

# RACELAND UPPER ELEMENTARY SCHOOL

2015-2016 • Lafourche Parish • Grades 3-5 • 029022



329 Enrolled • 6% Special Education • 81% Economically Disadvantaged

SPS = 84.1

## HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

SCORE	SCHOOL	DISTRICT	STATE
<b>ON TRACK (Mastery and Above)</b>	<b>29%</b>	<b>39%</b>	<b>33%</b>
<b>NEED SUPPORT (Basic and Below)</b>	<b>71%</b>	<b>61%</b>	<b>67%</b>

NOTE: The table above includes students who take LAA 1. View how their performance is measured [here](#).  
Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

## HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
<b>ON TRACK (Mastery and Above)</b>	<b>23%</b>	<b>27%</b>	<b>23%</b>	<b>17%</b>	<b>18%</b>	<b>14%</b>	<b>24%</b>	<b>30%</b>	<b>26%</b>
<b>NEED SUPPORT (Basic and Below)</b>	<b>77%</b>	<b>73%</b>	<b>77%</b>	<b>83%</b>	<b>82%</b>	<b>86%</b>	<b>76%</b>	<b>70%</b>	<b>74%</b>

## DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

**TOTAL POINTS EARNED**

**6.0**

2013-2014		2014-2015		2015-2016			
<b>C</b>	<b>SPS 70.4</b>	<b>C</b>	<b>SPS 74.3</b>	<b>C</b>	<b>SPS 84.1</b>		

During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies.](#)