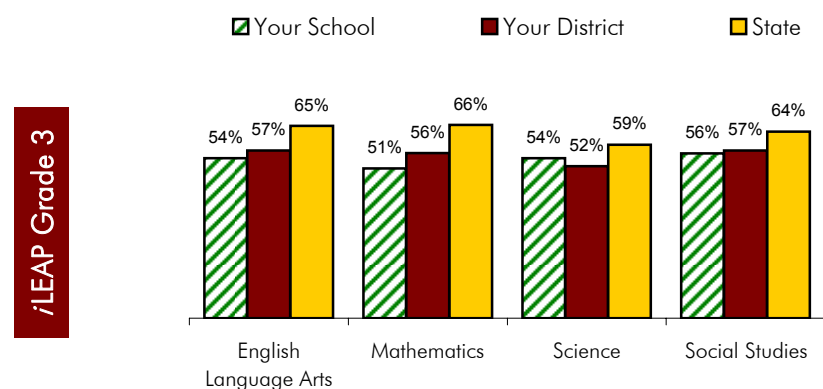


How Well Did Your Child's School Do on Each of the SPS Parts?

Test Results (90% SPS Weight)

- Students are placed at one of the five achievement levels (*Advanced, Mastery, Basic, Approaching Basic, or Unsatisfactory*), based on their test results.
- The graphs below show the percent of students who scored Basic and above, which is the percent of students scoring at the top three levels (*Advanced, Mastery, and Basic*) for Spring 2007.

Spring 2007 Test Results (Percent Basic and Above)



Attendance (10% SPS Weight)

2005-2006 Attendance Rates			
	Your School	Your District	State
Attendance	93.9%	93.5%	93.7%

How Did the Subgroups in Your School Perform?

Your school met requirements in **5 out of 5 subgroups**.

User Guide to Reading and Understanding the School Report Card for Parents

Academic Assistance (AA)/Academically Unacceptable Schools (AUS)/Subgroup Component Failure (SCF)

Schools that fail to meet their performance requirements enter Academic Assistance, Academically Unacceptable Schools, and/or Subgroup Component Failure status and receive additional support from the school district and state to achieve student performance.

Attendance and Dropout Rates

Student attendance and dropout rates are two components used in calculating School Performance Scores. Schools with grades 7 and/or 8 have a weighted score of 5% attendance and 5% dropout. Schools with grades only in the K-6 range have a weighted score of 10% attendance.

GEE Tests (Graduation Exit Examination)

Louisiana's Criterion-Referenced Test that measures how well a student has mastered the state content standards. The GEE is administered in grades 10 and 11.

Graduation Index

A school's Graduation Index is a score based upon the exit outcomes of a cohort of students at schools with a 12th grade. It is comprised of different point values for exit outcomes such as if the student obtained a high school diploma, TOPS awards, diploma endorsements, or job certifications.

Graduation Rate

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

Growth Labels

Growth Labels describe the level of growth achieved by a school, based upon the school's success in attaining the Growth Target. Growth Labels are as follows:

Growth Label	Definition
<i>Exemplary Academic Growth</i>	A school that makes its Growth Target, shows growth of at least two points on its adjusted Subgroup Assessment Indexes (SAI) for its Economically Disadvantaged (ED) and Students with Disabilities (SWD) subgroups, and is not in AUS and/or SCF.
<i>Recognized Academic Growth</i>	A school that makes its Growth Target
<i>Minimal Academic Growth</i>	A school that is improving (at least 0.1 of a point) but not meeting its Growth Target
<i>No Growth</i>	A school with a change in SPS of 0 to -2.5 points
<i>School in Decline</i>	A school with an SPS decline of more than 2.5 points
No Label Assigned	A school with a Performance Label of at least <i>Three Stars</i> and a Baseline SPS of 105.0 or greater that does not meet its Growth Target

Growth Target

A school's Growth Target is the amount of progress a school must make each year to remain on target for reaching the state's 2014 goal of 120. The Growth Target is calculated by first subtracting the New Baseline SPS from the state goal and then dividing by the number of years remaining until 2014. A school that has high percentages of LEP students and/or Students with Disabilities has a slightly lower Growth Target to achieve.

iLEAP Tests

The integrated Louisiana Educational Assessment Program (iLEAP) is given to students in grades 3, 5, 6, 7, and 9. The term *integrated* refers to the integration of Criterion-Referenced Tests (CRTs) and Norm-Referenced Tests (NRTs) into one program. CRTs are aligned to state content standards, while NRTs provide a basis to compare Louisiana students' performance to the performance of students nationwide.

LAA 1 Tests

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

LAA 2 Tests

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

LEAP Tests

Louisiana's Criterion-Referenced Test that measures how well a student has mastered the state content standards. The LEAP is administered at grades 4 and 8.

Monetary Rewards

Schools that earn either the *Exemplary Academic Growth* or the *Recognized Academic Growth* Labels are eligible for a monetary reward to be used for purposes decided upon by school personnel. However, possible monetary rewards shall not be used for salaries or stipends.

NCLB

The *No Child Left Behind Act* gives our schools historic educational reform based on stronger accountability for results, more freedom for states and communities, encouraging proven education methods, and more choices for parents.

Performance Labels

Performance Labels describe a school's level of performance based upon its New Baseline SPS. The Performance Labels are as follows:

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

School Climate

• Written Parental Involvement Policy

A school's written Parental Involvement Plan/Policy is the procedure or guidelines that the school will use to involve parents in the implementation of programs, activities, and procedures of the school. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

• Student Code of Conduct

The Student Code of Conduct policy outlines the behavioral expectations for every child enrolled in the school district in order to create good conditions for effective teaching and learning. In addition, the policies indicate the rewards for positive behavior and the consequences for unacceptable behavior.

• Crisis Management Plan

The Crisis Management Plans are designed to assist administrators in the event of a crisis situation in, on or around their school.

• Persistently Dangerous School

NCLB requires states to establish and implement a statewide policy that allows students attending a school determined by the state, in consultation with representatives from districts, to be "persistently dangerous" to transfer to a safe school within the district.

School Performance Scores (SPS)

School Performance Scores consist of LEAP/iLEAP/GEE/LAA 1/LAA 2 test results, student attendance rates, student dropout rates and student graduation results (for schools with a 12th grade).

Subgroup Assessment Index (SAI)

Scores calculated for the Students with Disabilities and Economically Disadvantaged Subgroups.

Subgroup Performance

All subgroups must meet requirements in percent of students taking and scoring *proficient* (Advanced, Mastery, and Basic) on the LEAP/GEE/iLEAP/LAA 1/LAA 2. A school's subgroups may consist of the five major racial/ethnic categories, students with disabilities, limited English proficiency students, and economically disadvantaged students.

Testing Tools on the Internet

- Please see the Practice Assessment/Strengthen Skills (PASS) Internet tool to access practice test questions with instructional feedback at www.LouisianaPASS.org.
- The Louisiana Department of Education has prepared booklets containing sample test questions and information about the LEAP and GEE tests. To view the booklets in Adobe format, access the Department's website at www.louisianaschools.net/lde/saa/2032.html.

