



## 2008-2009 School Report Card for Principals

### Abramson Science & Technology Charter School

New Orleans, Louisiana  
 (504) 244-4416  
 Grade Range: K-10  
 State School Code: 389001  
 District: RSD-Pelican Educational Foundation

For more information, please call the Louisiana Department of Education toll-free at 1-877-453-2721 or visit the website at [www.louisianaschools.net](http://www.louisianaschools.net).

Released Winter 2010

- This report contains detailed results of the Louisiana School Accountability System for your school.
- Your school receives a **School Performance Score (SPS)** every year which shows how well it is performing.
- The state's 2014 goal is for all schools to have an SPS of 120.0.

### Growth and Performance Information

#### How Much Has Your School Improved?

	Baseline SPS 2006-07 & 2007-08	Growth Target 2008-09	SPS Goal 2008-09	New Growth SPS 2008-09	Actual SPS Growth 2008-09
Your School					
State	86.5			91.1	4.6

#### How Much Growth is Needed Next Year?

	New Baseline SPS 2007-08 & 2008-09	New Growth Target 2009-10	New SPS Goal 2009-10
Your School	66.3	10.0	76.3
State	89.4		

### 2008-2009 Accountability Summary

#### What Are Your School's Current Accountability Results?

Growth Label:	
Performance Label:	One Star
Adequate Yearly Progress (AYP) Status:	
◆ Made SPS Component AYP	Yes
◆ Made Subgroup Component AYP (2008-2009)	Yes
Academic Assistance (AA) Status:	AA 1
Academically Unacceptable School (AUS) Status:	Not in AUS
Subgroup Component Failure (SCF) Status:	Not in SCF
Reward Eligibility Status:	

## Calculation of Both School Performance Scores Using the Index Scores

- Your School Performance Scores are calculated using your school's index scores multiplied by their corresponding weight.
- The following table(s) show your school's index scores, the weight applied to each, and the calculations that are used to produce your Growth SPS and/or Baseline SPS.

2008-09 Baseline SPS Calculation			
Grades K-8 Indicators and Weighting			
SPS Indicators:	Index x Weight		= Weighted Index
Assessment	59.3	90.0%	53.4
Attendance	81.6	5.0%	4.1
Dropout (grades 7-8)	175.0	5.0%	8.8
<b>Your K-8 Baseline SPS</b>			<b>66.3</b>
Grades 9-12 Indicators and Weighting			
SPS Indicators:	Index x Weight		= Weighted Index
Assessment	66.5	100.0%	66.5
<b>Your 9-12 Baseline SPS</b>			<b>66.5</b>
<b>Your School's Baseline SPS</b>			<b>66.3</b>

### Spring 2009 iLEAP Test – Performance by Achievement Level

Grade 3 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	0	0.0	0	0.0	0	0.0
Mastery	2	5.0	3	7.5	1	2.5	4	10.0
Basic	14	35.0	13	32.5	11	27.5	13	32.5
Approaching Basic	14	35.0	15	37.5	18	45.0	14	35.0
Unsatisfactory*	10	25.0	9	22.5	10	25.0	9	22.5

\* This achievement level includes students who performed in the *Unsatisfactory* range, students who were not exempt and did not take the test, and students with testing irregularities.

## Spring 2009 LEAP Test – Performance by Achievement Level

Grade 4 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	0	0.0	0	0.0	0	0.0
Mastery	3	9.1	1	3.0	1	3.0	0	0.0
Basic	20	60.6	18	54.5	17	51.5	18	54.5
Approaching Basic	6	18.2	10	30.3	10	30.3	11	33.3
Unsatisfactory*	4	12.1	4	12.1	5	15.2	4	12.1
Test Units Receiving Incentive Points**	14		8		8		8	

## Spring 2009 iLEAP Test – Performance by Achievement Level

Grade 5 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	0	0.0	0	0.0	0	0.0
Mastery	1	3.6	2	7.1	0	0.0	0	0.0
Basic	16	57.1	21	75.0	9	32.1	11	39.3
Approaching Basic	8	28.6	3	10.7	17	60.7	12	42.9
Unsatisfactory*	3	10.7	2	7.1	2	7.1	5	17.9

## Spring 2009 iLEAP Test – Performance by Achievement Level

Grade 6 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	1	5.9	0	0.0	0	0.0
Mastery	1	5.9	0	0.0	1	5.9	0	0.0
Basic	8	47.1	8	47.1	8	47.1	13	76.5
Approaching Basic	6	35.3	4	23.5	4	23.5	3	17.6
Unsatisfactory*	2	11.8	4	23.5	4	23.5	1	5.9

## Spring 2009 iLEAP Test – Performance by Achievement Level

Grade 7 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	0	0.0	0	0.0	0	0.0
Mastery	0	0.0	0	0.0	0	0.0	2	6.3
Basic	13	39.4	15	45.5	15	46.9	20	62.5
Approaching Basic	14	42.4	10	30.3	8	25.0	7	21.9
Unsatisfactory*	6	18.2	8	24.2	9	28.1	3	9.4

\* This achievement level includes students who performed in the *Unsatisfactory* range, students who were not exempt and did not take the test, and students with testing irregularities.

\*\* Your school received 50 incentive points for each of these units in the Assessment Index Score for 4<sup>th</sup> and 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2008 or Spring 2009) on a LEAP subject area test.

Spring 2009 LEAP Test – Performance by Achievement Level

Grade 8 Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	1	2.3	0	0.0	0	0.0
Mastery	3	7.0	1	2.3	2	4.7	3	7.0
Basic	26	60.5	18	41.9	8	18.6	20	46.5
Approaching Basic	10	23.3	15	34.9	21	48.8	10	23.3
Unsatisfactory*	4	9.3	8	18.6	12	27.9	10	23.3
Test Units Receiving Incentive Points**	11		13		3		4	

Spring 2009 iLEAP Test – Performance by Achievement Level

Grade 9 Achievement Levels	English Language Arts		Mathematics	
	#	%	#	%
Advanced	0	0.0	0	0.0
Mastery	2	7.1	2	7.1
Basic	15	53.6	14	50.0
Approaching Basic	9	32.1	8	28.6
Unsatisfactory*	2	7.1	4	14.3

Spring 2009 GEE Test – Performance by Achievement Level

Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced	0	0.0	2	8.0				
Mastery	0	0.0	4	16.0				
Basic	12	48.0	10	40.0				
Approaching Basic	9	36.0	5	20.0				
Unsatisfactory*	4	16.0	4	16.0				

Spring 2009 LAA 2 Test – Performance by Achievement Level

Achievement Levels - All Grades***	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Basic	2	22.2	2	22.2	1	20.0	1	20.0
Approaching Basic	1	11.1	0	0.0	0	0.0	1	20.0
Foundational	4	44.4	3	33.3	2	40.0	0	0.0
Pre-Foundational****	2	22.2	4	44.4	2	40.0	3	60.0

\* This achievement level includes students who performed in the *Unsatisfactory* range, students who were not exempt and did not take the test, and students with testing irregularities.

\*\* Your school received 50 incentive points for each of these units in the Assessment Index Score for 4<sup>th</sup> and 8<sup>th</sup> grade repeaters who improved from their highest previous achievement level to a higher achievement level (Summer 2008 or Spring 2009) on a LEAP subject area test.

\*\*\* For Spring 2009, the LAA 2 test was administered in ELA, math, science and social studies at grades 4, 5, 6, 7, and 8; in ELA and math at grades 9 and 10; and in science & social studies at grade 11. Shading indicates data are not available for reporting.

\*\*\*\* This achievement level includes students who performed in the *Pre-Foundational* range, students who were not exempt and did not take the test, and students with testing irregularities.

## Attendance and Dropout Results

- Attendance index and rate are based upon grades K-8.
- Dropout index and rate are based upon grades 7 and 8.
- The information below is based upon one year of data (2007-2008 school year).

Attendance		
	Index	Rate*
Your School	81.6	93.9%
State	91.6	94.5%

Dropouts		
	Index	Rate*
Your School	175.0	1.0%
State	152.5	1.9%

\* A ~ indicates that the Family Educational Rights and Privacy Act (FERPA) prohibits releasing data which identifies individual students or their performance (See Principal Report Card User Guide for more information).

## Dropout Adjustment

The Dropout Adjustment is the mechanism within Louisiana’s accountability system which ensures that a school’s SPS will not improve simply because the lowest performing students in the school have dropped out. The Dropout Adjustment does this by applying specific weights, or adjustment factors, to the assessment results of Grades 9, 10, and 11. The adjustment factors, and the formulas in which they are used, are designed so schools that keep their dropout rates below 4% will have their scores adjusted upwards; while schools with dropout rates exceeding 4% will have their scores adjusted downward.

- The Grade 9 /Leap assessment data are adjusted using the grade 9 adjustment factor.
- The GEE ELA and Math assessment data are adjusted using both the grade 9 and grade 10 adjustment factors.
- The GEE Science and Social Studies assessment data are adjusted using the grade 9, grade 10, and grade 11 adjustment factors.

Dropout Adjustment for High School Assessment Data			
Grade 9	Grade 10	Grade 11	Goal
1.040			at least 1.000

## Did Your School Make Subgroup Component AYP?

**Yes**

Subgroups	English Language Arts	Mathematics
All Students	Yes	Yes
African American/Black	Yes	Yes
American Indian/Native Alaskan	N/A	N/A
Asian/Pacific Islander	Yes	Yes
Hispanic	Yes	Yes
White	Yes	Yes
Students with Disabilities	Yes	Yes
Limited English Proficiency	Yes	Yes
Economically Disadvantaged	Yes	Yes
Adequate Whole School Attendance Rate?		Yes

- N/A indicates that there are insufficient data to evaluate this subgroup at your school.
- For more information, see your school's 2008-2009 School Accountability Subgroup Component Report at [www.louisianaschools.net](http://www.louisianaschools.net).

# Has Your School Failed to Make Subgroup Component AYP in the Same Subject for Multiple Years?

**No**

Subject	2005-06	2006-07	2007-08	2008-09	Summary
ELA				Passed	Passed
Math				Passed	Passed
Additional Academic Indicator				Passed	Passed

- The Whole School Additional Academic Indicator (AAI) is the attendance rate.
- To obtain the detailed subgroup results for any year, please see your *School Accountability Subgroup Component Report* at [www.louisianaschools.net](http://www.louisianaschools.net).

## Safety and School Environment

### School Climate (2008-2009)

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • <b>Your School has a:</b>              |                                     |                          |
| ♦ Written Parental Involvement Statement | <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"/> |
- If both the "Yes" and "No" boxes are blank for any of the School Climate questions, the District did not submit the information for that school.
- **Your school has not been identified as "Persistently Dangerous."**  
Persistently Dangerous schools are required to have an Unsafe School Choice plan.

### Class Size (2008-2009)

Class Size Range	Your School	Your District	State
1-20	92%	92%	82%
21-26	4%	4%	14%
27-33	4%	4%	3%
34 or more	0%	0%	1%

- District and state percents are for grade structures similar to your school.

## School Characteristics

### Teacher Quality (2008-2009)

	Your School	Your District
Percent of Core Courses Taught by Teachers Meeting the NCLB Highly Qualified Definition	22%	22%

- Core Courses are English, math, science, social studies, foreign languages, and the high school arts.
- Please access "Teach Louisiana" at [www.teachlouisiana.net](http://www.teachlouisiana.net) to find the certification status of teachers in your school.

### Enrollment (October, 2008)

	Number	Percent
Total Students	351	100%
♦ Regular Education	332	95%
♦ Students with Disabilities*	19	5%
Total students eligible for Free or Reduced Price Lunch	331	94%

- \* Students with Disabilities includes students with speech and language impairments.

# Test Results for Initial Test-Takers

- These results are for informational purposes only, they include:
  - ♦ Grades 3-8, GEE and LAA.
  - ♦ Eligible test-takers who were and were not enrolled in your school for the full academic year.

Subgroups' Achievement Levels for English Language Arts (ELA), Math, and Science											
Test	Subgroup	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		#	%	#	%	#	%	#	%	#	%
ELA	All Students	34	16.0	68	32.1	99	46.7	11	5.2	0	0.0
	African American/Black	30	15.5	64	33.0	89	45.9	11	5.7	0	0.0
	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/Pacific Islander	0	0.0	4	33.3	8	66.7	0	0.0	0	0.0
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	~	~	~	~	~	~	~	~	~	~
	Other										
	Students with Disabilities	4	21.1	8	42.1	4	21.1	3	15.8	0	0.0
	Students without Disabilities	30	15.5	60	31.1	95	49.2	8	4.1	0	0.0
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	32	16.2	65	32.8	91	46.0	10	5.1	0	0.0
	Non-Economically Disadvantaged	2	14.3	3	21.4	8	57.1	1	7.1	0	0.0
	Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Male	23	21.5	32	29.9	47	43.9	5	4.7	0	0.0
Female	11	10.5	36	34.3	52	49.5	6	5.7	0	0.0	
Math	All Students	38	17.9	62	29.2	95	44.8	13	6.1	4	1.9
	African American/Black	34	17.5	60	30.9	89	45.9	9	4.6	2	1.0
	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/Pacific Islander	1	8.3	1	8.3	4	33.3	4	33.3	2	16.7
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	~	~	~	~	~	~	~	~	~	~
	Other										
	Students with Disabilities	5	26.3	3	15.8	8	42.1	2	10.5	1	5.3
	Students without Disabilities	33	17.1	59	30.6	87	45.1	11	5.7	3	1.6
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	36	18.2	56	28.3	91	46.0	12	6.1	3	1.5
	Non-Economically Disadvantaged	2	14.3	6	42.9	4	28.6	1	7.1	1	7.1
	Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Male	17	15.9	31	29.0	49	45.8	8	7.5	2	1.9
Female	21	20.0	31	29.5	46	43.8	5	4.8	2	1.9	
Science	All Students	38	20.7	78	42.4	62	33.7	6	3.3	0	0.0
	African American/Black	35	19.9	75	42.6	60	34.1	6	3.4	0	0.0
	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/Pacific Islander	~	~	~	~	~	~	~	~	~	~
	Hispanic	~	~	~	~	~	~	~	~	~	~
	White	~	~	~	~	~	~	~	~	~	~
	Other										
	Students with Disabilities	4	26.7	7	46.7	2	13.3	2	13.3	0	0.0
	Students without Disabilities	34	20.1	71	42.0	60	35.5	4	2.4	0	0.0
	Limited English Proficiency	~	~	~	~	~	~	~	~	~	~
	Economically Disadvantaged	37	21.5	72	41.9	57	33.1	6	3.5	0	0.0
	Non-Economically Disadvantaged	1	8.3	6	50.0	5	41.7	0	0.0	0	0.0
	Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Male	19	21.3	40	44.9	26	29.2	4	4.5	0	0.0
Female	19	20.0	38	40.0	36	37.9	2	2.1	0	0.0	

- A ~ indicates that FERPA prohibits releasing data which identifies individual students or their performance.
- N/A indicates the subgroup did not exist at your school, or your school had no students eligible to be tested in that subgroup.

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