

School and Teacher Demographics

Per pupil expenditures (CCD, 2000-01) \$6,037

Number of districts (CCD, 2001-02) 66

Number of charter schools (CCD, 2001-02) 20

Number of public schools (CCD)		
	1993-94	2001-02
Elementary	764	801
Middle	273	284
High	221	249
Combined	104	150
Total	1,362	1,484

Number of FTE teachers (CCD)		
	1993-94	2001-02
Elementary	22,824	23,885
Middle School	9,323	9,569
High School	10,917	11,820
Combined	3,308	3,397
Total	46,372	48,671

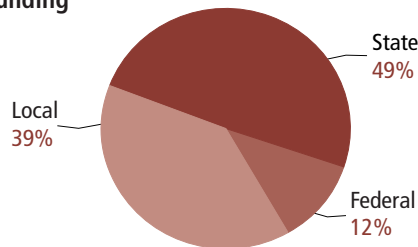
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

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

Sources of funding

District average

(CCD, 2000-01)



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

Student Demographics

Public school enrollment (CCD)		
	1993-94	2001-02
Pre-K	12,857	16,834
K-8	546,168	517,455
9-12	202,283	193,516
Total (K-12)	748,451	710,971

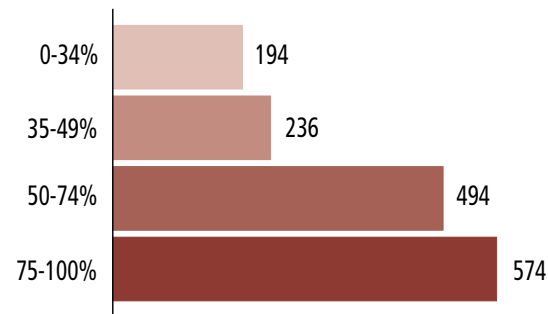
Race/ethnicity (CCD)		
	1993-94	2001-02
American Indian/Alaskan Natives	1%	1%
Asian/Pacific Islander	1	1
Black	45	48
Hispanic	1	2
White	52	49
Other	—	—

Students with disabilities (OSEP)		
	1993-94	2001-02
	9%	10%

Migratory students (OME)		
	1993-94	2001-02
	1%	1%

Students with limited English proficiency (ED/NCBE)		
	1993-94	2000-01
	1%	1%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 11 schools did not report.

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 Tests 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 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	753	146	899
Schools meeting AYP goal	84%	16%	100%
Schools in need of improvement	17	0	17
	100%	—	2%

Title I allocation

\$204,981,342

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

	Grade 4	Grade 8
Proficient level and above	20%	22%
Basic level and above	49	64

Math, 2003

	Grade 4	Grade 8
Proficient level and above	22%	17%
Basic level and above	68	57

Student Achievement 2001-02

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.

Elementary School

Grade 4

English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	14%	29%	38%	16%	3%
Title I Schools					
Economically Disadvantaged Students	20	36	35	8	1
Students with Limited English Proficiency					
Migratory Students	13	32	40	13	2
Students with Disabilities					
Students with Disabilities	45	34	17	3	0

Grade 4

Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	25%	25%	38%	10%	2%
Title I Schools					
Economically Disadvantaged Students	33	29	32	5	1
Students with Limited English Proficiency					
Migratory Students	20	21	44	12	4
Students with Disabilities					
Students with Disabilities	56	23	19	2	0

Middle School

Grade 8

English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	13%	39%	31%	15%	2%
Title I Schools					
Economically Disadvantaged Students	18	48	26	8	0
Students with Limited English Proficiency					
Migratory Students	24	41	22	12	1
Students with Disabilities					
Students with Disabilities	49	41	8	1	0

Grade 8

Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	30%	28%	37%	3%	1%
Title I Schools					
Economically Disadvantaged Students	41	32	25	1	0
Students with Limited English Proficiency					
Migratory Students	29	26	39	3	2
Students with Disabilities					
Students with Disabilities	68	22	10	0	0

High School

Grade 10

English Language Arts

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	24%	23%	38%	13%	1%
Title I Schools					
Economically Disadvantaged Students	37	28	30	6	0
Students with Limited English Proficiency					
Migratory Students	54	24	18	4	0
Students with Disabilities					
Students with Disabilities	79	13	7	1	0

Grade 10

Mathematics

Students in:	Unsatisfactory	Approach. Basic	Proficient		Advanced
			Basic	Mastery	
All Schools	38%	16%	30%	11%	6%
Title I Schools					
Economically Disadvantaged Students	52	18	24	5	2
Students with Limited English Proficiency					
Migratory Students	49	15	23	8	5
Students with Disabilities					
Students with Disabilities	83	8	7	1	0

High School Indicators

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

Postsecondary enrollment	1994-95	2000-01
	53%	59%

(NCES, High school graduates enrolled in college)

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High Poverty Schools	= 75-100% of students qualify for lunch subsidies