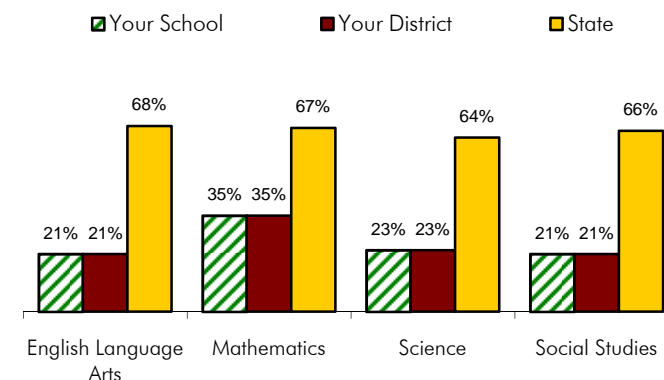


How Well Did Your Child's School Do on Each of the SPS Parts?

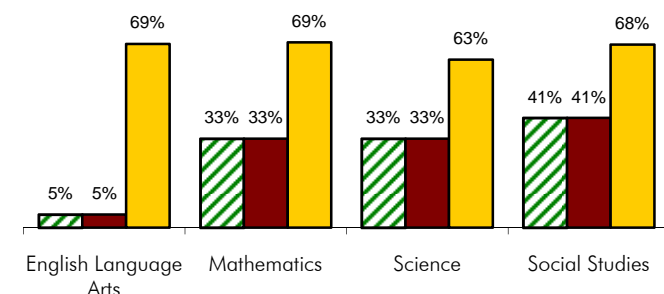
Test Results (90% SPS Weight)

- 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 proficient, which is the percent of students scoring at the top three levels (*Advanced, Mastery, and Basic*) during Spring 2010.

Spring 2010 Test Results (Percent Basic and Above)



iLEAP Grade 3



LEAP Grade 4

Attendance (10% SPS Weight)

| 2008-2009 Attendance Rates* | | | |
|-----------------------------|-------------|---------------|-------|
| | Your School | Your District | State |
| Attendance | 95.8% | 95.5% | 94.8% |

* A ~ indicates that the Family Educational Rights and Privacy Act (FERPA) prohibits releasing data which identify individual students or their performance.

How Did the Subgroups in Your School Perform?

- Your school met requirements in **2 out of 5 subgroups**.
- The following subgroups failed to meet requirements:
All Students, African American/Black, Economically Disadvantaged (Free and Reduced Price Lunch)

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 improve 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 its 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 110.0 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 (LAA 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 (LAA 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

The Louisiana Educational Assessment Program (LEAP) is 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 and is a high-stakes assessment.

Performance Labels

Performance Labels describe a school's level of performance based upon its 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 75.0 – 79.9) |
| <i>Academic Watch</i> | | (SPS 60.0 – 74.9) |
| <i>Academically Unacceptable</i> | | (SPS below 60.0) |

Recognition Flags

Schools that earn either the *Exemplary Academic Growth* or the *Recognized Academic Growth* Labels are eligible for recognition flags.

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 Plan is 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.

National Assessment of Educational Progress (NAEP) Testing Information

Please see Louisiana NAEP Results at: <http://www.louisianaschools.net/lde/saa/3097.asp>.

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.

How Can Parents Help Their Children Be Successful?

- Make sure children are on time and attend school every day.
- See that children are well rested and well nourished.
- Supervise homework and study time.
- Provide a quiet place for children to work, study, and read.
- Provide materials that children need for learning, such as reference books, paper, pens, and rulers.
- Keep an open line of communication with teachers; attend school conferences; and respond to notes and announcements from schools and teachers.
- Support teachers and the school in maintaining a well disciplined environment for learning.
- Encourage children to do the best that they can.

Where Can Parents Get Help?

- Your child's school teachers
- Public library
- Louisiana Department of Education website at www.louisianaschools.net
- Louisiana Department of Education Helpline at:
1-877-4LEAP21
(1-877-453-2721)

Notes

School Characteristics

| Teacher Quality (2009-2010) | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|
| | Your School | Your District |
| Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition | 92% | 90% |
| <ul style="list-style-type: none"> • Core Courses are English, math, science, social studies, foreign languages, and the high school arts. • Please access "Teach Louisiana" at www.teachlouisiana.net to find the certification status of teachers in your school. | | |

| Enrollment (October 1, 2009) | | |
|---------------------------------------------------------|--------|---------|
| | Number | Percent |
| Total Students | 528 | 100% |
| - Regular Education | 463 | 88% |
| - Students with Disabilities* | 65 | 12% |
| Total students eligible for Free or Reduced Price Lunch | 514 | 97% |

* Students with Disabilities includes students with speech and language impairments

Safety and School Environment

| Class Size (2009-2010) | | | |
|-------------------------------------------------------------------------------------|-------------|---------------|-------|
| District and state percents are for schools with grade structures similar to yours. | | | |
| Class Size Range | Your School | Your District | State |
| 1-20 | 49% | 49% | 57% |
| 21-26 | 51% | 51% | 37% |
| 27-33 | 0% | 0% | 6% |
| 34 or more | 0% | 0% | 1% |

| School Climate (2009-2010) | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
| Your School has a: | Yes | No |
| ◆ Written Parental Involvement Policy | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ◆ Student Code of Conduct | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ◆ Crisis Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Your school has not been identified as "Persistently Dangerous." | | |
| <p>"Persistently Dangerous" schools are required to have an Unsafe School Choice plan.</p> <p>If both the "Yes" and "No" boxes are blank, the District did not submit the information for that school.</p> | | |

The Louisiana Department of Education (LDOE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDOE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDOE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDOE, Exec. Office of the Supt.; P.O. Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDOE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.



St. Helena Central Elem School School Code: 046005
Greensburg, Louisiana St. Helena Parish
(225) 222-4364
Grade Range: PK,K-4

Dear Parents,

Now more than ever, it is important for you to know how well your child's school is performing and if it is continuing to improve under Louisiana's top-ranked Accountability system. That's why we have prepared this School Report Card for Parents. Information contained in this report includes the academic performance of students in your school, district and state, the quality of teachers in your school, as well as enrollment, class size, school climate, graduation, attendance and dropout data.

It is a well-known fact that children perform better in school when their parents are actively involved in their education. I encourage you to support your teachers and schools. Together, we will work to prepare your child for a successful future.

Sincerely,

Paul G. Pastorek
State Superintendent of Education

This report contains the results of the Louisiana School Accountability System for your school. All public schools receive a **School Performance Score (SPS)** every year which shows how well the school is performing. The SPS for your child's school consists of test results and student attendance rate.

How Is Your Child's School Performing?

- School Performance Score (SPS): 64.3
By 2014, the state's goal for each school is an SPS of 120.0.
- Performance Label: *Academic Watch*
- Your school is in **Academic Assistance 4 (AA 4)**.

How Much Has Your Child's School Improved?

- Your child's school had an SPS Growth Target of 9.5 points. The SPS decreased **18.7 points** from last year.
- Growth Label: **School in Decline**
- Based upon growth, your school is **not eligible for recognition**.

For further explanation and definitions regarding topics mentioned in this report card, see the *User Guide to Reading and Understanding the School Report Card for Parents* included in this Report Card. Additional information can be obtained from the School Report Card for Principals and the Subgroup Component Report at http://www.louisianaschools.net/data/school_report_cards.aspx.