

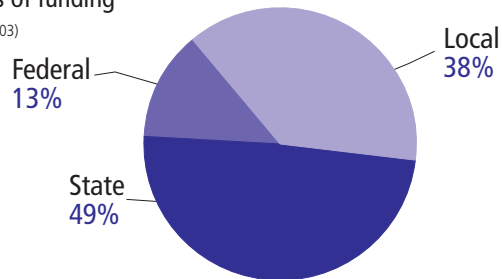
Districts and schools

	1993-94	2003-04
Number of districts (CCD)	66	68
Number of public schools (CCD)		
Elementary	775	800
Middle	277	287
High	245	246
Combined	107	182
Other	55	4
Total	1,459	1,519
Number of charter schools (CCD)		16

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,506,725	\$3,069,994
Noninstructional	378,675	312,837
Support	1,330,950	1,673,753
Total	4,216,350	5,056,584
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,266	\$6,922

Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$256,175,473

KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	12,856	23,181
K-8	546,149	513,121
9-12	202,271	191,292
Total (K-12)	748,420	704,413

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	1%	1
Black, non-Hispanic	45	48
Hispanic	1	2
White, non-Hispanic	52	48

Students with disabilities (OSEP) 9% 11%

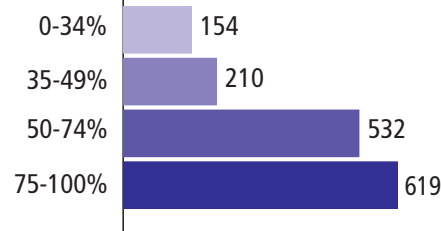
Students with limited English proficiency (NCELA) 1% 1%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 14% 2003 11%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 447,084

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]4 schools did not report.

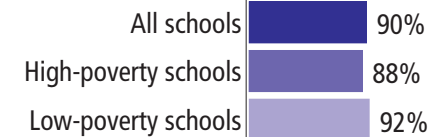
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	23,181	24,121
Middle	9,403	9,686
High	11,526	11,816
Combined	3,353	3,745
Other	673	57
Total	48,136	49,425

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	9,431	11,398
Instructional coordinators	492	1,387
Administrators	3,316	3,024
Other	33,041	36,686
Total	46,280	52,495

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	65%	60%
Mathematics	63	58
Science	57	45
Social studies	67	60

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	8%
Avg. freshman graduation rate (NCES)	61	64
College-going rate (IPEDS/NCES)	53	59

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	15%	20%
Basic level or above	40	53
Math, Grade 8		
Proficient level or above	7%	16%
Basic level or above	38	59

Statewide Accountability Information

See Appendix B for Louisiana's definitions of proficient for Reading and mathematics for grades 4, 8, and high school.

See <http://www.doe.state.la.us/lde/pair/1989.asp> for more details on the statewide accountability system.

State assessment for NCLB accountability: Louisiana Educational Assessment Program

State student achievement levels: Approaching Basic (Approaching the Standard), Unsatisfactory, Basic (Meeting the Standard), Advanced, Mastery (Exceeding the Standard)

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	36.9%	36.9%
	Mathematics	30.1	30.1
Grade 8	Reading	36.9	36.9
	Mathematics	30.1	30.1
Grade HS	Reading	36.9	36.9
	Mathematics	30.1	30.1

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	816 (91%)	1,259 (92%)	64 (97%)
Identified for improvement:			
Year 1	18 (2%)	32 (2%)	2 (3%)
Year 2	30 (3%)	32 (2%)	0
Corrective action	11 (1%)	11 (1%)	0
Restructuring	5 (1%)	5 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	5 (1%)	8 (1%)	0

Other indicator, 2003-04	State target	State outcome
Elementary/middle school indicator: Attendance	90%	Met
High school indicator: Non-dropout rate	90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	771	2%
Supplemental educational services:	1,568	25%

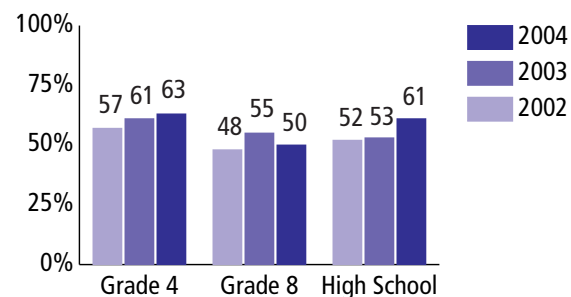
Student Achievement 2003-04

Louisiana Educational Assessment Program, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	High school
All students	63%	50%	61%
Economically disadvantaged students	54	39	48
Migrant students	60	42	54
Students with disabilities	30	8	12
Students with limited English proficiency	60	36	40
Black, non-Hispanic	50	35	43
Hispanic students	69	53	60
White, non-Hispanic	76	63	75

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	57%	60%	62%
Economically disadvantaged students	48	48	50
Migrant students	51	59	#
Students with disabilities	30	20	16
Students with limited English proficiency	58	55	52
Black, non-Hispanic	40	41	42
Hispanic students	42	59	58
White, non-Hispanic	74	76	76

Student achievement trend: Mathematics percent proficient level or above

