes	58.5	Yes
White	✓	68.9	Yes	76.4	Yes
Other					
Students with Disabilities	✓	28.4	No	31.9	No
Students without Disabilities		60.2		67.0	
Limited English Proficiency	✓	40.7	No	52.9	Yes
Economically Disadvantaged	✓	47.2	*	54.3	Yes
Non-Economically Disadvantaged		67.6		73.7	
Migrant		44.8		55.7	
Male		53.0		66.3	
Female		61.5		62.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the GEE/LAA 1/LAA 2.

<sup>2</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

Note: This student population includes those students who were enrolled for the first time in grade 10 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the GEE/LAA 1/LAA 2.

**Table 5A. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For Elementary School Students**

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	<b>20,566</b>	<b>14.6</b>	<b>28,815</b>	<b>20.4</b>	<b>60,304</b>	<b>42.8</b>	<b>26,217</b>	<b>18.6</b>	<b>5,118</b>	<b>3.6</b>
	African American/Black	13,654	21.7	16,584	26.3	25,250	40.1	6,623	10.5	837	1.3
	American Indian/Native Alaskan	151	12.6	249	20.7	551	45.8	217	18.1	34	2.8
	Asian/Pacific Islander	129	6.8	240	12.7	808	42.7	522	27.6	193	10.2
	Hispanic	536	16.0	703	21.0	1,431	42.8	561	16.8	110	3.3
	White	6,096	8.5	11,039	15.4	32,264	45.0	18,294	25.5	3,944	5.5
	Other										
	Students with Disabilities	7,669	38.9	5,354	27.1	5,074	25.7	1,334	6.8	309	1.6
	Students without Disabilities	12,897	10.6	23,461	19.3	55,230	45.5	24,883	20.5	4,809	4.0
	Limited English Proficiency	524	18.9	592	21.3	1,178	42.5	392	14.1	88	3.2
	Economically Disadvantaged	17,748	18.8	23,086	24.4	40,033	42.3	12,141	12.8	1,598	1.7
	Non-Economically Disadvantaged	2,818	6.1	5,729	12.3	20,271	43.7	14,076	30.3	3,520	7.6
	Migrant	123	19.4	179	28.2	243	38.3	82	12.9	7	1.1
	Male	13,413	18.6	15,716	21.8	29,474	40.8	11,549	16.0	2,005	2.8
	Female	7,153	10.4	13,099	19.0	30,830	44.8	14,668	21.3	3,113	4.5
Math	<b>All Students</b>	<b>24,953</b>	<b>17.7</b>	<b>27,105</b>	<b>19.2</b>	<b>61,200</b>	<b>43.4</b>	<b>20,468</b>	<b>14.5</b>	<b>7,297</b>	<b>5.2</b>
	African American/Black	17,962	28.5	15,886	25.2	23,832	37.9	4,354	6.9	910	1.4
	American Indian/Native Alaskan	172	14.3	246	20.5	572	47.6	163	13.6	49	4.1
	Asian/Pacific Islander	89	4.7	209	11.0	818	43.2	436	23.0	340	18.0
	Hispanic	551	16.5	656	19.6	1,541	46.1	446	13.3	148	4.4
	White	6,179	8.6	10,108	14.1	34,437	48.1	15,069	21.0	5,850	8.2
	Other										
	Students with Disabilities	7,726	39.1	4,665	23.6	5,669	28.7	1,296	6.6	384	1.9
	Students without Disabilities	17,227	14.2	22,440	18.5	55,531	45.8	19,172	15.8	6,913	5.7
	Limited English Proficiency	488	17.6	525	18.9	1,222	44.1	369	13.3	170	6.1
	Economically Disadvantaged	21,728	23.0	21,693	22.9	39,530	41.8	9,321	9.9	2,334	2.5
	Non-Economically Disadvantaged	3,225	6.9	5,412	11.7	21,670	46.7	11,147	24.0	4,963	10.7
	Migrant	145	22.9	139	22.0	266	42.0	63	10.0	20	3.2
	Male	13,231	18.3	13,340	18.5	30,560	42.4	10,914	15.1	4,110	5.7
	Female	11,722	17.0	13,765	20.0	30,640	44.5	9,554	13.9	3,187	4.6

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

Note: This student population includes those students who were enrolled for the first time in grades 3-5 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the LEAP/iLEAP/LAA 1/LAA 2.

**Table 5B. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For Middle School Students**

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	<b>16,895</b>	<b>12.2</b>	<b>36,768</b>	<b>26.6</b>	<b>61,293</b>	<b>44.3</b>	<b>19,196</b>	<b>13.9</b>	<b>4,080</b>	<b>3.0</b>
	African American/Black	11,588	18.7	21,704	35.1	23,876	38.6	4,130	6.7	605	1.0
	American Indian/Native Alaskan	104	9.4	301	27.1	533	48.1	143	12.9	28	2.5
	Asian/Pacific Islander	102	5.5	320	17.2	835	44.8	443	23.8	164	8.8
	Hispanic	516	17.1	744	24.7	1,292	42.9	373	12.4	87	2.9
	White	4,585	6.5	13,699	19.5	34,757	49.4	14,107	20.1	3,196	4.5
	Other										
	Students with Disabilities	7,225	43.7	5,169	31.3	3,099	18.8	682	4.1	342	2.1
	Students without Disabilities	9,670	7.9	31,599	26.0	58,194	47.8	18,514	15.2	3,738	3.1
	Limited English Proficiency	492	24.3	531	26.2	742	36.7	208	10.3	51	2.5
	Economically Disadvantaged	14,228	16.3	27,933	32.1	36,263	41.7	7,508	8.6	1,127	1.3
	Non-Economically Disadvantaged	2,667	5.2	8,835	17.3	25,030	48.9	11,688	22.8	2,953	5.8
	Migrant	81	15.1	159	29.7	245	45.8	47	8.8	3	0.6
	Male	11,279	16.2	20,286	29.0	28,631	41.0	8,061	11.5	1,577	2.3
	Female	5,616	8.2	16,482	24.1	32,662	47.8	11,135	16.3	2,503	3.7
	Math	<b>All Students</b>	<b>26,233</b>	<b>19.0</b>	<b>29,336</b>	<b>21.2</b>	<b>64,097</b>	<b>46.4</b>	<b>12,002</b>	<b>8.7</b>	<b>6,556</b>
African American/Black		18,644	30.1	16,780	27.1	23,363	37.8	2,265	3.7	827	1.3
American Indian/Native Alaskan		192	17.3	259	23.3	550	49.5	73	6.6	36	3.2
Asian/Pacific Islander		116	6.2	194	10.4	920	49.4	318	17.1	316	17.0
Hispanic		621	20.6	600	19.9	1,366	45.3	285	9.4	144	4.8
White		6,660	9.5	11,503	16.3	37,898	53.9	9,061	12.9	5,233	7.4
Other											
Students with Disabilities		8,201	49.6	3,803	23.0	3,631	22.0	577	3.5	306	1.9
Students without Disabilities		18,032	14.8	25,533	21.0	60,466	49.7	11,425	9.4	6,250	5.1
Limited English Proficiency		514	25.4	363	17.9	857	42.3	174	8.6	118	5.8
Economically Disadvantaged		21,706	24.9	21,721	25.0	37,039	42.6	4,714	5.4	1,851	2.1
Non-Economically Disadvantaged		4,527	8.8	7,615	14.9	27,058	52.9	7,288	14.2	4,705	9.2
Migrant		116	21.7	118	22.1	263	49.2	24	4.5	14	2.6
Male		13,770	19.7	14,408	20.6	31,784	45.5	6,211	8.9	3,650	5.2
Female		12,463	18.2	14,928	21.8	32,313	47.2	5,791	8.5	2,906	4.2

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

Note: This student population includes those students who were enrolled for the first time in grades 6-8 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the LEAP/iLEAP/LAA 1/LAA 2.

**Table 5C. Subgroup's Achievement Levels for English Language Arts (ELA) and Math For High School Students**

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	<b>6,556</b>	<b>16.0</b>	<b>10,884</b>	<b>26.6</b>	<b>18,454</b>	<b>45.0</b>	<b>4,437</b>	<b>10.8</b>	<b>652</b>	<b>1.6</b>
	African American/Black	4,204	25.0	5,595	33.2	6,083	36.1	824	4.9	132	0.8
	American Indian/Native Alaskan	45	14.0	88	27.4	160	49.8	25	7.8	3	0.9
	Asian/Pacific Islander	71	10.0	134	18.8	308	43.3	168	23.6	30	4.2
	Hispanic	158	20.4	206	26.6	330	42.6	75	9.7	5	0.6
	White	2,078	9.3	4,861	21.8	11,573	51.8	3,345	15.0	482	2.2
	Other										
	Students with Disabilities	1,687	48.2	818	23.4	534	15.3	293	8.4	168	4.8
	Students without Disabilities	4,869	13.0	10,066	26.9	17,920	47.8	4,144	11.1	484	1.3
	Limited English Proficiency	134	31.5	118	27.8	137	32.2	34	8.0	2	0.5
	Economically Disadvantaged	4,430	21.7	6,360	31.1	8,171	40.0	1,290	6.3	188	0.9
	Non-Economically Disadvantaged	2,126	10.3	4,524	22.0	10,283	50.1	3,147	15.3	464	2.3
	Migrant	20	19.0	38	36.2	40	38.1	7	6.7	0	0.0
	Male	3,733	19.1	5,468	27.9	8,283	42.3	1,805	9.2	278	1.4
	Female	2,823	13.2	5,416	25.3	10,171	47.5	2,632	12.3	374	1.7
Math	<b>All Students</b>	<b>7,673</b>	<b>18.7</b>	<b>7,074</b>	<b>17.3</b>	<b>17,050</b>	<b>41.6</b>	<b>6,305</b>	<b>15.4</b>	<b>2,881</b>	<b>7.0</b>
	African American/Black	5,151	30.6	3,751	22.3	6,380	37.9	1,223	7.3	340	2.0
	American Indian/Native Alaskan	51	15.9	67	20.9	138	43.0	56	17.4	9	2.8
	Asian/Pacific Islander	54	7.6	77	10.9	234	33.0	182	25.7	162	22.8
	Hispanic	174	22.3	150	19.2	308	39.5	106	13.6	42	5.4
	White	2,243	10.0	3,029	13.6	9,990	44.7	4,738	21.2	2,328	10.4
	Other										
	Students with Disabilities	1,694	48.3	693	19.8	694	19.8	292	8.3	134	3.8
	Students without Disabilities	5,979	16.0	6,381	17.0	16,356	43.6	6,013	16.0	2,747	7.3
	Limited English Proficiency	128	29.8	74	17.2	136	31.7	64	14.9	27	6.3
	Economically Disadvantaged	5,129	25.1	4,212	20.6	8,335	40.8	2,123	10.4	647	3.2
	Non-Economically Disadvantaged	2,544	12.4	2,862	13.9	8,715	42.4	4,182	20.4	2,234	10.9
	Migrant	23	21.7	24	22.6	41	38.7	17	16.0	1	0.9
	Male	3,470	17.7	3,127	16.0	8,073	41.3	3,270	16.7	1,619	8.3
	Female	4,203	19.6	3,947	18.4	8,977	41.9	3,035	14.2	1,262	5.9

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

Shaded cells indicate data that were not available or not required for evaluation.

Note: This student population includes those students who were enrolled for the first time in grade 10 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the GEE/LAA 1/LAA 2.

**Table 6. Percent of Students Proficient<sup>1</sup> by Grade Cluster**

Grade Cluster	English Language Arts		Math	
	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	65.1	65.0	65.1	63.1
Middle	62.1	61.2	59.6	59.8
High	66.1	57.4	68.1	64.0

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

<sup>1</sup>Proficiency is determined by the percent of students who scored at *Basic, Mastery, or Advanced* achievement levels on the LEAP/iLEAP/GEE/LAA 1/LAA 2.

Note: This student population includes those students who were enrolled for the first time in grades 3-8, or 10 and enrolled in the state for the full academic year and were eligible to be tested for the first time on the LEAP/iLEAP/GEE/LAA 1/LAA 2. LAA 2 results for only grades 4,8 and 10 are included for 2005-2006. For 2006-2007, LAA 2 results are included for grades 4-10.

**Table 7A. Subgroup Growth from 2005-2006 to 2006-2007  
For Elementary School Students**

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4A), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% and met requirements for the additional academic indicator (see Table 8A).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?
All Students	✓	65.1	65.0		65.1	63.1	
African American/Black	✓	51.0	52.0		48.4	46.2	
American Indian/Native Alaskan	✓	66.9	66.7		66.1	65.2	
Asian/Pacific Islander	✓	81.0	80.5		85.8	84.2	
Hispanic	✓	66.2	62.9		67.7	63.9	
White	✓	76.4	76.1		78.4	77.3	
Other							
Students with Disabilities	✓	34.1	34.0	No	38.7	37.2	No
Students without Disabilities		70.3	70.0		69.5	67.3	
Limited English Proficiency	✓	61.1	59.8		67.0	63.5	
Economically Disadvantaged	✓	56.1	56.8		56.1	54.1	
Non-Economically Disadvantaged		82.6	81.6		82.7	81.4	
Migrant		51.0	52.4		56.3	55.1	
Male		60.0	59.6		65.0	63.2	
Female		70.5	70.6		65.3	63.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met Safe Harbor using the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

<sup>2</sup>Proficiency is determined by the percent of students who scored at the *Basic, Mastery, or Advanced* achievement levels on the LEAP/iLEAP/LAA 1/LAA 2.

Note: This student population includes those students in grades 3-5 who were enrolled in the state for the full academic year and were eligible to be tested for the first time on the LEAP/iLEAP/LAA 1/LAA 2.

**Table 7B. Subgroup Growth from 2005-2006 to 2006-2007  
For Middle School Students**

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4B), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% and met requirements for the additional academic indicator (see Table 8B).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?
All Students	✓	62.1	61.2		59.6	59.8	
African American/Black	✓	47.4	46.2	No	41.9	42.8	
American Indian/Native Alaskan	✓	61.0	63.5		57.1	59.4	
Asian/Pacific Islander	✓	77.7	77.4		83.9	83.4	
Hispanic	✓	63.3	58.2		62.6	59.5	
White	✓	74.0	74.0		73.8	74.2	
Other							
Students with Disabilities	✓	24.4	25.0	No	26.0	27.3	No
Students without Disabilities		67.4	66.1		64.3	64.2	
Limited English Proficiency	✓	51.6	49.5		59.3	56.7	
Economically Disadvantaged	✓	52.6	51.6		49.5	50.1	
Non-Economically Disadvantaged		78.1	77.5		76.5	76.3	
Migrant		52.3	55.1		54.9	56.3	
Male		56.0	54.8		59.6	59.6	
Female		68.5	67.7		59.6	60.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met Safe Harbor using the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

<sup>2</sup>Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP/LAA 1/LAA 2.

Note: This student population includes those students in grades 6-8 who were enrolled in the state for the full academic year and were eligible to be tested for the first time on the LEAP/iLEAP/LAA 1/LAA 2.

**Table 7C. Subgroup Growth from 2005-2006 to 2006-2007  
For High School Students**

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4C), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% and met requirements for the additional academic indicator (see Table 8C).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 05-06	Proficiency <sup>2</sup> Percent 06-07	Safe Harbor Goal Met?
All Students	✓	66.1	57.4		68.1	64.0	
African American/Black	✓	51.0	41.8	No	50.1	47.2	
American Indian/Native Alaskan	✓	63.8	58.6		68.3	63.2	
Asian/Pacific Islander	✓	74.1	71.2		83.6	81.5	
Hispanic	✓	63.6	53.0		65.2	58.5	
White	✓	75.3	68.9		79.0	76.4	
Other							
Students with Disabilities	✓	26.1	28.4	No	30.8	31.9	No
Students without Disabilities		69.6	60.2		71.4	67.0	
Limited English Proficiency	✓	45.3	40.7	No	55.5	52.9	
Economically Disadvantaged	✓	54.8	47.2		56.5	54.3	
Non-Economically Disadvantaged		76.3	67.6		78.7	73.7	
Migrant		40.8	44.8		55.3	55.7	
Male		60.4	53.0		70.8	66.3	
Female		71.1	61.5		65.6	62.0	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met Safe Harbor using the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

<sup>2</sup>Proficiency is determined by the percent of students who scored at the *Basic, Mastery, or Advanced* achievement levels on the GEE/LAA 1/LAA 2.

Note: This student population includes those students in grade 10 who were enrolled in the state for the full academic year and were eligible to be tested for the first time on the GEE/LAA 1/LAA 2.

## Table 8A. Additional Academic Indicator<sup>1</sup> Used in Determining AYP For Elementary School Students

Even if one of the required subgroups did not make the AMO (see Table 4A), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7A) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2004-2005	2005-2006	Met AMO <sup>2</sup> or Growth?
All Students <sup>3</sup>	✓	95.2	95.1	
African American/Black	✓	95.2	95.1	
American Indian/Native Alaskan	✓	94.0	93.9	
Asian/Pacific Islander	✓	97.0	97.1	
Hispanic	✓	95.5	95.2	
White	✓	95.1	95.0	
Other				
Students with Disabilities	✓	94.2	94.0	
Students without Disabilities		95.3	96.8	
Limited English Proficiency	✓	96.2	96.2	
Economically Disadvantaged	✓	94.8	94.7	
Non-Economically Disadvantaged		96.0	96.0	
Migrant		N/A	N/A	
Male		95.0	95.0	
Female		95.3	95.2	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the Additional Academic Indicator AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The additional academic indicator for grades K through 5 students is the attendance rate.

<sup>2</sup>The attendance rate AMO is 90%.

<sup>3</sup>The "All Students" subgroup HAD to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.

Note: This student population includes those students in grades K-5 who were and were not enrolled in the state for the full academic year.

## Table 8B. Additional Academic Indicator<sup>1</sup> Used in Determining AYP For Middle School Students

Even if one of the required subgroups did not make the AMO (see Table 4B), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7B) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2004-2005	2005-2006	Met AMO <sup>2</sup> or Growth?
All Students <sup>3</sup>	✓	93.3	93.1	
African American/Black	✓	93.0	92.5	
American Indian/Native Alaskan	✓	91.8	91.5	
Asian/Pacific Islander	✓	96.6	96.4	
Hispanic	✓	93.9	93.4	
White	✓	93.5	93.6	
Other				
Students with Disabilities	✓	90.6	90.2	
Students without Disabilities		93.7	96.0	
Limited English Proficiency	✓	95.6	94.8	
Economically Disadvantaged	✓	92.6	92.3	
Non-Economically Disadvantaged		94.4	94.5	
Migrant		N/A	N/A	
Male		93.0	92.8	
Female		93.6	93.4	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the Additional Academic Indicator AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The additional academic indicator for grades 6 through 8 students is the attendance rate.

<sup>2</sup>The attendance rate AMO is 90%.

<sup>3</sup>The "All Students" subgroup HAD to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.

Note: This student population includes those students in grades 6-8 who were and were not enrolled in the state for the full academic year.

## Table 8C. Additional Academic Indicator<sup>1</sup> Used In Determining AYP For High School Students

Even if one of the required subgroups did not make the AMO (see Table 4C), Louisiana can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7C) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Graduation Rate	Non-Dropout Rate		
		2005-2006	2004-2005	2005-2006	Met AMO <sup>2</sup> or Growth?
All Students <sup>3</sup>	✓	64.8	93.1	93.2	
African American/Black	✓	55.1	90.6	91.0	
American Indian/Native Alaskan	✓	57.8	90.6	92.6	
Asian/Pacific Islander	✓	78.8	96.3	96.0	
Hispanic	✓	62.9	93.1	92.9	
White	✓	72.4	95.1	95.0	
Other					
Students with Disabilities	✓	25.8	89.4	89.4	
Students without Disabilities		69.8	93.5	99.0	
Limited English Proficiency	✓	60.7	93.9	93.1	
Economically Disadvantaged	✓	59.2	93.4	92.9	
Non-Economically Disadvantaged		69	92.8	93.5	
Migrant		62.5	93.1	93.2	
Male		57.9	92.0	91.8	
Female		71.8	94.1	94.5	

A ~ indicates that there were 1 to 9 students eligible for Subgroup Component AYP.

An \* indicates that the subgroup met the Additional Academic Indicator AMO because it was within the confidence interval.

Shaded cells indicate data that were not available or not required for evaluation.

<sup>1</sup>The additional academic indicator for grades 9 through 12 students is based on the graduation/non-dropout rate.

<sup>2</sup>The graduation rate AMO is 65% graduation rate or growth in the non-dropout rate.

<sup>3</sup>The "All Students" subgroup HAD to meet requirements for the additional academic indicator for Louisiana to make AYP for its Subgroup Component.

Note: This student population includes those students in grades 9-12 who were and were not enrolled in the state for the academic year.

Table 9. Schools in Subgroup Component Failure (SCF)

Subgroup Component Failure Status for Districts						
District Name	Subgroup Component Failure Level					
	School Improvement (SI) 1	School Improvement (SI) 2	Corrective Action (CA) 1	Corrective Action (CA) 2	Restructuring	Total Schools in SCF
Acadia Parish	0	0	0	0	0	0
Allen Parish	0	0	0	0	0	0
Ascension Parish	0	0	0	0	0	0
Assumption Parish	0	0	0	0	0	0
Avoyelles Parish	0	0	0	0	0	0
Beauregard Parish	0	0	0	0	0	0
Bienville Parish	0	0	0	0	0	0
Bossier Parish	0	0	0	0	0	0
Caddo Parish	0	2	0	0	0	2
Calcasieu Parish	0	0	0	0	0	0
Caldwell Parish	0	0	0	0	0	0
Cameron Parish						
Catahoula Parish	0	0	0	0	0	0
Claiborne Parish	0	0	0	0	0	0
Concordia Parish	0	0	0	0	0	0
DeSoto Parish	0	0	0	0	0	0
East Baton Rouge Parish	1	0	0	0	0	1
East Carroll Parish	0	0	0	0	0	0
East Feliciana Parish	0	0	0	0	0	0
Evangeline Parish	0	0	0	0	0	0
Franklin Parish	0	0	0	0	0	0
Grant Parish	0	0	0	0	0	0
Iberia Parish	1	0	0	0	0	1
Iberville Parish	0	0	0	0	0	0
Jackson Parish	0	0	0	0	0	0

Districts with shaded data are not fully in Accountability yet because all their schools were waived from 2005-06 Accountability calculations due to severe impact from the hurricanes.

**Table 9. Schools in Subgroup Component Failure (SCF)**

Subgroup Component Failure Status for Districts						
District Name	Subgroup Component Failure Level					
	School Improvement (SI) 1	School Improvement (SI) 2	Corrective Action (CA) 1	Corrective Action (CA) 2	Restructuring	Total Schools in SCF
Jefferson Parish						
Jefferson Davis Parish	0	0	0	0	0	0
Lafayette Parish	1	0	0	0	0	1
Lafourche Parish	0	0	0	0	0	0
LaSalle Parish	0	0	0	0	0	0
Lincoln Parish	0	0	0	0	0	0
Livingston Parish	0	0	0	0	0	0
Madison Parish	0	0	0	0	0	0
Morehouse Parish	1	0	0	0	0	1
Natchitoches Parish	0	0	0	0	0	0
Orleans Parish						
Ouachita Parish	0	0	0	0	0	0
Plaquemines Parish						
Pointe Coupee Parish	0	0	0	0	0	0
Rapides Parish	2	0	0	0	0	2
Red River Parish	0	0	0	0	0	0
Richland Parish	0	0	0	0	0	0
Sabine Parish	0	0	0	0	0	0
St. Bernard Parish						
St. Charles Parish	0	0	0	0	0	0
St. Helena Parish	0	0	0	0	0	0
St. James Parish	0	0	0	0	0	0
St. John the Baptist Parish	2	0	0	0	0	2
St. Landry Parish	0	0	0	0	0	0
St. Martin Parish	0	0	0	0	0	0

Districts with shaded data are not fully in Accountability yet because all their schools were waived from 2005-06 Accountability calculations due to severe impact from the hurricanes.

**Table 9. Schools in Subgroup Component Failure (SCF)**

Subgroup Component Failure Status for Districts						
District Name	Subgroup Component Failure Level					Total Schools in SCF
	School Improvement (SI) 1	School Improvement (SI) 2	Corrective Action (CA) 1	Corrective Action (CA) 2	Restructuring	
St. Mary Parish	1	0	0	0	0	1
St. Tammany Parish	0	0	0	0	0	0
Tangipahoa Parish	1	0	0	0	0	1
Tensas Parish	0	0	0	0	0	0
Terrebonne Parish	0	0	0	0	0	0
Union Parish	0	0	0	0	0	0
Vermilion Parish	0	0	0	0	0	0
Vernon Parish	0	0	0	0	0	0
Washington Parish	0	0	0	0	0	0
Webster Parish	0	0	0	0	0	0
West Baton Rouge Parish	0	0	0	0	0	0
West Carroll Parish	0	0	0	0	0	0
West Feliciana Parish	0	0	0	0	0	0
Winn Parish	0	0	0	0	0	0
City of Monroe School District	0	0	0	0	0	0
City of Bogalusa School District						
Zachary Community School District	0	0	0	0	0	0
City of Baker School District	1	0	0	0	0	1
<b>State Total</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

Districts with shaded data are not fully in Accountability yet because all their schools were waived from 2005-06 Accountability calculations due to severe impact from the hurricanes.

Table 10. Professional Qualifications of Teachers in Louisiana

	TEACHERS				CLASSES			
	Teachers with Emergency Credentials		Teachers with Valid State Credentials		Classes <u>NOT</u> Taught by Teachers Meeting the NCLB Highly Qualified Definition <sup>1</sup>		Classes Taught by Teachers Meeting the NCLB Highly Qualified Definition <sup>1</sup>	
	#	%	#	%	#	%	#	%
High Poverty Schools	4,076	26.4	11,363	73.6	11,334	24.9	34,249	75.1
Low Poverty Schools	1,391	11.8	10,444	88.2	3,695	8.4	40,207	91.6
<b>All Schools</b>	<b>11,656</b>	<b>20.8</b>	<b>44,402</b>	<b>79.2</b>	<b>28,379</b>	<b>16.3</b>	<b>145,541</b>	<b>83.7</b>

<sup>1</sup>Core classes are English, math, science, social studies, foreign languages, and high school arts.