

2013-2014

# DISTRICT ACCOUNTABILITY SUBGROUP COMPONENT REPORT



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Union Parish



# State Board of Elementary and Secondary Education

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For further information, contact Noah Devine:

Telephone: 1-877-453-2721 (toll free)  
E-mail: [customerservice@la.gov](mailto:customerservice@la.gov)  
Website: [www.louisianabelieves.com](http://www.louisianabelieves.com)

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# 2013-2014 District Accountability Subgroup Component Report

## User Guide

Under the *No Child Left Behind (NCLB) Act* of 2001, each state is required to have an accountability system and to focus on subgroups. The Louisiana School and District Accountability System evaluates these elements for Louisiana public school districts: the District Performance Score (DPS), and the District Subgroup Component. The purpose of this report is to explain why a district did or did not make Adequate Yearly Progress (AYP) for the Subgroup Component in 2013-2014. This report also provides other information about a district, such as the professional qualifications of teachers.

### **How are districts evaluated on Subgroup AYP?**

Each district is evaluated based on three different levels (grade clusters): elementary (K-5), middle (6-8), and high school (9-12).

### **How does a district make Adequate Yearly Progress (AYP) for the Subgroup Component?**

Each grade cluster must meet requirements in three areas: test participation, academic performance, and an additional academic indicator (attendance rate for elementary and middle schools and graduation rate for high schools). For a district to pass the subgroup component, each subgroup of students within each grade cluster must pass the subgroup component, and each grade cluster as a whole must meet the criteria for status or improvement in the additional academic indicator.

A district that has all three grade clusters failing the subgroup component in the same subject in one year (2013-2014) shall complete a Self-Assessment. A district that has all three grade clusters failing the subgroup component in the same subject for two consecutive years (2012-2013 and 2013-2014) may be required to develop an improvement plan for specific subgroups.

### **Which grades and assessments are included?**

This report presents Subgroup Component data for students in grades 3-8 and high school who met the inclusion criteria. The LEAP Alternate Assessment, Level 1 (LAA 1) and Level 2 (LAA 2) results for Students with Disabilities are also included in Subgroup Component calculations if those students

were in grades 3-8 or high school. LAA 2 is no longer used in high school accountability determinations.

**What are the subgroups?** Ten subgroups are evaluated for AYP. These include African American/Black, American Indian/Native Alaskan, Asian, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, Two or More Races, Students with Disabilities, Limited English Proficiency, and Economically Disadvantaged (students eligible for free or reduced price meal). An "All Students" subgroup made up of all students in a district who meet the inclusion criteria is also evaluated. Data for other subgroups (Students without Disabilities, Non-Economically Disadvantaged, Migrant, Male, and Female) are also provided in this report for information.

### **What are the inclusion criteria for students?**

Students are included in the Subgroup Component if they were enrolled in your district for a full academic year (on October 1 and on date of testing) and if they tested in their respective grade levels for the first time. All students in a subgroup are 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. For elementary and middle schools, subgroups with at least 10 students, but fewer than 40, are not evaluated for test participation, but are evaluated for academic performance and the additional academic indicator. For high schools, subgroups with at least 10 students, but fewer than 40, are not evaluated for test participation or the additional academic indicator, but are evaluated for academic assistance.

**Table 1** provides an overall picture of the Subgroup Component for the district. At the top, a "Yes" or "No" indicates whether the district made AYP for the Subgroup Component. For each subgroup, the table indicates whether AYP was met, with a "Yes" or "No" separately for English Language Arts (ELA) and Math by grade cluster.

**Table 2** shows the district's Subgroup Component AYP status by subject and grade cluster for the past

four years. At the top, a "Yes" or "No" indicates whether all three grade clusters have failed to make Subgroup Component AYP in the same subject for multiple years. The table shows whether the grade clusters "Passed" or "Failed" to make AYP for each subject over the four years. The summary row provides an overall statement of what has occurred over past years.

The following tables provide further details about why the district did or did not make AYP.

**Tables 3A-3C** contain the number and percent of students who tested and who did not test by subgroup for ELA and Math by grade cluster. The percent tested is the Participation Rate for each grade cluster. If a subgroup has at least 40 members, in order to make AYP each subgroup must 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 eligible students in the test population. If a subgroup's participation rate is less than 95% for a given year, an average of the 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, with the most recent year's rate displayed in italics. If the test participation criterion is met, academic performance is evaluated.

**Tables 4A-4C** report information that compares the proficiency of each subgroup with the state's Annual Measurable Objective (AMO) for ELA and Math by grade cluster. Proficiency is defined as scoring at the *Basic*, *Mastery*, or *Advanced* achievement level on the LEAP, iLEAP. For End-of-Course (EOC) Tests, proficiency is defined as scoring at the *Good* or *Excellent* achievement levels. For LAA1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA2, scoring at the *Approaching Basic* or *Basic* level is considered proficient. Those subgroups with "Yes" met the state's AMO for that subject, while subgroups with "No" did not. The AMO for ELA is 100%, and the AMO for Math is 100%.

**Tables 5A-5C** present subgroup achievement data for ELA and Math by grade cluster. Counts and

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percentages are given for each subgroup at each achievement level. The levels for LEAP or iLEAP, from lowest to highest, are *Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced*. For EOC tests, levels include *Needs Improvement, Fair, Good and Excellent*. For LAA1, the levels are *Working Toward Standard, Meets Standard, and Exceeds Standard*. In this table, *Working Toward Standard* is considered *Approaching Basic*, *Meets Standard* is considered *Basic*, and *Exceeds Standard* is considered *Mastery*. The levels for LAA2 are *Pre-Foundational, Foundational, Approaching Basic, and Basic*. In this table, *Pre-Foundational* is considered *Unsatisfactory*, *Foundational* is considered *Approaching Basic*, *Approaching Basic* is considered *Basic*, and *Basic* is considered *Mastery*.

**Table 6** reports a 2-year trend of assessment results by grade cluster.

If the academic 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.

**Tables 7A-7C** report the percent proficient by subgroup for 2012-2013 and 2013-2014 for ELA and Math by grade cluster. These tables also show if Safe Harbor was met.

**Tables 8A-8C** present data used to determine the additional academic indicator (AAI) by grade cluster.

A "Yes" or "No" indicates whether the subgroup met the requirements for the additional academic indicator (met the AMO or showed 0.1 growth). The "All Students" subgroup must also pass the additional academic indicator for the district to make AYP for its Subgroup Component.

**For elementary and middle school students**, the AAI is the attendance rate. The AMO for the attendance rate is 90%.

**For high school students**, the AAI is the graduation rate if the school has a grade 12. In Table 8C, the *Cohort Graduates* represents the number of cohort members who were on-time graduates during this

period. The *Cohort Members* comprise the number of students who were tracked over a four-year period, which began when they became first time 9<sup>th</sup> graders. The *Graduation Rate* shows the percent of students who graduate with a regular high school diploma within 4 years. The AMO for the graduation rate is 68.2%. If the rate is greater than or equal to the state goal of 80%, the AAI is passed. Or, if the graduation rate is greater than or equal to the **annual state target** (68.2% in 2013), the AAI is passed. Or, if the graduation rate is greater than or equal to the annual school target, the AAI is passed. If the graduation rate is not met for schools with a 12<sup>th</sup> grade, the school must improve its graduation rate at least 110% of the school's annual target step to pass the AAI. For attendance and graduation, two years of data are reported (2011-2012 and 2012-2013).

**Table 9** lists the number of schools in the district and the state that were identified for Subgroup Component Failure (SCF). There are six levels of SCF. Schools that are in any level of Subgroup Component Failure are not eligible for Rewards/Top Gains status.

**Table 10** reports the professional qualifications of teachers from high poverty, low poverty, and all schools in your district and in the state. High and low poverty schools are determined by sorting all schools in the state, from high to low poverty (percent of students eligible to receive free or reduced price meals). 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.

Table 10 also reports the numbers and percentages of teachers with emergency and valid state credentials. 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 who meet the "Highly Qualified" requirements, as defined by NCLB, are those teachers who 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.

**Confidence intervals** were used in the following calculations to ensure high levels of reliability for the subgroup data: the AMO status test (Tables 4A-4C), the 10% reduction in non-proficiency (Tables 7A-7C), and the additional academic indicator status test, which is the attendance rate in schools without grade 12 (Tables 8A-8B). The confidence interval is not applied to the additional academic indicator for the graduation rate (Table 8C). 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 <http://www.louisianabelieves.com> to view other accountability reports and *Bulletin 111: Louisiana School, District, and State Accountability* policy.

Contact the Louisiana Department of Education toll free by telephone at 1-877-453-2721

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

**No**

All of these subgroups within each grade cluster (Elementary, Middle, High) had to make Adequate Yearly Progress (AYP) for your district to make AYP for its Subgroup Component.

Subgroups	English Language Arts			Math		
	Made AYP ?			Made AYP ?		
	Elementary	Middle	High	Elementary	Middle	High
<b>All Students</b>	Yes	Yes	No	Yes	Yes	No
African American/Black	No	No	No	Yes	Yes	No
American Indian/Native Alaskan	N/A	Yes	N/A	N/A	Yes	N/A
Asian	N/A	Yes	N/A	N/A	Yes	Yes
Hispanic/Latino	Yes	Yes	Yes	Yes	Yes	Yes
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	Yes	Yes	No	Yes	Yes	No
Two or More Races	Yes	Yes	N/A	Yes	Yes	N/A
Students with Disabilities	Yes	Yes	Yes	Yes	Yes	Yes
Limited English Proficiency	Yes	Yes	N/A	Yes	Yes	Yes
Economically Disadvantaged	Yes	Yes	No	Yes	Yes	No

*Subgroups with fewer than 10 students automatically make AYP.*

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

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

## Table 2. Have All Three of Your District's Grade Clusters Failed to Make AYP in the Same Subject

### Yes - Failed Current Year Only

In which subject(s) did your district's grade clusters fail to make AYP?

Subject	Grade Cluster	ELA	Math	Additional Academic Indicators
<b>2010-2011</b>	Elementary	Passed	Passed	Passed
	Middle	Passed	Passed	Passed
	High	Failed	Failed	
<b>2011-2012</b>	Elementary	Passed	Passed	Passed
	Middle	Failed	Passed	Passed
	High	Failed	Failed	Passed
<b>2012-2013</b>	Elementary	Failed	Passed	Passed
	Middle	Passed	Failed	Passed
	High	Failed	Failed	Passed
<b>2013-2014</b>	Elementary	Failed	Passed	Passed
	Middle	Failed	Passed	Passed
	High	Failed	Failed	Failed
<b>Summary<sup>1</sup></b>		Failed the Most Current Year	Failed 1 or 2 Clusters at Current Year	Failed 1 or 2 Clusters at Current Year

<sup>1</sup> The consequences for all three clusters failing AYP in the same subject for one or more years are as follows:

- Failed all clusters in the current year – district must complete a Self-Assessment
- Failed all clusters in the current and previous year – district must complete a plan for specific subgroup failure

Shading indicates the Additional Academic Indicator was not evaluated for a given year because the grade cluster already failed to make AYP in ELA, Math, or both for that year.

## Table 3A. Number and Percentage of Elementary School Students Tested (Participating) And Not Tested (Non-Participating)

To make AYP for your district's Subgroup Component, your district must have 95% of its students tested for all the 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 <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
<b>All Students</b>	✓	~	<b>&gt;95.0</b>	~	<b>&lt;5.0</b>	~	<b>&gt;95.0</b>	~	<b>&lt;5.0</b>
African American/Black	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Two or More Races	✓	~	~	~	~	~	~	~	~
Students with Disabilities	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Students without Disabilities		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Limited English Proficiency	✓	~	~	~	~	~	~	~	~
Economically Disadvantaged	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Non-Economically Disadvantaged		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Migrant		~	~	~	~	~	~	~	~
Male		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Female		~	>95.0	~	<5.0	~	>95.0	~	<5.0

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

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

Shaded cells indicate that data were not available.

<sup>1</sup> The 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 district meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 3-5. In Louisiana, students identified as LEP and in a school in the United States for less than one full academic year are not exempted from testing.

### Table 3B. Number and Percentage of Middle School Students Tested (Participating) And Not Tested (Non-Participating)

To make AYP for your district's Subgroup Component, your district must have 95% of its students tested for all the 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 <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
<b>All Students</b>	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
African American/Black	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
American Indian/Native Alaskan	✓	~	~	~	~	~	~	~	~
Asian	✓	~	~	~	~	~	~	~	~
Hispanic/Latino	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Two or More Races	✓	~	~	~	~	~	~	~	~
Students with Disabilities	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Students without Disabilities		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Limited English Proficiency	✓	~	~	~	~	~	~	~	~
Economically Disadvantaged	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
Non-Economically Disadvantaged		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Migrant		~	~	~	~	~	~	~	~
Male		~	>95.0	~	<5.0	~	>95.0	~	<5.0
Female		~	>95.0	~	<5.0	~	>95.0	~	<5.0

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

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

Shaded cells indicate that data were not available.

<sup>1</sup> The 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 district meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 6-8. In Louisiana, students identified as LEP and in a school in the United States for less than one full academic year are not exempted from testing.

### Table 3C. Number and Percentage of High School Students Tested (Participating) And Not Tested (Non-Participating)

To make AYP for your district's Subgroup Component, your district must have 95% of its students tested for all the 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 <sup>1</sup>		Not Tested		Tested <sup>1</sup>		Not Tested	
		#	%	#	%	#	%	#	%
<b>All Students</b>	✓	~	<b>&gt;95.0</b>	~	<b>&lt;5.0</b>	<b>169</b>	<b>92.3</b>	<b>14</b>	<b>7.7</b>
African American/Black	✓	~	>95.0	~	<5.0	~	>95.0	~	<5.0
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	✓					~	~	~	~
Hispanic/Latino	✓	~	~	~	~	~	~	~	~
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	~	>95.0	~	<5.0	70	88.6	~	11.4
Two or More Races	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	✓	~	~	~	~	~	~	~	~
Students without Disabilities		~	>95.0	~	<5.0	153	92.2	13	7.8
Limited English Proficiency	✓	N/A	N/A	N/A	N/A	~	~	~	~
Economically Disadvantaged	✓	~	>95.0	~	<5.0	124	94.7	~	5.3
Non-Economically Disadvantaged		~	>95.0	~	<5.0	45	86.5	~	13.5
Migrant		~	~	~	~	~	~	~	~
Male		~	>95.0	~	<5.0	100	90.9	10	9.1
Female		~	>95.0	~	<5.0	69	94.5	~	5.5

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

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

Shaded cells indicate that data were not available.

<sup>1</sup> The 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 district meets its participation rate and the current year's rate is shown in italics.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in Algebra I and/or English II. In Louisiana, students identified as LEP and in a school in the United States for less than one full academic year are not exempted from testing.

## Table 4A. Subgroups' Proficiency Status<sup>1</sup> And the State's Annual Measurable Objective (AMO) For Elementary School Students

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

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO? <sup>2</sup>
All Students	✓	50.8	No	56.0	No
African American/Black	✓	38.3	No	45.7	No
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A
Asian	✓	N/A	N/A	N/A	N/A
Hispanic/Latino	✓	54.5	No	65.9	No
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A
White	✓	64.6	No	65.7	No
Two or More Races	✓	~	~	~	~
Students with Disabilities	✓	31.7	No	42.9	No
Students without Disabilities		54.1		58.3	
Limited English Proficiency	✓	47.1	No	61.8	No
Economically Disadvantaged	✓	46.2	No	53.4	No
Non-Economically Disadvantaged		76.9		70.8	
Migrant		50.0		66.7	
Male		45.7		48.3	
Female		55.7		63.3	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA 2, scoring at the *Approaching Basic* or *Basic* level is considered proficient.

<sup>2</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 3–5 and enrolled in your district for the full academic year.

## Table 4B. Subgroups' Proficiency Status<sup>1</sup> And the State's Annual Measurable Objective (AMO) For Middle School Students

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

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO? <sup>2</sup>
All Students	✓	52.0	No	51.8	No
African American/Black	✓	42.1	No	43.2	No
American Indian/Native Alaskan	✓	~	~	~	~
Asian	✓	~	~	~	~
Hispanic/Latino	✓	52.8	No	50.9	No
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A
White	✓	63.5	No	62.4	No
Two or More Races	✓	~	~	~	~
Students with Disabilities	✓	28.9	No	26.5	No
Students without Disabilities		56.5		56.7	
Limited English Proficiency	✓	40.5	No	37.8	No
Economically Disadvantaged	✓	48.1	No	49.8	No
Non-Economically Disadvantaged		71.3		62.1	
Migrant		60.7		53.6	
Male		43.3		46.0	
Female		61.0		57.9	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> Proficiency is determined by the percent of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA 2, scoring at the *Approaching Basic* or *Basic* level is considered proficient.

<sup>2</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 6-8 and enrolled in your district for the full academic year.

## Table 4C. Subgroups' Proficiency Status<sup>1</sup> and the State's Annual Measurable Objective (AMO) For High School Students

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

Subgroups	Required for AYP	English Language Arts		Math	
		Proficiency Percent	Subgroup Met AMO? <sup>2</sup>	Proficiency Percent	Subgroup Met AMO? <sup>2</sup>
All Students	✓	57.7	No	36.1	No
African American/Black	✓	42.1	No	27.3	No
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A
Asian	✓	N/A	N/A	~	~
Hispanic/Latino	✓	~	~	42.9	No
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A
White	✓	74.1	No	44.3	No
Two or More Races	✓	N/A	N/A	N/A	N/A
Students with Disabilities	✓	33.3	No	12.5	No
Students without Disabilities		60.0		38.6	
Limited English Proficiency	✓	N/A	N/A	16.7	No
Economically Disadvantaged	✓	51.1	No	33.9	No
Non-Economically Disadvantaged		70.0		42.2	
Migrant		~		~	
Male		50.0		31.0	
Female		64.9		43.5	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> Proficiency is determined by the percent of students who scored at the *Good* or *Excellent* achievement levels on the Algebra I and/or English II End-of-Course (EOC) Tests. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient.

<sup>2</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in Algebra I and/or English II and enrolled in your district for the full academic year.

### Table 5A. Subgroups' Achievement Levels for English Language Arts (ELA) and Math For Elementary School Students

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	<b>113</b>	<b>26.2</b>	<b>99</b>	<b>23.0</b>	<b>161</b>	<b>37.4</b>	~	<b>&gt;10.0</b>	~	<b>&lt;5.0</b>
	African American/Black	70	33.5	59	28.2	64	30.6	~	<=10.0	~	<5.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic/Latino	14	31.8	~	>10.0	18	40.9	~	>10.0	~	<5.0
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	~	<=20.0	34	19.4	77	44.0	32	18.3	~	<5.0
	Two or More Races	~	~	~	~	~	~	~	~	~	~
	Students with Disabilities	31	49.2	12	19.0	12	19.0	~	<=10.0	~	<5.0
	Students without Disabilities	82	22.3	87	23.6	149	40.5	~	>10.0	~	<5.0
	Limited English Proficiency	13	38.2	~	>10.0	12	35.3	~	>10.0	~	<5.0
	Economically Disadvantaged	108	29.5	89	24.3	126	34.4	~	>10.0	~	<5.0
	Non-Economically Disadvantaged	~	<=10.0	10	15.4	35	53.8	14	21.5	~	<5.0
	Migrant	11	45.8	~	<5.0	~	>30.0	~	<=20.0	~	<5.0
	Male	63	30.0	51	24.3	75	35.7	~	<=10.0	~	<5.0
Female	50	22.6	48	21.7	86	38.9	~	<=20.0	~	<5.0	
Math	<b>All Students</b>	<b>109</b>	<b>25.2</b>	<b>81</b>	<b>18.8</b>	<b>169</b>	<b>39.1</b>	~	<b>&gt;10.0</b>	~	<b>&lt;5.0</b>
	African American/Black	72	34.3	42	20.0	77	36.7	~	<=10.0	~	<5.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic/Latino	~	>10.0	~	>20.0	20	45.5	~	<=20.0	~	<5.0
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	30	17.1	30	17.1	70	40.0	34	19.4	11	6.3
	Two or More Races	~	~	~	~	~	~	~	~	~	~
	Students with Disabilities	22	34.9	14	22.2	17	27.0	~	<=10.0	~	<=10.0
	Students without Disabilities	87	23.6	67	18.2	152	41.2	~	>10.0	~	<5.0
	Limited English Proficiency	~	>10.0	~	<=30.0	16	47.1	~	>10.0	~	<5.0
	Economically Disadvantaged	98	26.7	73	19.9	139	37.9	~	>10.0	~	<5.0
	Non-Economically Disadvantaged	11	16.9	~	>10.0	30	46.2	12	18.5	~	<=10.0
	Migrant	~	>10.0	~	>20.0	12	50.0	~	<=20.0	~	<5.0
	Male	63	29.9	46	21.8	68	32.2	~	>10.0	~	<5.0
Female	46	20.8	35	15.8	101	45.7	~	>10.0	~	<5.0	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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 who were enrolled and eligible to be tested for the first time in grades 3–5 and enrolled in your district for the full academic year.

### Table 5B. Subgroups' Achievement Levels for English Language Arts (ELA) and Math For Middle School Students

Test	Subgroups	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	<b>76</b>	<b>14.7</b>	<b>172</b>	<b>33.3</b>	<b>200</b>	<b>38.7</b>	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	African American/Black	45	17.4	105	40.5	89	34.4	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian	~	~	~	~	~	~	~	~	~	~
	Hispanic/Latino	11	20.8	14	26.4	19	35.8	~	<b>&lt;=20.0</b>	~	<b>&lt;5.0</b>
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	19	9.6	53	26.9	88	44.7	24	12.2	13	6.6
	Two or More Races	~	~	~	~	~	~	~	~	~	~
	Students with Disabilities	22	26.5	37	44.6	17	20.5	~	<b>&lt;5.0</b>	~	<b>&lt;=10.0</b>
	Students without Disabilities	54	12.4	135	31.1	183	42.2	~	<b>&gt;10.0</b>	~	<b>&lt;5.0</b>
	Limited English Proficiency	12	32.4	10	27.0	13	35.1	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	Economically Disadvantaged	72	16.7	151	35.1	157	36.5	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	Non-Economically Disadvantaged	~	<b>&lt;5.0</b>	21	24.1	43	49.4	13	14.9	~	<b>&lt;=10.0</b>
	Migrant	~	<b>&gt;10.0</b>	~	<b>&gt;20.0</b>	11	39.3	~	<b>&gt;20.0</b>	~	<b>&lt;5.0</b>
	Male	49	18.6	100	38.0	91	34.6	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
Female	27	10.6	72	28.3	109	42.9	33	13.0	13	5.1	
Math	<b>All Students</b>	<b>106</b>	<b>20.5</b>	<b>143</b>	<b>27.7</b>	<b>227</b>	<b>43.9</b>	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	African American/Black	64	24.7	83	32.0	103	39.8	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	American Indian/Native Alaskan	~	~	~	~	~	~	~	~	~	~
	Asian	~	~	~	~	~	~	~	~	~	~
	Hispanic/Latino	~	<b>&lt;=20.0</b>	18	34.0	24	45.3	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	34	17.3	40	20.3	95	48.2	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	Two or More Races	~	~	~	~	~	~	~	~	~	~
	Students with Disabilities	29	34.9	32	38.6	17	20.5	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	Students without Disabilities	77	17.7	111	25.6	210	48.4	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
	Limited English Proficiency	~	<b>&lt;=20.0</b>	16	43.2	13	35.1	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	Economically Disadvantaged	92	21.4	124	28.8	187	43.5	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	Non-Economically Disadvantaged	14	16.1	19	21.8	40	46.0	~	<b>&lt;=10.0</b>	~	<b>&lt;=10.0</b>
	Migrant	~	<b>&gt;10.0</b>	10	35.7	13	46.4	~	<b>&lt;5.0</b>	~	<b>&lt;5.0</b>
	Male	53	20.2	89	33.8	100	38.0	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>
Female	53	20.9	54	21.3	127	50.0	~	<b>&lt;=10.0</b>	~	<b>&lt;5.0</b>	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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 who were enrolled and eligible to be tested for the first time in grades 6–8 and enrolled in your district for the full academic year.

## Table 5C. Subgroups' Achievement Levels for English Language Arts (ELA) and Math For High School Students

Test	Subgroups	Needs Improvement		Fair		Good		Excellent	
		#	%	#	%	#	%	#	%
ELA	<b>All Students</b>	~	<=10.0	47	33.1	67	47.2	15	10.6
	African American/Black	10	13.2	34	44.7	28	36.8	~	<=10.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic/Latino	~	~	~	~	~	~	~	~
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	~	<=10.0	12	20.7	32	55.2	11	19.0
	Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities	~	>40.0	~	>20.0	~	>20.0	~	<=10.0
	Students without Disabilities	~	<=10.0	44	33.8	64	49.2	14	10.8
	Limited English Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	~	<=10.0	36	39.1	42	45.7	~	<=10.0
	Non-Economically Disadvantaged	~	<=10.0	11	22.0	25	50.0	10	20.0
	Migrant	~	~	~	~	~	~	~	~
Male	~	>10.0	26	38.2	28	41.2	~	<=10.0	
Female	~	<=10.0	21	28.4	39	52.7	~	>10.0	
Math	<b>All Students</b>	51	30.2	57	33.7	43	25.4	~	>10.0
	African American/Black	30	39.0	26	33.8	19	24.7	~	<5.0
	American Indian/Native Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	~	~	~	~	~	~	~	~
	Hispanic/Latino	~	>20.0	~	>30.0	~	>30.0	~	<=10.0
	Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	White	16	22.9	23	32.9	17	24.3	~	<=20.0
	Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Students with Disabilities	10	62.5	~	>20.0	~	<=10.0	~	<=10.0
	Students without Disabilities	41	26.8	53	34.6	42	27.5	~	>10.0
	Limited English Proficiency	~	>20.0	~	<=60.0	~	<=20.0	~	<5.0
	Economically Disadvantaged	39	31.5	43	34.7	30	24.2	~	<=10.0
	Non-Economically Disadvantaged	12	26.7	14	31.1	13	28.9	~	>10.0
	Migrant	~	~	~	~	~	~	~	~
Male	30	30.0	39	39.0	22	22.0	~	<=10.0	
Female	21	30.4	18	26.1	21	30.4	~	>10.0	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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 who were enrolled and eligible to be tested for the first time in Algebra I and/or English II and enrolled in your district for the full academic year.

**Table 6. Percent of Students Proficient<sup>1</sup> by Grade Cluster**

Grade Cluster	English Language Arts		Math	
	2012-2013	2013-2014	2012-2013	2013-2014
Elementary	52.2	50.8	57.6	56.0
Middle	52.7	52.0	52.3	51.8
High	65.5	57.7	35.8	36.1

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

<sup>1</sup> Proficiency is determined by the percentage of students who scored at *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA 2, scoring at the *Approaching Basic* or *Basic* level is considered proficient. For End-of-Course (EOC) tests, proficiency is defined as scoring at the *Good* and *Excellent* achievement levels.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 3-8 and high school and were enrolled in your district for the full academic year.

## Table 7A. Subgroup Growth from 2012-2013 to 2013-2014 For Elementary School Students

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4A), your district 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 8A).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?
All Students	✓	52.2	50.8	*	57.6	56.0	*
African American/Black	✓	44.3	38.3	No	48.9	45.7	*
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A	N/A	N/A
Asian	✓	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	✓	61.5	54.5	*	78.8	65.9	*
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	59.1	64.6	Yes	62.2	65.7	*
Two or More Races	✓	~	~	~	~	~	~
Students with Disabilities	✓	36.7	31.7	*	45.0	42.9	*
Students without Disabilities		54.5	54.1		59.5	58.3	
Limited English Proficiency	✓	55.3	47.1	*	73.7	61.8	*
Economically Disadvantaged	✓	47.2	46.2	*	54.8	53.4	*
Non-Economically Disadvantaged		86.7	76.9		76.7	70.8	
Migrant		62.9	50.0		77.1	66.7	
Male		46.6	45.7		55.0	48.3	
Female		58.8	55.7		60.6	63.3	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

<sup>2</sup> Proficiency is determined by the percentage of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA 2, scoring at the *Approaching Basic* or *Basic* level is considered proficient.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 3–5 and enrolled in your district for the full academic year.

**Table 7B. Subgroup Growth from 2012-2013 to 2013-2014 For Middle School Students**

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4B), your district 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 8B).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?
All Students	✓	52.7	52.0	*	52.3	51.8	*
African American/Black	✓	48.7	42.1	No	43.0	43.2	*
American Indian/Native Alaskan	✓	~	~	~	~	~	~
Asian	✓	~	~	~	~	~	~
Hispanic/Latino	✓	38.6	52.8	Yes	65.9	50.9	*
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	61.4	63.5	*	61.9	62.4	*
Two or More Races	✓	~	~	~	~	~	~
Students with Disabilities	✓	38.3	28.9	*	37.0	26.5	*
Students without Disabilities		55.5	56.5		55.2	56.7	
Limited English Proficiency	✓	25.8	40.5	Yes	54.8	37.8	*
Economically Disadvantaged	✓	49.9	48.1	*	50.6	49.8	*
Non-Economically Disadvantaged		67.1	71.3		61.0	62.1	
Migrant		37.5	60.7		58.3	53.6	
Male		46.3	43.3		47.4	46.0	
Female		60.1	61.0		57.9	57.9	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

<sup>2</sup> Proficiency is determined by the percentage of students who scored at the *Basic*, *Mastery*, or *Advanced* achievement levels on the LEAP/iLEAP. For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient. For LAA 2, scoring at the *Approaching Basic* or *Basic* level is considered proficient.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in grades 6–8 and enrolled in your district for the full academic year.

**Table 7C. Subgroup Growth from 2012-2013 to 2013-2014 For High School Students**

Even if one of the required subgroups did not make the AMO<sup>1</sup> (see Table 4C), your district 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 8C).

Subgroups	Required for AYP	English Language Arts			Math		
		Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?	Proficiency <sup>2</sup> Percent 12-13	Proficiency <sup>2</sup> Percent 13-14	Safe Harbor Goal Met?
<b>All Students</b>	✓	<b>65.5</b>	<b>57.7</b>	<b>No</b>	<b>35.8</b>	<b>36.1</b>	<b>No</b>
African American/Black	✓	51.0	42.1	No	26.9	27.3	No
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A	N/A	N/A
Asian	✓	N/A	N/A	N/A	~	~	~
Hispanic/Latino	✓	~	~	~	~	42.9	Yes
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A
White	✓	74.5	74.1	No	48.3	44.3	No
Two or More Races	✓	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	✓	<5.0	33.3	Yes	<5.0	12.5	*
Students without Disabilities		76.2	60.0		44.2	38.6	
Limited English Proficiency	✓	N/A	N/A	N/A	~	16.7	Yes
Economically Disadvantaged	✓	55.4	51.1	No	29.3	33.9	No
Non-Economically Disadvantaged		77.6	70.0		52.2	42.2	
Migrant		~	~		~	~	
Male		58.8	50.0		30.0	31.0	
Female		71.6	64.9		41.5	43.5	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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.

<sup>1</sup> English Language Arts AMO is 100%, and the Math AMO is 100%.

<sup>2</sup> Proficiency is determined by the percentage of students who scored at the *Good* or *Excellent* achievement levels on the Algebra I and/or English II EOC test.

For LAA 1, *Meets Standard* or *Exceeds Standard* is considered proficient.

Note: This student population includes those students who were enrolled and eligible to be tested for the first time in Algebra I and/or English II and enrolled in your district for the full academic year.

## Table 8A. Additional Academic Indicator<sup>1</sup> Used In Determining AYP For Elementary School Students

Even if one of the required subgroups did not make the AMO (see Table 4A), your district can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7A) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2011-2012	2012-2013	Met AMO <sup>2</sup> or Growth?
All Students <sup>3</sup>	✓	>95.0	>95.0	Yes
African American/Black	✓	>95.0	>95.0	Yes
American Indian/Native Alaskan	✓	N/A	N/A	N/A
Asian	✓	N/A	N/A	N/A
Hispanic/Latino	✓	>95.0	>95.0	Yes
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A
White	✓	>95.0	94.5	Yes
Two or More Races	✓	~	~	~
Students with Disabilities	✓	>95.0	94.0	Yes
Students without Disabilities		>95.0	>95.0	
Limited English Proficiency	✓	>95.0	>95.0	Yes
Economically Disadvantaged	✓	>95.0	>95.0	Yes
Non-Economically Disadvantaged		>95.0	>95.0	
Migrant		>95.0	>95.0	
Male		>95.0	>95.0	
Female		>95.0	>95.0	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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 that data were not available.

<sup>1</sup> The additional academic indicator for the district's grades K–5 students is the attendance rate.

<sup>2</sup> The attendance rate AMO is 90%.

<sup>3</sup> The "All Students" subgroup HAD to meet requirements for additional academic indicator for your district to make AYP for its Subgroup Component.

Note: This student population includes those students in grades K–5 who were and were not enrolled in your district for the full academic year.

Source: Louisiana Department of Education

Office of Accountability

2013-2014 Accountability Results

## Table 8B. Additional Academic Indicator<sup>1</sup> Used In Determining AYP For Middle School Students

Even if one of the required subgroups did not make the AMO (see Table 4B), your district can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7B) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Attendance Rate		
		2011-2012	2012-2013	Met AMO <sup>2</sup> or Growth?
All Students <sup>3</sup>	✓	>95.0	>95.0	Yes
African American/Black	✓	>95.0	>95.0	Yes
American Indian/Native Alaskan	✓	~	~	~
Asian	✓	~	~	~
Hispanic/Latino	✓	>95.0	>95.0	Yes
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A
White	✓	>95.0	>95.0	Yes
Two or More Races	✓	~	~	~
Students with Disabilities	✓	>95.0	>95.0	Yes
Students without Disabilities		>95.0	>95.0	
Limited English Proficiency	✓	>95.0	>95.0	Yes
Economically Disadvantaged	✓	>95.0	>95.0	Yes
Non-Economically Disadvantaged		>95.0	>95.0	
Migrant		>95.0	>95.0	
Male		>95.0	>95.0	
Female		>95.0	>95.0	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

N/A indicates the subgroup did not exist in your district or your district 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 that data were not available.

<sup>1</sup> The additional academic indicator for the district's grades 6–8 students is the attendance rate.

<sup>2</sup> The attendance rate AMO is 90%.

<sup>3</sup> The "All Students" subgroup HAD to meet requirements for additional academic indicator for your district to make AYP for its Subgroup Component.

Note: This student population includes those students in grades 6–8 who were and were not enrolled in your district for the full academic year.

## Table 8C. Additional Academic Indicator<sup>1</sup> Used In Determining AYP For High School Students

Even if one of the required subgroups did not make the AMO (see Table 4C), your district can still make AYP for its Subgroup Component if the subgroup reduced the prior year's non-proficiency rate by 10% (see Table 7C) and met requirements for the additional academic indicator (either met the AMO<sup>2</sup> or showed 0.1 growth).

Subgroups	Required for AYP	Cohort Membership and Graduation Rate						Met AMO <sup>2</sup> or Growth?
		2011-2012			2012-2013			
		Cohort Graduates	Cohort Members	Graduation Rate	Cohort Graduates	Cohort Members	Graduation Rate	
All Students <sup>3</sup>	✓	108	169	63.9	107	180	59.4	No
African American/Black	✓	40	66	60.6	42	82	51.2	No
American Indian/Native Alaskan	✓	N/A	N/A	N/A	N/A	N/A	N/A	
Asian	✓	~	~	~	~	~	~	~
Hispanic/Latino	✓	~	~	~	~	~	~	~
Native Hawaiian or Other Pacific Islander	✓	N/A	N/A	N/A	N/A	N/A	N/A	
White	✓	63	95	66.3	57	90	63.3	No
Two or More Races	✓	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	✓	~	~	<=40.0	12	27	44.4	
Students without Disabilities		101	150	67.3	95	153	62.1	
Limited English Proficiency	✓	~	~	~	N/A	N/A	N/A	
Economically Disadvantaged	✓	55	97	56.7	61	108	56.5	No
Non-Economically Disadvantaged		53	72	73.6	46	72	63.9	
Migrant		~	~	~	~	~	~	
Male		47	76	61.8	55	101	54.5	
Female		61	93	65.6	52	79	65.8	

A tilde (~) indicates data were masked to meet Family Educational Rights and Privacy Act (FERPA) requirements.

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

Shaded cells indicate that data were not available.

<sup>1</sup> The additional academic indicator for the district's grades 9–12 students is the graduation rate.

<sup>2</sup> The graduation rate AMO is 68.2%.

<sup>3</sup> The "All Students" subgroup HAD to meet requirements for additional academic indicator for your district to make AYP for its Subgroup Component.

Note: This student population includes those students in grades 9–12 who were and were not enrolled in your district for the full academic year.

**Table 9. Number of Schools in Subgroup Component Failure (SCF)**

Number of Schools in SCF		
SCF Level	Statewide	Your District
School Improvement (SI) 1	120	2
School Improvement (SI) 2	51	0
School Improvement (SI) 3	30	0
School Improvement (SI) 4	4	0
School Improvement (SI) 5	6	0
School Improvement (SI) 6+	2	0
<b>Total</b>	<b>213</b>	<b>2</b>

Note: Schools that do not meet performance and growth requirements are placed in Subgroup Component Failure (SCF). Schools that are not eligible for Rewards/Top Gains status.

A complete list of all schools in SCF by district is available at the Louisiana Department of Education website at <http://www.louisianabelieves.com> under the School Accountability, School Report Cards section.

**Table 10. Professional Qualifications of Teachers in Your 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 <sup>1</sup>		Classes Taught by Teachers Meeting the NCLB Highly Qualified Definition <sup>1</sup>	
		#	%	#	%	#	%	#	%
Statewide	High Poverty Schools	1,989	8.3	21,909	91.7	17,139	24.5	52,676	75.5
	Low Poverty Schools	168	10.5	1,427	89.5	1,047	16.1	5,453	83.9
	All Schools	3,809	7.1	50,213	92.9	30,637	18.4	135,725	81.6
Your District	High Poverty Schools	1	1.3	77	98.7	10	4.5	212	95.5
	Low Poverty Schools								
	All Schools	5	3.3	145	96.7	72	16.1	376	83.9

<sup>1</sup> Core classes are English, math, science, social studies, foreign languages, and high school arts.