

COMBRE-FONDEL ELEMENTARY SCHOOL

2015-2016 • Calcasieu Parish • Grades 3-5 • 010011

F

172 Enrolled • 20% Special Education • 99% Economically Disadvantaged

SPS = 35.2

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

SCORE	SCHOOL	DISTRICT	STATE
ON TRACK (Mastery and Above)	8%	34%	33%
NEED SUPPORT (Basic and Below)	92%	66%	67%

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
ON TRACK (Mastery and Above)	8%	23%	23%	6%	15%	14%	9%	26%	26%
NEED SUPPORT (Basic and Below)	92%	77%	77%	94%	85%	86%	91%	74%	74%

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

0.0

2013-2014		2014-2015		2015-2016		 FAMILY Support TOOLBOX	 DATA CENTER
F	SPS 48.8	F	SPS 48.8	F	SPS 35.2		

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.](#)