

# FOLSOM ELEMENTARY SCHOOL

2014-2015 • St. Tammany Parish • Grades PK,K-5 • 052018



SPS = 103.9

434 Enrolled • 18% Special Education • 72% Economically Disadvantaged

## HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	SCHOOL	DISTRICT	STATE
MASTERY +	<b>38%</b>	<b>39%</b>	<b>27%</b>
BASIC +	<b>83%</b>	<b>77%</b>	<b>65%</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
MASTERY +	<b>28%</b>	<b>26%</b>	<b>18%</b>	<b>19%</b>	<b>13%</b>	<b>10%</b>	<b>36%</b>	<b>27%</b>	<b>19%</b>
BASIC +	<b>70%</b>	<b>64%</b>	<b>55%</b>	<b>56%</b>	<b>44%</b>	<b>35%</b>	<b>81%</b>	<b>69%</b>	<b>57%</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.

	NON-PROFICIENT STUDENTS	EXCEEDING EXPECTATIONS	DISTRICT	STATE	TOTAL POINTS EARNED	14/15 vs 13/14
ELA	<b>19</b>	<b>74%</b>	<b>52%</b>	<b>50%</b>	<b>10.0</b>	IMPROVED
MATH	<b>10</b>	<b>70%</b>	<b>49%</b>	<b>49%</b>		

2013-2014		2014-2015		ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
<b>A</b>	SPS 105.7	<b>A</b>	SPS 103.9		

During transition years (2013-2016), 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. More information about transition policies is available [here](#).