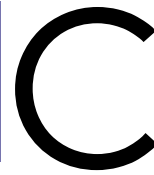


# GRAND ISLE HIGH SCHOOL

2015-2016 • Jefferson Parish • Grades K-12 • 026031



138 Enrolled • 15% Special Education • 67% Economically Disadvantaged

SPS = 83.5

INDICATOR	SCHOOL	14/15 vs 15/16	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	DISTRICT	STATE	NATIONAL
Grades 3-8 Assessments On Track (Mastery and Above)	<b>32%</b>	DECLINING	<b>37%</b>	<b>8%</b>	<b>29%</b>	<b>31%</b>	<b>33%</b>	<b>N/A</b>
End of Course Exams On Track (Good or Excellent)	<b>61%</b>	DECLINING	<b>N/A</b>	<b>N/A</b>	<b>59%</b>	<b>60%</b>	<b>61%</b>	<b>N/A</b>
ACT: Average Score	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>19.0</b>	<b>19.3</b>	<b>19.7</b>
Graduates Earning 18 and Above on ACT or Silver and Higher on WorkKeys Certificates	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>73%</b>	<b>75%</b>	<b>N/A</b>
Students Graduating in Four Years with a Diploma	<b>80%</b>	DECLINING	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>73%</b>	<b>78%</b>	<b>83%</b>
Graduates Scoring 3+ on Advanced Placement Test or 50+ on CLEP	<b>&lt;5%</b>	STEADY	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>&lt;5%</b>	<b>8%</b>	<b>22%</b>
Graduates Earning TOPS-aligned Dual Enrollment Credit	<b>10%</b>	IMPROVED	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>10%</b>	<b>18%</b>	<b>N/A</b>
Student Enrolling in College after Graduating	<b>90%</b>	IMPROVED	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>54%</b>	<b>58%</b>	<b>68%</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**

**0.0**

2013-2014		2014-2015		2015-2016		 FAMILY Support TOOLBOX	 DATA CENTER
<b>B</b>	SPS 93.7	<b>A</b>	SPS 104.3	<b>C</b>	SPS 83.5		

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.](#)