

2004 - 2005
**SCHOOL ACCOUNTABILITY
SUBGROUP
COMPONENT
REPORT**



Cecil J. Picard
State Superintendent of Education

Lusher Elementary/Middle School



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2004-2005 School Accountability Subgroup Component Report

User Guide

Under the *No Child Left Behind (NCLB) Act* of 2001, all states are required to have an accountability system and to focus on subgroups. The Louisiana School and District Accountability System has two components that are evaluated for Louisiana schools: the School Performance Score (SPS) Component and the Subgroup Component. The *2004-2005 School Report Card for Parents* and the *2004-2005 School Report Card for Principals* provide the details on the SPS Component. The purpose of this report is to explain why your school did or did not make Adequate Yearly Progress (AYP) for the Subgroup Component. This report also provides other information about your school, such as the professional qualifications of teachers.

How does a school make Adequate Yearly Progress (AYP) for (or pass) the Subgroup Component?

Each subgroup must meet requirements in test participation and academic performance, and the whole school must meet requirements for the additional academic indicator (attendance rate or non-dropout rate). A school that fails to make Subgroup Component AYP in the same subject (English Language Arts, Mathematics, or Whole School Additional Academic Indicator) for two consecutive years is placed in School Improvement (SI) 2 or higher, depending upon the SPS Component. A school failing AYP in the same subject for three consecutive years is moved to SI 3 or higher, depending upon the SPS Component.

Which schools, grades, and assessments are included? The Subgroup Component is evaluated for all schools having grades 4, 8, and/or 10. The LEAP Alternate Assessment (LAA) results for students with disabilities who were not eligible to take the LEAP or GEE are included in the Subgroup

Component calculations if those students were in grades 4, 8, or 10. Pairing and sharing arrangements do not apply to the Subgroup Component evaluations.

What are the subgroups? The nine subgroups that are evaluated for AYP are denoted in this report with a checkmark. These subgroups include: African American/Black, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic, White, students with disabilities, limited English proficiency, and economically disadvantaged (students eligible to receive free or reduced price lunch). The ninth subgroup is an "All Students" subgroup made up of all students in a school who meet the inclusion criteria. Data for other subgroups that are not required to make AYP (students without disabilities, non-economically disadvantaged, male, and female) are also provided in this report for your information.

What are the inclusion criteria for students? Students are included in the Subgroup Component if they meet the inclusion criteria. They had to be enrolled in your school for a full academic year (on October 1 and on date of testing) and tested at that grade level for the first time. Only students in grades 4, 8, and 10 were used in the test participation and academic performance evaluations. All students in a subgroup were 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 Subgroup Component AYP eligible students. "N/A" indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that group. Shaded cells indicate data that were not available or not required for evaluation.

Table 1 provides an overall picture of the Subgroup Component at your school. At the top, a "Yes" or "No" indicates whether your school made AYP for its Subgroup Component for 2004-2005. For each subgroup, the table indicates whether AYP was met with a "Yes" or "No" separately for English Language Arts (ELA) and Math. Finally, a "Yes" or "No" indicates whether your whole school had an adequate attendance rate or non-dropout rate (additional academic indicator) by achieving a rate of at least 90% or by making growth of .1 percent improvement from the previous year.

Table 2 shows your school's Subgroup Component AYP status by subject for the past three years. At the top, a "Yes" or "No" indicates whether your school has failed to make Subgroup Component AYP in the same subject for two or three consecutive years. The table shows whether your school "Passed" or "Failed" to make AYP for each subject over the three years. The summary column provides an overall statement of what has occurred over the three years.

The following tables provide further details about why your school did or did not make AYP.

Table 3 contains the number and percent of students tested and not tested by subgroups for ELA and Math separately. The percent tested is defined as the Participation Rate at your school. 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 students in the test population. If a subgroup's participation rate is less than 95% for the current year, an average of the current year and the prior year or the current year plus the two prior years is calculated. If either average meets or exceeds 95%, then the subgroup meets its participation rate and the current year's rate is displayed in italics. If the test participation criterion is met, academic performance is then evaluated.

Table 4 reports information that compares the proficiency percent of each subgroup with the state's Annual Measurable Objective (AMO) for ELA and Math separately. Proficiency is defined as scoring at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP, GEE, and/or LAA. Those subgroups with "Yes" met the state's AMO for that subject, while subgroups with "No" did not make the required AMO. The AMOs were determined using 2001-2002 test data. The AMO for ELA is 47.4%, and the AMO for Math is 41.8%.

Table 5 disaggregates subgroup achievement at each LEAP/GEE/LAA achievement level for ELA and Math separately. 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 LEAP/GEE/LAA ELA and Math results by grade. Shaded cells in this table indicate that a grade is not located at your school.

If the academic performance 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.

Table 7 reports the proficiency percent by subgroup for 2003-2004 and 2004-2005 separately for ELA

and Math. This table also shows whether Safe Harbor was met.

Table 8 disaggregates data used to determine the additional academic indicator. If a school has a grade 12, then the additional academic indicator is the non-dropout rate for grades 9-12. If there is no grade 12, the additional academic indicator is the attendance rate. The non-dropout rate shows how well a school keeps its students from dropping out. The attendance rate shows how well students are attending school on a daily basis. The AMO for both the attendance and non-dropout rates is 90%. Two years of data are reported (2002-2003 and 2003-2004). In addition, a "Yes" or "No" indicates whether the subgroup met the requirements for the additional academic indicator (met the AMO or showed 0.1 growth). All students HAD to meet requirements for the additional academic indicator for your school to make AYP for its Subgroup Component.

Table 9 lists the schools in your district that were identified for School Improvement (SI), formerly called Corrective Actions (CA). In addition, the consecutive number of years a listed school has been in SI or CA (maximum of 4 years) is provided. Schools that do not meet performance and growth requirements are identified for SI. In this report there are five levels of SI (SI 2 through SI 6). 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 your district AND from your school. High and low poverty schools were 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%. Some districts will not have any high or low poverty schools.

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 that meet the "Highly Qualified" requirements, as defined by NCLB, are those teachers that 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. Some schools had no core classes for 2004-2005; therefore, no highly qualified teacher data are available to report.

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 (Table 4), the 10% reduction in non-proficiency (Table 7), and the additional academic indicator status test (Table 8). 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 to view other accountability reports and *Bulletin 111: Louisiana School, District, and State Accountability* policy.

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Table 1. Did Your School Make Adequate Yearly Progress (AYP) for Its Subgroup Component?

Yes

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

Subgroups	English Language Arts	Math
	Made AYP ?	Made AYP ?
All Students	Yes	Yes
African American/Black	Yes	Yes
American Indian/Native Alaskan	Yes	Yes
Asian/Pacific Islander	Yes	Yes
Hispanic	Yes	Yes
White	Yes	Yes
Students with Disabilities	Yes	Yes
Limited English Proficiency	Yes	Yes
Economically Disadvantaged	Yes	Yes
Adequate Whole School Attendance Rate?		Yes

Subgroups with fewer than 10 students automatically make AYP.

N/A indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that subgroup.

Shading indicates the attendance or non-dropout rate was not evaluated for adequacy because your school already failed AYP due to one or more subgroups having failed.

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

**Table 2. Has Your School Failed to Make Subgroup Component AYP
In the Same Subject for Consecutive Years?**

No

In which subject did your school fail to make AYP ?

Subject	Year 1 2002-03	Year 2 2003-04	Year 3 2004-05	Summary ¹
ELA	Passed	Passed	Passed	Passed
Math	Passed	Passed	Passed	Passed
Additional Academic Indicator	Passed	Passed	Passed	Passed

¹The consequences of failing AYP for two or more consecutive years are as follows:

- ◆ Passed the current year only - remain in School Improvement 2
- ◆ Failed the current year only - no consequences relative to Subgroup AYP
- ◆ Failed two consecutive years - placed in School Improvement 2 or higher, depending upon the SPS Component
- ◆ Failed three consecutive years - move to School Improvement 3 or higher, depending upon the SPS Component

Note: The Whole School Additional Academic Indicator is the attendance rate.

Shading indicates the Whole School Additional Academic Indicator was not evaluated for a given year because your school already failed to make AYP in ELA, Math, or both for that year. For new schools, prior years are shaded.

**Table 3. Number and Percent of Students Tested (Participating)
And Not Tested (Non-Participating)**

To make AYP for your school's Subgroup Component, your school must have 95% of its students tested for all the indicated 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 ¹		Not Tested		Tested ¹		Not Tested	
		#	%	#	%	#	%	#	%
All Students	✓	296	100.0%	0	0.0%	296	100.0%	0	0.0%
African American/Black	✓	153	100.0%	0	0.0%	153	100.0%	0	0.0%
American Indian/Native Alaskan	✓	~	~	~	~	~	~	~	~
Asian/Pacific Islander	✓	~	~	~	~	~	~	~	~
Hispanic	✓	~	~	~	~	~	~	~	~
White	✓	119	100.0%	0	0.0%	119	100.0%	0	0.0%
Other									
Students with Disabilities	✓	~	~	~	~	~	~	~	~
Students without Disabilities		285	100.0%	0	0.0%	285	100.0%	0	0.0%
Limited English Proficiency	✓	~	~	~	~	~	~	~	~
Economically Disadvantaged	✓	72	100.0%	0	0.0%	72	100.0%	0	0.0%
Non-Economically Disadvantaged		224	100.0%	0	0.0%	224	100.0%	0	0.0%
Migrant									
Male		150	100.0%	0	0.0%	150	100.0%	0	0.0%
Female		146	100.0%	0	0.0%	146	100.0%	0	0.0%

A ~ indicates that there were fewer than 40 (1 to 39) Subgroup Component AYP eligible students.

N/A indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that subgroup.

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

¹The 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 school meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students in grades 4, 8, or 10 that were enrolled in your school for the full academic year and were eligible to be tested for the first time on the LEAP/GEE/LAA.

Table 4. Subgroups' Proficiency Status¹ and the State's Annual Measurable Objective (AMO)

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

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO ? ²	Proficiency Percent	Subgroup Met AMO ? ²
All Students	✓	91.9%	Yes	94.9%	Yes
African American/Black	✓	88.2%	Yes	92.8%	Yes
American Indian/Native Alaskan	✓	~	~	~	~
Asian/Pacific Islander	✓	100.0%	Yes	100.0%	Yes
Hispanic	✓	100.0%	Yes	100.0%	Yes
White	✓	95.0%	Yes	96.6%	Yes
Other					
Students with Disabilities	✓	45.5%	*	54.5%	Yes
Students without Disabilities		93.7%		96.5%	
Limited English Proficiency	✓	~	~	~	~
Economically Disadvantaged	✓	79.2%	Yes	88.9%	Yes
Non-Economically Disadvantaged		96.0%		96.9%	
Migrant					
Male		90.6%		95.3%	
Female		93.2%		94.5%	

A ~ indicates that there were fewer than 10 (1 to 9) Subgroup Component AYP eligible students.

N/A indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that subgroup.

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.

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

²English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

Note: This student population includes those students in grades 4, 8, or 10 that were enrolled in your school for the full academic year and were eligible to be tested for the first time on the LEAP/GEE/LAA.

Table 5. Subgroup's Achievement Levels for English Language Arts (ELA) and Math

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	2	0.7%	22	7.5%	107	36.3%	136	46.1%	28	9.5%
	African American/Black	2	1.3%	16	10.5%	64	41.8%	63	41.2%	8	5.2%
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian/Pacific Islander	0	0.0%	0	0.0%	1	8.3%	6	50.0%	5	41.7%
	Hispanic	0	0.0%	0	0.0%	2	20.0%	7	70.0%	1	10.0%
	White	0	0.0%	6	5.0%	39	32.8%	60	50.4%	14	11.8%
	Other										
	Students with Disabilities	2	18.2%	4	36.4%	2	18.2%	1	9.1%	2	18.2%
	Students without Disabilities	0	0.0%	18	6.3%	105	37.0%	135	47.5%	26	9.2%
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	2	2.8%	13	18.1%	34	47.2%	18	25.0%	5	6.9%
	Non-Economically Disadvantaged	0	0.0%	9	4.0%	73	32.7%	118	52.9%	23	10.3%
	Migrant										
	Male	2	1.3%	12	8.1%	63	42.3%	67	45.0%	5	3.4%
	Female	0	0.0%	10	6.8%	44	30.1%	69	47.3%	23	15.8%
Math	All Students	6	2.0%	9	3.1%	142	48.1%	88	29.8%	50	16.9%
	African American/Black	5	3.3%	6	3.9%	88	57.5%	37	24.2%	17	11.1%
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian/Pacific Islander	0	0.0%	0	0.0%	1	8.3%	4	33.3%	7	58.3%
	Hispanic	0	0.0%	0	0.0%	4	40.0%	4	40.0%	2	20.0%
	White	1	0.8%	3	2.5%	48	40.3%	43	36.1%	24	20.2%
	Other										
	Students with Disabilities	4	36.4%	1	9.1%	3	27.3%	2	18.2%	1	9.1%
	Students without Disabilities	2	0.7%	8	2.8%	139	48.9%	86	30.3%	49	17.3%
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	4	5.6%	4	5.6%	41	56.9%	15	20.8%	8	11.1%
	Non-Economically Disadvantaged	2	0.9%	5	2.2%	101	45.3%	73	32.7%	42	18.8%
	Migrant										
	Male	3	2.0%	4	2.7%	67	45.0%	44	29.5%	31	20.8%
	Female	3	2.1%	5	3.4%	75	51.4%	44	30.1%	19	13.0%

A ~ indicates that there were fewer than 10 (1 to 9) Subgroup Component AYP eligible students or all students scored at the same achievement level. N/A indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that subgroup. Shaded cells indicate data that were not available or not required for evaluation.

Note: This student population includes those students in grades 4, 8, or 10 that were enrolled in your school for the full academic year and were eligible to be tested for the first time on the LEAP/GEE/LAA.

Table 6. Percent of Students Proficient¹ by Grade

Year	English Language Arts			Math		
	Elementary	Middle	High	Elementary	Middle	High
2004	89.5%	95.0%		81.9%	96.1%	
2005	95.5%	89.7%		95.5%	94.6%	

A ~ indicates that there were fewer than 10 (1 to 9) Subgroup Component AYP eligible students.
Shading indicates that no grade-level data was available for calculating AYP.

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

Note: This student population includes those students in grades 4, 8, or 10 that were enrolled in your school for the full academic year and were eligible to be tested for the first time on the LEAP/GEE/LAA.

Table 7. Subgroup Growth from 2003-2004 to 2004-2005

Even if one of the required subgroups did not make the AMO¹ (see Table 4), your school 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 8).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency ² Percent 03-04	Proficiency ² Percent 04-05	Safe Harbor Goal Met?	Proficiency ² Percent 03-04	Proficiency ² Percent 04-05	Safe Harbor Goal Met?
All Students	✓	93.0%	91.9%		90.9%	94.9%	
African American/Black	✓	87.8%	88.2%		87.1%	92.8%	
American Indian/Native Alaskan	✓	~	~	~	~	~	~
Asian/Pacific Islander	✓	100.0%	100.0%		93.3%	100.0%	
Hispanic	✓	~	100.0%		~	100.0%	
White	✓	98.2%	95.0%		95.6%	96.6%	
Other							
Students with Disabilities	✓	54.5%	45.5%		36.4%	54.5%	
Students without Disabilities		94.5%	93.7%		93.1%	96.5%	
Limited English Proficiency	✓	~	~	~	~	~	~
Economically Disadvantaged	✓	81.7%	79.2%		87.3%	88.9%	
Non-Economically Disadvantaged		96.7%	96.0%		92.1%	96.9%	
Migrant							
Male		91.0%	90.6%		91.0%	95.3%	
Female		95.0%	93.2%		90.8%	94.5%	

A ~ indicates that there were fewer than 10 (1 to 9) Subgroup Component AYP eligible students.

N/A indicates the subgroup did not exist at your school or your school had no students eligible to be tested in that subgroup.

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.

¹English Language Arts AMO is 47.4%, and the Math AMO is 41.8%.

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

Note: This student population includes those students in grades 4, 8, or 10 that were enrolled in your school for the full academic year and were eligible to be tested for the first time on the LEAP/GEE/LAA.

Table 8. Additional Academic Indicator¹ Used In Determining AYP

Even if one of the required subgroups did not make the AMO (see Table 4), your school can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7) and met requirements for the additional academic indicator (either met the AMO² or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2002-2003	2003-2004	Met AMO ² or Growth?
All Students³	✓	96.3%	97.3%	Yes
African American/Black	✓	96.9%	97.5%	
American Indian/Native Alaskan	✓	~	~	~
Asian/Pacific Islander	✓	97.5%	98.1%	
Hispanic	✓	95.5%	96.8%	
White	✓	95.6%	97.0%	
Other				
Students with Disabilities	✓	96.1%	96.9%	
Students without Disabilities		96.4%	97.3%	
Limited English Proficiency	✓	~	~	~
Economically Disadvantaged	✓	96.8%	97.3%	
Non-Economically Disadvantaged		96.2%	97.3%	
Migrant				
Male		96.2%	97.2%	
Female		96.5%	97.4%	

A ~ indicates that there were fewer than 10 (1 to 9) Subgroup Component AYP eligible students.

N/A indicates the subgroup did not exist in your school or your school had no students eligible to be tested in that subgroup.

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.

¹The additional academic indicator for schools without a grade 12 is the attendance rate, while the additional academic indicator for schools with a grade 12 is the non-dropout rate.

²The attendance rate AMO is 90%.

Note: This student population includes those students in grades K-12 that were and were not enrolled in your school for the full academic year.

³ *All Students HAD to meet requirements for additional academic indicator for your school to make AYP for its Subgroup Component.*

**Table 9. Schools in School Improvement (SI)
Orleans Parish**

School Improvement Status for District		
Schools	School Improvement Level	Number of Years in School Improvement
A.D. Crossman Elementary School	SI 2	1
A.P. Tureaud Elementary School	SI 5	2
Agnes L. Bauduit Elementary School	SI 2	1
Albert Wicker Elementary School	SI 3	2
Alcee Fortier High School	SI 4	2
Andrew H. Wilson Elementary School	SI 2	1
Andrew Jackson Elementary School	SI 2	2
Avery Alexander School	SI 2	1
Barbara Jordan Elementary School	SI 2	1
Benjamin Banneker Elementary School	SI 2	1
Bienville Elementary School	SI 2	1
Carter G. Woodson Middle School	SI 4	2
Carver Middle School	SI 6	2
Charles J. Colton Middle School	SI 6	2
Dr. Charles Richard Drew Elementary School	SI 4	2
Ernest N. "Dutch" Morial School	SI 2	1
F.W. Gregory Junior High School	SI 4	2
Fannie C. Williams Middle School	SI 4	2
Fisk-Howard Elementary School	SI 3	2
Florence J. Chester Elementary School	SI 4	2
Frances Gaudet Elementary School	SI 2	1
Fredrick A. Douglass High School	SI 4	2
G. W. Carver High School	SI 4	2
Harney Elementary School	SI 2	2
Helen S. Edwards Elementary School	SI 3	2

**Table 9. Schools in School Improvement (SI)
Orleans Parish**

School Improvement Status for District		
Schools	School Improvement Level	Number of Years in School Improvement
Israel Meyer Augustine Middle School	SI 6	2
James M. Singleton Charter Middle School	SI 2	2
James Weldon Johnson School	SI 4	2
John A. Shaw Elementary School	SI 2	1
John F. Kennedy Senior High School	SI 4	2
John McDonogh Senior High School	SI 4	2
Joseph A. Craig School	SI 4	2
Joseph S. Clark Senior High School	SI 4	2
Julius Rosenwald Accelerated School	SI 2	1
L.B. Landry High School	SI 3	2
Lafayette Elementary School	SI 4	2
Langston Hughes Elementary School	SI 2	1
Laurel Elementary School	SI 2	1
Lawless High School	SI 4	2
Lawrence D. Crocker Elementary School	SI 2	1
Little Woods Elementary School	SI 2	1
Livingston Middle School	SI 5	2
Lorraine Hansberry Elementary School	SI 2	1
Louis Armstrong Elementary School	SI 3	2
Marion Abramson Senior High School	SI 3	2
Martin Behrman Elementary School	SI 2	1
Martin L. King Middle School	SI 3	2
Mary Church Terrell Elementary School	SI 3	2
McDonogh #28 Middle School	SI 4	2
McDonogh #32 Elementary School	SI 4	2

**Table 9. Schools in School Improvement (SI)
Orleans Parish**

School Improvement Status for District		
Schools	School Improvement Level	Number of Years in School Improvement
McDonogh #42 Elementary School	SI 3	2
Morris F.X. Jeff Elementary School	SI 4	2
Murray Henderson Middle School	SI 2	2
New Orleans High School Signature Centers	SI 2	2
O. P. Walker Senior High School	SI 3	2
Oretha Castle Haley Elementary School	SI 2	1
Paul L. Dunbar Elementary School	SI 2	1
Phillis Wheatley Elementary School	SI 4	2
Ray Abrams Elementary School	SI 2	1
Sarah Towles Reed Senior High School	SI 3	2
Sylvanie F. Williams School	SI 2	1
Thomas Alva Edison Elementary School	SI 2	1
Valena C. Jones Elementary School	SI 4	2
Village de l'Est Elementary School	SI 2	1
Vorice Jackson Waters Elementary School	SI 3	2
Walter L. Cohen High School	SI 4	2
William Frantz Elementary School	SI 2	1
Youth Study Center	SI 3	2
Number of Schools in SI		68

Note: This report includes schools identified for School Improvement (SI 2 to SI 6). Schools that do not meet performance and growth requirements are placed in SI. The higher the SI level, the more support and assistance the school receives from the district and state. The number of years in SI includes consecutive prior years only, but not the new school year.

Table 10. Professional Qualifications of Teachers in Your School and District

	TEACHERS				CLASSES			
	Teachers with Emergency Credentials		Teachers with Valid State Credentials		Classes <u>NOT</u> Taught by Teachers Meeting the NCLB Highly Qualified Definition ¹		Classes Taught by Teachers Meeting the NCLB Highly Qualified Definition ¹	
	#	%	#	%	#	%	#	%
High Poverty Schools	421	21.3%	1,560	78.7%	727	16.7%	3,635	83.3%
Low Poverty Schools	77	21.3%	285	78.7%	237	20.6%	912	79.4%
All Schools	831	22.7%	2,836	77.3%	2,238	20.7%	8,560	79.3%
Your School	27	28.4%	68	71.6%	74	25.7%	214	74.3%

¹Core classes are English, math, science, social studies, foreign languages, and the arts.