

Louisiana

<http://www.doe.state.la.us>

School and Teacher Demographics

Per pupil expenditures \$5,804
(CCD, 1999-2000)

Number of Districts 78
(CCD, 2000-01)

Number of Charter Schools 19
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	764	798
Middle	273	287
High	221	250
Combined	104	145
Total	1,362	1,480

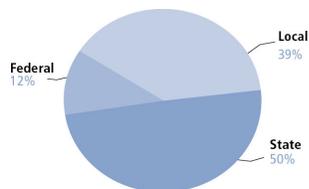
Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	22,824	23,912
Middle	9,323	9,474
High	10,917	11,831
Combined	3,308	3,328
Total	46,372	48,545

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	65%	60%
Math	63	58
Science	57	45
Social Studies	67	60

Sources of Funding District Average (CCD, 1999-2000)



Student Demographics

Public school enrollment

(CCD)

	1993-94	2000-01
Pre-K	12,857	15,935
K-8	546,168	525,339
9-12	202,283	194,632
Total (K-12)	748,451	719,971

Race/ethnicity

(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	1
Black	45	48
Hispanic	1	1
White	52	49
Other	-	-

Students with disabilities

(OSEP)

1993-94	2000-01
9%	10%

Students with limited

English proficiency

(ED/NCBE)

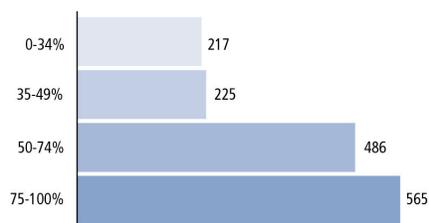
1993-94	2000-01
1%	1%

Migratory students

(OME)

1993-94	2000-01
1%	1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program* (CCD, 2000-01)



*15 schools did not report.

Key

* = Less than 0.5 percent
 — = Not applicable

n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

Ten-year goal on Iowa Test of Basic Skills (ITBS): 55th percentile, Louisiana Educational Assessment Program (LEAP): All students at Basic..

20-year goal on ITBS: 75th percentile, LEAP: All students at Proficient.

Expected School Improvement on Assessment

Steady growth toward 10 year goal, with growth evaluation every two years.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	730	153	883
	83%	17%	100%
Schools meeting AYP	712	152	864
Goal	98%	99%	98%
Schools identified for Improvement	19	1	20
	3%	1%	2%

Title I Allocation \$201,812,937

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	20%	22%
Basic level and above	50	68
Math, 2000		
Proficient level and above	14%	12%
Basic level and above	57	48

Louisiana Student Achievement 2000-01

Assessment:

Louisiana Educational Assessment Program (LEAP).

State Definition of Proficient:

A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.

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Elementary School
**Grade 4
English Language Arts**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	16%	24%	44%	14%	1%
Title I schools	19	27	42	11	1
High poverty Schools	25	30	38	7	0
Students with limited English proficiency	18	26	46	9	1
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	55	26	17	2	0

**Grade 4
Mathematics**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	23%	23%	41%	11%	2%
Title I schools	27	25	39	8	1
High poverty Schools	35	27	32	5	1
Students with limited English proficiency	22	23	44	10	1
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	56	23	19	2	0

Middle School
**Grade 8
English Language Arts**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	15%	34%	37%	13%	1%
Title I schools	18	39	34	9	0
High poverty Schools	44	25	29	1	1
Students with limited English proficiency	27	45	24	4	1
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	55	35	8	1	0

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**Grade 8
Mathematics**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	31%	23%	40%	4%	2%
Title I schools	34	24	38	3	1
High poverty Schools	44	25	29	1	1
Students with limited English proficiency	38	23	33	4	2
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	68	18	13	0	0

High School**Grade 10
English Language Arts**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	22%	23%	43%	12%	1%
Title I schools	35	27	33	5	0
High poverty Schools	36	30	31	3	0
Students with limited English proficiency	49	24	24	3	0
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	78	14	7	1	0

**Grade 10
Mathematics**

Students in:	Unsatisfactory	Approach Basic	Mastery	Prof.	Advanced
All schools	35%	15%	33%	13%	5%
Title I schools	49	16	27	7	1
High poverty Schools	53	16	26	4	1
Students with limited English proficiency	45	16	28	7	4
Migratory students	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	83	8	8	1	0

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	5%	8%

Postsecondary enrollment (NCES, High school grads enrolled in college)	1994-95	2000-01
	53%	59%

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