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R E P O R T



Student Displacement in Louisiana After the Hurricanes of 2005

Experiences of Public Schools and
Their Students

John F. Pane, Daniel F. McCaffrey,
Shannah Tharp-Taylor, Gary J. Asmus,
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PREFACE

Hurricane Katrina in late August 2005 was the most costly and devastating natural disaster in U.S. history. The combined impact of this storm and Hurricane Rita, which hit in late September 2005, left the Gulf Coast region of the United States with tremendous challenges for recovery and the need to rebuild infrastructure and reestablish services. The RAND Corporation responded to this national crisis by allocating some of its flexible research funds to immediately commence several studies of the effects of the storms and the recovery efforts on the residents of the Gulf region. As part of that effort, this report focuses on the displacement of approximately 200,000 public school students in Louisiana.

The purpose of this technical report is to provide timely documentation of many of the short-term effects of the movements of students that occurred as part of the displacement of storm victims. The report will help guide educators and policymakers in their ongoing responses to this disaster and preparations for future events. Focusing on the Louisiana public school system, it explores the experiences of the displaced students and the effects of their movements on the state's public education system during the first academic year following the hurricanes. This study was carried out between October 2005 and September 2006. It reflects the situation in Louisiana schools through the conclusion of the 2005–06 school year. Subsequent changes or developments are not reflected in this report.

This research was conducted within RAND Education and the RAND Gulf States Policy Institute (RGSPI). RAND Education is a division of the RAND Corporation. Its mission is to bring accurate data and careful, objective analysis to the national debate on education policy. RGSPI is a collaboration between the RAND Corporation and seven Gulf states' universities, to assist in long-term recovery efforts by providing evidence-based policy guidance to facilitate and speed regional recovery and growth, reestablish services and invest wisely in infrastructure.

The research is part of RAND's continuing program of self-initiated research, which is made possible, in part, by the generous support of donors and by the independent research and development provisions of RAND's contracts for the operation of its U.S. Department of Defense federally funded research and development centers.

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SUMMARY

Hurricanes Katrina and Rita caused the largest displacement of students in U.S. history. In Louisiana alone, the hurricanes displaced nearly 200,000 public school students in pre-kindergarten through grade 12, more than 26 percent of the pre-storm enrollment. The purpose of this technical report is to provide timely documentation of many of the short-term effects of the movements of students that resulted from the displacement. Such information will help guide educators and policymakers in their ongoing responses to this disaster and in their planning to prepare for future events. Focusing on the Louisiana public school system, it explores the experiences of the displaced students and the effects of their movements on the state's public education system during the first academic year following the hurricanes; however, it does not address infrastructure issues related to storm damage, rebuilding, or cleanup.

This report documents patterns of student movement across the state in terms of the number of moves, durations of enrollments at each site, time out of school, and the numbers of students fitting each pattern. It also reports on the effects of the displacement on schools and their students and on policies adopted in response to serving displaced students.

Using Louisiana's student data system, the Student Information System (SIS), we obtained information about all students in the state who entered or exited a public school at any time during the 2005–06 school year as a result of the hurricanes. This information included the dates of entry and exit from schools, demographic information, and prior-year test scores. We also surveyed principals from a stratified sample of schools serving displaced students statewide. The survey included questions about the behaviors of displaced students, steps taken to address the needs of those students, and the effects of the influx of students on school resources, staff, and programs.

STUDENT MOVEMENT

In this report, the category *displaced students* is defined as those students who entered or exited Louisiana public schools as a result of the hurricanes. A subset of the displaced students is defined as *relocated students* while enrolled in Louisiana public schools other than their original schools. Administrative records from public schools in the state contain information on more than 196,000 students who were displaced. Over 81 percent of the displaced students came from three parishes (counties): Orleans, Jefferson,

and Calcasieu; five additional parishes account for nearly all of the remaining displaced students: St. Tammany, St. Bernard, Plaquemines, Vermilion, and Cameron. Displaced students enrolled in other schools in every parish in Louisiana and in 48 other states.

The school-enrollment patterns of these displaced students were complex and changed throughout the 2005–06 school year, as shown in Figure S.1. For each day from August 26, 2005,¹ until the end of the school year, the figure shows the percentages of displaced students who were in their original schools (medium gray at the bottom), relocated within their original parishes but not in their original schools (dark gray), relocated to Louisiana public schools outside their original parishes (very light gray), and not in Louisiana public schools (light gray at the top).

As shown in the figure, displaced students left the public school system when the two hurricanes forced them to evacuate or forced their schools to close. Students displaced by Katrina immediately began to reenroll in schools outside their original parish, and the number of these relocated students grew over the next few weeks until Rita struck in late September, causing a second wave of students to be displaced. In early October, a large group of students returned to their original schools when Jefferson Parish schools reopened, and another large group returned to their original schools when Calcasieu Parish schools reopened in late October. However, at that time, a substantial number of students remained relocated or out of the Louisiana public school system.

From November forward, there was a slow but steady increase in the proportions of students returning to their original schools or to other schools in their original parishes; many of the latter were returning to Jefferson and Orleans Parishes. Otherwise, the proportions of students in each of the four categories were generally stable, with the largest portion consisting of students who had returned to their original schools and the second-largest portion consisting of students who were not enrolled in any Louisiana public school. This latter group included students who enrolled out of state or in Louisiana private schools, as well as students who were not enrolled in any school. No existing data source enables the tracking of these students, making it impossible to determine exactly how many students did not reenroll.

¹ August 25, 2005 was the last school day before students began to exit schools because of the hurricane.

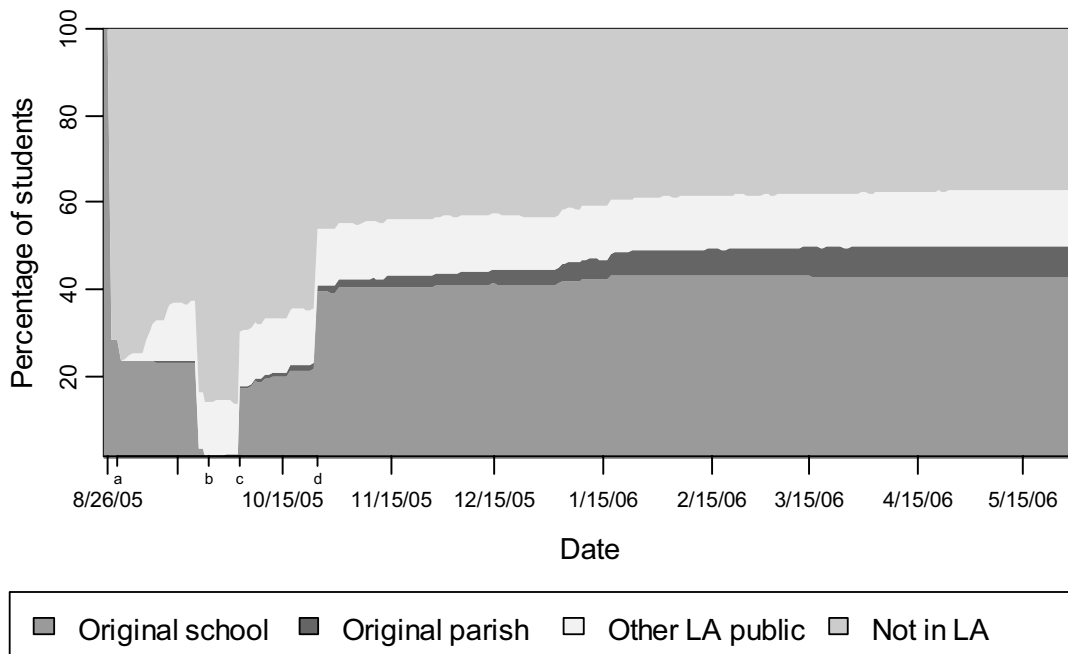


Figure S.1. Evolution of the Locations of Displaced Students.

For all displaced students who were enrolled on August 25, 2005, before the hurricanes, the figure shows the daily proportions of students in each of four categories throughout the 2005–06 school year. The medium-gray area at the bottom of the figure represents the proportion of students in their original schools. The dark-gray area above this represents the proportion of students in their original parishes but not in their original schools. The very light-gray area represents students enrolled in Louisiana public schools outside their original parishes, and the light-gray area at the top represents students not enrolled in any Louisiana public school. Point *a* denotes the date Hurricane Katrina made landfall. Point *b* denotes the date Hurricane Rita made landfall. Point *c* is the date that Jefferson Parish schools reopened, and Point *d* is the date that Calcasieu Parish schools reopened.

The relative stability in the proportions displayed in the figure masks a continued movement of students. For example, after their initial reenrollment, many displaced students continued to change schools and a substantial number left the public education system entirely. At the end of the school year, 10,000 students who had reenrolled at some time after the hurricanes were no longer enrolled in Louisiana public schools.

As suggested by this figure, many students missed a substantial amount of schooling following the storms. Among students who returned to Louisiana public schools, the median amount of time out of school until the first reenrollment was five weeks. Twenty-five percent missed less than three weeks of school, and 20 percent missed more than seven weeks. Additional school transfers after the first reenrollment often caused students to lose additional school time.

To summarize the experiences of individual displaced students, we classified students into four groups according to their yearlong enrollment patterns. Thirty-eight percent of displaced students were out of their original schools temporarily and then returned to the same school without enrolling in any other Louisiana public school. Another 31 percent relocated, including 7 percent who returned to their original schools after temporary relocation and 24 percent who did not return to their original schools for the duration of the 2005–06 school year. Finally, more than 31 percent of displaced students, including the majority of Orleans Parish students, did not enroll in any Louisiana public school for the remainder of the school year, either relocating to other states or to Louisiana private schools or not enrolling in any school.

Nearly 65 percent of the displaced students were members of racial/ethnic minority groups, compared to 59 percent in the overall enrollment of the eight parishes listed above and 52 percent statewide. Blacks were the largest minority group, at 58 percent in the displaced-student population, 53 percent in the eight parishes, and 48 percent statewide. The group of students who did not enroll in any Louisiana public school for the remainder of the school year included a disproportionately large percentage of black students and students who were achieving poorly before the hurricanes—characteristics of risk for academic failure.

SURVEY RESULTS

The goals of the survey of principals were to provide greater detail than would be available in administrative data on the experiences of schools following the hurricanes and to determine schools' responses to challenges presented by enrolling displaced students. It inquired about topics such as the number of displaced students enrolled; how displaced students compared with the school's preexisting students on demographic characteristics and achievement; the experiences of the displaced students in terms of attendance, social adjustment, and disciplinary incidents; effects on resources, activities, and the hiring and training of staff; and the effects on services provided by the school.

To analyze survey responses, we divided schools into two groups—high-PEDS (percentage of enrollment by displaced students) and low-PEDS schools—which together make up 99.7 percent of Louisiana public schools serving at least one displaced student. The average total enrollment in both high-PEDS and low-PEDS schools was approximately 510 students in January 2006, four months after the hurricanes. Displaced students, including those who were enrolled pre-hurricane and who returned afterward, accounted for at least 84 percent of enrollment in the high-PEDS schools. These schools

tended to be schools that closed for some period because they were directly affected by the hurricanes and later reopened. They accounted for 77 percent of displaced students in our dataset who were enrolled and 45 percent of relocated students. However, because many of the original students from these schools relocated to other areas, high-PEDS schools experienced enrollment declines from the prior year averaging 10 percent. High-PEDS schools were concentrated in a few parishes: 46 percent in Jefferson, 33 percent in Calcasieu, and 6 percent in Orleans. In low-PEDS schools, displaced students accounted for less than 36 percent of enrollment. These schools were more likely to be outside of the areas directly affected by the hurricanes, with the displaced students relocating from other schools and joining more-stable populations of preexisting students who were not displaced. Low-PEDS schools experienced an average enrollment increase of 4 percent.

A goal of the survey was to be able to understand how the enrollment of relocated students affected school operations and to compare relocated students with the preexisting student populations in schools. Principals were asked to respond to the survey to the best of their knowledge, referring to sources such as attendance records only if they were readily at hand. We instructed principals that we did not intend to burden them with data gathering, and that approximations were acceptable.

Behavior and Mental Health

The survey asked principals to report on attendance and other behaviors, disciplinary issues, and mental health needs of displaced students compared with those of preexisting students. Most principals reported that displaced students attended school regularly, often more consistently than did preexisting students in the schools. However, a substantial proportion of schools reported that, among at least some of their displaced students, there were high levels of absenteeism. Principals most frequently endorsed such explanations for absenteeism as expectations to return home soon, trips home to check the condition of property, relocation to another school district, family fragmentation, parental problems such as those related to employment, and transportation problems.

Overall, the majority of principals reported that the social behaviors of displaced students were similar to those of preexisting students in the schools. However, when principals did report differences, displaced students were judged more likely than preexisting students to engage in negative behaviors, such as fighting, violating school rules, arguing, bullying, playing in isolation, or eating in isolation; they were also judged less likely to engage in positive behaviors, such as participating in before or after school clubs or activities, school-sponsored social events outside the school day, or sports teams.

Principals also frequently reported that displaced students were more likely than preexisting students to need mental health counseling.

Many principals, particularly in high-PEDS schools, reported increases in the rates of disciplinary problems, including student tardiness, fights, verbal abuse of teachers, bullying, cutting class, and theft. However, for each of these disciplinary problems, fewer principals reported increases in the frequency or severity of these problems than did those who reported that there was no change.

Steps Taken to Meet the Needs of Displaced Students

Schools took a variety of actions to respond to the needs of displaced students, including increasing delivery of mental health counseling and tutoring, and undertaking efforts to improve attendance. Businesses and volunteers also contributed by providing funding, services, or supplies to help the schools. With the increased demand for services came a need to expand staffing; however, most schools were not able to hire more staff, and lack of resources or funding was often cited as the reason.

Although school-admissions policies, such as residency requirements, were adjusted to be more lenient, every principal was faced with the challenge of determining the best grade, classroom, and course placements for displaced students. Principals sought a variety of data to help in the transitioning and placement of students. Ranked as most essential were documentation of special education needs, current grade-level placement, and prior-year grades and test scores; however, the availability of this information was generally reported to be quite low. Principals infrequently cited previous school districts or the state as the sources of this information; instead, they primarily relied on parents and guardians or the students themselves to provide this information.

Finally, some principals noted that the pressures of policies related to state testing and accountability added to the hurricane-induced stresses in their schools.

Effects on Staff and Resources

Enrolling displaced students strained school resources in a variety of ways. Class sizes increased in more than a third of the schools, and more than half of schools needed additional classroom teachers and other types of staff, such as substitutes, special education or resource teachers, teachers' aides, support staff, and counselors or social workers. The need for teachers and other staff was greater in high-PEDS schools, and these schools also reported that the pool of applicants was smaller than in prior years. Principals frequently reported that these staffing needs went unmet, due primarily to a

lack of funding but also, in some cases, to the lack of qualified applicants. Among schools that did hire additional staff, it sometimes took considerable time to fill the positions. However, hiring standards were apparently not compromised: The new hires were reported to be similar to preexisting teachers in their qualifications. The school district was the most common source of funding for additional hires. Principals also reported that rapidly fluctuating enrollment numbers complicated their analysis of staffing needs and, ultimately, the decisions to hire.

In many schools, principals reported that teachers showed higher levels of stress than in prior years. Principals reported increased frequencies of work fatigue, job frustration, and absenteeism among teachers, particularly in high-PEDS schools. Principals noted that teachers hired to fill vacant positions were often displaced teachers who were struggling with their own personal problems resulting from the hurricanes.

The needs for additional resources went beyond staff, to include books and supplies, furniture, transportation resources, and classroom space. In many schools, these needs were met, sometimes by donations from outside sources; however, in a substantial number of schools, the resource needs persisted throughout the school year.

Recovery efforts and the strain of serving displaced students had a notable effect on teachers' professional development, particularly in high-PEDS schools. Principals reported that issues related to displacement created new needs for professional development; yet, they found it more difficult than in the past to provide release time for teachers to attend. Similarly, principals reported that issues related to displacement diverted their attention from other activities and issues in their schools and caused them to postpone activities that already had been planned.

IMPLICATIONS

The report draws the following implications from these results for the ongoing student-displacement phenomenon and preparedness for future displacements of large magnitude. The student displacement due to Hurricanes Katrina and Rita persisted throughout the entire 2005–06 school year, and it will likely continue. Over the coming years, it likely will be necessary to continue helping these students recover and to prevent further damage that could result from untreated mental health problems or continued loss of schooling. Schools throughout the state and the nation will continue to be called on to serve these students, and it is imperative that they obtain the resources that they need to do so and to do it well. In addition, policies and resources to help teachers manage their own hurricane-related problems and mental health needs might ultimately improve the

services that teachers provide to students. Finally, education officials at both the state and local levels would benefit from better access to complete and accurate student records and from a national system to coordinate the two-way sharing of student information across state boundaries.

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ABBREVIATIONS

DCPS	Dade County Public Schools (Florida)
FEMA	Federal Emergency Management Agency
ID	identifier
ITBS	Iowa Test of Basic Skills
LDE	Louisiana Department of Education
NCE	normal curve equivalent
NCLB	No Child Left Behind
PEDS	percentage of enrollment by displaced students
S.E.	standard error
SERV	School Emergency Response to Violence
SIS	Student Information System

Chapter One **INTRODUCTION**

Hurricanes Katrina (in late August 2005) and Rita (in late September 2005) caused the largest displacement of students in U.S. history. In Louisiana alone, the hurricanes displaced nearly 200,000 public school students in pre-kindergarten through grade 12, out of about 740,000 students enrolled before the storms. In areas in which the storm damage was most severe, students were displaced for the remainder of the 2005–06 school year. Schools responded to the stresses of enrolling displaced students in various ways, some of which may have been more successful than others in mitigating the negative effects of displacement. This disaster (the pair of hurricanes) affords a rare opportunity to study the effect of displacement on student experiences and to explore the effects of various policies that have been adopted in response to such displacement.

Student mobility, the movements of children among schools, has detrimental effects both on the students doing the moving and on the other students in the schools. Mobility is associated with lower student achievement; increased dropout rates, disciplinary problems, and remediation; and slower instructional pace in classrooms (Astone and McLanahan, 1995; Lash and Kirkpatrick, 1990; U.S. General Accounting Office, 1994; Wood et al., 1993). These negative effects can have long-term implications for children's academic and career attainment; and, in the current age of test-based school accountability, they can result in penalties for schools that serve displaced students.

In the months after the disaster, the news media reported on a variety of issues faced by displaced students. For example, evacuees from suburban areas, who are mostly white and middle-class, were able to relocate closer to their original homes than were urban residents, who are more predominantly black and low-income (Tizon and Smith, 2005); many displaced students in Louisiana were not attending school at all (Dewan, 2006; Samuels, 2005; Tonn, 2006); schools serving displaced students were experiencing tensions and problems with student behavior (Herrick, 2005); and many school districts were struggling with financial concerns due to the costs of educating displaced students (Hasten, 2005; Klein, 2006). The current study seeks to systematically investigate issues such as these.

LESSONS FROM HURRICANE ANDREW

Before the 2005 storms, Hurricane Andrew, which hit south Florida in August 1992, was the most destructive U.S. hurricane on record (National Oceanic and Atmospheric Administration, 2002). In documenting Andrew's effects on the Dade County Public Schools (DCPS), Provenzo and Fradd (1995) discussed numerous factors that are also relevant to the current study: unknown enrollment status of former students; budget and resource shortages for district schools; and mental health problems of school staff, students, and parents.

They reported that the storm delayed the opening of DCPS for approximately two weeks. When schools first opened, there was a decrease of approximately 60,000 students from the prior year's enrollment of 312,000. While many of these students were displaced to other jurisdictions, at least some of them reportedly remained in the county but were not attending school because they lacked transportation or clothing. By January 1993, the number of nonenrolled students in DCPS had declined to approximately 30,000, but the whereabouts of these students and their enrollment status in other districts was still unknown.

Hurricane Andrew also created resource and budget problems for the district. First, many students transferred schools within the district either because they had moved or because their original schools had been damaged extensively, and the capacity of schools experiencing an influx of students was stressed. Thus, even though the district had an overall decline in enrollment, some schools faced resource problems. Similarly, the shifting of the population and the overall decline in population complicated staffing. For example, the overall loss of students meant that the district as a whole experienced a surplus of 300 teachers, even while some schools needed additional teachers as a result of the increases in their student enrollments. In terms of financing, the district experienced an almost-immediate budget crisis from the loss of tax revenue. However, this crisis was partially relieved two months later, when federal and state funding began to flow into the district.

Finally, Provenzo and Fradd documented psychological effects on students, staff, and parents; increases in disciplinary problems; and increased needs for counseling and support services for children and adults. They concluded with policy recommendations that included actions to improve the timeliness in delivery of federal and state funding, to turn attention to the mental health needs of educators so that they can support children and parents, and to suspend major programs (such as curriculum reforms) that compound the stresses of the disaster (Provenzo and Fradd, 1995).

RESEARCH QUESTIONS

The experience from Hurricane Andrew and the anecdotal data and news reports from Louisiana suggest that understanding the effects of Hurricanes Katrina and Rita requires data on the students who were displaced and on their experiences following displacement, as well as data on the schools in which these students enrolled. In addition, history suggests that schools may have varied experiences, so data from a broad sample of individual schools will be critical to a full understanding of the effects of this disaster on education in Louisiana.

Given this background, the study addresses the following questions:

- How many students were displaced; what were their demographic characteristics; what were their patterns of movements among schools; how many returned to their original schools; and how much schooling time was lost?
- What were the effects of the hurricanes on student absenteeism, behavior, and mental health; what steps were taken to address the needs of displaced students; and what were the effects of enrolling displaced students on school staff and resources?

Using Louisiana's student data system, the Student Information System (SIS), we obtained information about all students in the state who entered or exited a public school at any time during the 2005–06 school year due to the hurricanes. This information included the dates of entry and exit from schools, demographic information, and prior-year test scores. The study also surveyed principals in a stratified sample of 502 schools from the 1,240 schools serving displaced students statewide. The survey included items about the behaviors of displaced students in principals' schools and the effects of the influx of students on school resources, staff, and programs, as well as policies that were adopted in response to these phenomena.

This report presents patterns of student movement across the state in terms of the number of moves, durations of enrollments at each site, time out of school, and the numbers of students fitting each pattern. It also reports on the environment in the schools serving these students, and the policies adopted and services implemented in response to the needs of displaced students.

PURPOSE OF THIS REPORT AND LIMITATIONS

To provide information that will help guide educators and policymakers in their ongoing responses to this disaster and in their planning to prepare for similar events in

the future, this technical report documents, in a timely fashion, many of the short-term effects of the movements of students resulting from displacement—the experiences of the displaced students and the effects of their movements on the state’s public education system during the first academic year following the hurricanes. However, it does not address infrastructure issues related to storm damage, rebuilding, or cleanup. The report is part of an ongoing research program that will also examine longer-term educational outcomes, including student achievement and educational attainment among students in the entire region affected by the hurricanes.

The current study focuses solely on students in the public school system of Louisiana. Incomplete data are available on students who enrolled in private schools or outside the state, forcing us to exclude those students from many of the current analyses. Most of the information about the effects on students and schools and the policies adopted in response comes from a survey of principals; thus, we rely heavily on principals’ perceptions and their reporting of the situation.

ORGANIZATION OF THIS REPORT

The remainder of this report is organized into three chapters. Chapter Two examines the magnitude of the displacement phenomenon in the state, the movements of students among schools, and the amount of time spent out of school. Chapter Three describes methods used in the principal survey and presents additional information about the magnitude of the displacement, along with information about the experiences of displaced students, the effects of displacement on staff and resources, and steps taken to meet the needs of displaced students. Finally, Chapter Four summarizes our findings and discusses some policy implications. Appendix A details steps that were taken to process the student-movement data, and Appendix B contains a copy of the survey questions and a detailed tabulation of the responses.

Chapter Two MOVEMENT OF STUDENTS

This chapter examines the student-displacement phenomenon within the state of Louisiana, including the number of public school students affected, the movements of students among schools, and the amount of time students spent out of school.

DEFINITIONS OF DISPLACED AND RELOCATED STUDENTS

In this report, *displaced students* are defined as students who entered or exited a Louisiana public school as a result of the hurricanes. They include

- students who enrolled in Louisiana public schools other than their original schools
- students who were out of school temporarily while their original schools were closed
- students who left the Louisiana public school system for the remainder of the 2005–06 school year (either to enroll in private or out-of-state schools or to not reenroll at all)
- students who entered the Louisiana public school system from private or out-of-state schools.

Notably, this definition does not classify students as displaced if they continued attending their original schools without interruption, regardless of whether their homes were affected by the disaster. On the other hand, this definition does include students whose original schools removed them from the rolls while the schools were closed for an extended period following the hurricanes, even if the students did not enroll in other schools. This usage of the term *displaced* might seem to contradict the vernacular, but it is consistent with our understanding of the common usage in Louisiana, where public officials and others often used the term to refer to all students whose education was substantially disrupted by the hurricanes. Moreover, careful data analysis is required to distinguish between students who enrolled outside their original schools and students who experienced the disruption without enrolling away from their original schools. Thus, it is important for this report to provide data on students who did and those who did not enroll outside their original schools and to bring clarity to the understanding of experiences of the broad population of students affected by the storms.

Students classified as displaced at any time during the 2005–06 school year remained classified as displaced for the duration of the year, even if they eventually returned to their original schools. For some analyses in this report, we classify a subset of the displaced students as *relocated* during times they were enrolled in Louisiana public schools other than their original schools. Once these students returned to their original schools, we no longer classified them as relocated.

DATA AND METHODS

The Louisiana Department of Education (LDE) SIS collects a variety of student data, including test scores, disciplinary records, and transitions. The transitions database includes data on student enrollments, including movements into, out of, and among Louisiana public schools. The SIS covers all of the approximately 740,000 Louisiana public school students from pre-kindergarten through grade 12, and it includes a student identification number; the date of the transition; the student’s school and district; and the student’s gender, ethnicity, eligibility for free or reduced-price school meals, grade level, English proficiency, and special education status.

For our analyses, we collected the SIS transitions data for students who had at least one transition related to either Hurricane Katrina or Hurricane Rita. Hurricane transitions include exits from Louisiana public schools due to the hurricanes and transfers into Louisiana public schools due to the hurricanes, from either Louisiana public schools, Louisiana private schools, or out of state.¹ This dataset contained over 375,000 transitions records linked to nearly 200,000 students who had at least one hurricane-related transfer; however, it does not include information on students who were not displaced by the hurricanes. From this dataset, we excluded students who were not enrolled in Louisiana public schools on August 25, 2005, a few days before Hurricane Katrina arrived. Excluded were 8,161 students from out of state or from Louisiana private schools and 15,971 students who had no records prior to the hurricanes.² As a result of data cleaning,

¹ We used records containing any of the codes defined by LDE for transitions related to the hurricanes, according to the SIS special instructions for 2005: Exits from a school were coded as either 29 or 30; transfers from another Louisiana public school were coded as either D1 or D4; transfers from a Louisiana private school were coded as either D2 or D5; and transfers from out of state were coded as either D3 or D6.

² Although the origins of the 15,971 students without data prior to the hurricanes are not available, all are coded as having transferred from a Louisiana public school. Without specific data on their original schools, analyzing the movements of these students is problematic, so they were excluded from the analyses.

an additional 605 students were excluded from the analysis file, resulting in a sample size of 172,108 students for analyses involving the Louisiana public school system. Additional details about these exclusions and the data-cleaning procedures are provided in Appendix A.

We then classified students into groups according to four major types of displacement experiences:

- A. Students who exited Louisiana public schools as a result of either hurricane and who reenrolled in those schools without enrolling in any other Louisiana public schools (displaced, without relocation; $n=65,397$)³
- B. Students who exited Louisiana public schools as a result of either hurricane, enrolled in other Louisiana public schools, and then returned to their original schools (displaced, relocated temporarily; $n=11,863$)⁴
- C. Students who exited Louisiana public schools as a result of either hurricane, enrolled in other Louisiana public schools, and ended the 2005–06 school year not enrolled in their original schools (displaced, relocated throughout the school year; $n=41,870$)⁵
- D. Students who exited Louisiana public schools as a result of either hurricane and did not enroll in any Louisiana public school for the remainder of the 2005–06 school year (displaced, did not reenroll in Louisiana public schools; $n=52,978$).⁶

³ As noted above, the label *displaced* may not best describe the schooling experiences of students in this group. We include these students in our study because they fit in the broader population often considered “displaced” by public officials and others. As far as we know, the analyses in this report are the first to distinguish this group from other students who may be more accurately described as displaced.

⁴ A small fraction of these students did not complete the school year in their original schools. After their final departure from their original schools, these students did not reenroll in Louisiana public schools, and the final exit was not coded as due to the hurricanes.

⁵ A small number of these students were reenrolled in their original schools temporarily before transferring again to another Louisiana public school. It is possible that some of these students never actually returned to their original schools but were reenrolled in administrative actions that took place when schools that closed due to the storms reopened.

⁶ As discussed below, the available data do not enable us to determine how many of the Group D students enrolled in other states or in Louisiana private schools.

As mentioned above, the state also collects standardized test-score data on students. In the 2004–05 school year, the state administered the Iowa Test of Basic Skills (ITBS) to students in grades 3, 5, 6, 7, and 9. We merged the available 2004–05 test-score data with the transitions data to study differences in the prior achievement levels of students from these different displacement-experience groups. The test-score database contained scores for 58,567 students who were in our transitions dataset, after a small number of duplicate records were removed. These students represent approximately 70 to 80 percent of the students in the transitions dataset who were in grades 4, 6, 7, 8, and 10 in 2005–06. Thus, it appears that we received scores for the vast majority of students who were tested in the preceding year.

STUDENT-MOVEMENT RESULTS

Origins of Displaced Students

The SIS database provided information on over 196,000 students who exited or transferred schools as a result of Hurricanes Katrina and Rita. Of these students, 3,256 (1.7 percent) transferred from out of state and 4,905 (2.5 percent) transferred from Louisiana private schools into the public school system. The remaining students were Louisiana public school students, of which 172,108 have complete data and are used in our analyses. As shown in Figure 2.1, over 81 percent of the Louisiana public school students started the school year in one of three parishes (counties): Orleans (33.5 percent), Jefferson (28.8 percent), and Calcasieu (19.3 percent). Five parishes (St. Tammany, St. Bernard, Plaquemines, Vermilion, and Cameron) account for an additional 16 percent of the displaced Louisiana public school students, and the state’s remaining 71 local education agencies (parishes and special schools) account for only about 2.5 percent of the displaced students.

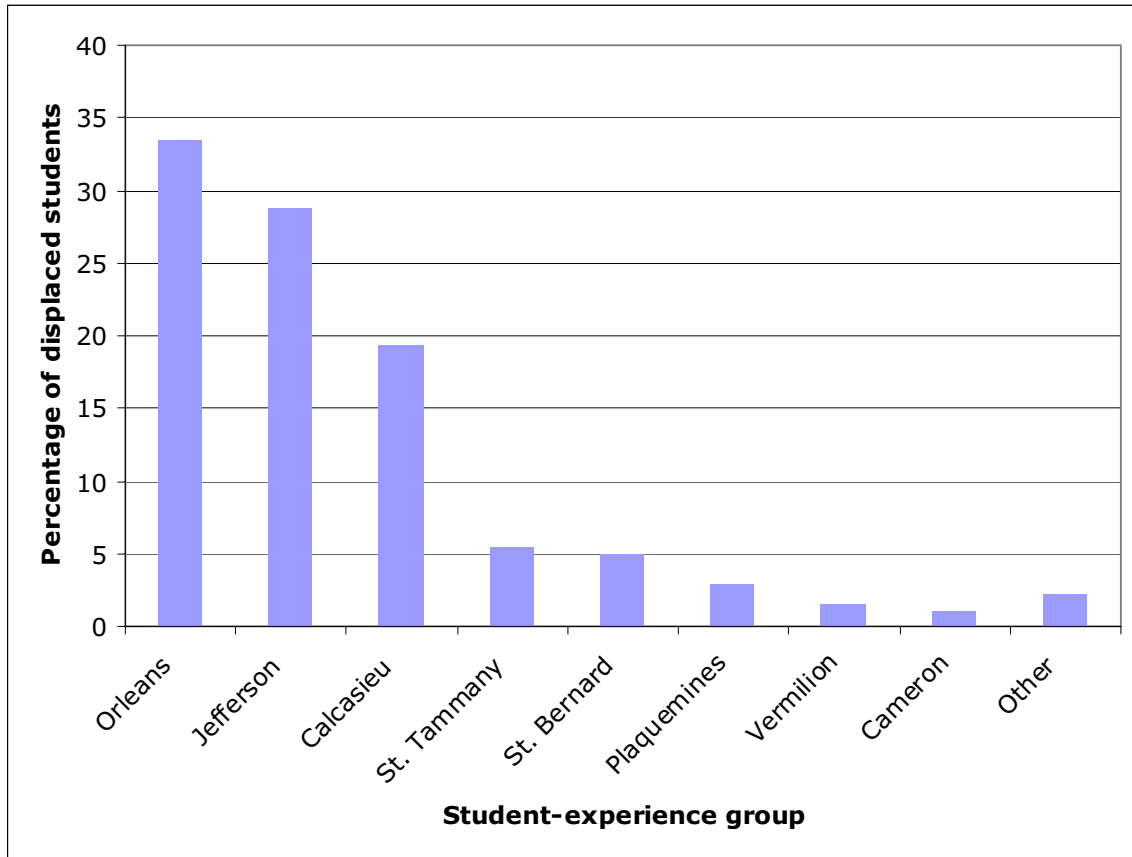


Figure 2.1. Distribution of Displaced Students, by Original Parish

Figure 2.2 shows the geographic locations of these eight parishes, from which nearly all of the displaced students originated. These parishes reflect the paths of the two hurricanes: Orleans, Jefferson, St. Tammany, St. Bernard, and Plaquemines, in the southeast portion of the state, lay in the path of Katrina; Calcasieu, Vermilion, and Cameron, in the southwest portion of the state, lay in the path of Rita.

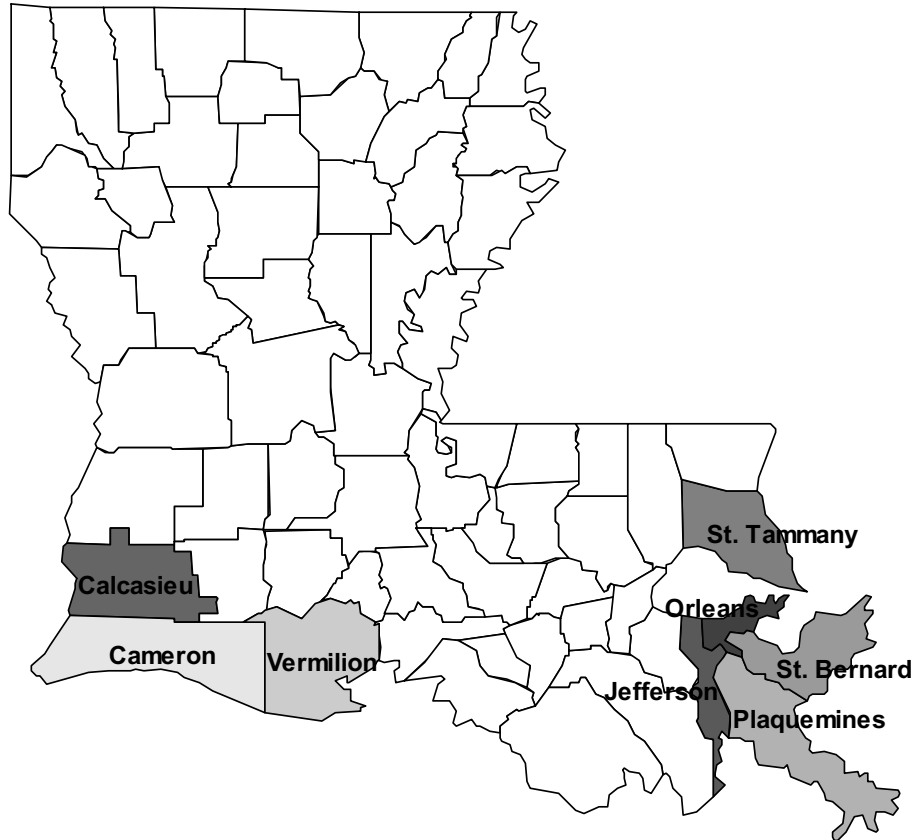


Figure 2.2. Map of the Eight Parishes from Which Most Displaced Students Originated

Characteristics of Displaced Students

To gain an understanding of the background characteristics of the displaced students, we explored the race and ethnicity information available in the SIS. We limited our exploration to race and ethnicity because it was the only reliable student background data in the SIS for the 2005–06 school year.⁷ Table 2.1 shows the counts and percentages

⁷ The SIS included eligibility for free or reduced-priced meals under the U.S. Department of Agriculture’s National School Lunch Program. However, this did not provide reliable information about family socioeconomic status for the 2005–06 school year because all students who were displaced from their homes were automatically eligible for free meals, schools within the federally declared disaster areas could serve

of displaced students who were members of various racial/ethnic groups. It also shows, both for the eight parishes that were the sources of most displaced students and for the entire state, the pre-hurricane percentages of students in these racial/ethnic groups. As shown in the table, the parishes of origin of most of the displaced students tended to have a greater percentage of minority students than the rest of the state, 59 versus 52 percent. However, displaced students were even more likely to be ethnic minorities than might be expected from their parishes of origin. Nearly 65 percent of the displaced students were members of racial/ethnic minority groups. About 58 percent were black non-Hispanic, 4 percent Hispanic, 3 percent Asian, and less than 1 percent Native American. With the exception of Native American students, the percentage is higher in the displaced-student population than in the pre-hurricane enrollment of the eight source parishes and statewide.

Table 2.1. Race/Ethnicity of Displaced Students, Students in the Source Parishes, and Students Statewide

Race/Ethnicity	Displaced Students		Students in the Eight Source Parishes ^{a,b}	Students Statewide ^b
	Number	Percentage		
White, non-Hispanic	60,388	35.1%	41.2%	48.3%
Black, non-Hispanic	100,006	58.1%	52.8%	47.7%
Hispanic	6,557	3.8%	3.3%	1.9%
Asian/Pacific Islander	4,390	2.5%	2.4%	1.4%
Native American	767	0.4%	0.4%	0.7%
<i>All minority groups</i>	<i>111,720</i>	<i>64.9%</i>	<i>58.8%</i>	<i>51.7%</i>

^a The eight parishes that were the source of 97.5 percent of displaced Louisiana public school students were Orleans, Jefferson, Calcasieu, St. Tammany, St. Bernard, Plaquemines, Vermillion, and Cameron.

^b SOURCE: National Center for Education Statistics, Common Core of Data, 2004–05 (U.S. Department of Education, 2006b).

Parishes Receiving Displaced Students

About 38 percent of displaced students (over 65,000 students) returned directly to their original schools after those schools reopened following the hurricanes. The remainder of the displaced students did not return directly to their original schools, and some relocated to every parish in Louisiana and to 48 other states in the country (Louisiana Department of Education, 2006c; U.S. Department of Education, 2006c).

free meals to all students, and income documentation requirements were waived (U.S. Department of Agriculture, 2005a–c; U.S. Department of Homeland Security, 2005a–b).

Within Louisiana, the locations of the relocated students evolved over time, as students reentered the public school system, transferred among public schools, and returned to their original parishes or their original schools. To illustrate the dynamic nature of the locations of relocated students, Figure 2.3 shows the number of these students enrolled each day from October 1, 2005, until the end of the school year in the 10 parishes that received the most relocated students.

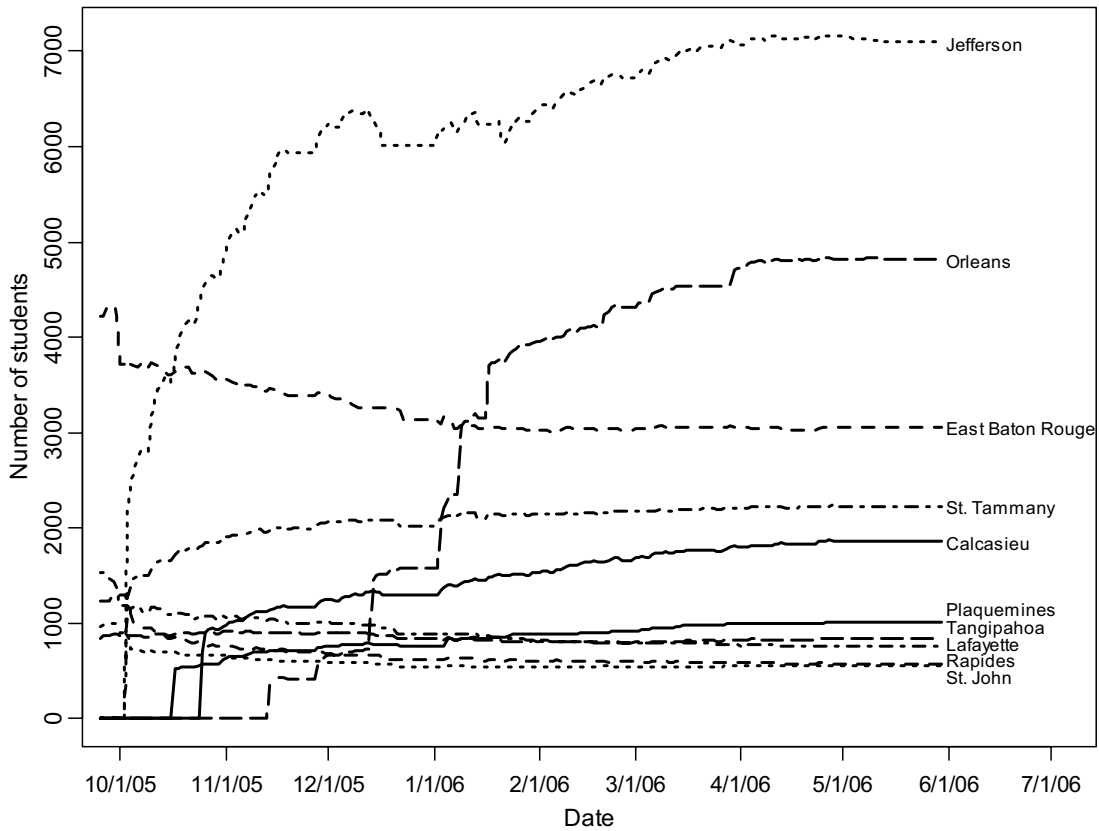


Figure 2.3. Enrollments of Relocated Students over Time, by the 10 Parishes That Enrolled the Most Relocated Students

By the end of the first week after Hurricane Katrina, more than 2,000 students had relocated to more than 50 of the state's districts (parishes and special schools). Rapides, Calcasieu, Caddo, St. Landry, and Iberia Parishes enrolled the greatest number of relocated students at this time. In the second week after Katrina, more than 71 districts enrolled relocated students, and, by the third week, 24,000 relocated students were enrolled in nearly all of the state's parishes. At this time, East Baton Rouge enrolled about 4,000 of these students, the most of any parish.

As shown in Figure 2.3, enrollment of relocated students in East Baton Rouge began to decline in early October, but the parish continued to enroll more than 3,000 relocated students for the entire school year. All the relocated students in East Baton Rouge came from outside the parish, which contrasts with the other parishes that enrolled large numbers of relocated students originating from within the parish, such as Jefferson, Orleans, St. Tammany, and Calcasieu.

By mid-October, Jefferson Parish schools reopened and large numbers of relocated students began to enroll in these schools. Some of these students were reentering schools for the first time since the storms; others were students transferring from other locations. By the end of the year, Jefferson Parish enrolled over 7,000 relocated students, accounting for over 20 percent of the nearly 35,000 relocated students enrolled around the state. About one-third of the relocated students in Jefferson Parish originated from within the parish but relocated to schools other than their original schools. Another 55 percent of the relocated students originated in Orleans Parish, and the remainder came from several other parishes.

By late November, some schools in Orleans Parish reopened, and, by mid-January 2006, these schools were enrolling about 4,000 students. The return of students to Orleans Parish to schools other than their original schools continued until about April, when the number of relocated students in the parish leveled off. At the end of the school year, 4,800 relocated students were enrolled in the parish, accounting for about 14 percent of the relocated students in the state.

Schools in St. Tammany and Calcasieu Parishes also enrolled sizable numbers of relocated students, and the dynamics of these enrollments were similar to Jefferson's. There was an initial jump in the enrollment of relocated students when schools reopened, followed by a continued increase throughout the remainder of the school year. The school year ended with about 2,200 relocated students enrolled in St. Tammany and nearly 1,900 enrolled in Calcasieu. Of the relocated students in Calcasieu, 78 percent originated from within the parish. In contrast, only about 35 percent of relocated students in St. Tammany were from within the parish; 39 percent of St. Tammany's relocated students came from St. Bernard, 15 percent from Orleans, and the rest from various other parishes.

The other parishes shown in Figure 2.3 generally enrolled less than 1,000 relocated students on any given day. At the end of the 2005–06 school year, relocated students remained widely dispersed: Every parish in the state enrolled at least 10 relocated students, and 41 of the state's 68 parishes enrolled more than 100.

Time Out of School

Part of the reason for the dynamic enrollment patterns of relocated students was the time it took for students to reenroll in schools after the storms. The time to reenrollment is shown in Figure 2.4. On the horizontal axis is the number of weeks elapsed from the time students exited their original schools due to one of the hurricanes.⁸ At each point on this time scale, the graph shows the percentage of displaced students who had reentered a Louisiana public school on or before the indicated amount of elapsed time. For instance, after one week, only about 1.7 percent of displaced students had reenrolled in a Louisiana public school. By seven weeks, 55.2 percent of displaced students had reenrolled. About 31 percent of the displaced students did not return to a Louisiana public school for the duration of the 2005–06 school year.

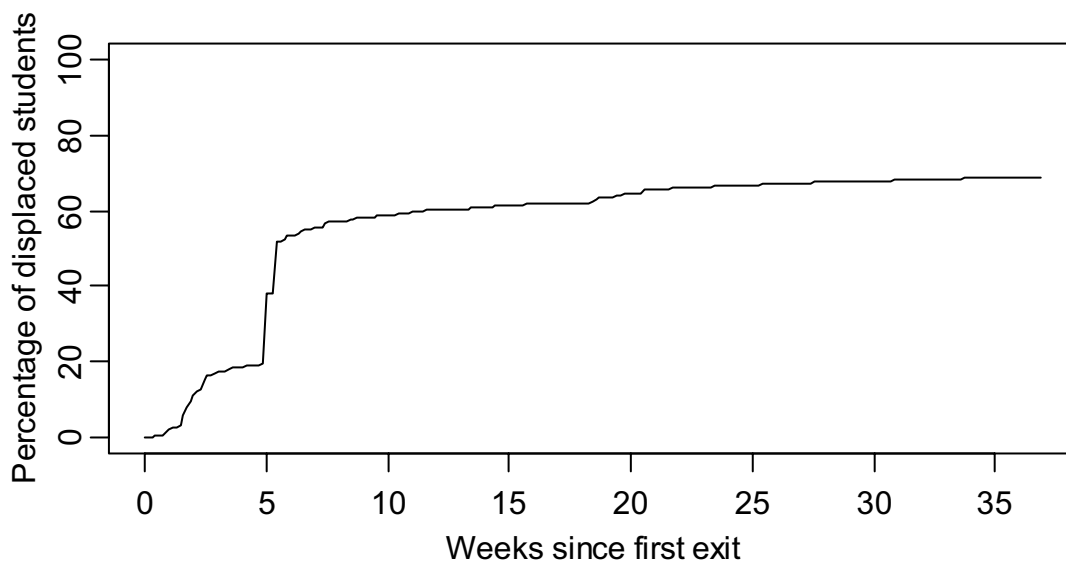


Figure 2.4. Calendar Weeks Until First Reentry into a Louisiana Public School. This figure shows the time until reentry into a Louisiana public school from the first day of displacement following either Hurricane Katrina or Hurricane Rita for displaced students enrolled in Louisiana public schools on August 25, 2005.

Among students who did return to school, the median amount of time out of school until the first post-storm entry into any Louisiana public school was five weeks. Of these students, 25 percent returned to school in less than three weeks and 20 percent were out

⁸ Weeks are counted as seven calendar days.

of school for more than seven weeks. At 5.1 and 5.6 weeks, there were large increases in the number of students who had reenrolled in a Louisiana public school. These increases resulted from the reopening of Calcasieu and Jefferson Parish schools. Overall, the figure illustrates that, even for students who reenrolled, a substantial amount of school time was lost before the first reenrollment.

Evolution in the Locations of Displaced Students

As noted above, the experiences of students following the hurricanes were dynamic rather than static: Students were forced out of the public school system when their schools closed. Although a portion of them reentered Louisiana public schools after several weeks—sometimes their original schools and sometimes new schools—the relocated students (those who enrolled in schools other than their original schools) often made additional changes—transferring back to their original schools or to other schools. Some students also left the Louisiana public school system after initially reenrolling after the storms.

Figure 2.5 captures the evolution of the locations of displaced students over the 2005–06 school year. At each time point, it shows the percentages of displaced students who were in their original schools (medium gray at the bottom), relocated within their original districts but not in their original schools (dark gray), relocated to Louisiana public schools outside their original districts (very light gray), and not in Louisiana public schools (light gray at the top). This figure has several notable features. First, many students who were not enrolled in school following Hurricane Katrina returned to their original schools when Jefferson Parish reopened on October 3, 2005. Similarly, many of the students who were not enrolled in school as a result of Hurricane Rita returned to their original schools when Calcasieu Parish reopened its schools on October 25, 2005. Third, after these two parishes reopened their schools in October, there was little change for the remainder of the school year in the proportions of displaced students who were back in their original schools or districts. Only an additional 3 percent of students returned to their original schools, and an additional 7 percent of students returned to their original districts after October 23. Thus, about 50 percent of displaced students ended the school year not enrolled in their original school or district. Some students were out of schools for periods during this interval, and others changed schools. However, overall, there were no major changes to the distribution after late October.

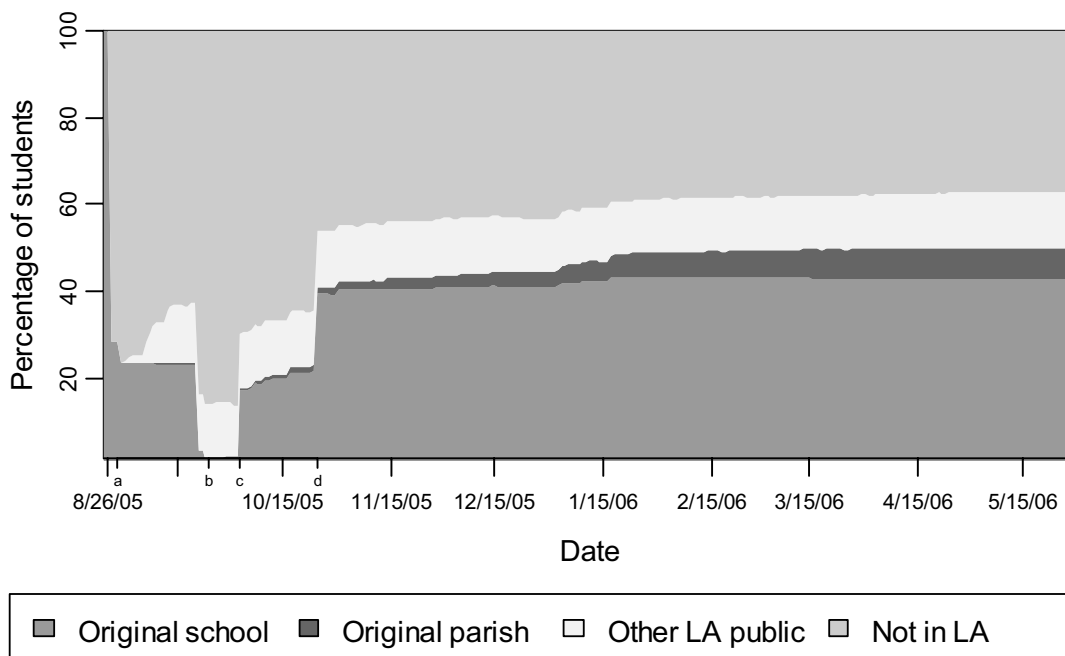


Figure 2.5. Evolution of the Locations of Displaced Students.

For all displaced students who were enrolled on August 25, 2005, prior to the hurricanes, the figure shows the daily proportions of students in each of four categories throughout the 2005–06 school year. The medium-gray area at the bottom of the figure represents the proportion of students in their original schools. The dark-gray area above this represents the proportion of students in their original parishes but not their original schools. The very light-gray area represents students enrolled in Louisiana public schools outside their original parishes, and the light-gray area at the top represents students not enrolled in any Louisiana public school. Point *a* denotes the date Hurricane Katrina made landfall. Point *b* denotes the date Hurricane Rita made landfall. Point *c* is the date that Jefferson Parish schools reopened, and Point *d* is the date that Calcasieu Parish schools reopened.

The relative stability in the distribution of students from January to the end of the school year masks the continued movement of students throughout the year. As was shown in Figure 2.3, relocated students continued to flow into Jefferson and Orleans Parishes throughout the school year; at the same time, relocated students were leaving East Baton Rouge. In addition, some students who reenrolled in school subsequently left the Louisiana public school system. At the end of the school year, 10,000 of the students who had reenrolled at some point following the hurricanes were no longer enrolled in Louisiana public schools. Each day of the last several months of the school year, similarly large numbers of previously reenrolled students were not enrolled. Some of these students were out of school during a transition from one school to another, whereas others had left the system entirely. The time out of school prior to initial reenrollment,

combined with subsequent additional time out of school, constitutes a substantial amount of lost school time for many displaced students.

Enrollment Experiences of Displaced Students

Although the experiences of students were dynamic, we developed a four-group taxonomy (described above in “Data and Methods”) to classify students according to those experiences and allow for some general summaries of the displaced-student populations. The experiences of these groups are similar to those that were observed among students in Dade County following Hurricane Andrew (Provenzo and Fradd, 1995). To reiterate, the groups are students who returned to their original schools without relocating (Group A); students who returned to their original schools after relocating elsewhere (Group B); students who relocated and completed the school year outside their original schools (Group C); and students who did not reenroll in any Louisiana public school for the remainder of the school year (Group D). Figure 2.6 shows the percentages of displaced students in each of these groups.

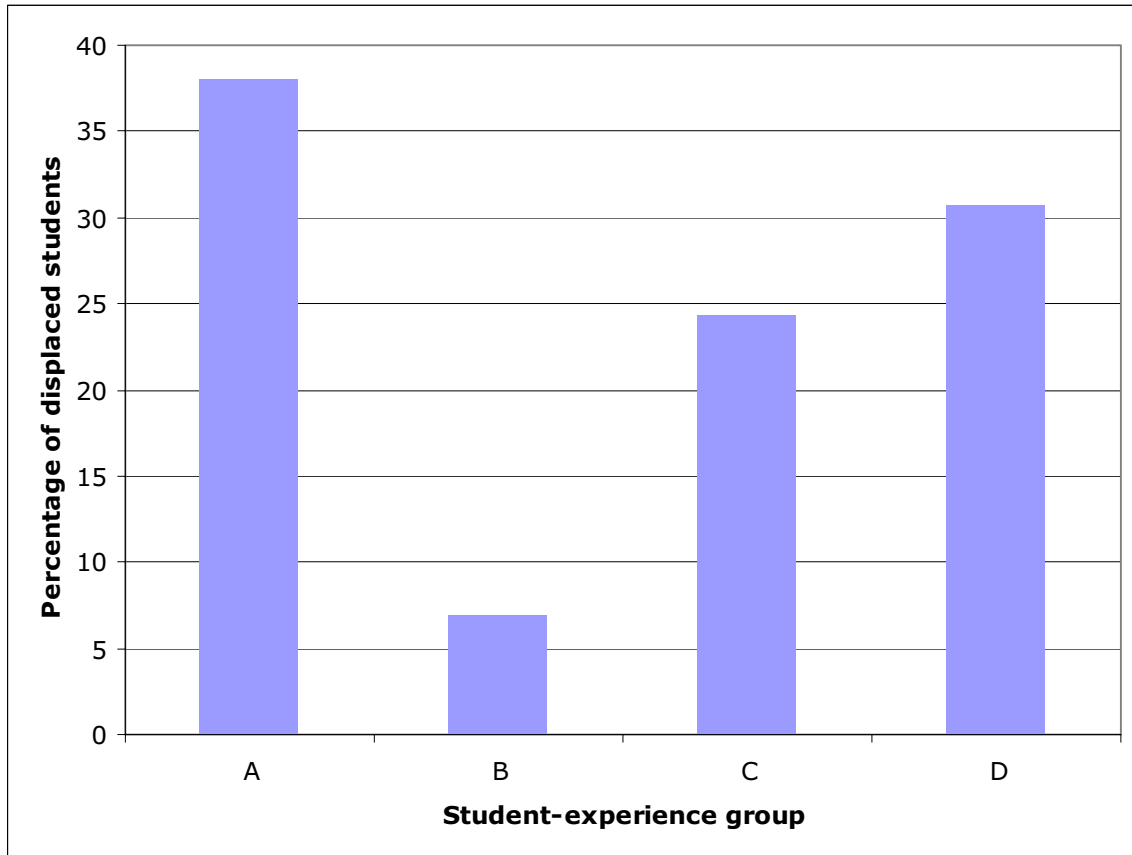


Figure 2.6. Percentages of Displaced Students in Four Student-Experience Groups. *Group A:* Students who returned to their original schools without relocating. *Group B:* Students who returned to their original schools after relocating temporarily. *Group C:* Students who relocated and ended the school year outside their original schools. *Group D:* Students who did not reenroll in any Louisiana public school for the remainder of the school year.

Table 2.2 shows the counts of students in the groups, along with the origins of these students by parish. The most common experience among displaced students was to be out of their original school for a few weeks following the storm, but then to return to that school (i.e., students in Group A). Nearly 38 percent of the displaced students had this experience. As shown in the table, these students were predominantly from two parishes, Jefferson and Calcasieu.

Table 2.2. Counts of Displaced Students Overall and by Four Student-Experience Groups, and the Proportions Originating in Six Source Parishes.

Student-experience groups are based on data through the 2005–06 school year. Percentages indicate the proportion of students in each group that originated in the parish.

	Number of Students	Parish of Origin						
		Orleans	Jefferson	Calcasieu	St. Tammany	St. Bernard	Plaquemines	Other
All	172,108	33.5%	28.8%	19.3%	5.5%	4.9%	2.9%	4.9%
Group A	65,397	2.7%	39.7%	44.6%	4.2%	0.0%	2.1%	6.7%
Group B	11,863	12.1%	57.0%	6.9%	14.1%	0.0%	4.7%	5.1%
Group C	41,870	51.4%	15.7%	5.6%	4.1%	12.8%	5.0%	5.5%
Group D	52,978	62.3%	19.3%	1.8%	6.5%	5.9%	1.9%	2.3%

NOTES: *All*: All displaced Louisiana public school students in the analysis sample. *Group A*: Students who returned to their original schools without relocating. *Group B*: Students who returned to their original schools after relocating temporarily. *Group C*: Students who relocated and ended the school year outside their original schools. *Group D*: Students who did not reenroll in any Louisiana public school for the remainder of the school year.

The second-most common experience was for students to exit from a public school due to the hurricanes and not reenroll in any Louisiana public school for the remainder of the school year (Group D). Overall, 31 percent of displaced students fell into this group, the majority of them coming from Orleans Parish. Even though these students did not reenroll in Louisiana public schools, they might have enrolled in schools in other states or in Louisiana private schools. For example, the *Houston Chronicle* reported that over 40,000 out-of-state displaced students enrolled in schools in Texas, and U.S. Department of Education data show that 111,071 students from Louisiana and the other Gulf states were at least temporarily enrolled in schools outside of Louisiana (Radcliffe, 2006; U.S. Department of Education, 2006c). However, the counts of students enrolled in other states do not distinguish from which state the students originated or whether they originated in public or private schools. Although it is clear that the total number of displaced students enrolled outside of Louisiana is large enough to account for all the students who did not reenroll in the state, these other data sources are too limited to allow for verification that all the missing Louisiana students did indeed enroll elsewhere. Thus, it remains possible that a fraction of the lost students from the Louisiana data did not reenroll in school. Without additional data, we cannot precisely quantify the extent to which this is the case.

Students who transferred to another school and ended the 2005–06 school year outside their original schools (Group C) make up the third-largest group (24 percent) of

displaced students. The majority of these 41,870 relocated students were from Orleans Parish.

The final group of displaced students contains those students who returned to their original schools after enrolling in one or more other Louisiana public schools (Group B). These temporarily relocated students account for just less than 7 percent of all displaced students, and the majority of these students originated in Jefferson Parish schools.

Experiences of Students by Parish of Origin

The experiences of students tended to vary by their parish of origin, in part because of the differences in the type and severity of storm damage that occurred in different geographical locations. Table 2.3 gives the distribution of Groups A through D by the parishes with the largest numbers of displaced students. As shown in Figure 2.1, Orleans had the most displaced students of any parish. The majority (57 percent) of the displaced students from Orleans did not reenroll in Louisiana public schools, and another 37 percent were relocated. Only about 5 percent of the displaced students from Orleans Parish returned to their original schools. Similarly, the majority of displaced students in St. Bernard Parish relocated for the remainder of the school year, and our data contain no records of displaced students who returned to their original schools in this parish. In contrast, over 50 percent of displaced students originating from Jefferson and 88 percent of displaced students from Calcasieu returned to their original schools without relocating.

About 28 percent of displaced students originating in both St. Tammany and Plaquemines Parishes returned to their original schools without relocating. However, for St. Tammany, the greatest number (36 percent) of students did not reenroll in any Louisiana public school for the remainder of the school year (Group D). In contrast, among displaced students from Plaquemines, only 20 percent were in Group D, but 41 percent relocated and ended the school year outside their original schools (Group C). The majority of displaced students from Orleans Parish fell into Group D, and this group also accounted for large percentages of students from Jefferson, St. Tammany, St. Bernard, and Plaquemines Parishes. Of displaced students originating in the remaining parishes in the state (shown in the column labeled Other in Table 2.3), the majority were from Cameron and Vermillion Parishes and in Group A. It is not surprising that the experiences of students from these two parishes were similar to those of students from Calcasieu, since they are all close together geographically and were primarily affected by Hurricane Rita.

Table 2.3. Counts of Displaced Students Originating in Six Source Parishes, and the Proportions Falling into Four Student-Experience Groups.
Student-experience groups are based on data through the 2005–06 school year. Percentages indicate the proportion of students from each parish who fell into each group.

	Parish of Origin						
	Orleans	Jefferson	Calcasieu	St. Tammany	St. Bernard	Plaquemines	Other
Group A	3.0%	52.5%	87.7%	28.6%	0.0%	27.5%	51.6%
Group B	2.5%	13.7%	2.5%	17.5%	0.0%	11.1%	7.1%
Group C	37.3%	13.3%	7.0%	17.8%	63.0%	41.1%	27.1%
Group D	57.2%	20.6%	2.9%	36.1%	37.0%	20.3%	14.1%
<i>Number of students</i>	<i>57,694</i>	<i>49,537</i>	<i>33,257</i>	<i>9,549</i>	<i>8,505</i>	<i>5,059</i>	<i>8,507</i>

NOTES: *Group A*: Students who returned to their original schools without relocating. *Group B*: Students who returned to their original schools after relocating temporarily. *Group C*: Students who relocated and ended the school year outside their original schools. *Group D*: Students who did not reenroll in any Louisiana public school for the remainder of the school year.

Characteristics of Displaced Students by Enrollment Experience

The groups of displaced students differ not only in their experiences and their original parishes but also in their ethnicity and prior achievement. As shown in Table 2.4, only 45 percent of the students who reenrolled in their original schools without enrolling elsewhere (Group A) were minorities, whereas 85 percent of students who did not reenroll in a Louisiana public school after being displaced by the hurricanes (Group D) were minorities. This is consistent with media reports that minority students were less likely than their white counterparts to have returned to their original schools (Tizon and Smith, 2005). Without additional details on students’ original neighborhoods and the damages sustained by homes in those neighborhoods, we cannot determine whether these differences arose from differential direct effects of the storms and floods or from other differences among racial groups. In addition, we cannot determine whether family income levels differ across the groups. As noted above, the only income indicator available in our dataset, eligibility for free or reduced-priced meals, did not provide reliable information for the 2005–06 school year. Thus, our data do not enable us to attribute any cause to the observation that students who did not return to their original schools were more likely to be minorities.

Table 2.4. Racial/Ethnic Characteristics and Average Test Scores of Displaced Students, by Experience Group Following the Hurricanes

Group ^a	Percentage Minority	Prior-Year Achievement ^b
Group A	44.6%	52.4
Group B	56.9%	51.4
Group C	73.4%	43.4
Group D	85.0%	42.0
<i>All displaced students</i>	<i>64.9%</i>	<i>47.0</i>

^a *Group A*: Students who returned to their original schools without relocating. *Group B*: Students who returned to their original schools after relocating temporarily. *Group C*: Students who relocated and ended the school year outside their original schools. *Group D*: Students who did not reenroll in any Louisiana public school for the remainder of the school year.

^b Based on 2005 ITBS NCE scores. Includes only the 58,567 students with test score data from 2004–05, the year prior to the hurricanes.

In addition, those students who did not reenroll in Louisiana schools tended to be substantially lower-achieving students than other displaced students. Louisiana utilizes the ITBS, which provides several types of student scores (University of Iowa, 2006). Here, we focus on two types of norm-referenced scores, which enable the comparison of a student’s score with those of other students nationwide who took the same test. The first type of score is called the *normal curve equivalent* (NCE) score, which indicates how well a student performs compared with other students at the same grade level. The NCE scale is constructed so that the average score is 50, and the standard deviation is approximately 21 for every grade level. On the NCE scale, a student at the 99th percentile would receive a score of 99, and a student at the 1st percentile would receive a score of 1. However, unlike percentile ranks, NCE scores can be averaged. Thus, the NCE scores enable us to compare the average achievement of displaced students across groups and to compare the achievement of displaced students with the achievement of students at the same grade level nationwide. The ITBS also provides a *developmental standard* score, which describes a student’s performance on an achievement continuum that is linked across grade levels. A student making academic progress would achieve a higher score each year on the developmental standard scale. For example, on this scale, the median performance of students in the spring of 4th grade is 200, and the median performance of students in the spring of 8th grade is 250.

As shown in Table 2.4, across all tested grades, the average NCE score for displaced students was 47, slightly lower than the national average of 50. Group D students averaged 42 points, 5 points lower than the average for all displaced students and 10 points lower than the average for students in Group A. Within our test-score data,

the standard deviation of the NCE scores across all grades was about 18 points, so the difference between Groups A and D is more than half of a standard deviation unit in our sample—a large difference. Statistical models showed that these group differences in achievement are not fully explained by the racial compositions of the groups.

The ITBS developmental standard score enables an alternative view of the differences in achievement levels across groups. Table 2.5 shows that, on this scale, the average 7th-grade student from Group D received a score of 224 points in 2004–05, which was 18 points lower than the average score for 7th-grade students from Group A, and equal to the average scores for Group A 5th-grade students. That is, prior to the hurricanes, 7th-grade students in Group D were performing only about as well as 5th-grade students in Group A. The results are similar for 9th grade: Students in Group D scored an average of 242 points, the mean for 7th-grade students in Group A, and 19 points below the mean for 9th-grade students in Group A. Again, students in Group D were performing about two grade levels below students in Group A. Finally, 3rd-, 5th-, and 6th-grade students in Group D on average scored about 11 to 16 points below their counterparts from Group A. At these lower grade levels, the differences in achievement between students in Group D and Group A were not a full two grade levels, but they were still substantial. Overall, these results illustrate that, on average, the displacement experiences of students who were already at greater risk of academic failure were different from those of students who were less at risk.

Table 2.5. Comparison of the Prior-Year Achievement of Students in Groups A and D. The table shows average ITBS developmental standard scores for the subset of Group A and Group D students with test-score data from 2004–05, the year before the hurricanes.

Grade	Group A	Group D
3	190	179
5	224	208
6	226	213
7	242	224
9	260	242

NOTES: *Group A*: Students who returned to their original schools without relocating. *Group D*: Students who did not reenroll in any Louisiana public school for the remainder of the school year.

SUMMARY OF STUDENT MOVEMENTS

Hurricanes Katrina and Rita had an enormous impact on the Louisiana public school system in the 2005–06 school year. The state’s SIS documented more than 196,000 students in Louisiana as being out of school or transferring schools as a result of

the hurricanes—over 26 percent of the 740,000 public school students enrolled in the state before the hurricanes. Over 81 percent of these displaced students came from three parishes: Orleans, Jefferson, and Calcasieu. Five additional parishes account for nearly all of the remaining displaced students: St. Tammany, St. Bernard, Plaquemines, Vermilion, and Cameron. Displaced students enrolled in other schools in every parish in Louisiana and in 48 other states.

Nearly 38 percent of displaced students were out of their original schools temporarily and then returned to the same school, 24 percent enrolled in other Louisiana public schools and did not return to their original schools for the duration of the 2005–06 school year, and 7 percent enrolled in other schools and subsequently returned to their original schools. More than 31 percent of displaced students, including the majority of Orleans Parish students, did not enroll in any Louisiana public school for the remainder of the school year. Included in this group are students who relocated to other states or to Louisiana private schools, but some of these students might not have reenrolled in any school. No existing data source enables the tracking of individuals who moved out of state or otherwise left the Louisiana public school system, making it impossible to determine how many students did not reenroll.

Students who did return to school nonetheless lost a substantial number of school days. Among these students, the median amount of time out of school until the first reenrollment was five weeks. Twenty-five percent missed less than three weeks of school, and 20 percent missed more than seven weeks. Moreover, after having enrolled after the hurricanes, many students continued to change schools or left the public education system entirely. For each transition, additional school days were often lost.

Nearly 65 percent of the displaced students were members of racial/ethnic minority groups, compared with 59 percent in the overall enrollment of the eight parishes listed above and 52 percent statewide. Blacks were the largest minority group, at 58 percent in the displaced-student population, 53 percent in the eight parishes, and 48 percent statewide. The group of students who did not enroll in any Louisiana public school for the remainder of the school year included a disproportionately large percentage of black students and students who were achieving poorly before the hurricanes—characteristics of risk for academic failure.

Chapter Three **SURVEY OF PRINCIPALS**

The administrative data discussed in Chapter Two described the enrollment of students but provided no details on their experiences in schools following the hurricanes. In addition, it provided no details on the effects of displaced students on schools and the actions of schools in response to the changes in student enrollment. To gather such information, we surveyed principals of schools serving displaced students. From a general review of previous studies that examined the effects of major changes (such as class-size reduction efforts) on school operations, as well as anecdotes about problems encountered in Louisiana, we identified several topics to explore through a survey of school principals, including

- the number of displaced students enrolled
- how displaced students compared with the school's preexisting students on demographic characteristics and achievement
- the experiences of the displaced students in terms of attendance, social adjustment, and disciplinary incidents
- the effects on resources, activities, and the hiring and training of staff
- the effects on services provided by the school.

Notably, the survey did not address infrastructure issues related to storm damage, rebuilding, or cleanup. The methods and results are summarized in this chapter, and a copy of the survey questions is presented in Appendix B, along with a detailed tabulation of the responses.

SAMPLING FRAME

The sampling frame consists of all schools (except preschool-only centers) reporting that they enrolled at least one displaced student in LDE's January 9, 2006, student report (Louisiana Department of Education, 2006b). Among the 1,383 public schools in the state, 1,241 schools met this requirement, including traditional elementary, middle, and high schools, as well as charter, alternative, and special education schools, and possibly other special schools. According to the data, many of the traditional schools had nontraditional grade ranges. For example, several high schools, as determined by their names, included students from kindergarten through grade 12. To allow for later stratification, we classified each school as follows:

- *Elementary* if it enrolled any students in primary grades (K through 3) and it enrolled no students in grades 9 through 12
- *Middle* if it enrolled students exclusively in any subset of grades 5 through 9
- *High* if it enrolled no students in grades K through 5 and it enrolled some students in grades 10 or higher
- *Mixed* if it enrolled some combination of grades not included in the other categories.

Among these schools, there was considerable variation in the percentage of enrollment classified as displaced students in LDE's January 9, 2006, report, ranging from about 0.1 to 100 percent, with more schools at the lower end of this range. (Recall that the definition of displaced students includes not only students who relocated to other schools but also those who were out of school temporarily while their schools were closed. Thus, this percentage does not imply relocation of students or a gain in enrollment.) On the basis of this percentage, we divided schools into seven groups of roughly comparable size: 80 to 100 percent, 10 to 80 percent, 5 to 10 percent, 4 to 5 percent, 2 to 4 percent, 1 to 2 percent, and 0 to 1 percent. The schools that had 80 to 100 percent displaced students were primarily from five parishes: Jefferson Parish (83 schools), Calcasieu Parish (58 schools), Orleans Parish (11 schools), Cameron Parish (6 schools), and Vermilion Parish (6 schools). There were also schools from East Baton Rouge Parish, St. Bernard Parish, St. Tammany Parish, and a few charter schools in this group.

On the basis of geographic location, we determined that Calcasieu Parish, Cameron Parish, and Vermilion Parish were likely to be primarily affected by Rita. We determined that the other schools were in parishes mostly affected by Katrina. Thus, we split the schools with 80 to 100 percent displaced students into a Rita group and a Katrina group.

SAMPLE DESIGN

We used a stratified random sample of schools. Using our two-way classification based on percentage of displaced students (8 groups) and school type (4 groups), we created 32 strata. Table 3.1 gives the population sizes for each of the strata.

Table 3.1. Number of Schools by Stratum

Percentage of Displaced Students	Region ^a	Type of School			
		Elementary	Middle	High	Mixed
(80–100]	Rita	40	12	12	6
	Katrina	69	18	16	4
(10–80]	All	37	25	19	6
(5–10]	All	95	44	25	3
(4–5]	All	61	17	18	5
(2–4]	All	185	63	65	22
(1–2]	All	106	43	46	23
(0–1]	All	73	27	33	23

^a Schools with 80 to 100 percent displaced students are grouped by geographic region according to the hurricane that most directly affected them. The remaining strata are not differentiated by region.

We expected greater variability in responses from schools with greater percentages of displaced students and wanted to be able to compare the experiences of schools serving a large number of relocated students with those primarily serving displaced students who returned to their original schools. Thus, we wanted a high proportion of our sample from the first three rows of Table 3.1. To accommodate this goal, we sampled 90 percent of schools in each cell in the first three rows of Table 3.1. We sampled two-thirds of the schools in the (5–10] strata, and one-fourth, one-fifth, one-fifth, and one-sixth of the schools in the (4–5], (2–4], (1–2], and (0–1] strata, respectively.

Table 3.2 presents the final sample design. It includes 503 schools. The design effect due to weighting for analyses involving all schools is 1.57. This is a somewhat large design effect, but it is acceptable because it results in 237 schools from the first three rows of the table and 347 schools from the first four rows. Given the high sampling fractions, we will be able to make precise estimates about these groups.

Table 3.2. Final Sample Design, with Number of Schools by Stratum

Percentage of Displaced Students	Region ^a	Type of School			
		Elementary	Middle	High	Mixed
(80–100]	Rita	36	11	11	5
	Katrina	62	16	14	4
(10–80]	All	33	23	17	5
(5–10]	All	63	29 ^b	17	1
(4–5]	All	15	4	5	1
(2–4]	All	37	13	13	4
(1–2]	All	18	7	8	4
(0–1]	All	12	5	6	4

^a Schools with 80 to 100 percent displaced students are grouped by geographic region according to the hurricane that most directly affected them. The remaining strata are not differentiated by region.

^b One school from this stratum was subsequently removed from the sample because the principal informed us the school had no students for the 2005–06 school year.

Following the completion of the sampling shown in Table 3.2, the principal of one of the sampled schools informed us that the school had no students for the 2005–06 school year (despite the contrary information in the LDE data file we used for sampling). This school, from the group (5–10] for middle schools, was removed from the sample, resulting in a final sample of 502 schools drawn from 1,240 schools serving at least one displaced student. There remained 28 schools in the sample from the group (5–10] for middle schools.

FIELDING AND RESPONSE

The survey was mailed to each sampled school principal on Wednesday, April 19, 2006. The survey mailing included a letter of support from Cecil J. Picard, the Louisiana State Superintendent of Education. A business-reply envelope was included for the principals to mail the paper survey back to us. In addition, instructions were provided for the optional completion of the survey online. On Monday, April 24, we followed up by email with the instructions for accessing the online survey. To express support for this survey and encourage responses, the Center for Child Development of the University of Louisiana at Lafayette mailed each sampled school a \$25 gift card honorarium with a letter of explanation. During the next few months, we periodically followed up with schools that had not yet responded, sending email reminder messages and additional copies of the survey by overnight courier, and having staff at the Center for Child Development make telephone calls. We accepted survey responses through July 6, 2006, although most responses were received by early June. We received 415 responses, for a

response rate of 82.7 percent. Approximately 62 percent of the responding principals completed the survey on paper, and the remainder completed it online. Table 3.3 shows the response rates by stratum.

Table 3.3. Response Rates by Stratum

Percentage of Displaced Students	Region ^a	Type of School			
		Elementary	Middle	High	Mixed
(80–100]	Rita	86%	91%	64%	80%
	Katrina	89%	79%	50%	75%
(10–80]	All	76%	82%	74%	100%
(5–10]	All	91%	82%	79%	0%
(4–5]	All	87%	100%	100%	100%
(2–4]	All	89%	85%	85%	75%
(1–2]	All	77%	75%	86%	75%
(0–1]	All	83%	83%	80%	75%

^a Schools with 80 to 100 percent displaced students are grouped by geographic region according to the hurricane that most directly affected them. The remaining strata are not differentiated by region.

WEIGHTING TO ACCOUNT FOR SAMPLE DESIGN AND NONRESPONSE

Design Weighting

Our design sampled disproportionately many schools with a high proportion of displaced students according to LDE and disproportionately few schools from other strata. To account for this disproportionate sampling, we weight principal responses in all our analyses by a sample-design weight equal to the inverse of the sampling rate of the principals' sample-design strata. This weight is adjusted to account for nonresponse as described below.

Nonresponse Weighting

Although the response rates were very high, there were differential response rates among the sample of principals. In particular, response rates varied from 0 to 100 percent among the sampling strata, although much of this variability was due to very small sample sizes in some strata. In addition, there were differential response rates with respect to the demographic characteristics and prior-achievement measures of the students at the principals' schools. To account for these differential response rates, responding principals' data were also weighted in the analyses to adjust for nonresponse.

In general, principals from schools with lower-performing students and more minority students were less likely to respond to the survey. About 70 percent of

principals from schools with a 2005 Louisiana School Performance Score (Louisiana Department of Education, 2006c) of less than 76 responded, whereas 88 percent of principals from higher-performing schools responded.¹ The response rate was about 90 percent for principals in schools with less than 55 percent minority students in 2005. It was about 80 percent for principals in schools with between 55 and 92 percent minority students in 2005 and just 70 percent for principals in the 20 percent of schools in the sample with over 92 percent minority students in 2005.

To account for the differential response rates, we divided our sampling strata into additional post-strata on the basis of the percentage of minority students in the schools in 2005, using the groupings of 0 to 55 percent, 55 to 92 percent, and 92 percent or above. In some strata, the sample sizes within the post-strata were very small and we collapsed cells to create cells with larger samples, reducing variability in the weights.

The goal of the nonresponse weighting was to remove any differences between the respondents and the entire sample created by differential response rates related to observable characteristics of schools, such as school size or performance or the demographic characteristics and prior achievement levels of students. A measure of the success of the nonresponse weighting is the similarity of the weighted respondent data and nonrespondent data on these variables. Table 3.4 lists the weighted means for respondents (weighted for nonresponse and sample design) and for nonrespondents (weighted only for sample design).² In this comparison, the weights are set so that the distribution of measures on the weighted respondents should match those of the nonrespondents. Thus, the means presented in Table 3.4 will not match the means for the entire population. If the means of these two groups are similar, then our analyses of survey responses weighted by both the nonresponse and survey-design weights should not be biased by the observed differential nonresponse rates. As can be seen, the weighted means for the two groups are very similar and differences are never statistically significant. Thus, our nonresponse weighting successfully accounted for differential response rates.

¹ The 2005 statewide average School Performance Score was 84.6.

² The final nonresponse weights account for both the respondents and the respondents' share of nonrespondents. The comparison in Table 3.4 subtracts one from the nonresponse weights, to account only for the nonrespondents. Thus, the distributions of school variables for the weighted respondents should match those of the nonrespondents rather than those of the entire population.

Table 3.4. Verification of Nonresponse Weighting.
This table demonstrates that the weighted school characteristics for responding principals match the school characteristics of nonresponding principals.

Variable	Weighted Mean of Non-respondents ^a	Weighted Mean of Respondents ^a	Standardized Difference ^b	P-value
Displaced students	19.5%	18.9%	0.02	0.885
School Performance Score (2005)	80.8	82.9	-0.12	0.462
School Performance Score Goal (2006)	84.8	86.8	-0.12	0.455
Total enrollment	461.1	492.7	-0.11	0.502
Minority students	60.8%	58.5%	0.07	0.644
Limited-English-proficiency students	1.1%	1.3%	-0.06	0.702
Students eligible for free/reduced-price meals	75.8%	71.8%	0.22	0.188

^a Nonrespondent data are weighted by the sample-design weights; respondent data are weighted by sample-design and nonresponse weights.

^b The standardized difference equals the difference in group means divided by the standard deviation for the nonrespondents.

GROUPING

In discussing the survey results, we sometimes distinguish between the responses of two distinct groups of schools according to the percentage of total enrollment accounted for by displaced students as listed in LDE’s January 9, 2006, report. In what we refer to as the *high-PEDS (percentage of enrollment by displaced students)* schools, displaced students accounted for 84 percent or more of the total enrollment. In what we refer to as the *low-PEDS* schools, displaced students accounted for 36 percent or less of the total enrollment. With the exception of only four schools in the state that were in neither of these groups, the high-PEDS group included all schools in the (80–100], Rita and (80–100], Katrina strata and the low-PEDS group included all schools in the remaining strata. Of the four schools in the intermediate range between the high-PEDS and low-PEDS groups, two were selected for our sample; however, neither responded to the survey. Although we have no data on the schools in this intermediate range, such schools represent only 0.29 percent of schools in Louisiana. The 177 high-PEDS schools were concentrated in a few parishes: 46 percent in Jefferson, 33 percent in Calcasieu, 6 percent in Orleans, and the remaining 14 percent in six other parishes and three special schools.

Not only were schools in the high-PEDS group serving a larger proportion of displaced students but they were also predominantly schools that were closed because of

storm damage and reopened later in the school year. Thus, many of their students were returning to their original schools, some having relocated temporarily, others having simply waited for the schools to reopen. Schools in the low-PEDS group were more likely to be schools outside of the areas directly affected by the hurricanes, with the displaced students relocating from other schools and joining more stable populations of preexisting students who were not displaced.

Low-PEDS and high-PEDS schools did not differ significantly in total enrollment. The average enrollment was 511 students (512 in high-PEDS schools and 509 in low-PEDS schools) on January 9, 2006, four months after the school year began.³ On that date, high-PEDS schools accounted for 77 percent of the displaced students in our dataset who were enrolled in any Louisiana public school and 45 percent of relocated displaced students (those who were enrolled in schools other than their original schools). Low-PEDS schools accounted for the remaining portions of enrolled students.⁴

Note that, even though high-PEDS schools enrolled a high proportion of displaced students, they generally did not experience increases in total enrollment; to the contrary, on average these schools experienced enrollment declines. To examine the effects of displacement on the total enrollment in schools, we used LDE's data for October 1, 2004, the most recent published data from before the hurricanes (Louisiana Department of Education, 2005b). Between that date and January 9, 2006, the average change in enrollment among all schools that were open on both dates was an increase of 2 percent; however, there was wide variation in this figure. High-PEDS schools experienced an average enrollment decline of 10 percent; approximately one-fourth of these schools experienced declines greater than 26 percent, and approximately one-fourth experienced enrollment increases. In contrast, low-PEDS schools experienced an average enrollment increase of 4 percent, although more than one-fourth experienced enrollment declines. Table 3.5 summarizes the changes in total enrollment.

³ January 9, 2006, is the date of the LDE dataset that was the basis of defining the high- and low-PEDS groups (Louisiana Department of Education, 2006b).

⁴ A few months earlier, the numbers were somewhat different. On November 1, 2005, high-PEDS schools accounted for 73 percent of displaced students who were enrolled and 29 percent of displaced students who were relocated. The changes between the two dates are largely due to the opening of schools in Orleans Parish during this time and the resulting enrollment of students in those schools.

Table 3.5. Changes in Total Enrollment from Before the Hurricanes.
This table summarizes enrollment changes from October 1, 2004, to January 9, 2006, in schools that were open on both dates.

Schools	Minimum	Mean	Maximum
All	-77%	+2%	+326%
High-PEDS	-77%	-10%	+326%
Low-PEDS	-52%	+4%	+233%

These results support the description above of high-PEDS schools as predominantly schools that were directly affected by the storms and that closed temporarily. Many of their students relocated; when the schools reopened, a large portion of the students enrolling would be classified as displaced students. The results are also consistent with low-PEDS schools as predominantly schools outside the areas affected by the storms, at which relocated students joined preexisting student populations that were somewhat stable.

SURVEY INSTRUCTIONS AND DEFINITIONS OF TERMS

Principals were asked to respond to the survey to the best of their knowledge, referring to sources such as attendance records only if they were readily at hand. We instructed principals that we did not intend to burden them with data gathering and that approximations were acceptable.

As mentioned at the beginning of this chapter, a goal of the survey was to be able to understand how the enrollment of relocated students affected school operations and to compare relocated students to the preexisting student populations in schools. Therefore, the survey instructions defined *displaced students* similarly to how we have defined relocated students in this report: “. . . students who are enrolled in your school as a result of the hurricanes. That is, if it were not for the hurricanes, these students would most likely not be enrolled in your school.” The survey further defined *preexisting students* as “the student population in your school prior to the hurricanes” and *preexisting staff* as “staff working at your school prior to the hurricanes.” The survey clarified that “if students or staff left your school temporarily and have since returned, they are considered preexisting for the purposes of this survey.”

However, the definition of displaced students used by public officials was not always consistent with the survey’s definition.⁵ Because of this inconsistency, principals

⁵ In some cases, LDE defined displaced students similarly to our definition of relocated students: “The term ‘displaced student’ means a student who enrolled in an

did not uniformly adhere to the survey's definition in their responses. Some principals included displaced students from their schools' preexisting student population in responses to questions for which we intended them to include only relocated students. This problem was greater in high-PEDS schools that enrolled many displaced students who were not relocated. It inflated the student counts for high-PEDS schools reported in the next section, and also influenced principals' responses to other survey questions that relied on the precise definition of displaced students.

In particular, several survey questions asked principals to compare displaced students to preexisting students. Notably, on many of these survey questions, principals in high-PEDS schools reported substantial differences between displaced and preexisting students. If principals used a broad definition of displaced students that included virtually all students in their high-PEDS schools, there is some question as to what preexisting students they used for the comparison. Our assumption is that they compared displaced students broadly defined to a notion (based on prior experience) of what the conditions in their schools would have been if the hurricanes had not occurred. We believe that such a comparison is appropriate and that the principals' responses provide a meaningful description of the experiences of the broader population of displaced students, even if the comparisons are not always between relocated and preexisting students.

On those survey questions for which we consider it to be particularly important to distinguish between relocated and other displaced students, we focus on low-PEDS schools, because the displaced students in these schools are predominantly relocated students. For such questions, although we do not discuss the results from high-PEDS schools, they can be found in Appendix B.

SURVEY RESULTS

This section discusses principals' survey responses. Because only a sample of the state's principals was asked to complete the survey and responded, the estimated

elementary school or secondary school (other than the school that the student was enrolled in, or was eligible to be enrolled in, on August 22, 2005) because such student resides or resided on August 22, 2005, in an area for which a major disaster has been declared . . . related to Hurricane Katrina or Hurricane Rita (Louisiana Department of Education, 2006a).” However, in other cases, LDE apparently used a broader definition of displaced students that included students who had not relocated; this broader definition was used in the January 9, 2006, database that we used to define the population of schools for the survey, the survey sampling strata, and the categories of high-PEDS and low-PEDS schools (Louisiana Department of Education, 2006b).

proportions and counts reported in this section contain sampling errors. For clarity of presentation, the estimates of sampling error are not reported in the text unless they are unusually large, but they can be found in Appendix B. The numbers reported in the text are usually percentages and, in most cases, the standard errors (S.E.s) for these values are less than 3 percentage points. However, caution is warranted in interpreting estimated percentages that are small in value (for example, less than 20 percent) because the errors in these estimates, while still small on an absolute basis, can be substantial on a relative basis. For larger estimated percentages, most of the standard errors are small on both an absolute basis and a relative basis.

The Magnitude of the Student-Displacement Phenomenon

The effect of displaced students on individual public schools depends, in part, on the number of students and the relationship between the backgrounds and educational needs of the displaced students and other students in the schools. Therefore, we first provide some general statistics—number of students and the characteristics of those students—to describe the scale of the displacement phenomenon for individual schools.

On average, low-PEDS schools reported registering a total of 52.3 unique displaced students throughout the entire school year. At the peak attendance of displaced students, an average of 47.7 displaced students was attending each school, and, by the time the principals completed the surveys, the number of displaced students attending had declined to 20.1.

High-PEDS schools reported registering an average of 138.9 unique displaced students throughout the entire school year. At the peak attendance of displaced students, an average of 128.3 displaced students was attending school, and, by the time the principals completed the surveys, the number of displaced students attending had declined to 90.1. As mentioned above, due to the variety of definitions of displaced students, not all principals adhered to the survey's definition. The student counts shown here for high-PEDS schools overstate the number of relocated students because some principals included other displaced students in these counts.

For both the low-PEDS and high-PEDS schools, the changing counts of students indicate that displaced students were a transitory group: Significant portions of students left the schools in which they first enrolled following the hurricane.⁶ This trend is also

⁶ In the aggregate, the counts of students reported by principals cannot be directly compared with student counts from the state's administrative data, because students who

seen in principals' reports on student transfers from their schools. Eighty-five percent of schools reported having some displaced students who began attending and then notified the school that they were no longer planning to attend; 60 percent reported having displaced students who began attending but stopped attending without notifying the school; and 41 percent reported that some displaced students registered but never attended.

Demographic and Achievement Characteristics. Principals compared the demographic and achievement characteristics of displaced students to the characteristics of their schools' preexisting students. For a majority of low-PEDS schools (where displaced students are predominantly relocated students), principals reported that the displaced students were similar in terms of ethnicity, income, and achievement to the preexisting students. However, a sizable portion of these schools reported differences between displaced and preexisting students. In most of the schools reporting differences, principals reported that the displaced students were more likely to be minority, low-income, and low-achieving. For example, 32 percent of principals in low-PEDS schools reported that there were more minority students among displaced students than in their preexisting student population, whereas only 18 percent reported that there were fewer minority students; 33 percent of principals reported that there were more low-income students among displaced students, and just 8 percent reported that there were fewer low-income students; and 42 percent reported that there were more lower-achieving students among displaced students, compared with the 2 percent reporting that there were fewer.

Assignment to Schools and Classes. Displaced students were assigned to classrooms with preexisting students in nearly all schools (99.6 percent), although 6 percent of schools also reported that displaced students were assigned to new or extra classrooms with no preexisting students. The information most often used for assigning displaced students to classrooms was grade level of the child (93 percent). Classroom capacity was a consideration in 70 percent of schools, the age of the child in 32 percent, and assessment results in 31 percent.

Experiences of Displaced Students

Relocated Students' Absenteeism. A factor that has the potential to affect the educational experiences of relocated students is the amount of school the students missed,

transferred may have been counted by more than one principal and because of the inconsistency (discussed above) in the definition of displaced students.

either through nonenrollment or nonattendance. Anecdotes reported in the media and by stakeholders in Louisiana suggested that many relocated students were missing school in one of these two ways. However, we did not have access to administrative data on student attendance, so the principal surveys provided the best available attendance information. The goal was to determine whether attendance rates were low for relocated students. To calibrate the estimates, we asked principals to compare the experiences of displaced students with those of preexisting students. Because we make this comparison, we focus on the low-PEDS schools.

The results paint a mixed picture of relocated-student attendance. A substantial proportion, 39 percent, of low-PEDS schools did report high levels of absenteeism among at least some of their displaced students. Moreover, in 74 percent of these schools, displaced students were reported to be more likely than preexisting students to have high absentee rates. However, not all displaced students were reported to have high rates of absenteeism. Principals in 88 percent of low-PEDS schools reported that at least some of their displaced students attended school regularly; about half of these principals reported that the behavior of attending regularly was more common among displaced students than among preexisting students.

Principals were asked to rate the likelihood that various issues explained the absenteeism of displaced students. Figure 3.1 shows the percentage of principals in low-PEDS schools who rated these explanations as likely or very likely. The explanation endorsed by the highest percentage of principals was expectations of returning home soon (64 percent). Other widely endorsed explanations include trips home to check the condition of property (62 percent), relocation to another school district (59 percent), family fragmentation (57 percent), other parental issues (e.g., employment) (55 percent), transportation problems (40 percent), parental apathy (31 percent), and truancy (26 percent).

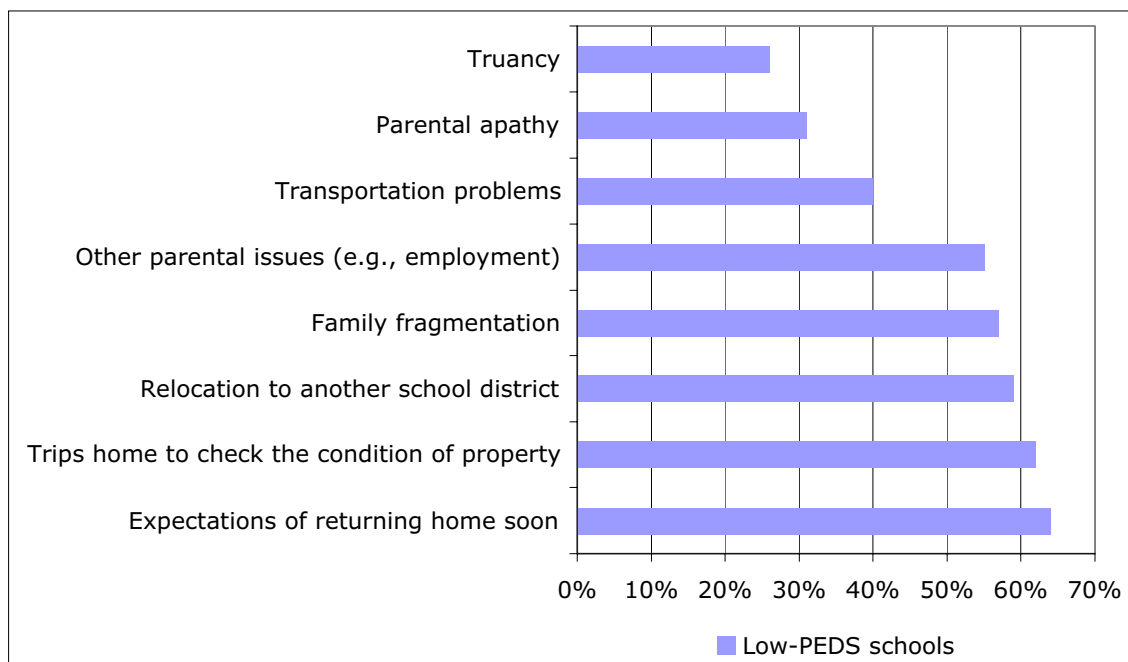


Figure 3.1. Explanations of Absenteeism Rated as Likely by Principals

About 90 principals out of the 415 respondents volunteered additional information about absenteeism through written comments on the survey. For most of the principals providing comments, displaced-student absenteeism was not a problem to any higher degree than it was in their preexisting populations. Examples of their comments are as follows:

- “We did not have trouble with absenteeism. Our displaced students and parents were very concerned about their education. They were impressed with our school and our school system.”
- “We had no problem with absenteeism. Our school provided a safe, secure and positive refuge for these children and parents.”
- “At [our] elementary [school], displaced students felt comfortable and welcome in the school. Many that left to return home did not want to leave.”

Consistent with the quantitative results, some principals reported problems with absenteeism for some of the displaced students in their schools:

- “Absenteeism is not prevalent to the majority of students. A small number of students have problems, and they are more frequent in the lower grades (K–2). It is easier for teachers to encourage and impress upon 3rd–5th grade students the importance of regular school attendance.”

- “Overall, the students attended school, but the students who did not were extreme in absenteeism rates. The effect showed greatly in their low academic levels.”

The principals’ write-in responses also provide insights into the challenges faced by some displaced students. Principals explained that absenteeism was related to a lack of transportation and students living far from schools or parents living far from work. They also noted that students would sometimes travel with parents to help repair damaged homes, missing school as a result. In very few cases, principals reported that students did not appear to view absenteeism or tardiness as problematic, which might have contributed to more missed school. In other cases, principals reported that family or emotional problems led students to stay home with their parents for comfort. Although we cannot assess the prevalence of these issues, it is clear that a variety of problems contributed to absenteeism for some students.

Displaced Students’ Adjustment. Another important aspect of displacement, particularly for relocated students, is the disruption to students’ social lives and the potential for mental health issues arising from the traumatic event to interfere with their social adjustment in the new school. To understand the effect of the hurricanes on students’ social development, we asked principals how often displaced students engaged in various positive and negative social behaviors, such as attending social activities or getting into fights. Again, to calibrate these behaviors we asked principals to compare the experiences of displaced students with those of preexisting students. As a rule, for each behavior, the majority of principals reported that the experiences of displaced students were about the same as those of other students. However, for most of these activities, a substantial proportion of schools reported that displaced students were more likely than preexisting students to have negative experiences or less likely to have positive experiences.

For example, Figure 3.2 shows that, in 22 percent of low-PEDS schools (in which the displaced students are predominantly relocated students), principals reported that displaced students were more likely than other students to violate a school rule. Similarly, they were more likely to be involved in a verbal disagreement with a peer in 21 percent of these schools, to be involved in a physical fight with a peer in 17 percent, and bully other students in 14 percent.

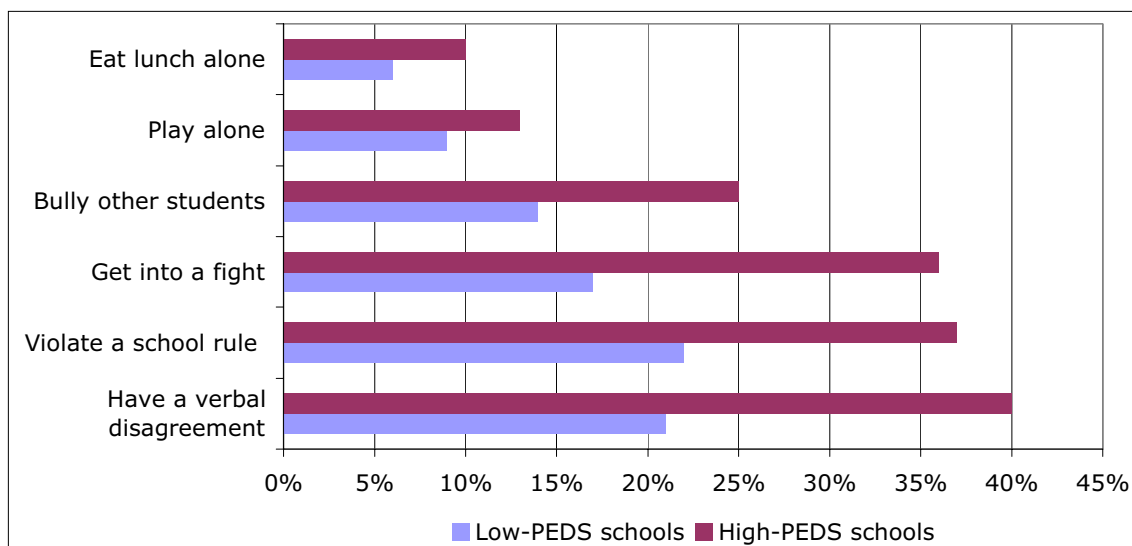


Figure 3.2. Principals' Ratings of Displaced Students as More Likely Than Preexisting Students to Engage in Various Negative Behaviors

These negative behaviors were reported to be even more prevalent in the high-PEDS schools. Once again, there is uncertainty about whether principals in these schools were reporting just on relocated students or on all displaced students, and it is assumed that principals who reported on all displaced students compared their behaviors with a notion of what the students' behavior would have been absent the hurricanes. Despite this uncertainty, we are reporting these results because, in any interpretation, they are indicative of students affected by the hurricanes having negative experiences.

As seen in Figure 3.2, in 40 percent of high-PEDS schools, principals reported that displaced students were more likely than other students to be involved in a verbal disagreement with a peer. They also reported that displaced students were more likely to violate a school rule in 37 percent of those schools, to be involved in a physical fight with a peer in 36 percent, to bully other students in 25 percent, to play on the playground by himself or herself away from the main group in 13 percent, and to eat lunch alone or away from the main group in 10 percent.

Correspondingly, positive behaviors were reported to be less prevalent among displaced students. For example, as shown in Figure 3.3, displaced students were reported to be less likely than preexisting students to participate in before- or after-school clubs or activities in 21 percent of low-PEDS schools, to participate in school-sponsored social events held outside of the school day (e.g., dances or parties) in 17 percent, and to participate in sports teams in 15 percent of those schools. For these behaviors, there were not substantial differences between high-PEDS schools and low-PEDS schools.

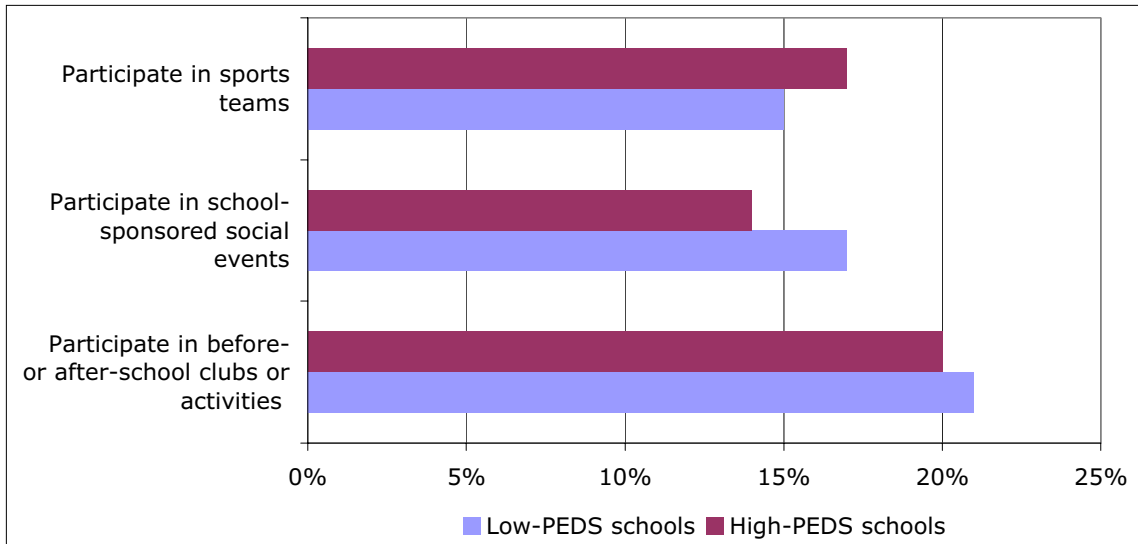


Figure 3.3. Principals' Ratings of Displaced Students as Less Likely Than Preexisting Students to Engage in Various Positive Behaviors

Consistent with the challenges displaced students reportedly faced with social adjustments, such as fighting or arguing with other students, principals in a sizable fraction of schools reported increases since the hurricanes in the rates of disciplinary problems among their students. As shown in Figure 3.4, principals reported increases in student tardiness (32 percent of low-PEDS and 70 percent of high-PEDS schools), verbal abuse of teachers (20 percent of low-PEDS and 39 percent of high-PEDS schools), physical conflicts among students (20 percent of low-PEDS and 36 percent of high-PEDS schools), bullying (17 percent of low-PEDS and 28 percent of high-PEDS schools), robbery or theft of items worth over \$10 (10 percent of low-PEDS and 15 percent of high-PEDS schools), and cutting class (9 percent of low-PEDS and 22 percent of high-PEDS schools).

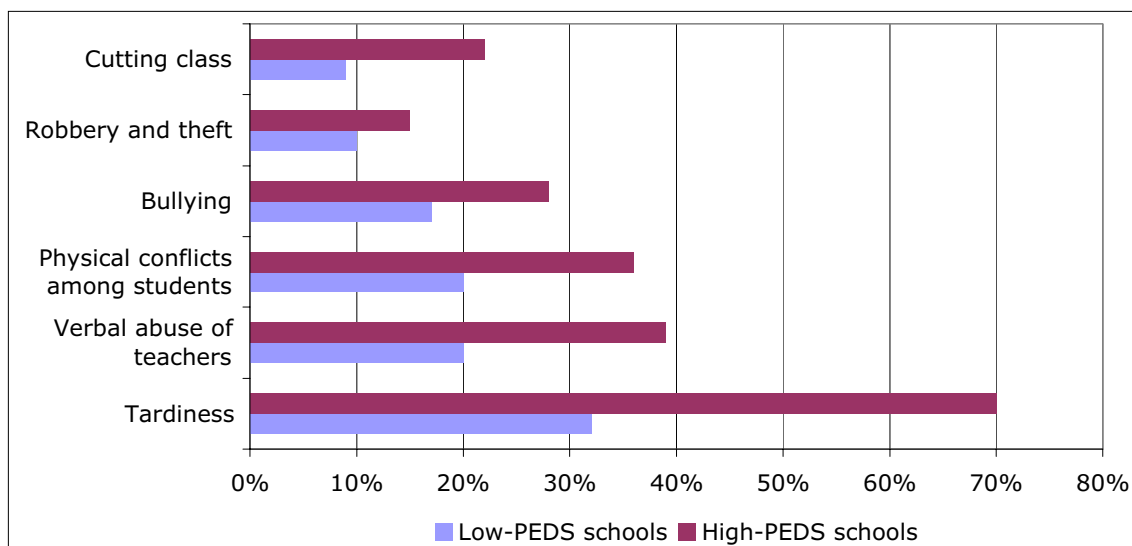


Figure 3.4. Principals’ Reporting of Increases in the Rates of Disciplinary Problems

However, for each of these disciplinary problems, the largest proportion of principals reported no change in the frequency or severity of the problem. Specifically, for each type of disciplinary problem discussed in the survey, principals from at least 42 percent of schools reported no change in the frequency or severity of the problem (the proportion ranged from 42 to 61 percent across the various disciplinary problems). Only a very small portion, 1 percent or less, reported decreases in the frequency or severity of any of these problems.

About 100 of the 415 responding principals provided additional write-in comments about students’ adjustments to their schools. Their reports corroborated the quantitative results showing that, for most schools, there were no obvious increases in disciplinary problems and that displaced students adjusted well to their new or temporary schools. One particularly encouraging example of the type of comments we received from principals is the following:

- “We will never forget the first day of school for the displaced students from the community & especially the 65 students who arrived on the bus from the . . . shelter. Our preexisting students (predominately white) would meet for the first time new students from the community and shelter (predominately black). The results were beyond what we expected. Our students opened their hearts & arms to a new set of friends. From the first day on, both groups binded [sic] together to work things out, assist each other, and of course to become better friends. This experience until this day, has been most rewarding and gratifying. This is a time

in my professional career I will never forget. I am thankful I had this greatest opportunity to lead and educate children who had lost everything and had the opportunity to be educated in a school they had never heard of.”

Not all of the principal reports were as positive as this, but numerous other comments echo these sentiments:

- “Our displaced students blend[ed] into the school environment with hardly any noticeable reaction!”
- “We did not have any more discipline problems with our new students.”
- “The displaced students have adjusted well in our school because we got such a small population of them.”
- “The displaced students that have remained have adjusted very well.”
- “These students adjusted quickly, with no major problems apparent to the school staff.”
- “The students that I have received due to the hurricanes are more of an asset than [a] liability. With all of the matters that the students are facing, I really got a good group.”
- “Students I received after the storm are very well disciplined and have made friends easily, since we are a small rural elementary school.”
- “We are a small public high school with a very diverse population. Our focus is on Math & Science so our students are generally high achievers. We have very few discipline issues and those we have are minor.”

Principals did report some problems, including rule-breaking, verbal aggression, and talking back to teachers. A few reported that displaced students were struggling with mental health problems and adjusting to losses from the hurricanes:

- “Most displaced students are struggling with their emotions and a sense of belonging. I feel they need extra counseling.”
- “Some of our new students struggle with their losses. However, our mental health providers are working with them. Our teachers are also very alert to difficulties with our new students or any of our existing students who have lost their homes and are living in other locations or have extended family members living with them.”

- “We have a counselor on staff and a mental health provider 6 hours a week to deal with adjustment problems.”

These write-in comments from principals about student mental health needs parallel their responses to the survey questions. In over 42 percent of low-PEDS schools, displaced students were more likely than preexisting students to be in need of mental health counseling. This need was also reported in 57 percent of high-PEDS schools, although, as discussed above, there is some uncertainty regarding which students the principals were classifying as displaced and to whom they were comparing the displaced students.

Many principals reported that displaced students also struggled more with achievement than did their peers (Figure 3.5). In low-PEDS schools, 30 percent of principals reported that displaced students were more likely to struggle academically, and 28 percent reported that displaced students were less likely to excel academically. These figures were 47 percent and 39 percent, respectively, in high-PEDS schools (as above, there is some uncertainty regarding which students the principals were classifying as displaced and to whom they were comparing the displaced students).

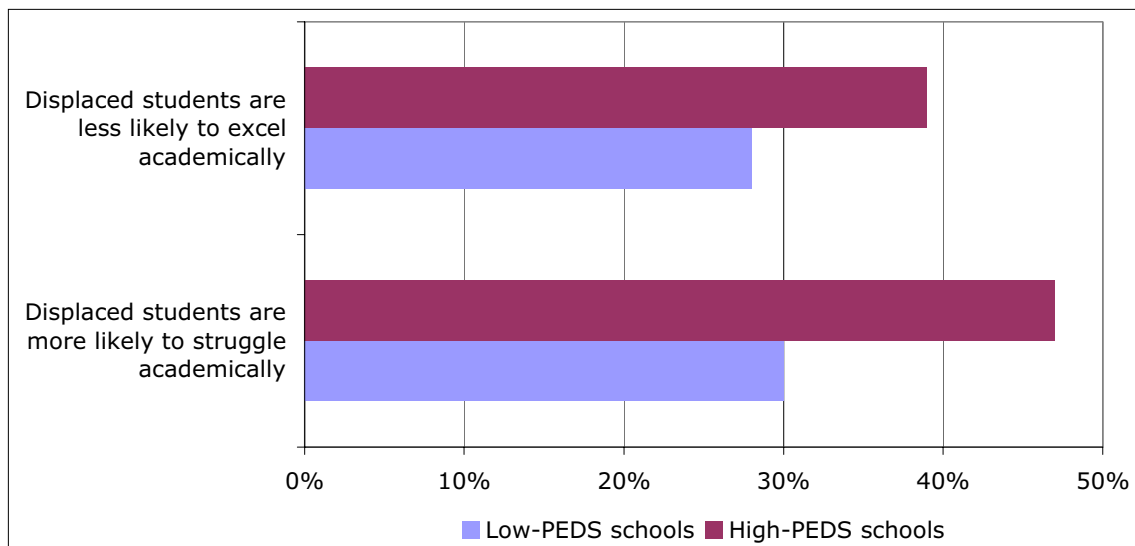


Figure 3.5. Principals’ Reporting of Academic and Mental Health Differences Between Displaced and Preexisting Students

Principals’ write-in responses shed additional light on displaced students’ academic problems:

- “The students from the hurricanes . . . are way below grade level and they do not have the background to maintain our school’s academic pace.”
- “The achievement gap was quite noticeable by our faculty and students. Displaced students from magnet schools . . . found the transition not [to] be difficult and quickly assimilated and became members of the school community. Quite different for students from [traditional] schools . . . who made no effort to take advantage of the opportunities presented by the school academically and socially.”
- “We had a couple of cases where the students were so academically below, and of course this [caused] our overall, already low scores to dip even lower. This is a fact of what we deal with on a daily basis, but we are always blamed for these problems, and quite frankly, we should be applauded for our tremendous efforts. The public never hears or knows of the actual circumstances.”
- “I did find that our displaced students were significantly behind our existing students.”
- “Adjustment to our school has been very difficult. These students were not prepared academically and socially for [my school].”
- “Displaced students are also entering the school with low academic scores, Ds and Fs.”

Steps Taken to Meet the Additional Needs of Displaced Students

Many schools took a variety of actions to respond to the needs of displaced students. For instance, principals in 65 percent of low-PEDS schools reported that they took steps to increase attendance of displaced students. Among these schools, the steps taken were (Figure 3.6): contacting parents by telephone (96 percent), requesting a parent conference at school (69%, S.E.=3.4),⁷ visit to the home by a counselor or truancy officer (39%, S.E.=3.8), referral to a social worker (27%, S.E.=3.2), provision of special transportation options (22%, S.E.=3.4), and court intervention (11 percent). When rating

⁷ In this discussion, we are reporting proportions of principals who answered a prior question in a certain way, and this calculation results in larger standard errors. Those that are larger than 3 percentage points are noted.

which of these steps were most effective, principals ranked the interventions in nearly the same order.

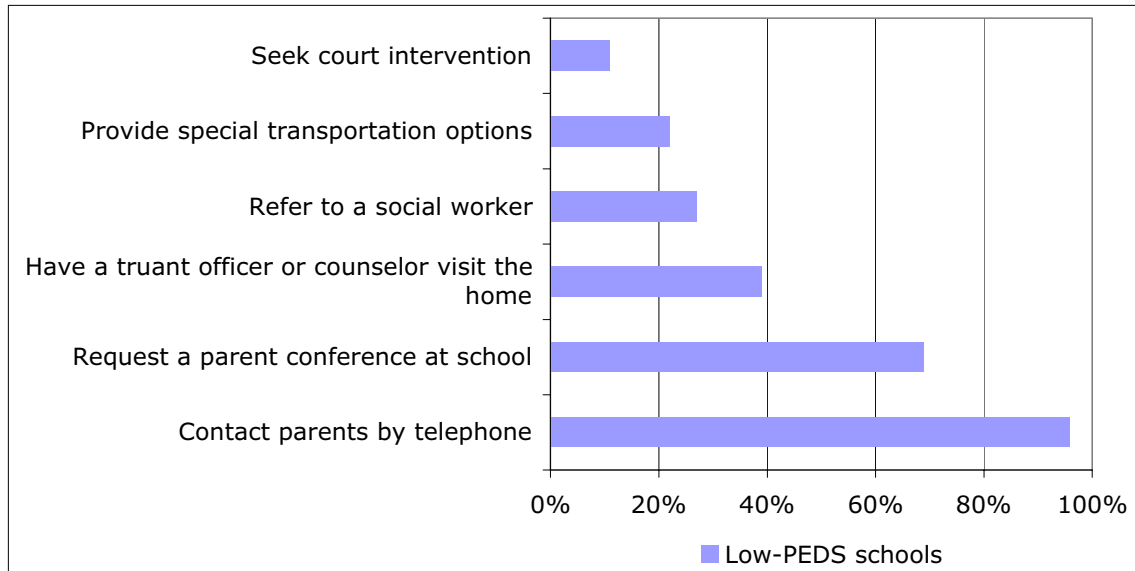


Figure 3.6. Steps Taken by Those Schools Reporting That They Took Steps to Improve Attendance of Displaced Students

In 89 percent of low-PEDS schools, the level of effort expended to improve attendance of displaced students was about the same as for preexisting students; in 6 percent of these schools, displaced students were the subjects of more-intensive efforts than were preexisting students. Of low-PEDS principals, 11 percent reported that they would have liked to devote additional efforts to address displaced students' absenteeism, but did not. Among these, the most common reason cited was limited resources or personnel (73%, S.E.=7.4),⁸ followed by a lack of contact information (33%, S.E.=6.6), and other issues having higher priority (29%, S.E.=6.7). However, 14 percent (S.E.=6.7) of these principals did not cite any of the choices that were provided on the survey, suggesting that there may have been other reasons they did not implement the efforts.

Services in the School. Principals in the majority of schools reported that, compared with the previous year, utilization of a variety of services neither increased nor decreased following the hurricanes or that they did not offer the service in either year. Some schools did report increased utilization of the following programs (Figure 3.7):

⁸ In this discussion, we are reporting proportions of principals who answered a prior question in a certain way, and this calculation results in larger standard errors. Those that are larger than 3 percentage points are noted.

weekly or monthly one-to-one counseling (43 percent of low-PEDS and 49 percent of high-PEDS schools), group counseling (36 percent of low-PEDS and 52 percent of high-PEDS schools), mental health service referrals (34 percent of low-PEDS and 43 percent of high-PEDS schools), tutoring (30 percent of schools), remedial math or reading (28 percent of schools), drop-in one-to-one counseling (27 percent of low-PEDS and 40 percent of high-PEDS schools), pre-kindergarten (15 percent of low-PEDS and 27 percent of high-PEDS schools), and before- and after-school care (15 percent of low-PEDS and 23 percent of high-PEDS schools).

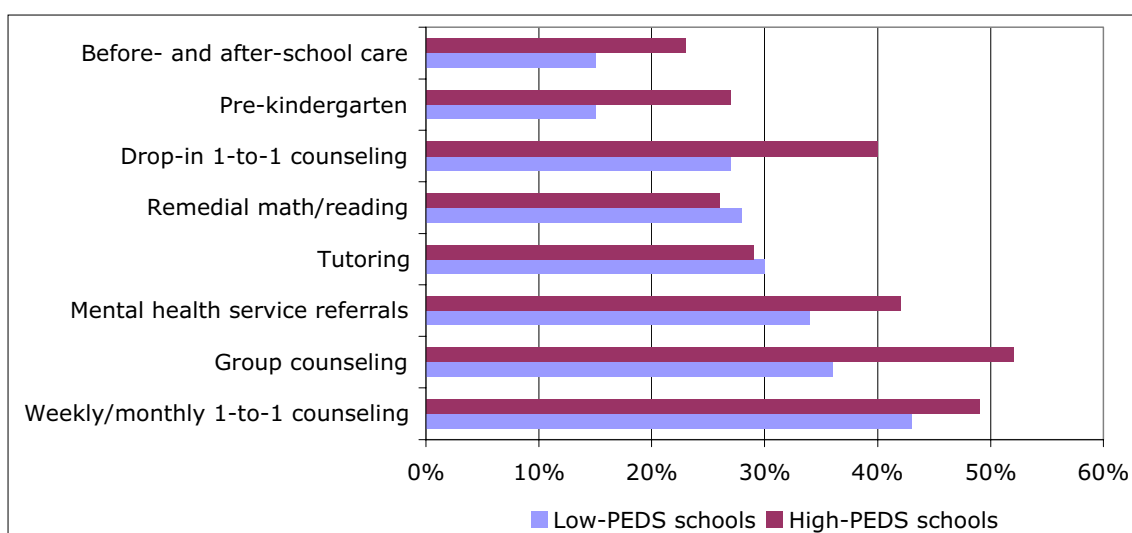


Figure 3.7. Principals' Reporting of Increased Utilization of Various Programs and Services

For each of these services, at least 81 percent of schools reported that staffing had not changed. Programs and services for which at least 8 percent of schools reported that staff had increased were tutoring (increased in 13 percent of schools), mental health service referrals (11 percent), before- and after-school care (10 percent), group counseling (10 percent), weekly or monthly one-to-one counseling (9 percent), and remedial math or reading (8 percent). There were no programs or services for which at least 8 percent of schools reported decreased staff.

The efforts to support students came not only from school personnel but also from businesses and other volunteers. Forty-three percent of schools reported an increased frequency of businesses providing funds, volunteers, or other resources to help the school compared with prior years; the frequency increased in 59 percent of high-PEDS schools and 41 percent of low-PEDS schools.

About 100 principals provided write-in responses about services provided and needed in their schools. A large proportion of the responses noted that no special services were offered to displaced students. However, many of these principals described needs for additional mental health services:

- “We saw more displaced students utilizing the counselors’ services because of the hurricane’s impact on their family.”
- “There has been a much higher need for mental health services for students, teachers, and parents/guardians.”
- “More social workers need to be available and more services to help students deal with the trauma they endured.”
- “They need more ongoing counseling. We provided what we could, but this is not over yet and won’t be for a while and students need to have the opportunity to share and vent their frustrations and concerns. They are frightened for the anxiety of their parents, and the uncertainty that lies ahead.”
- “Counseling services needed to be expanded. We encountered an unexpected phenomenon. Our displaced students started out strong. They were surprisingly positive, proactive, and optimistic. It was not until December–January that we saw people begin to fall apart. They had survived, been strong, and were now ready to return to their lives. Then reality set in. They were not able to return to their lives, and for some the timeline became infinite. Many experienced the trauma more at this time than immediately following the storm.”

Principals providing write-in responses often noted that resources for providing services were limited or insufficient. However, many also mentioned a variety of resources and funding sources for programs, including their school district, community providers, grants, state programs, federal agencies, and collaborations with local universities. It is clear from the heterogeneity of these responses that needs for services and the resources to support them are highly variable and likely to depend on many factors, such as the characteristics of the displaced students, the magnitude of displaced enrollment, and the infrastructure at the school before the hurricanes.

Steps Taken to Facilitate Transitioning Students into Schools. Principals in 93 percent of high-PEDS schools reported that their schools were temporarily closed due to the hurricanes and subsequently reopened. The same was true for 62 percent of low-

PEDS schools.⁹ Six percent of high-PEDS schools and 1 percent of low-PEDS schools were reportedly opened exclusively for relocated students.¹⁰ A challenge faced by every principal of a school with relocated students was determining the best grade, classroom, and course placements for these students. Moreover, the principals and parish administrators need to determine admissions policies that could facilitate admitting potentially many new students at a time when many of the students' previous schools could not provide student records. Apparently in response to the potential lack of records, 86 percent of principals reported that their schools relaxed their admissions policies regarding required records. In addition, policies regarding residency requirements were relaxed in 66 percent of low-PEDS schools and in 73 percent of high-PEDS schools. Among the roughly 140 principal write-in responses about transitions and admissions policies were a number that corroborated these findings, noting that the schools tended to accept all students. Some noted that students were treated as homeless, which obligated them to waive both data and residency requirements. For example, principals wrote that

- “We were told to accept all students, not to worry about paperwork generally required for admission.”
- “[Under the] Homeless Act—we registered everyone and took their word on where to place their child.”

As demonstrated by the following two examples, the efforts to enroll displaced students went far beyond simply waiving data requirements in at least some schools:

- “We did everything possible to help get students into school. We went to the shelters and registered the students. We also did question-and-answer sessions with the parents to help calm their worries about the new school. Most students and their parents were apprehensive about transitioning to our school in the beginning. However, we maintained our open door policy of permitting parents to

⁹ The survey did not inquire about the length of the school closures. Media reports indicate that many low-PEDS schools throughout the state had hurricane-related closures of a few days. For example, Robelen, Richard, and Samuels (2005) reported that schools in West Feliciana Parish closed for two days, and schools in East Baton Rouge Parish closed for one week—far shorter than the closures of high-PEDS schools in Calcasieu and Jefferson Parishes, which closed for five weeks or more, as reported in Chapter Two.

¹⁰ The survey does not provide details about these new schools. Media reports indicate that some schools that had been closed for other reasons (such as overcapacity) before the hurricanes reopened to serve displaced students (Lussier, 2006).

come and observe classes. After about 2–3 weeks, students, parents, and teachers were adjusting well.”

- “The office staff has registered more than 400 students since October 3rd, in addition to performing their regular duties. They too are worn out! It has been an extremely challenging year for everyone. Had it not been for an outstanding staff who was willing to go beyond their normal scope of responsibilities, our school would not have opened on the target date.”

Also, as one principal’s comment makes clear, loss of records occurred even for schools without large numbers of transfers:

- “We lost all records on students in lower Cameron Parish. We had to make new folders and develop new records on all our students [who] reenrolled after Rita. We were really a school of totally displaced students.”

Principals sought a variety of data to help in the transitioning and placement of displaced students. Top among these data were special education status or special education needs, which were ranked as very important or essential by 75 percent of schools (Figure 3.8), followed by current grade-level placement (72 percent), prior-year grades (31 percent), standardized test scores (27 percent), course schedule (23 percent), immunization records (21 percent), other medical or dental records (18 percent), permanent address (17 percent), and disciplinary records (16 percent).

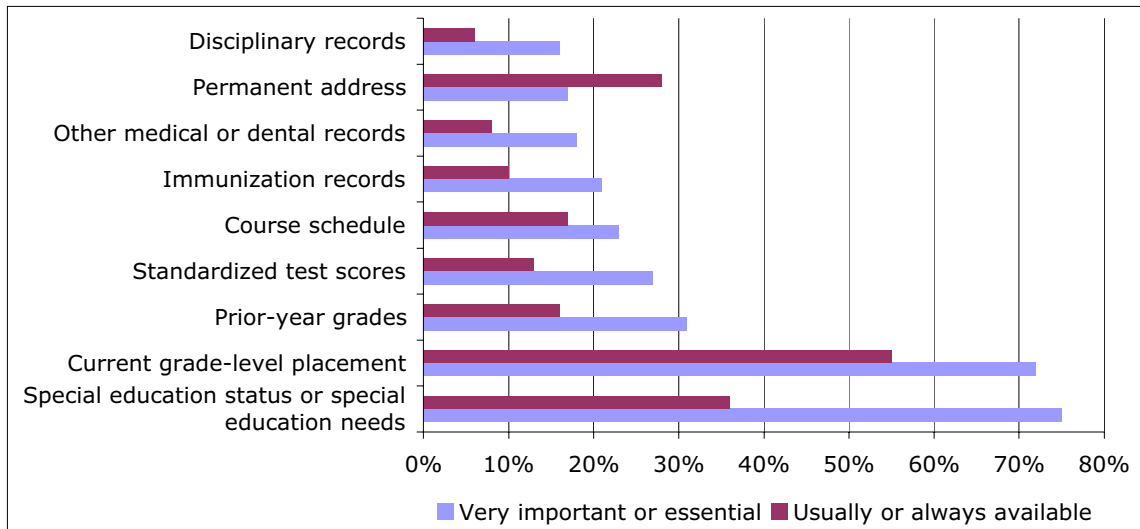


Figure 3.8. Principals’ Ratings of the Importance and Availability of Student Data

Principals reported that the availability of these same types of information was generally low (also shown in Figure 3.8). Current grade-level placement was usually or always available in 55 percent of schools, followed by special education status or special education needs (36 percent), permanent address (28 percent), course schedule (17 percent), prior-year grades (16 percent), standardized test scores (13 percent), immunization records (10 percent), other medical or dental records (8 percent), and disciplinary records (6 percent).

Finally, principals indicated their sources for obtaining these types of information. For all information types, schools most frequently cited parent or guardian as the information source (56 to 98 percent of schools). The next most often cited source of information was the previous school district (3 to 44 percent of schools), followed by state government (1 to 34 percent of schools).

Again, write-in responses provide some elaboration on these numbers. For instance, principals noted that they had no access to student information because students and their prior schools had lost all their records. As one principal put it, “In most cases, we had to take the student’s word on what classes he or she was taking.” Other principals suggested that a statewide database of student records would be useful for such emergencies. It is unclear whether these principals were unaware of the data included in the state’s Student Information System or whether they were asking for an expanded database. In at least one school, the principal relied on a statewide special education database to ease the transitions of special education students.

One point not addressed by the survey, which came out in the principals’ write-in responses, was that the pressures to place students into the proper grades and provide the educational services needed by each individual were compounded by pressures from state testing and accountability policies related to the federal No Child Left Behind (NCLB) Act. Under NCLB, schools are evaluated and can be sanctioned on the basis of their students’ performance on standardized tests¹¹:

- “School should not be held accountable for displaced students on the School Performance Scores. We had no idea if some students were Special ED or if the

¹¹ LDE maintained all accountability testing in 2005–06, although the U.S. Department of Education did grant Louisiana and other states waivers of some of the high-stakes provisions of NCLB (Davis, 2006; Louisiana Department of Education, 2005a).

students were regular ED. We had to take the parents' and students' word, even if we suspected something different.”

- “Stress has increased. Testing requirements were lowered, but as a school we are still held accountable for our School Performance Score. That does not make sense.”
- “As far as the Parish and the State, I have received NOTHING!! It’s like ‘These are your students, they’re displaced, good luck!’ And State testing went on as usual—what a crime and waste of money! Why would we put these students and teachers through this ordeal this year?”

Some principals in schools with lower percentages of displaced students also remarked on their observations that Hurricane Katrina displaced many students from low-performing schools, and that academically struggling relocated students continued to struggle academically in their new schools. They expressed similar concerns about the effect that displaced students would have on the performance of their schools on state tests.

Effects of Displacement on Staff and Resources

This section discusses survey results related to the effects of the hurricanes on schools staffing, including teachers, substitutes, administrators, and other staff. It also discusses the disaster’s effects on school resources such as funding, supplies, and space.

Staffing to Educate Displaced Students. Principals indicated that the enrollment of displaced students strained the resources of many schools in a variety of ways. For example, after the hurricanes, class sizes reportedly increased in 36 percent of schools, remained about the same in 62 percent of schools, and decreased in 2 percent of schools (12 percent of high-PEDS schools and 1 percent of low-PEDS schools).

The strain on the school staff was pronounced. In low-PEDS schools, 51 percent of principals reported needing additional classroom teachers (Figure 3.9). The reported needs for various other types of staff were as follows: substitute teachers (needed in 32 percent of low-PEDS schools); special education or resource teachers (29 percent); classroom teachers’ aides (27 percent); cafeteria, custodial, or related support staff (27 percent); and office staff (25 percent).

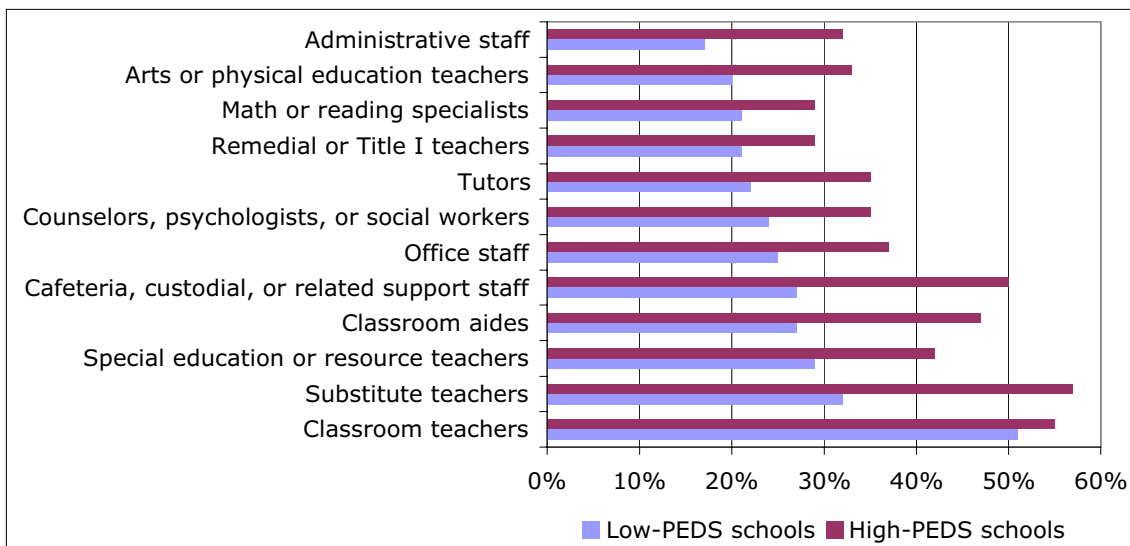


Figure 3.9. Principals’ Reporting of Their Schools’ Needs for Various Types of Staff

Figure 3.9 also shows that high-PEDS schools reported greater needs for these staff. The most common need was for additional substitute teachers (57 percent), followed by classroom teachers (55 percent), cafeteria, custodial, or related support staff (50 percent), classroom aides (47 percent), special education or resource teachers (42 percent), office staff (37 percent), counselors, psychologists, or social workers (35 percent), tutors (35 percent), arts or physical education teachers (33 percent), administrative staff (32 percent), remedial or Title I teachers (29 percent), and math or reading specialists (29 percent). According to the write-in responses, at least some of the additional demand was due to attrition of the preexisting staff, because they, too, were displaced by the hurricanes or needed time to repair their personal lives.

Principals frequently reported that staffing needs were unmet, and generally attributed this situation to a lack of funding or, to a lesser extent, a lack of qualified applicants. For instance, only 48 percent (S.E.=3.3)¹² of schools needing to hire classroom teachers reported hiring them; among schools with this need, 41 percent (S.E.=3.4) of principals reported that they would have hired more if funding had been available. In write-in responses, a few principals reported that parishwide hiring freezes prevented them from adding the needed teachers. Only 9 percent of schools that needed substitute teachers hired any. Among high-PEDS schools needing substitute teachers, the

¹² In this discussion, we are reporting proportions of principals who answered a prior question in a certain way, and this calculation results in larger standard errors. Those that are larger than 3 percentage points are noted.

most prevalent reason for not hiring more substitutes was a lack of qualified applicants (38 percent, S.E.=3.4), followed by a lack of funding (28 percent). In contrast, principals in low-PEDS schools cited lack of funding more frequently (46 percent, S.E.=4.8) than lack of qualified applicants (27 percent, S.E.=4.3). The somewhat large standard errors for these results warrant caution in interpretation. Only 23 percent (S.E.=3.5) of schools needing special education or resource teachers hired any, and 51 percent (S.E.=4.3) cited lack of funding as the reason for not hiring more. Of schools needing classroom teachers' aides, 12 percent hired any, and 66 percent (S.E.=4.0) cited lack of funding as the reason for not hiring more. Similarly, only small percentages of schools reported that they succeeded in hiring other needed staff, such as cafeteria or custodial staff, office staff, and counselors or psychologists; lack of funding was uniformly the primary explanation for not hiring the necessary staff.

Among schools that did attempt to hire additional staff, it sometimes took considerable time for needs to be met. For example, 48 percent (S.E.=3.5) of high-PEDS schools were unable to fill teacher-staffing needs for six weeks or more. The same was true for about 21 percent (S.E.=3.6) of low-PEDS schools.

When schools hired additional staff, principals reported that the most common source of funding was the school district. This was true in both high- and low-PEDS schools for classroom teachers (80 percent of schools hiring teachers, S.E.=3.4), special education or resource teachers (74 percent of schools hiring these staff, S.E.=6.2), substitute teachers (64 percent of those hiring, S.E.=7.2), and all other staff except for teachers' aides. For teachers' aides, 50 percent (S.E.=10.7) of low-PEDS schools reported using state or federal sources of funding, whereas 79 percent (S.E.=3.8) of high-PEDS schools reported using district funding.

Generally, those teachers hired after the hurricanes were hired for one year or less. Forty-one percent of schools hired the teachers for less than one year, and 29 percent hired them for one year. Eight percent of the contracts did not have a specified duration, and, in 26 percent of schools, the principals reported that they did not know the durations of the teachers' contracts.

The demand for teachers, along with the displacement of teachers, appears to have disrupted the teacher supply, especially for high-PEDS schools (which were primarily located in areas directly hit by the hurricanes, such as Jefferson and Calcasieu Parishes). Figure 3.10 shows that 77 percent of high-PEDS schools and 28 percent of low-PEDS schools reported that the pool of substitute teachers was either smaller or much smaller than in the past. Similarly, the majority of high-PEDS schools (64 percent) reported that

the supply of teachers' aides was smaller or much smaller than in the past, compared with 14 percent of low-PEDS schools. There were also fewer teachers available with special education credentials in 41 percent of high-PEDS schools and 13 percent of low-PEDS schools. Finally, a third of all high-PEDS schools reported that there were fewer credentialed teachers than in prior years; just 10 percent of low-PEDS schools reported this problem.

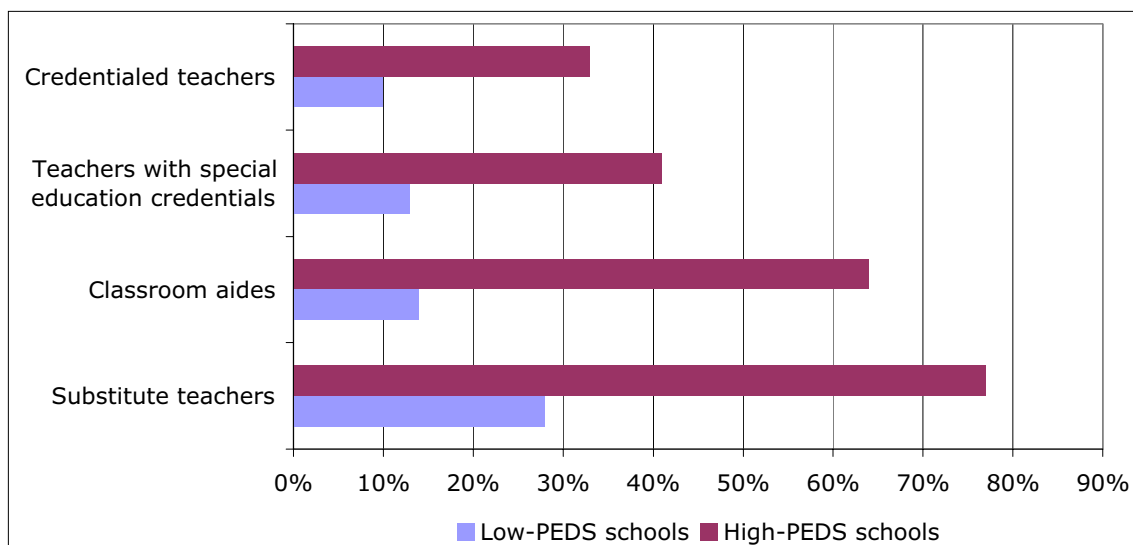


Figure 3.10. Principals' Reporting of a Reduced Pool of Potential Hires in Various Job Categories

The smaller supply of teachers did not appear to have an effect on the qualifications of new hires following the hurricanes. Across all schools, most principals reported that newly hired teachers had about the same number of years of experience as preexisting teachers did (reported by 79 percent of principals), about the same likelihood of holding an advanced degree (reported by 82 percent of principals), and about the same likelihood of being certified to teach the subjects and grade levels they were assigned to teach (reported by 89 percent of principals). When differences were reported between new and preexisting teachers, the majority of schools reported that the newly hired teachers had fewer years of experience and were less likely to hold advanced degrees or to be fully certified. These factors were generally more prevalent in high-PEDS schools than in low-PEDS schools. In addition, most principals did not report that the new teachers brought innovations to the school: Only about 21 percent agreed or strongly agreed with the statement that issues related to the hurricane brought in teachers with new

ideas; the remaining principals were neutral, disagreed, or strongly disagreed with this statement.

Principals' write-in responses provide additional insight into the challenges of staffing schools following the hurricanes. Overall, about 190 principals provided write-in responses about staffing issues. Among these principals, some reported that fluctuating student-enrollment numbers complicated their assessments of staffing needs. In addition to dealing with the initial ebbs and flows in student enrollment, attempting to pinpoint the number of students within a given school in the weeks and months following the hurricanes was also challenging, because, in some cases, families moved again within a couple of weeks of enrolling at a new school. For example, one principal reported that

- “Hiring new teachers is very difficult because our student population changes. If students are able to return home or to their families, they drop from our school. If a significant number of students drop, then we lose a teacher.”

Although it is difficult to determine how prevalent this situation was, it demonstrates that, in such a dynamic situation as this one, with its massive displacement of students, there are likely to be some schools with a lagged response to staffing needs, because such needs change more quickly than schools can respond to them. In other cases, as demonstrated by our quantitative responses and corroborated by write-in responses, the increased enrollments in schools led to more-lasting needs for additional teachers. This is in contrast to other schools in which principals reported that gains in students were offset by losses. In these schools, many students may have been entering and exiting, but the net effect on total enrollment was small, and additional staff was not required.

Among schools that hired additional staff, principals reported that displaced teachers who were hired to fill vacant staffing positions experienced many of the same challenges faced by displaced students:

- “The only new hire I had was . . . the Guidance teacher. She was excellent, when she was there. However, she was dealing with so many issues (housing, insurance, another child in another parish) and a lengthy drive to our . . . school site, fighting all of the increased traffic, that I don't think she realized before she accepted the position. I valued her so much. She stepped in, took over our Testing Program, and did an excellent job. I commend her for that.”

- “Contracts were for one year, but teachers hired returned home when it was possible.”
- “The staff (teachers) hired were still dealing with their own issues following Hurricane Katrina. This caused frequent absenteeism, as well as an inability to manage responsibilities [of] their classroom and school duties.”
- “Only hired one and she resigned the position in January to return closer to her original home.”
- “The only problem with hiring new teachers was that some went back to their parishes within a week and a half, which then put more strain on the school, having to then close classes and move students into the mainstream population, affecting numbers in classes already created.”
- “Three teachers [who were] hired left my school after two weeks.”
- “Some of the teachers were ready to teach. Others missed days themselves in order to return home to care for property or to take care [of] financial business.”
- “Many teachers from Orleans and Jefferson Parish[es] were very eager to work immediately after Katrina. Once they were employed, they were often absent . . . and would then resign from positions they were hired for due to stress.”

Not only did the staffing needs increase following the hurricanes, but, in many schools, teachers showed higher levels of stress than in prior years, according to principals’ reports. In 47 percent of schools, there was a greater frequency of teachers expressing work fatigue than in the past; fatigue was more frequent in 77 percent of high-PEDS schools and 41 percent of low-PEDS schools (see Figure 3.11). Similarly, compared with the prior year, job frustration among teachers increased in 41 percent of schools in 2005–06 (65 percent of high-PEDS schools and 37 percent of low-PEDS schools). In 22 percent of schools, there was a decreased frequency of teachers expressing high job satisfaction (38 percent of high-PEDS schools and 19 percent of low-PEDS schools). Fatigue or lower morale did not result in greater absenteeism among teachers in most low-PEDS schools; only 21 percent of low-PEDS school principals agreed or strongly agreed with the statement that hurricanes resulted in higher teacher absenteeism. However, over 60 percent of high-PEDS school principals agreed or strongly agreed with that statement.

Finally, few principals reported beneficial side effects of the hurricanes and the recovery. Just 9 percent of principals agreed or strongly agreed with the statement that the hurricanes led to higher teacher morale, and only about 15 percent agreed or strongly agreed with the statement that issues related to displacement boosted teachers' enthusiasm for other issues in the school.

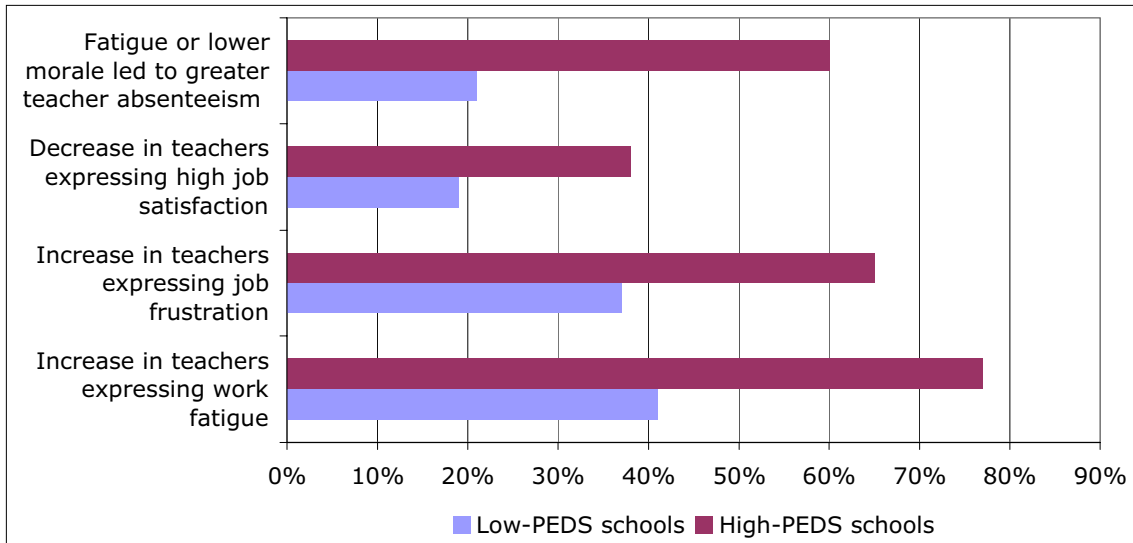


Figure 3.11. Principals' Reporting of Changes in Teacher Stress or Morale

Again the write-in responses from principals provide greater insights into the strain of the hurricanes' aftermath on staff:

- “Our staff and students were affected by the hurricane like the displaced students. My staff had to deal with personal problems that included home repair, car repair, and clearing of land on their private property. They had to work plus shuffle their time in getting their personal self and family back to a normal life. . . . Hurricane[s] Katrina and Rita affected our entire parish. It will take several years for us to fully recover at the school because of the great loss of this school. We are truly blessed that we can now see light at the end of the tunnel.”
- “It was a great challenge [for] my staff as they tried to rebuild and attend work every day. “
- “Faculty are exhausted dealing with personal needs from hurricane damage and professional needs.”

- “Many teachers and staff members are currently displaced or have displaced families living in their homes.”
- “Our school and some staff were utilized as a Red Cross shelter. Following our return, many still had no electricity, running water, telephone service, cable/TV service. Many were living outside of their homes. Funds were slow to come to our area, and insurance companies and FEMA [the Federal Emergency Management Agency] were even slower. We are now 8 months past Hurricane Katrina and still about 50% of our staff are trying to deal with insurance companies and repairs to their residences. Life has not returned to normal.”
- “I lost everything from the flood and lived in the parking lot of the school in my RV for 6 months before finding affordable housing.”
- “We had 16 teachers and staff members who were homeless after the hurricanes. Several are still living in FEMA trailers, with relatives, or in new locations. The constant stress of dealing with FEMA, insurance companies, adjusters, contractors, etc., has made this a very challenging year for everyone.”
- “I had three teachers who were homeless. One had to be rescued from the floodwaters. Four others had damaged homes that were habitable. The three homeless teachers exhibited a change in behavior towards the job. While they are all committed, they are distracted by the personal problems that the storm caused them.”
- “Our staff came back to school even [though] they still had extra displaced family and friends living with them. There were also staff members whose homes suffered extensive damage. Because of the continual burden between their school workload and damaged homes needing to be remodeled, there’s been a higher . . . staff absenteeism.”
- “Due to the fact that many of the staff members lost their homes, absenteeism was greater as they were trying to get their homes back in order and dealing with high levels of stress.”

Beyond the stresses of the personal lives of staff, principals also noted in write-in responses that challenges at school also created stress for the staff:

- “Teachers were VERY stressed, with more students, tight timelines, and no money . . . along with their own homes with damages that needed to be fixed!”

- “Employees had extra stress due to family members having displaced in their homes. Employees spent the majority of their time locating and dispensing uniforms, supplies, etc. It did impact time on monitoring instruction. Secretary paperwork was doubled, but no additional help given.”
- “We have all been very weary since the two hurricanes. I don't think any of us have completely recovered from the devastation. Then we added all of the displaced students. This added more behavior problems and more headaches for the teachers. BUT—we are surviving!”
- “Faculty and staff were quite overwhelmed, and this led to some disagreements. We simply could not do all that needed doing—and feelings got hurt.”
- “The teachers cleaned the school themselves because the custodial staff did not return right away. They cleaned molded classrooms, cut grass, and mopped floors in order to get the school ready for returning students. I was so proud of them, and couldn't understand why there was no one coming to our aid.”
- “The year has been stressful for my staff because of the extra students and the implementation of new curriculum with limited supplies to use.”
- “With the pupil/teacher ratio already high at my school, additional students surpassed the ‘normal’ pupil/teacher ratio. When the state raised the pupil/teacher ratio, it made the teacher's job much more difficult. Twenty-six students is too high for a K–3 homeroom or class. Imagine 27–28 students who are watching devastation on TV every night and how they fear for their families.”
- “We are currently double-housed at 2 different schools. Prior to moving to a second site, we had 65 third-graders and 54 fourth-graders in one room. This has been a very stressful year; yet, in spite of these adversities we are a stronger, more collegial faculty.”
- “It was difficult to try to maintain the high volume of enrollment until the week before Christmas with limited staff. Twelve teachers and six assistants could not return. The district did not send help until the end of December.”
- “Our campus was used to house two schools, which made everything a little more difficult.”

Needs for Other Resources. The needs for additional resources went beyond the need for additional staff. Eighty-one percent of schools reported that they needed other

additional resources in the days and weeks immediately following the hurricanes. Among those principals reporting a need (Figure 3.12), 91 percent needed books or supplies, 57 percent needed desks or chairs, 38 percent needed transportation resources, and 36 percent needed classroom space. Near the end of the school year, when principals completed the survey, resource needs persisted in 34 percent of the schools. Specifically, among schools reporting a need immediately after the hurricanes, 25 percent still needed books or supplies at the time of the survey, 20 percent needed classroom space, 19 percent needed desks or chairs, and 6 percent needed transportation resources.

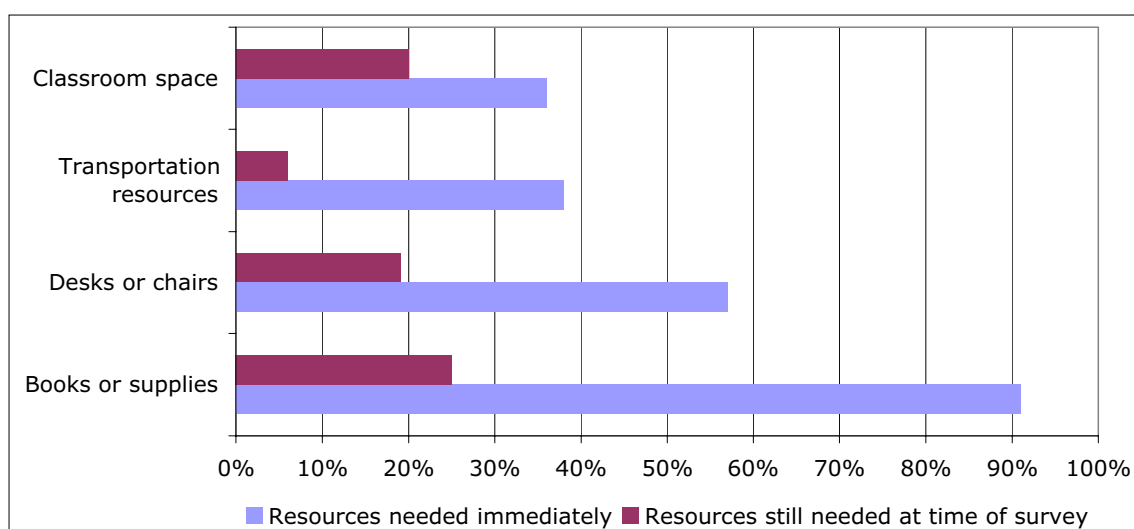


Figure 3.12. Types of Resources Needed by Schools Reporting Any Such Need After the Hurricanes

Write-in responses from principals corroborate the reports of need for supplies and also provide some examples of outside sources providing some of the necessary resources. We cannot measure the extent to which donations were available to schools or the importance of donations in meeting the needs of schools. However, examples in the following statements clearly demonstrate that contributions from outside organizations were critical to some schools during the recovery from the storms:

- “Finding resources like books, materials, and desks for students displaced by Katrina was a nightmare. Our resources are stretched very tightly already, and this just complicated the problem.”
- “We are still in need of furniture, staff development, paper, copier expenses, and support staff for our school.”

- “Busses were overcrowded, routes were long.”
- “Several private organizations contributed school supplies for displaced students. We actually have a surplus now.”
- “The community opened their hearts and their homes to displaced families. They also were very generous with donations of food, clothing, and school supplies.”
- “Parents and community members took action in supplying school supplies and uniforms. Title I supplied uniforms and school bags with supplies. Two Early Act Clubs (from Texas and New Jersey), which [are] an extension of the Rotary Club and we have one on site, sent numerous supplies (food, paper products, and water, etc.) for our families and students. Our faculty and staff gave it everything they had to meet the needs of the displaced students (and also preexisting students) and never ‘missed a beat.’”
- “The local community around the school helped tremendously. Almost all of the displaced students in the area lived with family members and not in shelter situations. The Red Cross made it complicated to get assistance. The local community picked up the slack. [A national retailer] made a grant available for schools for technology materials. The school was presented a \$3,000 gift card.”

Professional Development During the Hurricane Recovery. Another area in which the strains of serving displaced students and recovery efforts in general had a notable effect was in the training of both new and preexisting teachers. Seventy-three percent of principals in high-PEDS schools found it more difficult than in prior years to find time for staff to attend professional development activities (Figure 3.13), and 75 percent found it more difficult to provide substitutes to free staff for professional development. These difficulties in providing professional development occurred in an environment in which more professional development was needed—55 percent of principals in high-PEDS schools agreed or strongly agreed that issues related to displacement created new needs for professional development. For example, in write-in responses, one principal noted, “The loss of experienced staff, [in whom] districts have a vested interest because of money invested in staff training, creates the need for more staff development to bring new hires up to speed.”

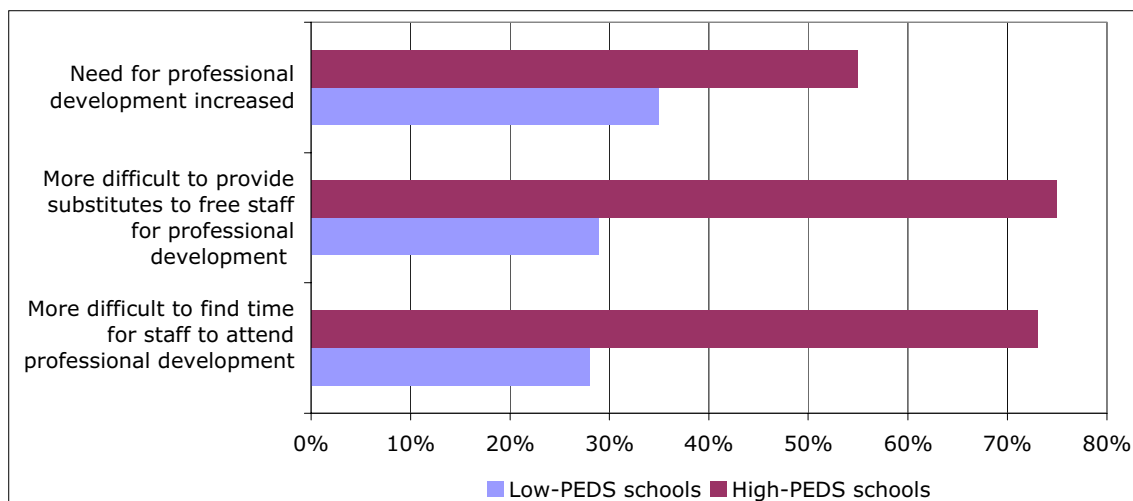


Figure 3.13. Principals’ Reporting of Greater Challenges Related to Professional Development

There were notable differences between high-PEDS and low-PEDS schools in the effects of the hurricanes on professional development. Across all of the professional development activities listed in the survey, most principals in low-PEDS schools reported the activity was neither easier nor more difficult than before the hurricanes (68 to 79 percent of low-PEDS schools); only 35 percent of these principals agreed or strongly agreed that the hurricanes created new needs for professional development.

Other Activities. The strain on resources following the hurricanes can also be seen in principals’ reports on their activities for the school year. Principals indicated whether they agreed or disagreed with several statements about how issues related to the hurricanes affected efforts that were under way at their schools. Substantial portions of principals agreed or strongly agreed that issues related to hurricane displacement diverted the principals’ attention from most other activities (50 percent), caused them to postpone other activities they had planned (47 percent), and took everyone’s time away from other issues in the school (41 percent). One quote from a principal’s write-in response summarizes how hurricane recovery superseded all other issues:

- “As administrator, I lost touch with teacher and student performance. Repairing buildings, managing cleanup, replacing damaged items, dealing with physical and emotional challenges in faculty and staff, not to mention trying to help the community get back on their feet. We became a distribution center for cleaning supplies, food, school supplies, blankets, etc. Our school opened 6 days after Rita. Soon after we became a lifeline to the community. FEMA met families here.

Community agencies used our school as an emergency staging area. We got through it but needed MORE SUPPORT—MORE PEOPLE—MORE HANDS.”

SUMMARY OF SURVEY RESULTS

For the purpose of analyzing survey responses, schools were stratified into two groups, high-PEDS and low-PEDS schools, which together make up 99.7 percent of the Louisiana public schools serving at least one displaced student. Displaced students accounted for at least 84 percent of enrollment in the high-PEDS schools and for less than 36 percent of enrollment in the low-PEDS schools. This section summarizes the survey results in terms of student behaviors and mental health, steps taken by schools to meet the needs of displaced students, and the effects of the disaster on school staff and resources.

Behavior and Mental Health

Most principals reported that displaced students attended school regularly, often better than preexisting students in the schools. However, a substantial portion of schools reported that, among at least some of their displaced students, there were high levels of absenteeism. Principals most frequently endorsed such explanations for absenteeism as expectations to return home soon, trips home to check the condition of property, relocation to another school district, family fragmentation, parental employment issues, and transportation problems.

Overall, the majority of principals reported that the social behaviors of displaced students were similar to those of preexisting students in the schools. However, when principals did report differences, displaced students were judged more likely than preexisting students to engage in negative behaviors, such as fighting, violating school rules, arguing, bullying, playing in isolation, or eating in isolation; they also were judged less likely to engage in positive behaviors, such as participating in before- or after-school clubs or activities, school-sponsored social events outside the school day, or sports teams. Principals also frequently reported that displaced students were more likely than preexisting students to need mental health counseling.

Many principals, particularly in high-PEDS schools, reported increases in the rates of disciplinary problems, including student tardiness, fights, verbal abuse of teachers, bullying, cutting class, and theft. However, for each of these disciplinary problems, fewer principals reported increases in the frequency or severity of these problems than did those who reported that there was no change.

Steps Taken to Meet the Needs of Displaced Students

Schools took a variety of actions to respond to the needs of displaced students, including increasing delivery of mental health counseling and tutoring and undertaking efforts to improve attendance. Businesses and volunteers also contributed by providing funding, services, or supplies to help the schools. With the increased demand for services came a need to expand staffing; however, most schools were not able to hire more staff, and lack of resources or funding was often cited as the reason.

Although school admission policies, such as residency requirements, were adjusted to be more lenient, every principal was faced with the challenge of determining the best grade, classroom, and course placements for displaced students. Principals sought a variety of data to help in the transitioning and placement of students. Ranked as most essential were documentation of special education needs, current grade-level placement, and prior-year grades and test scores; however, the availability of this information was generally reported to be quite low. Principals infrequently cited previous school districts or the state as the sources of this information; instead, they primarily relied on parents and guardians or the students themselves to provide this information.

Finally, some principals noted that the pressures of state testing and accountability policies added to the hurricane-induced stresses in their schools.

Effects on Staff and Resources

Enrolling displaced students strained school resources in a variety of ways. Class sizes increased in more than a third of the schools, and more than half of schools needed additional classroom teachers and other types of staff, such as substitutes, special education or resource teachers, teachers' aides, support staff, and counselors or social workers. The need for teachers and other staff was greater in high-PEDS schools, and these schools also reported that the pool of applicants was smaller than in prior years. Principals frequently reported that these staffing needs went unmet, due primarily to a lack of funding but also, in some cases, to the lack of qualified applicants. In schools that did hire additional staff, it sometimes took considerable time to fill the positions. However, hiring standards were apparently not compromised: The new hires were reported to be similar to preexisting teachers in their qualifications. The school district was the most common source of funding for additional hires. Principals also reported that rapidly fluctuating enrollment numbers complicated their analysis of staffing needs and, ultimately, the decisions to hire.

In many schools, principals reported that teachers showed higher levels of stress than in prior years. Principals reported increased frequencies of work fatigue, job frustration, and absenteeism among teachers, particularly in high-PEDS schools. Principals noted that teachers hired to fill vacant positions were often displaced teachers who were struggling with their own personal problems resulting from the hurricanes.

The needs for additional resources went beyond staff, to include books and supplies, furniture, transportation resources, and classroom space. In many schools, these needs were met, sometimes by donations from outside sources; however, in a substantial number of schools, the resource needs persisted throughout the school year.

Recovery efforts and the strain of serving displaced students had a notable effect on teacher professional development, particularly in high-PEDS schools. Principals reported that issues related to displacement created new needs for professional development; yet, they found it more difficult than in the past to provide release time for teachers to attend. Similarly, principals reported that issues related to displacement diverted their attention from other activities and issues in their schools and caused them to postpone activities that already had been planned.

Chapter Four **FINDINGS AND IMPLICATIONS**

The goal of this report is to provide a systematic evaluation of the issues resulting from the displacement of students by Hurricanes Katrina and Rita. Although much is already known about the aftermath of these storms from popular press and media coverage, it is difficult to fully assess the scope of problems from such reporting because it does not necessarily reflect the experiences of the entire population of schools and students. Our systematic review finds a public education system that was struck an enormous blow. Nearly 200,000 of Louisiana's roughly 725,000 public school students were displaced by the storms or had their schooling disrupted. Principals reported that they faced shortages of supplies, staff, and resources and that both students and teachers were struggling to put their lives back together, with concomitant emotional turmoil. However, our findings also demonstrate the resiliency of the system and the ability of schools and students to adapt. The majority of principals reported that students transitioned to new schools with limited problems and that most attended schools regularly.

FINDINGS ON STUDENT EXPERIENCES

In what may be contradictory to the impressions of outside observers, the most common experience of displaced students was to be out of school for a period immediately following the hurricanes and to return to their original schools once they reopened. About 38 percent of displaced students had this experience. The vast majority of these students came from Jefferson and Calcasieu Parishes, and they account for the majority of the students who were displaced from these parishes.

That these students returned to their schools does not mean the hurricanes did not affect their schooling. Schools in both of these parishes were closed for more than five weeks. The schools also received additional students displaced from other locations. Moreover, reports from principals suggest that students returning to these schools were often struggling with emotional problems, and they came back to schools that lacked resources and had unmet teacher-staffing needs. In addition, according to principal

reports for the majority (77 percent) of what we classified as high-PEDS schools,¹ the teaching staff was fatigued and stressed. Teachers were facing the same challenges as students in their personal lives, along with the additional strains of disrupted working conditions.

The second most common experience of displaced students was to leave the Louisiana public school system following the hurricanes without returning to a Louisiana public school during the 2005–06 school year. About 31 percent of students had this experience, and most were from Orleans Parish. Given the imprecise data on students enrolled out of state and in private schools, we cannot determine the exact experiences of these students; however, it is likely that many of these students did enroll somewhere outside the Louisiana public schools. Nonetheless, some of these students might not have reenrolled in school or might have been out of school for an extended period. The fact that these students were more likely than other displaced students to be low-achieving and members of minority racial/ethnic groups (primarily blacks) only exacerbates the potential harms of lost school time. These facts clearly demonstrate a need for enhanced data systems that would allow for the monitoring of experiences and outcomes of students who cross state lines.

Most of the remaining students, and about 24 percent of all displaced students, enrolled in another Louisiana public school after being displaced by the hurricanes, and many of these students remained enrolled in schools outside of their original schools or districts for the entire school year. Many enrolled in low-PEDS schools (i.e., schools in which displaced students accounted for less than 36 percent of total enrollment), and had varied but generally positive experiences according to principal reports. In most of these schools, at least some of these students attended school regularly. Also in the majority of these schools, these students adjusted well, being about as likely as preexisting students to have negative experiences, including bullying, getting into fights, violating rules, and eating and playing alone, and to have positive experiences, including playing sports and participating in activities and social events. However, these displaced students came from academically lower-performing schools, which was apparent in their academic performance. A majority of principals from low-PEDS schools reported that the displaced

¹ We defined high-PEDS schools as those with more than 84 percent of student enrollment made up of displaced students. These schools were predominantly closed temporarily.

students in their schools were more likely to struggle academically. Also, a majority of principals reported that displaced students needed mental health counseling.

FINDINGS ON SCHOOL EXPERIENCES

Schools' experiences also tended to vary. On most survey questions, substantial proportions of principals endorsed each response option, indicating that issues and problems were not encountered uniformly across schools. For many of the measures in this report, there were notable differences between the schools we identified as high-PEDS and low-PEDS schools. Generally, the high-PEDS schools reported greater staffing needs despite declines in total enrollment. They also reported more difficulty in filling staffing needs, greater resource needs, greater needs for services, and more challenges with students in terms of mental health needs and problem behaviors.

Although the high-PEDS schools reported greater staffing needs, they did not report greater trouble in finding the funding to hire the necessary staff. In fact, even though the staffing needs in low-PEDS schools were smaller, among schools that needed staff, principals in low-PEDS schools were more likely than their counterparts in high-PEDS schools to report wanting to hire more staff than funding allowed, although these differences tended to be small.

Moreover, the teaching staffs of the high-PEDS schools were negatively affected by the hurricanes. The principals reported increased rates of stress and fatigue among teachers compared with prior years. They also reported that the hurricanes created greater teacher absenteeism and greater needs for professional development, which they had difficulty meeting. These challenges were in contrast to the low-PEDS schools, in which principals were substantially less likely to endorse statements about negative teacher experiences.

Principals across the two types of schools tended to agree on the types of data that were both utilized and necessary for enrolling students in schools. The vast majority of both high- and low-PEDS schools reported that they relaxed records requirements for displaced students. Similarly, nearly all principals reported that they used grade level to assign students to classes and that the parent or guardian was usually the source of enrollment information.

IMPLICATIONS

From these results, we can draw policy implications for both the ongoing student-displacement phenomenon and preparedness for future displacements of large magnitude.

Implications for the Current Student Displacement

The student displacement due to Hurricanes Katrina and Rita persisted throughout the entire 2005–06 school year, and it will likely continue. The trauma of the disaster and the loss of schooling have likely affected some students' mental health, social development, and academic achievement. Moreover, the students most at risk for academic failure are disproportionately represented in the groups of students who are likely to remain displaced. It will be necessary over the coming years to continue helping these students recover and to prevent further damage that could result from untreated mental health problems or continued loss of schooling. Schools that served relocated students through the past year will be called on to continue their service indefinitely, and it is imperative that they have the resources they need to do so. During the past year, schools struggled to install the staff and services that they felt were needed. The two main impediments were funding and the availability of qualified personnel. Policymakers at the local, state, and national levels can work to help ease these dual problems.

For example, funds from the Hurricane Education Recovery Act, which was enacted to provide federal aid to schools damaged by the hurricanes and floods and to schools serving displaced students (U.S. Department of Education, 2006a), were provided by the U.S. Department of Education to state education agencies to be distributed to local education agencies (school districts) and, ultimately, to schools. The survey data do not enable us to determine whether the schools that lacked funding had found the federal aid to be insufficient or whether there might have been delays in the flow of those funds that impeded schools' ability to use them when they were most needed. Further investigation of the reasons for schools' funding difficulties would be worthwhile.

Furthermore, it is necessary to be sensitive to the problems experienced by teachers. Compounding the stress of working in a school with constrained resources and increases in behavioral problems were the personal aspects of the hurricanes' aftermaths: Many of the teachers' personal lives also were deeply affected by the disaster. Policies and resources that are put into place to help teachers manage their own problems and mental health needs can ultimately improve the services that teachers provide to students.

For schools, complete and accurate student records are necessary to promptly determine the best services in which to enroll displaced students; at the state level, such records are needed to fully understand the displacement episode, allocate resources, and analyze the magnitude of problems, such as the nonenrollment of students. Despite Louisiana's Student Information System, which is more comprehensive than the student databases found in most other states, neither the school-level nor state-level needs were

satisfied. Schools were not able to readily access the SIS to obtain the information they needed; instead, they relied primarily on parents or managed without the needed information. At the state level, it was not possible to determine which of the students who had not reenrolled in Louisiana public schools were indeed enrolled somewhere in another state or in a private school. This lack of information left uncertain the number of students who might remain somewhere in the state but not enrolled in school. A complete solution to this problem requires not only that a student information system with a comprehensive array of data be created, but also that a means be provided for stakeholders to access the information when it is appropriate to do so and a national mechanism for the two-way sharing of complete and accurate student information across state boundaries. Current initiatives of the U.S. Department of Education to assist states in building data systems for storing student-level longitudinal data (U.S. Department of Education, 2006e) and to build a data-exchange network for the sharing of aggregate information (U.S. Department of Education, 2006d; U.S. Government Accountability Office, 2005) are steps in the right direction; however, there is no current effort to enable the sharing of student-level information nationwide.

To summarize, the implications for the current displacement are

- students who are most at risk for academic failure are also at greatest risk for continued displacement
- policymakers should work to ensure that schools enrolling displaced students have adequate resources and staff in the current school year.
- the reasons for the funding difficulties that occurred following the hurricanes should be investigated
- services should be provided to support students and teachers who are still struggling in their personal lives or still suffering from long-term stress as a result of the disaster
- continued efforts should be made to track students who did not reenroll in Louisiana public schools last school year, so that their experiences can be documented and, if there are students who did not enroll in any school, the problem can be addressed.

Implications for Future Preparedness

Natural or man-made disasters could cause similar large-scale displacements of students anywhere in this country, and, in such incidents, many students are likely to move across state lines. Therefore, this disaster affords an opportunity to learn what can

happen and what steps can be taken to improve the nation's response in the future. For example, based on information in this report, policymakers nationwide should consider steps to

- determine the excess capacity of the education system and set up mechanisms to monitor and shape the geographic distribution of displaced students accordingly
- improve the allocation and timely delivery of funding and other resources to schools serving displaced students
- facilitate the job market for educators and mental health workers
- examine the effects of testing and accountability policies on already-stressed schools
- inform parents and guardians about the likely duration of displacement, the importance of acting promptly to enroll their children in school, and what information they should keep at hand for enrolling their children in school.

Finally, as suggested above, state and national policymakers can also work to create a national system for the sharing of accurate student records.

FUTURE WORK

As this report goes to press, the Louisiana Department of Education is beginning to release test results from the past school year. The next step in our analysis will be to estimate how student displacement has affected the academic achievement of displaced students, as well as preexisting students, in schools serving displaced students. We will also explore whether policies adopted by the schools and reported by principals in our survey were more or less successful in mitigating any negative achievement effects. In the longer term, we plan to expand the scope of this research to include other Gulf states affected by these hurricanes and to follow the academic progress of displaced students over several years to learn about the longer-term effects of this disaster on academic achievement and, ultimately, career attainment.

Appendix A
CLEANING AND PROCESSING OF THE LDE SIS TRANSITIONS DATA

As described in Chapter Two, we collected data on students who had at least one transition related to either Hurricane Katrina or Hurricane Rita. This dataset contained over 375,000 transitions records linked to nearly 200,000 students who had at least one hurricane-related transfer, but it included some errors and anomalies. This appendix describes the steps that were taken to clean these data.

The data contained a small number of errors, such as students enrolled in multiple schools at the same time or students with contradictory entry and exit codes on sequential records when sorted by entry dates. We identified these problem records and used a series of logical edits to fix or remove problem records. Overall, the data cleaning resulted in the removal of 1,686 students (0.8 percent) from the file. The final data file contains 355,132 records for 196,845 students.

These students were classified into the following nine groups¹:

1. students who entered Louisiana public schools from out of state ($n=3,256$)
2. students who entered Louisiana public schools from Louisiana private schools ($n=4,905$)
3. students who exited Louisiana public schools as a result of either hurricane and did not enroll in any Louisiana public school during the 2005–06 school year ($n=53,535$)
4. students who exited Louisiana public schools as a result of either hurricane and reenrolled in those schools without enrolling in any other Louisiana public schools ($n=65,720$)²
5. students who exited Louisiana public schools as a result of either hurricane, enrolled in other schools in their original districts, and did not end the 2005–06 school year in their original schools ($n=9,674$)³

¹ There are 625 students who could not be classified into any of the nine groups, likely because of records with remaining data errors. All analyses using our classification exclude these students.

² A small fraction of these students did not complete the school year in their original schools. After their final departure from their original schools, these students did not reenroll in Louisiana public schools, and the final exit was not coded as due to the hurricanes.

6. students who exited Louisiana public schools as a result of either hurricane, enrolled in other schools in their original districts, and then returned to their original schools ($n=618$)⁴
7. students who exited Louisiana public schools as a result of either hurricane, enrolled in Louisiana public schools outside their original districts, and did not end the 2005–06 school year in either their original schools or districts ($n=42,839$)⁵
8. students who exited Louisiana public schools as a result of either hurricane, enrolled in Louisiana public schools outside their original districts, and then returned to their original districts but not their original schools ($n=4,382$)⁶
9. students who exited Louisiana public schools as a result of either hurricane, enrolled in Louisiana public schools outside their original districts, and then returned to their original schools ($n=11,291$).⁷

For most analyses, except where otherwise noted, we excluded the 625 students who cannot be properly classified into one of these groups. For results involving Louisiana public school students, we further exclude the 8,161 students from Groups 1 and 2.

The resulting database included 15,971 students whose earliest transition record is a transfer from one Louisiana public school to another because of either Hurricane Katrina or Hurricane Rita. However, there are no records of these students having been enrolled in a Louisiana public school prior to the hurricanes. The source of these inconsistent data is unclear. It could be that, because the hurricanes occurred prior to the first deadline for reporting data to the state, some of these students were missed in the data from their original school and entered the system only after the hurricanes.

The discrepancy might also be the result of errors in the student identifiers (IDs), so that all the records for a student did not get properly linked together with a single ID in the SIS. If this type of ID error occurred, then these 15,971 records from students not

³ A small number of these students were reenrolled in their original schools temporarily before transferring again to another Louisiana public school. It is possible that some of these students never actually returned to their original schools but were reenrolled in administrative actions that took place when schools that were closed due to the storms reopened.

⁴ Footnote 2 also applies to these students.

⁵ Footnote 3 also applies to these students.

⁶ Footnote 3 also applies to these students.

⁷ Footnote 2 also applies to these students.

enrolled prior to the hurricane contain only part of the data for these students, and the records for these students' transitions prior to the hurricanes would appear as incomplete records when students dropped out of the dataset following the hurricane and never return during the school year. In other words, the other half of each of these 15,971 records would appear to be for different students who would fit into Group 3.

We explored the possibility that some of the students in Group 3 were really the same students who had no enrollment data prior to the hurricane. We matched students from these two groups (Group 3 and students without transitions prior to the hurricanes) on the basis of gender, ethnicity, and grade, and under the restriction that the earliest entry date for records from youths without records prior to the hurricane would need to be later than the last exit data for a matched youth who dropped out of the data without a proper exit code (Group 3). We found that only 5,472 of the 15,971 records matched one or more of the 53,535 students in Group 3. Thus, it is unlikely that most of these records without links to transitions or enrollments prior to the hurricanes are fractured records resulting from ID errors. In addition, it is unlikely that most of the students in Group 3 actually returned to a Louisiana public school but that their data are treated as different students because of ID errors. No more than about 5,500 of the over 53,000 students in Group 3 could be the result of such an error.

We ran our analyses both including and excluding the 15,971 students without data prior to the hurricanes and there was little effect on our conclusions. Therefore we present analyses that exclude these records. To summarize, the total sample after cleaning was 196,845 students, with 8,161 students not from the Louisiana public school system leaving 188,684 students from the Louisiana public school system. We then excluded 625 students who could not be classified into groups and 15,971 students without enrollment data prior to the hurricanes; due to overlap in these two groups, this step resulted in the exclusion of 16,576 students from analyses. The resulting sample size is 172,108 students for analyses involving the Louisiana public school system, except where otherwise noted.

The nine groups listed above map to the four groups defined in Chapter Two as follows:

- A. students who exited Louisiana public schools as a result of either hurricane and reenrolled in those schools without enrolling in any other Louisiana public schools (Group 4 above, with problem cases removed; displaced, without relocation; $n=65,397$)⁸

⁸ Footnote 2 also applies to these students.

- B. students who exited Louisiana public schools as a result of either hurricane, enrolled in other Louisiana public schools, and then returned to their original schools (Groups 6 and 9 above, with problem cases removed; displaced, relocated temporarily; $n=11,863$)⁹
- C. students who exited Louisiana public schools as a result of either hurricane, enrolled in other Louisiana public schools, and ended the 2005–06 school year not enrolled in their original schools (Groups 5, 7, and 8 above, with problem cases removed; displaced, relocated throughout the school year; $n=41,870$)¹⁰
- D. students who exited Louisiana public schools as a result of either hurricane and did not enroll in any Louisiana public school for the remainder of the 2005–06 school year (Group 3 above, with problem cases removed; displaced, did not reenroll in Louisiana public schools; $n=52,978$).

⁹ Footnote 2 also applies to these students.

¹⁰ Footnote 3 also applies to these students.

Appendix B SURVEY QUESTIONS AND RESPONSES

This appendix contains a summary of the results for the survey of principals. It presents, verbatim, the questionnaire items and response options, and estimates of the number and the proportion of principals in the population who would choose this option based on the weighted responses of the sampled principals. Estimates are presented separately for three populations of principals: principals from all schools, principals from high-PEDS schools, and principals from low-PEDS schools (these terms are defined in Chapter Three). The standard errors of the estimated counts and proportions are presented in parentheses under the corresponding estimates. Survey items 1, 2, and 3 asked principals to provide numbers of displaced students rather than to choose a response option. For these items, we report population means, and we present standard errors in a separate column.

For items not completed by all responding principals, we report the weighted totals and proportions only for those principals who completed the items; we do not adjust the weights to account for the missing responses. For such items, the totals will not sum to the total number of schools in the population. The estimated proportions assume that the principals without responses would report the average response of all other principals. In general, very few principals failed to complete any individual item, so violations of the assumptions about the missing responses should result in, at most, small errors.

Number of schools in population	1,240
Number of high-PEDS schools (greater than 84 percent of enrollment classified as displaced students)	177
Number of low-PEDS schools (less than 36 percent of enrollment classified as displaced students)	1,063

1. Approximately how many displaced students have registered at your school at any time since the hurricanes? Include all students who registered, even if they never actually attended.

	Estimated number of students	Std. Error
High-PEDS	138.9	7.19
Low-PEDS	52.3	2.02
All schools	64.2	2.04

2. Approximately what is the largest number of displaced students that were attending your school at any time since the hurricanes?

	Estimated number of students	Std. Error
High-PEDS	128.3	6.70
Low-PEDS	47.7	1.81
All schools	59.0	1.85

3. Approximately how many displaced students currently attend your school?

	Estimated number of students	Std. Error
High-PEDS	90.1	5.396
Low-PEDS	20.1	0.688
All schools	29.9	0.995

For the next three questions, please describe how displaced students in your school compare with pre-existing students on the following characteristics:

4. Racial background

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are fewer minority students among displaced students	12 (2)	6.81 (1.13)	192 (26)	18.22 (2.50)	204 (26)	16.61 (2.15)
About the same	76 (4)	43.94 (2.43)	523 (34)	49.63 (3.19)	599 (34)	48.83 (2.76)
There are more minority students among displaced students	85 (4)	49.25 (2.49)	339 (30)	32.15 (2.75)	424 (30)	34.56 (2.39)

5. Socio-economic status

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are fewer low-income students among displaced students	10 (2)	6.00 (0.99)	79 (22)	7.52 (2.08)	90 (22)	7.30 (1.79)
About the same	71 (4)	40.81 (2.43)	625 (34)	59.36 (3.29)	696 (34)	56.74 (2.84)
There are more low-income students among displaced students	92 (4)	53.19 (2.43)	349 (32)	33.12 (3.07)	441 (33)	35.96 (2.66)

6. Academic achievement

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Displaced students are lower achieving	89 (5)	51.76 (2.64)	435 (30)	41.67 (2.95)	524 (31)	43.10 (2.56)
About the same	81 (5)	46.82 (2.64)	582 (34)	55.83 (2.99)	663 (34)	54.55 (2.60)
Displaced students are higher achieving	2 (1)	1.41 (0.43)	26 (10)	2.50 (0.95)	29 (10)	2.35 (0.82)

7. In your school, are there displaced students who... (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
...registered to attend your school but never actually attended?	82 (4)	47.43 (2.55)	414 (30)	39.75 (2.97)	496 (31)	40.85 (2.57)
...began attending, but then stopped attending without informing the school?	117 (3)	67.50 (1.84)	609 (34)	58.52 (3.16)	726 (34)	59.80 (2.72)
...began attending, but then notified the school that they were no longer planning to attend?	123 (4)	70.77 (2.51)	906 (26)	87.01 (2.25)	1,028 (27)	84.69 (1.96)
...attend school some days but not regularly, or have high absentee rates?	86 (5)	49.37 (2.63)	408 (33)	39.17 (3.09)	493 (33)	40.62 (2.68)
...attend school regularly?	139 (3)	80.29 (1.46)	914 (26)	87.80 (2.08)	1,053 (26)	86.73 (1.80)

8. Are displaced students more likely than pre-existing students to... (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
...register to attend your school but never actually attend?	53 (4)	32.05 (2.69)	274 (27)	27.36 (2.65)	327 (28)	28.03 (2.31)
...begin attending, but then stop attending without informing the school?	97 (4)	58.49 (2.57)	458 (35)	45.74 (3.25)	555 (35)	47.55 (2.81)
...begin attending, but then notify the school that they are no longer planning to attend?	87 (3)	52.80 (1.95)	599 (35)	59.72 (3.15)	686 (35)	58.74 (2.72)
...attend school some days but not regularly, or have high absentee rates?	77 (5)	46.50 (2.72)	301 (33)	30.03 (3.18)	378 (33)	32.36 (2.75)
...attend school regularly?	60 (4)	36.13 (2.49)	436 (32)	43.47 (3.04)	496 (32)	42.43 (2.63)

9. How likely are the following issues to have played a role in absenteeism among displaced students?
(mark one in each row)

Truancy

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	29 (3)	16.90 (1.56)	196 (25)	19.24 (2.38)	225 (25)	18.91 (2.06)
Unlikely	41 (3)	23.99 (1.78)	281 (30)	27.54 (2.97)	322 (30)	27.04 (2.56)
Not sure	36 (4)	21.45 (2.39)	273 (34)	26.73 (3.20)	309 (34)	25.98 (2.76)
Likely	45 (4)	26.79 (2.40)	206 (25)	20.23 (2.50)	252 (26)	21.16 (2.17)
Very likely	18 (3)	10.87 (1.97)	64 (13)	6.26 (1.28)	82 (13)	6.91 (1.13)

Mental health issues (student)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	13 (2)	7.96 (1.25)	154 (23)	14.85 (2.21)	167 (23)	13.89 (1.91)
Unlikely	32 (3)	18.66 (1.52)	256 (28)	24.74 (2.76)	288 (28)	23.88 (2.38)
Not sure	66 (4)	38.93 (2.65)	381 (36)	36.77 (3.24)	447 (36)	37.07 (2.80)
Likely	50 (4)	29.72 (2.58)	216 (24)	20.90 (2.36)	267 (25)	22.14 (2.07)
Very likely	8 (2)	4.74 (0.90)	28 (10)	2.73 (0.95)	36 (10)	3.02 (0.83)

Mental health issues (parent)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	16 (2)	9.51 (1.34)	147 (23)	14.43 (2.25)	163 (23)	13.73 (1.94)
Unlikely	21 (2)	12.77 (1.37)	208 (28)	20.41 (2.69)	229 (28)	19.33 (2.32)
Not sure	82 (4)	48.97 (2.60)	484 (37)	47.53 (3.35)	567 (37)	47.73 (2.90)
Likely	40 (4)	23.99 (2.12)	152 (21)	14.96 (2.06)	193 (21)	16.23 (1.80)
Very likely	8 (2)	4.75 (0.97)	27 (8)	2.68 (0.80)	35 (8)	2.97 (0.70)

Physical health issues (student)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	15 (2)	8.91 (1.38)	169 (24)	16.61 (2.41)	184 (25)	15.52 (2.08)
Unlikely	53 (4)	31.81 (2.53)	316 (31)	31.05 (3.06)	370 (31)	31.15 (2.65)
Not sure	61 (5)	36.30 (2.68)	419 (36)	41.19 (3.32)	480 (36)	40.50 (2.88)
Likely	31 (4)	18.57 (2.23)	110 (20)	10.79 (1.95)	141 (20)	11.89 (1.71)
Very likely	7 (1)	4.41 (0.80)	4 (2)	0.37 (0.17)	11 (2)	0.94 (0.18)

Physical health issues (parent)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	12 (2)	7.11 (1.21)	146 (22)	14.21 (2.20)	158 (22)	13.21 (1.89)
Unlikely	42 (4)	24.58 (2.38)	287 (30)	27.97 (2.95)	329 (30)	27.49 (2.56)
Not sure	86 (4)	50.86 (2.57)	487 (36)	47.45 (3.33)	573 (37)	47.93 (2.88)
Likely	23 (2)	13.69 (1.41)	103 (21)	10.02 (2.01)	126 (21)	10.54 (1.74)
Very likely	6 (1)	3.75 (0.79)	4 (1)	0.34 (0.15)	10 (2)	0.83 (0.17)

Parental apathy

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	12 (2)	6.91 (1.06)	113 (19)	10.96 (1.89)	125 (19)	10.39 (1.63)
Unlikely	27 (3)	15.77 (1.49)	263 (29)	25.49 (2.88)	290 (30)	24.12 (2.48)
Not sure	41 (4)	24.18 (2.22)	338 (36)	32.70 (3.25)	379 (36)	31.50 (2.82)
Likely	70 (5)	41.45 (2.72)	269 (30)	26.04 (2.93)	339 (30)	28.21 (2.56)
Very likely	20 (3)	11.69 (1.97)	50 (9)	4.81 (0.84)	69 (9)	5.78 (0.77)

Other parental issues (e.g., employment)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	10 (2)	5.62 (1.11)	84 (18)	8.09 (1.75)	94 (18)	7.74 (1.51)
Unlikely	10 (2)	5.87 (0.90)	109 (20)	10.47 (1.96)	119 (21)	9.82 (1.69)
Not sure	35 (4)	20.45 (2.33)	279 (31)	26.88 (2.98)	314 (32)	25.98 (2.58)
Likely	81 (4)	47.88 (2.08)	462 (32)	44.48 (2.94)	543 (32)	44.96 (2.54)
Very likely	34 (4)	20.18 (2.44)	105 (16)	10.09 (1.57)	139 (17)	11.50 (1.39)

Family fragmentation

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	11 (2)	6.37 (1.16)	83 (18)	8.05 (1.72)	94 (18)	7.82 (1.49)
Unlikely	9 (1)	5.15 (0.86)	142 (22)	13.77 (2.18)	150 (22)	12.55 (1.87)
Not sure	21 (2)	12.19 (1.31)	217 (34)	21.12 (3.10)	238 (34)	19.86 (2.68)
Likely	93 (4)	55.27 (2.53)	490 (34)	47.67 (3.37)	584 (34)	48.74 (2.92)
Very likely	36 (4)	21.02 (2.27)	97 (16)	9.38 (1.58)	132 (17)	11.03 (1.40)

Transportation problems

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	10 (3)	5.56 (1.72)	226 (29)	22.09 (2.82)	236 (29)	19.71 (2.43)
Unlikely	28 (4)	16.09 (2.08)	271 (29)	26.52 (2.82)	299 (29)	25.02 (2.43)
Not sure	10 (1)	5.72 (0.80)	116 (27)	11.32 (2.56)	126 (27)	10.52 (2.20)
Likely	86 (4)	49.91 (2.44)	314 (33)	30.70 (3.20)	400 (33)	33.46 (2.77)
Very likely	39 (4)	22.71 (2.32)	96 (18)	9.37 (1.73)	135 (18)	11.29 (1.52)

Relocation to another school district

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	5 (1)	2.93 (0.69)	84 (19)	8.19 (1.84)	89 (19)	7.45 (1.58)
Unlikely	14 (2)	8.24 (1.16)	138 (23)	13.40 (2.19)	152 (23)	12.67 (1.89)
Not sure	30 (4)	17.49 (2.26)	201 (28)	19.55 (2.65)	231 (28)	19.26 (2.30)
Likely	95 (4)	55.97 (2.51)	482 (33)	46.83 (3.14)	577 (33)	48.13 (2.72)
Very likely	26 (4)	15.37 (2.10)	124 (19)	12.03 (1.87)	150 (20)	12.50 (1.63)

Expectations of returning home soon

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	5 (1)	2.99 (0.70)	83 (19)	7.95 (1.80)	88 (19)	7.25 (1.55)
Unlikely	26 (4)	15.41 (2.12)	77 (16)	7.46 (1.57)	104 (17)	8.59 (1.38)
Not sure	40 (3)	23.33 (1.79)	209 (31)	20.12 (2.89)	249 (31)	20.57 (2.50)
Likely	82 (4)	48.15 (2.54)	545 (34)	52.50 (3.30)	627 (35)	51.88 (2.86)
Very likely	17 (2)	10.13 (1.38)	124 (20)	11.97 (1.94)	142 (20)	11.71 (1.68)

Trips home to check the condition of property

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	8 (1)	4.46 (0.79)	88 (20)	8.49 (1.96)	95 (20)	7.91 (1.69)
Unlikely	22 (2)	12.95 (1.41)	112 (19)	10.89 (1.86)	135 (19)	11.18 (1.61)
Not sure	55 (3)	32.15 (1.83)	192 (30)	18.55 (2.84)	246 (30)	20.47 (2.45)
Likely	68 (3)	39.81 (1.93)	475 (34)	45.99 (3.24)	543 (34)	45.12 (2.79)
Very likely	18 (2)	10.63 (1.36)	166 (25)	16.09 (2.41)	184 (25)	15.32 (2.07)

Missed so much school they 'gave up' or assumed they had already failed for the year

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very unlikely	37 (3)	21.94 (1.76)	296 (29)	28.51 (2.71)	333 (29)	27.59 (2.34)
Unlikely	62 (4)	36.84 (2.54)	354 (32)	34.11 (3.03)	416 (32)	34.49 (2.63)
Not sure	31 (3)	18.17 (1.73)	250 (28)	24.07 (2.68)	281 (28)	23.24 (2.32)
Likely	30 (4)	17.51 (2.21)	102 (18)	9.84 (1.76)	132 (19)	10.92 (1.54)
Very likely	9 (3)	5.55 (1.68)	36 (13)	3.47 (1.23)	45 (13)	3.76 (1.08)

10. Have you taken any steps to increase attendance among displaced students?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	117 (4)	67.63 (2.47)	676 (35)	65.19 (3.21)	793 (35)	65.54 (2.77)
No	56 (4)	32.37 (2.47)	361 (34)	34.81 (3.21)	417 (34)	34.46 (2.77)

11. If YES, what steps did you take?^a (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Contact parents by telephone	109 (4)	92.98 (2.31)	649 (35)	96.09 (1.31)	758 (35)	95.63 (1.17)
Request a parent conference at school	93 (4)	79.68 (2.00)	463 (33)	68.57 (3.44)	557 (33)	70.21 (2.96)
Referral to a social worker	66 (4)	56.08 (2.54)	183 (22)	27.01 (3.16)	248 (23)	31.30 (2.76)
Truancy officer or counselor visit to home	53 (3)	45.62 (2.77)	265 (29)	39.21 (3.83)	318 (30)	40.16 (3.28)
Court intervention	17 (3)	14.70 (2.56)	72 (17)	10.60 (2.53)	89 (18)	11.21 (2.19)
Provide special transportation options	30 (4)	25.27 (2.97)	147 (24)	21.72 (3.36)	176 (24)	22.24 (2.90)
None of the above (computed)	0 (0)	0.00 (0.00)	2 (2)	0.29 (0.23)	2 (2)	0.25 (0.20)

^a Percentage of principals answering Yes to question 10.

12. If you answered YES to question 10, what steps were most effective?^a (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Contact parents by telephone	73 (3)	62.47 (2.73)	510 (34)	75.46 (3.30)	583 (35)	73.54 (2.85)
Request a parent conference at school	58 (3)	49.20 (2.77)	271 (29)	40.07 (3.90)	328 (29)	41.42 (3.35)
Referral to a social worker	39 (4)	33.14 (2.95)	90 (15)	13.26 (2.16)	128 (15)	16.19 (1.92)
Truancy officer or counselor visit to home	34 (3)	29.40 (2.49)	151 (23)	22.39 (3.10)	186 (23)	23.43 (2.67)
Court intervention	14 (3)	12.23 (2.39)	36 (14)	5.30 (2.11)	50 (15)	6.32 (1.83)
Provide special transportation options	19 (2)	16.17 (2.10)	101 (21)	14.88 (3.00)	120 (21)	15.07 (2.58)
None of the above (computed)	4 (1)	3.26 (0.90)	21 (8)	3.09 (1.18)	25 (8)	3.12 (1.02)

^a Percentage of principals answering Yes to question 10.

13. How do your efforts to improve attendance of pre-existing students compare to any efforts for displaced students?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Efforts are less intensive for pre-existing students	16 (2)	9.24 (1.32)	46 (13)	4.57 (1.34)	61 (14)	5.24 (1.16)
About the same	142 (3)	84.69 (1.51)	893 (27)	89.42 (2.01)	1,035 (27)	88.74 (1.73)
Efforts are more intensive for pre-existing students	10 (1)	6.08 (0.76)	60 (17)	6.01 (1.69)	70 (17)	6.02 (1.45)

14. Are there steps you would like to take to address displaced students' absenteeism, but have not implemented?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	34 (4)	19.84 (2.38)	110 (16)	10.54 (1.57)	144 (17)	11.85 (1.39)
No	80 (5)	46.90 (2.63)	506 (36)	48.66 (3.28)	586 (36)	48.41 (2.84)
Absenteeism was not a problem	57 (4)	33.27 (2.47)	425 (33)	40.80 (3.15)	481 (33)	39.74 (2.73)

15. If YES, why have those steps not been implemented?^a (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Other issues have higher priority	14 (3)	42.01 (7.49)	32 (8)	28.94 (6.67)	46 (9)	32.03 (5.46)
Limited resources or personnel	25 (4)	73.38 (4.42)	80 (14)	72.98 (7.37)	105 (15)	73.08 (5.73)
Contact information is not available	15 (3)	43.22 (7.59)	36 (8)	33.26 (6.62)	51 (8)	35.61 (5.45)
None of the above (computed)	0 (0)	0.00 (0.00)	15 (8)	14.13 (6.70)	15 (8)	10.80 (5.23)

^a Percentage of principals answering Yes to question 14.

16. What else would you like to tell us about displaced students' absenteeism?

[Principals' write-in responses are not included in this appendix.]

17. How long did it take to meet all of the teacher staffing needs at your school following the hurricanes? (mark one)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No additional teachers needed	78 (4)	45.53 (2.33)	660 (29)	62.63 (2.55)	739 (29)	60.23 (2.22)
Less than 1 week	12 (2)	6.80 (1.04)	36 (11)	3.45 (1.08)	48 (12)	3.92 (0.94)
1–2 weeks	21 (3)	12.31 (2.00)	152 (20)	14.40 (1.87)	173 (20)	14.11 (1.63)
3–5 weeks	16 (2)	9.11 (1.19)	120 (17)	11.37 (1.59)	136 (17)	11.06 (1.38)
6 weeks or more	29 (3)	16.70 (1.99)	51 (12)	4.83 (1.11)	80 (12)	6.49 (0.99)
Staffing needs still not met	16 (3)	9.54 (1.86)	31 (10)	2.93 (0.95)	47 (10)	3.86 (0.86)
I do not know	0 (0)	0.00 (0.00)	4 (4)	0.39 (0.35)	4 (4)	0.33 (0.31)

18. Compared to the prior school year, how large is the pool of potential hires in the following categories since the hurricanes? (mark one in each row)

Credentialed teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Much smaller	16 (2)	9.70 (1.13)	20 (7)	2.06 (0.77)	36 (8)	3.21 (0.68)
Smaller	40 (4)	23.67 (2.46)	77 (19)	8.05 (1.94)	117 (19)	10.39 (1.69)
Neither smaller nor larger	65 (4)	38.64 (2.45)	548 (34)	56.97 (2.88)	613 (34)	54.23 (2.49)
Larger	33 (4)	19.24 (2.14)	273 (26)	28.36 (2.75)	305 (26)	26.99 (2.35)
Much larger	15 (2)	8.74 (1.20)	44 (11)	4.55 (1.14)	59 (11)	5.18 (0.98)

Teachers with Special Education credentials

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Much smaller	33 (3)	20.04 (1.71)	47 (15)	4.97 (1.58)	80 (15)	7.22 (1.37)
Smaller	34 (4)	20.62 (2.51)	74 (16)	7.89 (1.68)	108 (16)	9.79 (1.48)
Neither smaller nor larger	66 (4)	40.17 (2.46)	620 (34)	65.79 (2.98)	686 (35)	61.96 (2.57)
Larger	18 (3)	10.98 (1.91)	174 (22)	18.45 (2.36)	192 (22)	17.33 (2.03)
Much larger	14 (2)	8.18 (1.20)	27 (8)	2.91 (0.90)	41 (9)	3.69 (0.78)

Substitute teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Much smaller	95 (3)	56.97 (2.01)	140 (22)	14.88 (2.28)	235 (22)	21.19 (1.96)
Smaller	34 (3)	20.16 (1.79)	118 (18)	12.51 (1.92)	152 (18)	13.66 (1.66)
Neither smaller nor larger	35 (3)	21.12 (1.68)	581 (33)	61.55 (2.96)	616 (33)	55.49 (2.54)
Larger	1 (1)	0.76 (0.36)	88 (16)	9.33 (1.67)	89 (16)	8.05 (1.42)
Much larger	2 (1)	0.98 (0.57)	16 (6)	1.72 (0.69)	18 (7)	1.61 (0.59)

Classroom teachers' aides

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Much smaller	67 (4)	39.82 (2.55)	43 (11)	4.56 (1.13)	110 (11)	9.90 (1.05)
Smaller	40 (4)	23.71 (2.44)	82 (16)	8.76 (1.65)	122 (16)	11.02 (1.45)
Neither smaller nor larger	57 (4)	33.88 (2.37)	746 (31)	79.28 (2.39)	803 (31)	72.41 (2.07)
Larger	3 (1)	1.61 (0.63)	55 (13)	5.80 (1.36)	57 (13)	5.17 (1.16)
Much larger	2 (1)	0.97 (0.56)	15 (6)	1.60 (0.69)	17 (7)	1.51 (0.59)

For the following three questions, please describe how teachers hired at your school since the hurricanes compare to pre-existing teachers on the following characteristics:

19. Years of experience

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Recently hired teachers are less experienced than pre-existing staff	33 (4)	22.49 (2.47)	97 (18)	13.86 (2.57)	130 (18)	15.36 (2.17)
About the same	102 (4)	69.49 (2.68)	563 (40)	80.67 (2.88)	665 (40)	78.72 (2.44)
Recently hired teachers are more experienced than pre-existing staff	12 (2)	8.03 (1.17)	38 (9)	5.47 (1.37)	50 (10)	5.92 (1.15)

20. Advanced degrees (master's degree or greater)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Recently hired teachers are less likely than pre-existing staff to hold advanced degrees	34 (4)	23.63 (2.56)	93 (17)	13.46 (2.46)	127 (17)	15.23 (2.09)
About the same	109 (4)	74.87 (2.56)	577 (40)	83.49 (2.67)	686 (40)	81.98 (2.27)
Recently hired teachers are more likely than pre-existing staff to hold advanced degrees	2 (0)	1.50 (0.31)	21 (7)	3.06 (1.01)	23 (7)	2.78 (0.83)

21. Certified to teach the subjects and grade levels they are assigned to teach

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Recently hired teachers are less likely than pre-existing staff to be fully certified	19 (2)	13.21 (1.55)	51 (11)	7.38 (1.66)	71 (12)	8.39 (1.40)
About the same	123 (3)	83.50 (1.60)	627 (40)	89.91 (1.99)	750 (40)	88.80 (1.68)
Recently hired teachers are more likely than pre-existing staff to be fully certified	5 (1)	3.29 (0.54)	19 (8)	2.71 (1.09)	24 (8)	2.81 (0.91)

22. Listed below are several types of staff you may have hired in response to enrolling displaced students in your school. For each type of staff, please indicate if your school: (mark all that apply)

Classroom teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	97 (4)	54.68 (2.46)	537 (29)	50.55 (2.84)	634 (30)	51.14 (2.46)
B. Hired more staff due to the hurricanes ^b	44 (4)	45.46 (3.69)	259 (23)	48.23 (3.81)	303 (24)	47.81 (3.28)
C. Would have hired more staff if funding had been available ^b	34 (4)	35.48 (3.61)	223 (26)	41.52 (3.97)	257 (27)	40.59 (3.41)
D. Would have hired more staff if qualified applicants had been available ^b	5 (1)	5.53 (1.38)	17 (8)	3.17 (1.40)	22 (8)	3.53 (1.21)
None of the above (computed) ^b	14 (2)	14.83 (1.97)	54 (14)	9.99 (2.54)	68 (14)	10.73 (2.17)

^a Percentage of population; ^b Percentage of principals selecting "Needed more staff due to the hurricanes."

Special Education or resource teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	75 (5)	42.49 (2.58)	304 (25)	28.59 (2.39)	379 (26)	30.57 (2.09)
B. Hired more staff due to the hurricanes ^b	21 (3)	27.56 (3.85)	67 (14)	22.05 (4.27)	88 (14)	23.14 (3.51)
C. Would have hired more staff if funding had been available ^b	35 (4)	46.00 (4.00)	159 (21)	52.45 (5.25)	194 (22)	51.17 (4.29)
D. Would have hired more staff if qualified applicants had been available ^b	10 (2)	13.56 (2.26)	25 (8)	8.09 (2.60)	35 (8)	9.18 (2.13)
None of the above (computed) ^b	10 (2)	12.88 (2.43)	54 (14)	17.92 (4.34)	64 (14)	16.92 (3.51)

^a Percentage of population; ^b Percentage of principals selecting "Needed more staff due to the hurricanes."

Remedial or Title I teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	51 (4)	28.77 (2.28)	220 (24)	20.67 (2.29)	271 (25)	21.83 (1.99)
B. Hired more staff due to the hurricanes ^b	4 (3)	8.77 (4.92)	13 (6)	5.85 (2.80)	17 (7)	6.40 (2.46)
C. Would have hired more staff if funding had been available ^b	38 (4)	73.73 (5.14)	170 (23)	77.21 (5.52)	207 (23)	76.56 (4.59)
D. Would have hired more staff if qualified applicants had been available ^b	6 (1)	11.64 (1.99)	8 (5)	3.70 (2.09)	14 (5)	5.20 (1.75)
None of the above (computed) ^b	5 (1)	10.69 (2.53)	32 (10)	14.66 (4.64)	38 (10)	13.91 (3.79)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Specialists (math or reading)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	50 (4)	28.52 (2.34)	220 (23)	20.67 (2.22)	270 (24)	21.79 (1.93)
B. Hired more staff due to the hurricanes ^b	2 (1)	3.46 (2.24)	18 (6)	7.97 (2.80)	19 (6)	7.13 (2.31)
C. Would have hired more staff if funding had been available ^b	42 (4)	82.29 (5.38)	169 (23)	76.73 (5.51)	210 (23)	77.77 (4.58)
D. Would have hired more staff if qualified applicants had been available ^b	4 (1)	7.03 (1.54)	12 (5)	5.65 (2.31)	16 (5)	5.91 (1.90)
None of the above (computed) ^b	6 (3)	12.09 (5.17)	25 (10)	11.58 (4.48)	32 (10)	11.67 (3.77)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Arts (library, art, music, band) or physical education teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	58 (4)	32.70 (2.31)	211 (23)	19.84 (2.22)	269 (24)	21.67 (1.93)
B. Hired more staff due to the hurricanes ^b	7 (2)	12.48 (2.85)	20 (7)	9.39 (3.15)	27 (7)	10.05 (2.55)
C. Would have hired more staff if funding had been available ^b	38 (4)	65.39 (5.43)	148 (21)	70.36 (6.04)	186 (22)	69.29 (4.89)
D. Would have hired more staff if qualified applicants had been available ^b	5 (3)	9.39 (4.43)	5 (2)	2.60 (0.76)	11 (3)	4.07 (1.16)
None of the above (computed) ^b	7 (3)	12.74 (4.77)	39 (13)	18.39 (5.58)	46 (13)	17.17 (4.50)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Classroom teachers' aides

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	84 (4)	47.44 (2.47)	291 (29)	27.37 (2.74)	375 (29)	30.24 (2.38)
B. Hired more staff due to the hurricanes ^b	10 (2)	12.01 (1.84)	34 (11)	11.72 (3.52)	44 (11)	11.79 (2.76)
C. Would have hired more staff if funding had been available ^b	48 (4)	57.28 (3.55)	200 (23)	68.82 (5.13)	248 (24)	66.23 (4.04)
D. Would have hired more staff if qualified applicants had been available ^b	21 (3)	25.01 (3.50)	29 (12)	9.88 (3.72)	50 (12)	13.27 (2.98)
None of the above (computed) ^b	10 (2)	11.98 (1.80)	31 (10)	10.49 (3.26)	41 (10)	10.83 (2.56)

^a Percentage of population; ^b Percentage of principals selecting "Needed more staff due to the hurricanes."

Substitute teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	101 (3)	56.98 (1.86)	339 (28)	31.88 (2.71)	440 (29)	35.46 (2.34)
B. Hired more staff due to the hurricanes ^b	6 (2)	5.57 (1.45)	32 (10)	9.58 (2.72)	38 (10)	8.66 (2.12)
C. Would have hired more staff if funding had been available ^b	28 (2)	28.14 (2.16)	158 (22)	46.50 (4.83)	186 (22)	42.29 (3.78)
D. Would have hired more staff if qualified applicants had been available ^b	38 (4)	38.04 (3.42)	93 (17)	27.33 (4.28)	131 (17)	29.79 (3.39)
None of the above (computed) ^b	28 (4)	28.26 (3.54)	70 (13)	20.67 (3.76)	99 (14)	22.41 (3.03)

^a Percentage of population; ^b Percentage of principals selecting "Needed more staff due to the hurricanes."

Tutors

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	62 (4)	35.23 (2.18)	238 (26)	22.39 (2.44)	300 (26)	24.23 (2.11)
B. Hired more staff due to the hurricanes ^b	0 (0)	0.00 (0.00)	18 (7)	7.73 (2.82)	18 (7)	6.12 (2.23)
C. Would have hired more staff if funding had been available ^b	43 (4)	69.66 (4.88)	174 (23)	72.92 (5.90)	217 (23)	72.24 (4.78)
D. Would have hired more staff if qualified applicants had been available ^b	12 (3)	19.25 (4.54)	28 (11)	11.81 (4.30)	40 (12)	13.36 (3.52)
None of the above (computed) ^b	7 (2)	11.09 (2.46)	26 (11)	11.12 (4.38)	33 (11)	11.11 (3.51)

^a Percentage of population; ^b Percentage of principals selecting "Needed more staff due to the hurricanes."

Counselors, psychologists or social workers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	63 (4)	35.45 (2.47)	257 (24)	24.20 (2.32)	320 (25)	25.80 (2.02)
B. Hired more staff due to the hurricanes ^b	4 (1)	6.20 (1.75)	20 (7)	7.73 (2.55)	24 (7)	7.43 (2.08)
C. Would have hired more staff if funding had been available ^b	44 (4)	69.80 (4.63)	202 (24)	78.61 (4.47)	246 (24)	76.88 (3.73)
D. Would have hired more staff if qualified applicants had been available ^b	6 (3)	8.97 (4.10)	9 (5)	3.31 (2.08)	14 (6)	4.42 (1.86)
None of the above (computed) ^b	11 (2)	17.06 (2.87)	35 (10)	13.66 (3.95)	46 (11)	14.33 (3.23)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Office staff

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	65 (4)	36.78 (2.45)	261 (26)	24.60 (2.46)	327 (26)	26.34 (2.14)
B. Hired more staff due to the hurricanes ^b	10 (2)	14.69 (2.63)	34 (11)	12.87 (3.99)	43 (11)	13.23 (3.24)
C. Would have hired more staff if funding had been available ^b	42 (4)	64.58 (4.49)	190 (24)	72.59 (5.10)	232 (24)	70.99 (4.19)
D. Would have hired more staff if qualified applicants had been available ^b	5 (1)	7.64 (1.64)	10 (6)	3.96 (2.10)	15 (6)	4.70 (1.72)
None of the above (computed) ^b	14 (3)	21.14 (4.36)	40 (11)	15.48 (4.00)	54 (11)	16.61 (3.33)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Administrative staff

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	56 (4)	31.68 (2.40)	183 (23)	17.21 (2.15)	239 (23)	19.28 (1.87)
B. Hired more staff due to the hurricanes ^b	8 (3)	14.90 (4.74)	12 (5)	6.34 (2.65)	20 (6)	8.35 (2.35)
C. Would have hired more staff if funding had been available ^b	34 (4)	60.91 (5.20)	152 (22)	82.83 (4.11)	186 (22)	77.69 (3.53)
D. Would have hired more staff if qualified applicants had been available ^b	2 (1)	4.37 (1.32)	8 (5)	4.17 (2.92)	10 (6)	4.22 (2.26)
None of the above (computed) ^b	11 (2)	19.82 (3.48)	18 (6)	9.85 (3.16)	29 (6)	12.19 (2.59)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

Cafeteria, custodial staff, etc.

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A. Needed more staff due to the hurricanes ^a	89 (3)	50.50 (1.80)	282 (26)	26.52 (2.50)	371 (26)	29.95 (2.16)
B. Hired more staff due to the hurricanes ^b	5 (1)	6.12 (1.49)	48 (14)	17.19 (4.42)	54 (14)	14.53 (3.39)
C. Would have hired more staff if funding had been available ^b	41 (4)	45.77 (4.16)	178 (23)	63.23 (5.22)	219 (24)	59.03 (4.13)
D. Would have hired more staff if qualified applicants had been available ^b	20 (3)	22.14 (3.56)	25 (7)	8.70 (2.43)	44 (8)	11.94 (2.08)
None of the above (computed) ^b	25 (3)	27.53 (3.66)	40 (9)	14.29 (3.20)	65 (10)	17.48 (2.63)

^a Percentage of population; ^b Percentage of principals selecting “Needed more staff due to the hurricanes.”

23. In each category, if additional staff were hired due to the enrollment of displaced students, what were the sources of funding used for the hires? Please include agencies that promised funds but have not yet fulfilled the promise. (mark all that apply in each row)

Classroom teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	51 (4)	42.41 (3.18)	308 (29)	49.87 (3.54)	359 (29)	48.66 (3.02)
State or federal government ^b	24 (4)	35.55 (4.44)	69 (12)	22.36 (3.84)	94 (13)	24.76 (3.27)
Other government agency ^b	0 (0)	0.00 (0.00)	10 (8)	3.12 (2.39)	10 (8)	2.55 (1.96)
Other non-government agency ^b	1 (1)	1.99 (0.81)	0 (0)	0.00 (0.00)	1 (1)	0.36 (0.15)
School district ^b	50 (4)	72.13 (4.49)	252 (23)	81.34 (4.09)	301 (24)	79.67 (3.44)
Reallocation of the school’s discretionary budget ^b	4 (1)	6.24 (1.82)	14 (6)	4.57 (1.96)	18 (6)	4.87 (1.64)

^a Percentage of respondents to this item; ^b Percentage of those selecting “Additional staff not hired.”

Special Education or resource teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	66 (4)	68.18 (3.27)	349 (29)	74.46 (3.68)	415 (29)	73.38 (3.10)
State or federal government ^b	9 (1)	27.60 (4.24)	30 (11)	24.95 (7.78)	38 (11)	25.49 (6.23)
Other government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Other non-government agency ^b	1 (1)	4.43 (1.82)	0 (0)	0.00 (0.00)	1 (1)	0.91 (0.39)
School district ^b	26 (3)	83.81 (3.22)	85 (15)	71.51 (7.65)	111 (16)	74.04 (6.17)
Reallocation of the school’s discretionary budget ^b	1 (1)	4.54 (2.00)	8 (6)	6.91 (4.86)	10 (6)	6.42 (3.88)

^a Percentage of respondents to this item; ^b Percentage of those selecting “Additional staff not hired.”

Remedial or Title I teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	74 (4)	84.91 (3.19)	374 (29)	88.11 (3.25)	447 (30)	87.56 (2.75)
State or federal government ^b	8 (3)	60.52 (10.15)	11 (6)	21.65 (11.80)	19 (7)	29.67 (10.50)
Other government agency ^b	0 (0)	0.00 (0.00)	8 (7)	15.57 (13.13)	8 (7)	12.36 (10.63)
Other non-government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
School district ^b	8 (1)	59.00 (13.02)	22 (9)	42.78 (14.33)	29 (9)	46.13 (11.67)
Reallocation of the school's discretionary budget ^b	0 (0)	0.00 (0.00)	13 (8)	26.21 (14.04)	13 (8)	20.80 (11.18)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Specialists (math or reading)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	77 (5)	91.35 (1.56)	381 (29)	88.65 (3.01)	458 (30)	89.09 (2.53)
State or federal government ^b	3 (1)	47.72 (10.17)	9 (6)	19.22 (11.77)	13 (6)	22.92 (10.54)
Other government agency ^b	0 (0)	0.00 (0.00)	8 (7)	16.09 (13.43)	8 (7)	14.00 (11.84)
Other non-government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
School district ^b	5 (1)	68.62 (10.27)	27 (10)	55.10 (14.35)	32 (10)	56.85 (12.63)
Reallocation of the school's discretionary budget ^b	0 (0)	0.00 (0.00)	8 (6)	16.01 (11.56)	8 (6)	13.93 (10.03)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Arts (library, art, music, band) or physical education teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	75 (5)	85.89 (2.37)	392 (30)	89.27 (2.73)	467 (31)	88.71 (2.31)
State or federal government ^b	5 (2)	37.10 (9.01)	8 (6)	16.60 (11.82)	12 (6)	20.85 (9.69)
Other government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Other non-government agency ^b	1 (1)	11.15 (4.43)	0 (0)	0.00 (0.00)	1 (1)	2.31 (1.04)
School district ^b	10 (2)	78.06 (7.21)	35 (11)	73.45 (12.01)	44 (11)	74.40 (9.65)
Reallocation of the school's discretionary budget ^b	1 (0)	10.18 (4.00)	6 (6)	13.28 (11.69)	8 (6)	12.63 (9.31)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Classroom teachers' aides

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	70 (4)	70.27 (3.09)	340 (29)	79.90 (3.85)	410 (29)	78.07 (3.17)
State or federal government ^b	7 (1)	24.69 (4.20)	43 (14)	49.68 (10.70)	50 (14)	43.24 (8.24)
Other government agency ^b	0 (0)	0.00 (0.00)	4 (2)	4.18 (2.05)	4 (2)	3.10 (1.48)
Other non-government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
School district ^b	23 (3)	79.12 (3.85)	34 (11)	39.30 (10.20)	57 (11)	49.55 (8.07)
Reallocation of the school's discretionary budget ^b	1 (0)	4.22 (1.70)	7 (6)	8.67 (6.42)	9 (6)	7.53 (4.81)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Substitute teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	62 (4)	62.20 (3.48)	352 (29)	78.73 (3.63)	414 (29)	75.74 (3.03)
State or federal government ^b	2 (1)	6.52 (2.01)	24 (11)	25.52 (9.90)	27 (11)	20.16 (7.32)
Other government agency ^b	0 (0)	0.00 (0.00)	2 (1)	2.11 (1.46)	2 (1)	1.52 (1.04)
Other non-government agency ^b	4 (1)	10.72 (3.03)	6 (5)	6.13 (5.40)	10 (5)	7.42 (3.96)
School district ^b	30 (4)	79.21 (3.99)	56 (12)	58.44 (9.64)	85 (13)	64.30 (7.25)
Reallocation of the school's discretionary budget ^b	3 (1)	6.74 (2.08)	11 (6)	11.58 (6.63)	14 (7)	10.21 (4.79)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Tutors

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	72 (4)	84.08 (3.28)	356 (31)	82.82 (4.08)	428 (31)	83.03 (3.45)
State or federal government ^b	3 (1)	19.31 (7.14)	18 (10)	24.88 (12.04)	21 (10)	24.01 (10.24)
Other government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Other non-government agency ^b	1 (1)	10.05 (4.28)	11 (7)	15.28 (9.06)	13 (7)	14.46 (7.68)
School district ^b	11 (3)	79.36 (7.43)	37 (13)	49.64 (12.65)	47 (14)	54.28 (10.79)
Reallocation of the school's discretionary budget ^b	0 (0)	0.00 (0.00)	8 (6)	10.20 (7.77)	8 (6)	8.60 (6.53)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Counselors, psychologists or social workers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	72 (4)	83.69 (3.45)	376 (29)	86.06 (3.42)	447 (29)	85.67 (2.91)
State or federal government ^b	3 (1)	21.50 (7.71)	25 (12)	41.72 (14.47)	28 (12)	37.94 (12.05)
Other government agency ^b	1 (0)	8.50 (3.56)	3 (1)	4.50 (1.94)	4 (1)	5.24 (1.78)
Other non-government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
School district ^b	13 (3)	91.50 (3.56)	28 (10)	45.97 (13.04)	41 (11)	54.48 (11.11)
Reallocation of the school's discretionary budget ^b	0 (0)	0.00 (0.00)	6 (6)	10.27 (9.24)	6 (6)	8.35 (7.51)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Office staff

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	72 (4)	80.32 (3.34)	369 (29)	83.13 (3.45)	441 (30)	82.66 (2.92)
State or federal government ^b	4 (1)	23.16 (6.59)	10 (3)	14.00 (4.79)	15 (3)	15.74 (4.21)
Other government agency ^b	0 (0)	0.00 (0.00)	13 (6)	16.69 (7.41)	13 (6)	13.52 (5.98)
Other non-government agency ^b	0 (0)	0.00 (0.00)	12 (8)	16.13 (9.70)	12 (8)	13.06 (7.92)
School district ^b	14 (3)	77.52 (6.41)	41 (14)	55.28 (11.65)	55 (14)	59.51 (9.46)
Reallocation of the school's discretionary budget ^b	1 (0)	7.12 (2.96)	6 (6)	8.34 (7.51)	8 (6)	8.11 (6.11)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Administrative staff

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	71 (4)	79.60 (3.65)	393 (30)	90.95 (2.57)	464 (31)	89.02 (2.22)
State or federal government ^b	4 (1)	21.02 (5.52)	0 (0)	0.00 (0.00)	4 (1)	6.66 (2.01)
Other government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Other non-government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
School district ^b	16 (3)	86.20 (4.16)	33 (11)	84.02 (13.96)	48 (12)	84.71 (9.63)
Reallocation of the school's discretionary budget ^b	3 (1)	13.80 (4.16)	6 (6)	15.98 (13.96)	9 (6)	15.29 (9.63)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

Cafeteria, custodial staff, etc.

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Additional staff not hired ^a	71 (4)	75.80 (3.26)	363 (30)	78.02 (3.65)	434 (30)	77.65 (3.09)
State or federal government ^b	4 (1)	17.76 (4.91)	31 (10)	30.13 (8.31)	35 (10)	27.89 (6.89)
Other government agency ^b	3 (1)	11.60 (3.65)	21 (10)	20.40 (8.53)	23 (10)	18.81 (7.04)
Other non-government agency ^b	0 (0)	0.00 (0.00)	7 (5)	7.23 (5.09)	7 (5)	5.92 (4.19)
School district ^b	20 (3)	88.06 (4.57)	40 (11)	39.19 (9.37)	60 (11)	48.02 (8.14)
Reallocation of the school's discretionary budget ^b	0 (0)	0.00 (0.00)	6 (6)	6.11 (5.41)	6 (6)	5.00 (4.46)

^a Percentage of respondents to this item; ^b Percentage of those selecting "Additional staff not hired."

24. How long are the contracts of teachers hired since the hurricanes? (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 full year	43 (4)	32.15 (2.87)	263 (25)	43.19 (3.67)	306 (25)	41.21 (3.05)
1 year	34 (3)	25.75 (1.93)	181 (24)	29.76 (3.46)	215 (25)	29.04 (2.87)
2 years	0 (0)	0.00 (0.00)	2 (1)	0.26 (0.15)	2 (1)	0.21 (0.13)
3 years or more	0 (0)	0.00 (0.00)	2 (1)	0.33 (0.23)	2 (1)	0.27 (0.19)
Not specified	18 (3)	13.85 (2.39)	38 (12)	6.19 (1.86)	56 (12)	7.56 (1.59)
I don't know	41 (4)	30.58 (2.72)	150 (21)	24.71 (3.12)	191 (21)	25.76 (2.61)

25. What else would you like to tell us about hiring new teachers or other staff since the hurricanes?
[Principals' write-in responses are not included in this appendix.]

26. Listed below are several types of resources you may have needed in the days and weeks immediately following the hurricanes when displaced students arrived at your school. (mark all that apply)

What resources did your school need immediately following the hurricanes?^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom space	57 (3)	31.95 (1.95)	309 (27)	29.10 (2.59)	366 (27)	29.51 (2.24)
Desks or chairs	77 (4)	43.26 (2.38)	492 (33)	46.32 (3.25)	569 (34)	45.88 (2.81)
Books or supplies	132 (4)	74.34 (2.29)	785 (31)	73.87 (3.08)	917 (31)	73.93 (2.66)
Transportation	66 (4)	37.55 (2.39)	315 (30)	29.64 (2.85)	382 (30)	30.77 (2.47)
None of the above (computed)	29 (3)	16.38 (1.92)	207 (31)	19.46 (2.83)	236 (31)	19.02 (2.45)

^a Percentage of population.

What resources does your school still need today?^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom space	36 (3)	20.53 (1.50)	169 (24)	15.90 (2.23)	205 (24)	16.56 (1.92)
Desks or chairs	37 (4)	21.05 (2.05)	153 (25)	14.35 (2.33)	190 (25)	15.30 (2.02)
Books or supplies	50 (5)	28.03 (2.55)	197 (26)	18.54 (2.47)	247 (26)	19.90 (2.15)
Transportation	18 (2)	10.11 (1.17)	40 (10)	3.77 (0.97)	58 (11)	4.67 (0.85)
None of the above (computed)	95 (5)	53.68 (2.63)	727 (33)	68.36 (2.97)	822 (34)	66.27 (2.58)

^a Percentage of population.

[These results are now repeated to show the percentage of schools that reported any resource need.]

What resources did your school need immediately following the hurricanes?^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom space	57 (3)	38.21 (2.34)	309 (27)	36.13 (3.18)	366 (27)	36.44 (2.74)
Desks or chairs	77 (4)	51.73 (2.74)	492 (33)	57.51 (3.45)	569 (34)	56.66 (2.97)
Books or supplies	132 (4)	88.90 (2.14)	785 (31)	91.71 (2.05)	917 (31)	91.30 (1.77)
Transportation	66 (4)	44.90 (2.72)	315 (30)	36.80 (3.33)	382 (30)	37.99 (2.87)

^a Percentage of schools with any need immediately following the hurricanes.

What resources does your school still need today?^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Classroom space	36 (3)	44.33 (3.19)	169 (24)	50.25 (5.29)	205 (24)	49.09 (4.30)
Desks or chairs	37 (4)	45.45 (3.70)	153 (25)	45.35 (5.18)	190 (25)	45.37 (4.22)
Books or supplies	50 (5)	60.53 (3.15)	197 (26)	58.61 (5.10)	247 (26)	58.99 (4.15)
Transportation	18 (2)	21.82 (2.55)	40 (10)	11.91 (2.97)	58 (11)	13.85 (2.45)

^a Percentage of schools with any need at the time of the survey.

27. In comparison to the prior school year, how easy or difficult has it been to perform the following activities related to professional development at your school this year? (mark one in each row)

Design professional development activities

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did not intend to engage in the activity this year	3 (1)	1.79 (0.78)	16 (5)	1.60 (0.47)	19 (5)	1.62 (0.42)
Easier than before the hurricanes	1 (0)	0.75 (0.30)	23 (11)	2.27 (1.11)	24 (11)	2.05 (0.95)
Neither easier nor more difficult	59 (3)	35.03 (2.01)	765 (29)	75.47 (2.76)	824 (29)	69.73 (2.38)
More difficult than before the hurricanes	105 (4)	62.44 (2.01)	210 (26)	20.67 (2.55)	314 (26)	26.59 (2.20)

Provide funds to support professional development

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did not intend to engage in the activity this year	1 (1)	0.74 (0.35)	7 (2)	0.66 (0.22)	8 (2)	0.67 (0.19)
Easier than before the hurricanes	4 (1)	2.25 (0.53)	31 (12)	3.05 (1.21)	34 (12)	2.93 (1.04)
Neither easier nor more difficult	82 (4)	48.79 (2.28)	776 (31)	77.19 (2.87)	858 (31)	73.13 (2.48)
More difficult than before the hurricanes	81 (4)	48.22 (2.25)	192 (27)	19.10 (2.64)	273 (27)	23.26 (2.29)

Find time for staff to attend professional development

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did not intend to engage in the activity this year	3 (1)	1.77 (0.77)	4 (1)	0.40 (0.11)	7 (2)	0.60 (0.15)
Easier than before the hurricanes	5 (1)	3.04 (0.71)	31 (13)	3.04 (1.26)	36 (13)	3.04 (1.08)
Neither easier nor more difficult	38 (3)	22.57 (1.72)	685 (32)	68.19 (3.06)	724 (32)	61.62 (2.63)
More difficult than before the hurricanes	123 (3)	72.61 (1.87)	285 (30)	28.37 (2.89)	408 (30)	34.74 (2.49)

Provide substitutes to free staff for professional development

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did not intend to engage in the activity this year	1 (0)	0.70 (0.27)	7 (4)	0.73 (0.39)	8 (4)	0.72 (0.34)
Easier than before the hurricanes	0 (0)	0.00 (0.00)	24 (12)	2.44 (1.20)	24 (12)	2.09 (1.03)
Neither easier nor more difficult	41 (3)	24.50 (1.67)	679 (31)	67.88 (2.86)	721 (31)	61.62 (2.46)
More difficult than before the hurricanes	126 (3)	74.80 (1.69)	290 (27)	28.95 (2.68)	416 (27)	35.57 (2.31)

Identify appropriate providers of professional development

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did not intend to engage in the activity this year	1 (1)	0.87 (0.53)	22 (9)	2.22 (0.86)	24 (9)	2.02 (0.74)
Easier than before the hurricanes	3 (1)	1.58 (0.45)	21 (11)	2.14 (1.13)	24 (11)	2.06 (0.97)
Neither easier nor more difficult	97 (5)	58.59 (2.66)	787 (29)	78.82 (2.60)	884 (29)	75.94 (2.26)
More difficult than before the hurricanes	65 (4)	38.96 (2.64)	168 (23)	16.82 (2.26)	233 (23)	19.98 (1.97)

28. Compared to the prior school year, how frequently have the following activities occurred at your school this year? (mark one in each row)

Businesses provided funds, volunteers, or other resources to help the school

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	4 (1)	2.49 (0.74)	52 (14)	5.24 (1.35)	56 (14)	4.85 (1.17)
Occurs less now than before the hurricanes	30 (3)	18.43 (2.10)	22 (8)	2.21 (0.81)	52 (9)	4.49 (0.76)
About the same	33 (3)	20.33 (1.76)	519 (33)	52.02 (3.07)	552 (33)	47.56 (2.66)
Occurs more now than before the hurricanes	96 (4)	58.75 (2.63)	404 (29)	40.53 (2.96)	500 (30)	43.09 (2.58)

Parents of pre-existing students complained about the quality of education

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	66 (4)	40.32 (2.11)	390 (31)	39.32 (2.98)	457 (31)	39.46 (2.57)
Occurs less now than before the hurricanes	32 (4)	19.20 (2.32)	22 (7)	2.20 (0.75)	53 (8)	4.62 (0.72)
About the same	55 (4)	33.45 (2.41)	517 (31)	52.11 (3.01)	573 (32)	49.45 (2.60)
Occurs more now than before the hurricanes	12 (2)	7.03 (1.08)	63 (15)	6.37 (1.48)	75 (15)	6.47 (1.28)

Parents of pre-existing students complained about diverted resources

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	92 (4)	55.47 (2.10)	563 (35)	56.46 (3.36)	655 (35)	56.32 (2.90)
Occurs less now than before the hurricanes	22 (3)	13.11 (1.63)	35 (13)	3.53 (1.33)	57 (14)	4.89 (1.17)
About the same	43 (3)	26.16 (1.64)	338 (34)	33.90 (3.34)	381 (34)	32.80 (2.87)
Occurs more now than before the hurricanes	9 (2)	5.27 (0.99)	61 (15)	6.11 (1.53)	70 (15)	5.99 (1.32)

Parents of pre-existing students volunteered to assist in classes

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	31 (3)	18.60 (1.71)	242 (26)	24.22 (2.58)	272 (26)	23.42 (2.23)
Occurs less now than before the hurricanes	37 (4)	22.55 (2.44)	47 (13)	4.70 (1.26)	84 (13)	7.23 (1.14)
About the same	89 (4)	53.96 (2.67)	660 (33)	66.14 (2.96)	749 (33)	64.42 (2.58)
Occurs more now than before the hurricanes	8 (2)	4.89 (1.14)	49 (14)	4.94 (1.45)	57 (15)	4.93 (1.25)

Parents of pre-existing students requested student transfers to other classrooms

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	64 (4)	39.11 (2.06)	460 (33)	46.20 (3.15)	525 (33)	45.20 (2.72)
Occurs less now than before the hurricanes	20 (3)	12.25 (2.05)	22 (9)	2.25 (0.90)	43 (10)	3.67 (0.82)
About the same	75 (4)	45.61 (2.56)	460 (32)	46.16 (3.11)	535 (32)	46.08 (2.70)
Occurs more now than before the hurricanes	5 (1)	3.03 (0.59)	54 (13)	5.39 (1.35)	59 (13)	5.06 (1.16)

Parents of pre-existing students participated in school committees and school organizations

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	21 (2)	12.62 (1.44)	94 (18)	9.52 (1.82)	115 (19)	9.96 (1.58)
Occurs less now than before the hurricanes	43 (4)	26.06 (2.43)	39 (11)	3.96 (1.12)	82 (12)	7.11 (1.02)
About the same	95 (4)	57.48 (2.57)	844 (26)	85.10 (2.14)	939 (26)	81.16 (1.87)
Occurs more now than before the hurricanes	6 (1)	3.84 (0.83)	14 (5)	1.42 (0.54)	20 (6)	1.76 (0.48)

Pre-existing students transferred from another school to your school

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	17 (2)	10.32 (1.36)	149 (24)	15.36 (2.37)	166 (24)	14.64 (2.04)
Occurs less now than before the hurricanes	20 (4)	12.42 (2.18)	22 (10)	2.27 (1.07)	42 (11)	3.72 (0.97)
About the same	90 (5)	55.33 (2.68)	661 (29)	68.01 (2.76)	751 (29)	66.20 (2.39)
Occurs more now than before the hurricanes	36 (3)	21.94 (1.63)	139 (18)	14.36 (1.86)	175 (18)	15.44 (1.61)

Pre-existing students transferred from your school to another school

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	23 (4)	13.76 (2.18)	164 (24)	16.43 (2.39)	187 (25)	16.05 (2.07)
Occurs less now than before the hurricanes	17 (3)	10.67 (2.08)	27 (11)	2.72 (1.08)	45 (11)	3.84 (0.97)
About the same	92 (4)	56.31 (2.55)	727 (29)	72.74 (2.72)	819 (30)	70.42 (2.36)
Occurs more now than before the hurricanes	32 (4)	19.26 (2.19)	81 (14)	8.12 (1.42)	113 (15)	9.69 (1.26)

Teachers expressed work fatigue

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	1 (1)	0.74 (0.34)	94 (21)	9.38 (2.09)	95 (21)	8.11 (1.79)
Occurs less now than before the hurricanes	1 (0)	0.73 (0.29)	8 (6)	0.81 (0.57)	9 (6)	0.80 (0.49)
About the same	37 (4)	21.76 (2.15)	487 (34)	48.54 (3.22)	524 (34)	44.63 (2.77)
Occurs more now than before the hurricanes	132 (4)	76.77 (2.17)	414 (30)	41.27 (3.06)	546 (31)	46.46 (2.65)

Teachers expressed job frustration

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	5 (1)	2.99 (0.63)	123 (23)	12.28 (2.32)	128 (23)	10.94 (1.99)
Occurs less now than before the hurricanes	1 (1)	0.86 (0.52)	11 (6)	1.12 (0.59)	13 (6)	1.08 (0.51)
About the same	52 (4)	30.82 (2.44)	493 (34)	49.35 (3.24)	545 (35)	46.67 (2.80)
Occurs more now than before the hurricanes	110 (4)	65.34 (2.50)	372 (30)	37.24 (3.03)	482 (30)	41.31 (2.62)

Teachers expressed high job satisfaction

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
This activity occurred neither year	5 (1)	3.13 (0.83)	59 (16)	5.88 (1.62)	64 (16)	5.49 (1.40)
Occurs less now than before the hurricanes	63 (4)	37.93 (2.46)	191 (24)	19.17 (2.35)	255 (24)	21.85 (2.05)
About the same	88 (4)	52.68 (2.42)	730 (30)	73.11 (2.83)	818 (31)	70.19 (2.45)
Occurs more now than before the hurricanes	10 (2)	6.27 (1.03)	18 (7)	1.84 (0.74)	29 (8)	2.47 (0.65)

29. Do you agree or disagree with the following statements about the effects of hurricane displacement on efforts that were underway or planned at your school? (mark one in each row)

At some time since the hurricanes, issues related to displacement have...

...diverted my attention from most other activities

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	6 (1)	3.48 (0.87)	91 (22)	9.35 (2.23)	96 (22)	8.48 (1.90)
Disagree	28 (4)	16.62 (2.20)	169 (26)	17.48 (2.70)	197 (26)	17.35 (2.33)
Neutral	30 (4)	17.83 (2.34)	240 (32)	24.76 (3.16)	270 (32)	23.74 (2.72)
Agree	66 (4)	39.26 (2.52)	353 (30)	36.46 (3.06)	419 (30)	36.87 (2.63)
Strongly agree	38 (3)	22.81 (1.83)	116 (18)	11.96 (1.85)	154 (18)	13.56 (1.61)

...boosted teachers' enthusiasm for other issues in the school

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	8 (1)	4.71 (0.58)	71 (16)	7.34 (1.69)	78 (16)	6.95 (1.45)
Disagree	60 (4)	36.40 (2.51)	304 (30)	31.62 (3.15)	365 (31)	32.32 (2.71)
Neutral	67 (3)	40.21 (2.06)	451 (35)	46.87 (3.35)	518 (35)	45.89 (2.88)
Agree	29 (4)	17.24 (2.12)	135 (23)	13.98 (2.36)	163 (23)	14.46 (2.03)
Strongly agree	2 (1)	1.43 (0.38)	2 (1)	0.19 (0.12)	4 (1)	0.37 (0.12)

...taken everyone's time away from other issues in the school

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	5 (2)	2.86 (0.90)	104 (22)	10.69 (2.21)	109 (22)	9.52 (1.89)
Disagree	30 (2)	17.62 (1.41)	221 (27)	22.80 (2.78)	251 (27)	22.03 (2.38)
Neutral	38 (4)	22.14 (2.24)	281 (30)	28.93 (2.92)	319 (31)	27.92 (2.51)
Agree	69 (4)	40.57 (2.51)	290 (29)	29.84 (2.94)	359 (29)	31.44 (2.53)
Strongly agree	29 (2)	16.82 (1.39)	75 (13)	7.73 (1.38)	104 (13)	9.09 (1.20)

...caused us to postpone other activities we had planned

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	5 (2)	2.86 (0.90)	123 (24)	12.59 (2.45)	128 (24)	11.14 (2.10)
Disagree	23 (3)	13.56 (1.46)	253 (29)	25.95 (2.99)	276 (30)	24.11 (2.55)
Neutral	15 (3)	8.86 (1.89)	193 (29)	19.77 (2.87)	208 (29)	18.14 (2.46)
Agree	80 (5)	47.01 (2.56)	309 (29)	31.66 (2.93)	389 (29)	33.94 (2.52)
Strongly agree	47 (3)	27.72 (1.73)	98 (17)	10.03 (1.76)	145 (17)	12.66 (1.53)

...brought in teachers with new ideas

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	11 (3)	6.63 (1.81)	102 (20)	10.52 (2.06)	112 (20)	9.96 (1.78)
Disagree	45 (4)	27.34 (2.60)	289 (28)	29.87 (3.00)	333 (29)	29.50 (2.59)
Neutral	66 (4)	40.51 (2.54)	384 (33)	39.79 (3.15)	451 (33)	39.89 (2.72)
Agree	37 (4)	22.58 (2.33)	174 (25)	18.05 (2.59)	211 (26)	18.71 (2.24)
Strongly agree	5 (1)	2.94 (0.75)	17 (7)	1.77 (0.75)	22 (7)	1.94 (0.65)

...used facilities that were needed for other purposes

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	13 (2)	7.55 (1.32)	134 (24)	13.82 (2.40)	147 (24)	12.90 (2.06)
Disagree	48 (4)	28.71 (2.48)	302 (30)	31.17 (3.07)	350 (30)	30.81 (2.64)
Neutral	34 (4)	20.02 (2.39)	290 (32)	29.96 (3.21)	324 (32)	28.49 (2.76)
Agree	48 (4)	28.32 (2.34)	195 (26)	20.14 (2.59)	243 (26)	21.35 (2.23)
Strongly agree	26 (2)	15.40 (1.36)	48 (13)	4.91 (1.36)	73 (13)	6.46 (1.18)

...created new needs for professional development

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	5 (2)	2.69 (0.92)	75 (20)	7.79 (2.02)	80 (20)	7.02 (1.73)
Disagree	36 (4)	20.93 (2.37)	237 (29)	24.57 (2.99)	273 (29)	24.02 (2.57)
Neutral	37 (4)	21.57 (2.08)	317 (34)	32.89 (3.29)	354 (34)	31.19 (2.82)
Agree	67 (4)	39.35 (2.54)	295 (28)	30.61 (2.88)	362 (28)	31.92 (2.49)
Strongly agree	26 (3)	15.47 (1.46)	40 (10)	4.15 (1.00)	66 (10)	5.85 (0.88)

...led to higher teacher morale

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	32 (4)	19.10 (2.25)	135 (21)	13.91 (2.16)	167 (21)	14.67 (1.87)
Disagree	78 (4)	46.82 (2.58)	351 (28)	36.09 (2.97)	429 (29)	37.67 (2.56)
Neutral	41 (3)	24.65 (1.66)	400 (35)	41.13 (3.23)	441 (35)	38.71 (2.78)
Agree	15 (2)	8.72 (1.23)	83 (18)	8.50 (1.87)	97 (18)	8.53 (1.60)
Strongly agree	1 (0)	0.71 (0.27)	4 (2)	0.37 (0.17)	5 (2)	0.42 (0.15)

...resulted in higher teacher absenteeism

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly disagree	10 (2)	6.17 (1.16)	144 (25)	14.89 (2.49)	154 (25)	13.60 (2.13)
Disagree	27 (4)	16.10 (2.22)	270 (28)	27.88 (2.89)	297 (28)	26.13 (2.48)
Neutral	29 (3)	17.25 (2.01)	350 (33)	36.20 (3.21)	379 (33)	33.38 (2.75)
Agree	77 (5)	45.78 (2.56)	151 (17)	15.66 (1.83)	229 (18)	20.14 (1.62)
Strongly agree	25 (3)	14.70 (2.04)	52 (12)	5.37 (1.19)	77 (12)	6.76 (1.06)

30. What else would you like to tell us about the effects of displacement on resources, staff, parents and community?
[Principals' write-in responses are not included in this appendix.]

31. Compared to the prior school year, how has the utilization of each program or service changed?
(mark one in each row)

Pre-K

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	47 (4)	29.28 (2.17)	416 (32)	45.36 (3.06)	463 (32)	42.96 (2.63)
Number of students utilizing this program or service decreased	11 (2)	6.83 (0.99)	1 (1)	0.14 (0.07)	12 (2)	1.14 (0.16)
No change	60 (4)	37.37 (2.48)	366 (30)	39.93 (3.12)	426 (31)	39.55 (2.68)
Number of students utilizing this program or service increased	43 (3)	26.53 (1.69)	134 (21)	14.57 (2.28)	176 (21)	16.36 (1.96)

Before/after school care

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	58 (4)	35.97 (2.43)	460 (33)	49.96 (3.34)	518 (34)	47.88 (2.86)
Number of students utilizing this program or service decreased	3 (1)	2.10 (0.40)	4 (1)	0.45 (0.14)	8 (1)	0.70 (0.13)
No change	62 (4)	38.80 (2.48)	318 (35)	34.49 (3.45)	380 (35)	35.13 (2.96)
Number of students utilizing this program or service increased	37 (2)	23.12 (1.45)	139 (20)	15.10 (2.19)	176 (20)	16.29 (1.88)

Tutoring

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	20 (2)	12.38 (1.49)	87 (20)	9.08 (2.05)	108 (20)	9.56 (1.76)
Number of students utilizing this program or service decreased	22 (3)	13.74 (2.14)	43 (12)	4.50 (1.24)	66 (12)	5.83 (1.10)
No change	73 (4)	45.11 (2.58)	543 (34)	56.36 (3.21)	616 (34)	54.74 (2.77)
Number of students utilizing this program or service increased	47 (4)	28.78 (2.57)	289 (25)	30.06 (2.69)	336 (26)	29.87 (2.33)

Remedial math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	23 (3)	14.29 (1.67)	98 (21)	10.10 (2.10)	121 (21)	10.69 (1.81)
Number of students utilizing this program or service decreased	8 (3)	5.00 (1.70)	12 (6)	1.25 (0.59)	20 (6)	1.78 (0.56)
No change	87 (4)	54.21 (2.70)	590 (34)	60.78 (3.19)	677 (35)	59.84 (2.76)
Number of students utilizing this program or service increased	43 (3)	26.49 (2.00)	271 (27)	27.88 (2.79)	313 (27)	27.68 (2.41)

Gifted math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	20 (2)	12.79 (1.46)	174 (24)	18.20 (2.48)	195 (24)	17.43 (2.14)
Number of students utilizing this program or service decreased	16 (2)	10.15 (1.26)	9 (5)	0.95 (0.56)	25 (6)	2.26 (0.52)
No change	116 (3)	72.85 (1.94)	686 (34)	71.74 (2.92)	803 (34)	71.90 (2.51)
Number of students utilizing this program or service increased	7 (1)	4.21 (0.92)	87 (17)	9.11 (1.79)	94 (17)	8.41 (1.53)

Group counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	14 (2)	8.77 (1.25)	141 (25)	14.30 (2.50)	155 (25)	13.51 (2.15)
Number of students utilizing this program or service decreased	5 (1)	2.94 (0.54)	0 (0)	0.00 (0.00)	5 (1)	0.42 (0.08)
No change	60 (4)	36.55 (2.48)	488 (36)	49.59 (3.31)	548 (36)	47.74 (2.86)
Number of students utilizing this program or service increased	85 (4)	51.74 (2.50)	356 (26)	36.11 (2.61)	440 (26)	38.34 (2.27)

Weekly/monthly 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	14 (2)	8.44 (1.07)	122 (23)	12.50 (2.38)	135 (23)	11.92 (2.05)
Number of students utilizing this program or service decreased	3 (1)	2.12 (0.42)	6 (3)	0.61 (0.31)	9 (3)	0.83 (0.27)
No change	66 (4)	40.89 (2.49)	429 (35)	44.05 (3.40)	495 (36)	43.60 (2.93)
Number of students utilizing this program or service increased	79 (4)	48.55 (2.53)	417 (30)	42.84 (3.05)	496 (30)	43.65 (2.64)

Drop-in 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	15 (2)	9.81 (1.20)	126 (22)	13.30 (2.26)	141 (22)	12.82 (1.95)
Number of students utilizing this program or service decreased	7 (1)	4.65 (0.72)	12 (4)	1.26 (0.39)	19 (4)	1.73 (0.35)
No change	70 (5)	45.70 (2.44)	550 (35)	58.23 (3.21)	620 (35)	56.49 (2.79)
Number of students utilizing this program or service increased	61 (3)	39.84 (2.32)	257 (26)	27.21 (2.71)	318 (26)	28.96 (2.36)

Mental health service referrals

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	7 (2)	4.14 (0.99)	85 (20)	8.76 (2.02)	91 (20)	8.09 (1.73)
Number of students utilizing this program or service decreased	1 (0)	0.61 (0.01)	0 (0)	0.00 (0.00)	1 (0)	0.09 (0.00)
No change	86 (4)	52.79 (2.54)	550 (33)	56.88 (3.02)	636 (33)	56.28 (2.61)
Number of students utilizing this program or service increased	70 (4)	42.46 (2.47)	332 (26)	34.36 (2.71)	402 (27)	35.53 (2.35)

Project SERV^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not offered	105 (4)	70.90 (2.58)	517 (34)	57.50 (3.60)	622 (34)	59.39 (3.13)
Number of students utilizing this program or service decreased	1 (0)	0.68 (0.01)	2 (1)	0.22 (0.14)	3 (1)	0.28 (0.12)
No change	39 (4)	26.51 (2.64)	356 (36)	39.55 (3.58)	395 (37)	37.71 (3.11)
Number of students utilizing this program or service increased	3 (1)	1.91 (0.71)	25 (11)	2.74 (1.23)	27 (11)	2.62 (1.06)

^a School Emergency Response to Violence

32. Compared to the prior school year, how has the staffing of each program or service changed?
(mark one in each row)

Pre-K

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	12 (2)	8.21 (1.04)	24 (9)	2.94 (1.14)	36 (10)	3.74 (0.98)
No change	111 (4)	75.38 (1.72)	774 (34)	94.37 (1.51)	885 (35)	91.48 (1.31)
Staffing has increased	24 (2)	16.41 (1.60)	22 (8)	2.68 (1.00)	46 (8)	4.77 (0.89)

Before/after school care

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	17 (2)	11.87 (1.48)	36 (15)	4.39 (1.78)	53 (15)	5.48 (1.54)
No change	109 (5)	77.31 (1.93)	705 (34)	85.92 (2.72)	814 (35)	84.66 (2.34)
Staffing has increased	15 (2)	10.82 (1.39)	80 (17)	9.69 (2.08)	95 (17)	9.85 (1.79)

Tutoring

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	26 (4)	16.25 (2.25)	42 (13)	4.55 (1.44)	68 (14)	6.24 (1.27)
No change	112 (5)	71.58 (2.58)	770 (32)	82.87 (2.51)	882 (32)	81.24 (2.19)
Staffing has increased	19 (2)	12.18 (1.50)	117 (19)	12.58 (2.09)	136 (19)	12.52 (1.80)

Remedial math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	22 (3)	14.16 (1.98)	27 (12)	2.95 (1.31)	49 (12)	4.58 (1.16)
No change	122 (4)	78.12 (2.28)	817 (31)	88.99 (2.22)	939 (32)	87.41 (1.93)
Staffing has increased	12 (2)	7.71 (1.27)	74 (16)	8.06 (1.79)	86 (16)	8.01 (1.54)

Gifted math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	14 (3)	9.28 (1.96)	21 (7)	2.31 (0.74)	35 (7)	3.31 (0.70)
No change	131 (4)	86.20 (2.15)	878 (27)	96.29 (0.92)	1,010 (28)	94.85 (0.85)
Staffing has increased	7 (1)	4.51 (0.97)	13 (5)	1.40 (0.54)	20 (5)	1.84 (0.48)

Group counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	8 (1)	5.20 (0.69)	13 (7)	1.40 (0.80)	21 (7)	1.96 (0.69)
No change	132 (3)	82.79 (1.50)	811 (32)	89.30 (1.77)	942 (32)	88.33 (1.52)
Staffing has increased	19 (2)	12.01 (1.38)	84 (14)	9.30 (1.57)	104 (14)	9.70 (1.35)

Weekly/monthly 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	8 (1)	5.22 (0.70)	14 (7)	1.50 (0.78)	22 (7)	2.04 (0.67)
No change	134 (3)	84.36 (1.45)	835 (31)	89.85 (1.65)	969 (31)	89.06 (1.43)
Staffing has increased	16 (2)	10.42 (1.31)	80 (13)	8.64 (1.45)	97 (14)	8.90 (1.25)

Drop-in 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	8 (1)	5.45 (0.73)	13 (7)	1.45 (0.81)	22 (7)	2.02 (0.70)
No change	132 (3)	87.39 (1.42)	857 (32)	93.47 (1.49)	989 (32)	92.61 (1.30)
Staffing has increased	11 (2)	7.16 (1.25)	47 (11)	5.08 (1.25)	57 (12)	5.37 (1.09)

Mental health service referrals

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	7 (1)	4.47 (0.64)	10 (7)	1.09 (0.78)	17 (7)	1.58 (0.67)
No change	132 (3)	84.32 (1.42)	813 (32)	87.97 (2.10)	945 (32)	87.44 (1.81)
Staffing has increased	18 (2)	11.22 (1.32)	101 (18)	10.94 (1.95)	119 (18)	10.98 (1.68)

Project SERV^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staffing has decreased	11 (2)	10.25 (1.47)	54 (14)	7.26 (1.92)	65 (14)	7.64 (1.69)
No change	94 (4)	87.43 (1.63)	682 (36)	91.90 (2.06)	776 (36)	91.33 (1.81)
Staffing has increased	2 (1)	2.32 (0.72)	6 (6)	0.84 (0.78)	9 (6)	1.03 (0.69)

^a School Emergency Response to Violence

33. If you have increased the funding of these programs or services as a result of the hurricanes, what was the funding source? (mark all that apply in each row)

Pre-K

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	73 (4)	73.31 (2.41)	558 (33)	87.58 (2.48)	631 (33)	85.65 (2.17)
State or federal government ^b	14 (2)	51.38 (5.10)	35 (8)	43.68 (9.77)	48 (8)	45.62 (7.54)
Other government agency ^b	0 (0)	0.00 (0.00)	2 (1)	1.98 (1.22)	2 (1)	1.48 (0.89)
Other non-government source ^b	0 (0)	0.00 (0.00)	18 (11)	22.49 (11.27)	18 (11)	16.84 (8.84)
School district ^b	13 (2)	48.62 (5.10)	33 (11)	42.01 (11.56)	46 (11)	43.67 (8.79)
Reallocation of the school's discretionary budget ^b	3 (1)	9.41 (2.52)	0 (0)	0.00 (0.00)	3 (1)	2.37 (0.73)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Before/after school care

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	74 (4)	74.86 (2.23)	546 (32)	84.25 (2.89)	619 (32)	83.01 (2.52)
State or federal government ^b	6 (1)	24.87 (4.22)	45 (14)	43.90 (10.85)	51 (14)	40.18 (8.76)
Other government agency ^b	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Other non-government source ^b	4 (1)	15.70 (4.05)	31 (13)	30.45 (10.35)	35 (13)	27.57 (8.44)
School district ^b	13 (2)	54.37 (4.95)	29 (10)	28.88 (8.82)	43 (10)	33.86 (7.25)
Reallocation of the school's discretionary budget ^b	1 (0)	5.06 (1.99)	8 (5)	7.79 (5.01)	9 (5)	7.25 (4.05)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Tutoring

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	57 (4)	54.73 (3.37)	446 (33)	65.21 (3.44)	503 (33)	63.82 (3.02)
State or federal government ^b	20 (3)	42.33 (4.92)	134 (20)	56.46 (6.15)	154 (20)	54.11 (5.20)
Other government agency ^b	0 (0)	0.00 (0.00)	10 (5)	4.15 (2.24)	10 (5)	3.46 (1.87)
Other non-government source ^b	0 (0)	0.00 (0.00)	26 (12)	11.00 (4.88)	26 (12)	9.17 (4.10)
School district ^b	22 (4)	46.50 (5.23)	103 (18)	43.32 (6.14)	125 (19)	43.85 (5.19)
Reallocation of the school's discretionary budget ^b	5 (1)	11.17 (2.41)	15 (7)	6.22 (2.94)	20 (7)	7.04 (2.48)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Remedial math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	65 (4)	63.19 (3.46)	490 (33)	74.58 (3.20)	555 (33)	73.05 (2.81)
State or federal government ^b	12 (2)	30.57 (4.87)	67 (14)	40.21 (7.08)	79 (14)	38.44 (5.84)
Other government agency ^b	0 (0)	0.00 (0.00)	5 (5)	3.19 (2.74)	5 (5)	2.60 (2.24)
Other non-government source ^b	0 (0)	0.00 (0.00)	18 (10)	10.56 (5.49)	18 (10)	8.62 (4.54)
School district ^b	23 (4)	62.45 (5.19)	84 (15)	50.47 (6.71)	108 (15)	52.67 (5.61)
Reallocation of the school's discretionary budget ^b	3 (1)	6.97 (2.05)	22 (9)	13.22 (4.98)	25 (9)	12.07 (4.10)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Gifted math/reading

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	64 (4)	65.94 (3.59)	507 (34)	83.58 (3.10)	570 (34)	81.16 (2.72)
State or federal government ^b	4 (1)	11.22 (2.84)	29 (11)	28.78 (9.02)	32 (11)	24.42 (6.88)
Other government agency ^b	0 (0)	0.00 (0.00)	5 (3)	5.42 (3.18)	5 (3)	4.08 (2.37)
Other non-government source ^b	0 (0)	0.00 (0.00)	9 (8)	8.67 (7.79)	9 (8)	6.52 (5.94)
School district ^b	27 (4)	81.16 (3.60)	50 (13)	50.09 (9.93)	77 (13)	57.81 (7.82)
Reallocation of the school's discretionary budget ^b	3 (1)	7.62 (2.15)	7 (5)	7.04 (5.20)	10 (5)	7.18 (3.94)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Group counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	68 (4)	70.16 (3.22)	466 (33)	73.55 (3.33)	534 (34)	73.10 (2.92)
State or federal government ^b	5 (1)	17.68 (4.17)	37 (12)	21.97 (6.12)	42 (12)	21.34 (5.27)
Other government agency ^b	3 (1)	9.34 (3.59)	20 (7)	11.84 (3.97)	23 (7)	11.47 (3.42)
Other non-government source ^b	5 (1)	18.27 (4.39)	16 (9)	9.63 (4.86)	21 (9)	10.91 (5.47)
School district ^b	15 (3)	50.48 (6.48)	115 (18)	68.32 (6.56)	129 (18)	65.68 (5.64)
Reallocation of the school's discretionary budget ^b	2 (1)	8.59 (2.67)	0 (0)	0.00 (0.00)	2 (1)	1.27 (0.41)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Weekly/monthly 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	68 (4)	70.57 (3.31)	484 (34)	75.34 (3.31)	552 (35)	74.72 (2.91)
State or federal government ^b	5 (1)	19.06 (4.70)	32 (12)	20.15 (6.46)	37 (12)	19.98 (5.53)
Other government agency ^b	1 (1)	4.48 (2.10)	15 (6)	9.15 (3.60)	16 (6)	8.45 (3.07)
Other non-government source ^b	5 (1)	18.64 (4.53)	16 (9)	10.19 (5.13)	21 (9)	11.47 (4.38)
School district ^b	15 (3)	53.47 (6.63)	112 (18)	70.98 (6.76)	128 (18)	68.32 (5.79)
Reallocation of the school's discretionary budget ^b	2 (1)	8.82 (2.75)	0 (0)	0.00 (0.00)	2 (1)	1.34 (0.44)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Drop-in 1-to-1 counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	63 (4)	68.49 (3.55)	509 (33)	80.39 (3.11)	572 (33)	78.88 (2.76)
State or federal government ^b	4 (1)	13.66 (3.83)	27 (12)	21.66 (7.97)	31 (12)	20.15 (6.56)
Other government agency ^b	1 (1)	4.39 (2.06)	9 (6)	7.22 (4.28)	10 (6)	6.68 (3.50)
Other non-government source ^b	4 (1)	14.14 (4.11)	14 (9)	11.14 (6.37)	18 (9)	11.71 (5.21)
School district ^b	18 (3)	63.56 (6.01)	89 (16)	71.76 (8.25)	108 (16)	70.21 (6.74)
Reallocation of the school's discretionary budget ^b	2 (1)	8.64 (2.73)	0 (0)	0.00 (0.00)	2 (1)	1.63 (0.54)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Mental health service referrals

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^a	62 (4)	65.83 (3.49)	511 (33)	78.53 (2.96)	573 (33)	76.93 (2.63)
State or federal government ^b	6 (2)	18.26 (4.87)	20 (6)	14.08 (4.21)	26 (6)	14.86 (3.56)
Other government agency ^b	7 (1)	20.61 (4.40)	40 (12)	28.30 (7.18)	46 (12)	26.87 (5.94)
Other non-government source ^b	7 (2)	20.98 (4.50)	33 (12)	23.70 (7.27)	40 (12)	23.19 (5.99)
School district ^b	16 (3)	49.24 (6.31)	76 (14)	54.65 (7.38)	92 (14)	53.64 (6.10)
Reallocation of the school's discretionary budget ^b	1 (0)	3.91 (1.57)	5 (5)	3.81 (3.26)	7 (5)	3.83 (2.67)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Program/service not offered or funding not changed."

Project SERV^a

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Program/service not offered or funding not changed ^b	68 (4)	90.05 (1.70)	549 (33)	92.37 (2.42)	617 (33)	92.11 (2.15)
State or federal government ^c	1 (0)	16.56 (6.12)	9 (7)	19.99 (13.58)	10 (7)	19.50 (11.68)
Other government agency ^c	1 (1)	16.49 (7.16)	6 (6)	13.79 (11.77)	7 (6)	14.18 (10.14)
Other non-government source ^c	0 (0)	0.00 (0.00)	9 (8)	19.03 (15.73)	9 (8)	16.31 (13.70)
School district ^c	5 (1)	66.94 (8.58)	21 (8)	47.18 (16.07)	26 (8)	50.01 (14.11)
Reallocation of the school's discretionary budget ^c	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)

^a School Emergency Response to Violence; ^b Percentage of respondents to this item; ^c Percentage of those not selecting "Program/service not offered or funding not changed."

34. What else would you like to tell us about services for displaced students?
[Principals' write-in responses are not included in this appendix.]

35. Was your school temporarily closed due to the hurricanes, but subsequently re-opened?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	156 (2)	92.55 (1.01)	619 (33)	62.23 (3.11)	775 (33)	66.62 (2.67)
No	13 (2)	7.45 (1.01)	376 (32)	37.77 (3.11)	388 (32)	33.38 (2.67)

36. Was your school opened exclusively for displaced students?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	10 (2)	6.11 (1.09)	14 (7)	1.43 (0.67)	25 (7)	2.09 (0.59)
No	156 (2)	93.89 (1.09)	993 (21)	98.57 (0.67)	1,149 (21)	97.91 (0.59)

37. How were incoming students assigned to classrooms? (mark both if applicable)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Displaced students were assigned to classrooms with pre-existing students	162 (2)	98.35 (0.65)	999 (20)	99.78 (0.13)	1,160 (20)	99.57 (0.14)
Displaced students were assigned to new or extra classrooms with no pre-existing students	4 (1)	2.48 (0.73)	65 (14)	6.54 (1.44)	70 (15)	5.97 (1.24)

38. What information was used in assigning displaced students to classrooms? (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Child's grade level	159 (2)	94.29 (0.76)	949 (24)	93.27 (1.58)	1,108 (24)	93.42 (1.36)
Child's age	74 (4)	44.11 (2.51)	308 (29)	30.23 (2.88)	382 (30)	32.20 (2.50)
Assessment results	46 (3)	27.05 (1.87)	318 (32)	31.25 (3.09)	364 (33)	30.66 (2.66)
Classroom capacity	116 (4)	68.94 (2.38)	711 (30)	69.85 (2.86)	827 (30)	69.72 (2.47)

39. Has hurricane displacement had a significant impact on class sizes (for example, caused class sizes to exceed the desired limit, or helped in reducing class sizes to meet the desired limit)?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Significant decrease in class sizes	20 (2)	12.19 (1.49)	6 (4)	0.62 (0.39)	26 (5)	2.25 (0.40)
Class sizes did not change significantly	86 (4)	53.70 (2.58)	616 (33)	62.94 (2.75)	702 (34)	61.64 (2.40)
Significant increase in class sizes	55 (4)	34.12 (2.53)	357 (26)	36.45 (2.75)	411 (26)	36.12 (2.39)

40. How did admissions policies for displaced students differ from the policies in place before the hurricanes?
(mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Admissions policies were not changed for displaced students	18 (3)	10.79 (2.04)	247 (28)	24.55 (2.69)	265 (28)	22.60 (2.33)
Policies regarding required records were relaxed	140 (4)	84.13 (2.11)	868 (27)	86.31 (2.12)	1,009 (28)	86.00 (1.84)
Policies regarding residency requirements were relaxed	122 (4)	73.19 (2.39)	665 (31)	66.09 (3.07)	787 (31)	67.10 (2.66)
Other (please specify)	38 (4)	22.61 (2.28)	130 (22)	12.96 (2.16)	168 (22)	14.34 (1.88)

41. How important were the following types of information for transitioning displaced students into your school?
(mark one in each row)

Immunization records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	38 (4)	23.35 (2.15)	278 (30)	27.57 (2.97)	316 (31)	26.98 (2.57)
Of minor importance	42 (3)	25.36 (1.98)	238 (28)	23.60 (2.75)	280 (28)	23.85 (2.38)
Moderately important	53 (4)	32.51 (2.54)	280 (30)	27.77 (2.89)	333 (30)	28.44 (2.51)
Very important	20 (3)	12.49 (1.58)	135 (23)	13.36 (2.22)	155 (23)	13.24 (1.92)
Essential	10 (2)	6.30 (1.03)	78 (17)	7.70 (1.72)	88 (17)	7.50 (1.48)

Other medical/dental records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	50 (4)	30.89 (2.40)	331 (32)	33.31 (3.12)	381 (32)	32.97 (2.71)
Of minor importance	39 (4)	24.05 (2.33)	257 (30)	25.88 (2.94)	296 (30)	25.62 (2.54)
Moderately important	51 (4)	31.32 (2.56)	216 (29)	21.72 (2.87)	267 (29)	23.07 (2.49)
Very important	14 (2)	8.86 (1.35)	136 (22)	13.71 (2.24)	151 (22)	13.03 (1.93)
Essential	8 (2)	4.88 (0.98)	53 (15)	5.38 (1.55)	61 (15)	5.31 (1.34)

Permanent address

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	50 (4)	30.66 (2.40)	335 (32)	33.51 (3.16)	385 (33)	33.11 (2.74)
Of minor importance	49 (3)	30.16 (2.08)	248 (27)	24.81 (2.68)	298 (27)	25.57 (2.32)
Moderately important	34 (3)	20.54 (1.75)	248 (32)	24.82 (3.06)	282 (32)	24.22 (2.64)
Very important	21 (3)	12.89 (1.99)	116 (22)	11.63 (2.15)	137 (22)	11.81 (1.87)
Essential	9 (2)	5.75 (1.10)	52 (14)	5.23 (1.43)	62 (14)	5.30 (1.24)

Current grade level placement

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	4 (1)	2.35 (0.57)	48 (13)	4.75 (1.31)	52 (13)	4.42 (1.13)
Of minor importance	14 (2)	8.37 (1.07)	75 (18)	7.50 (1.82)	89 (19)	7.62 (1.57)
Moderately important	22 (2)	13.63 (1.36)	167 (28)	16.67 (2.70)	190 (28)	16.24 (2.33)
Very important	71 (4)	43.58 (2.54)	372 (32)	37.04 (3.12)	443 (32)	37.95 (2.71)
Essential	52 (4)	32.07 (2.46)	342 (33)	34.04 (3.19)	394 (33)	33.77 (2.77)

Prior year grades

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	24 (2)	14.66 (1.39)	184 (25)	18.28 (2.44)	208 (25)	17.78 (2.11)
Of minor importance	39 (3)	24.22 (1.93)	213 (27)	21.20 (2.67)	253 (27)	21.62 (2.32)
Moderately important	50 (4)	30.73 (2.56)	293 (28)	29.12 (2.71)	343 (29)	29.34 (2.36)
Very important	32 (4)	19.94 (2.22)	235 (29)	23.36 (2.81)	268 (29)	22.88 (2.44)
Essential	17 (2)	10.44 (1.36)	81 (17)	8.04 (1.69)	98 (17)	8.37 (1.47)

Standardized test scores

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	37 (3)	22.87 (1.83)	218 (27)	21.65 (2.66)	256 (27)	21.82 (2.30)
Of minor importance	30 (3)	18.40 (1.77)	269 (29)	26.67 (2.87)	299 (29)	25.52 (2.48)
Moderately important	53 (4)	32.41 (2.45)	252 (28)	24.95 (2.64)	304 (28)	25.98 (2.30)
Very important	34 (4)	21.17 (2.29)	185 (26)	18.30 (2.52)	219 (26)	18.69 (2.19)
Essential	8 (2)	5.16 (1.08)	85 (18)	8.44 (1.82)	94 (19)	7.98 (1.58)

Course schedule

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	47 (3)	29.58 (1.90)	311 (28)	31.88 (2.83)	359 (29)	31.56 (2.45)
Of minor importance	35 (3)	21.68 (1.80)	192 (27)	19.71 (2.73)	227 (28)	19.99 (2.36)
Moderately important	37 (4)	23.08 (2.27)	253 (30)	25.92 (2.99)	290 (30)	25.52 (2.59)
Very important	27 (4)	16.62 (2.34)	171 (24)	17.47 (2.39)	197 (24)	17.35 (2.08)
Essential	14 (2)	9.04 (1.22)	49 (13)	5.02 (1.36)	63 (13)	5.59 (1.18)

Disciplinary records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	57 (3)	34.75 (2.14)	330 (32)	33.09 (3.12)	386 (32)	33.33 (2.70)
Of minor importance	38 (4)	23.20 (2.29)	222 (27)	22.30 (2.72)	260 (27)	22.43 (2.36)
Moderately important	34 (3)	21.04 (1.76)	295 (32)	29.60 (3.06)	329 (32)	28.39 (2.64)
Very important	29 (4)	17.63 (2.31)	121 (21)	12.10 (2.12)	149 (21)	12.88 (1.85)
Essential	6 (1)	3.37 (0.85)	29 (9)	2.92 (0.94)	35 (9)	2.98 (0.82)

Special education status or special educational needs

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not important	4 (1)	2.28 (0.55)	55 (14)	5.49 (1.37)	59 (14)	5.04 (1.18)
Of minor importance	11 (2)	6.87 (0.96)	52 (16)	5.15 (1.60)	63 (16)	5.39 (1.38)
Moderately important	25 (2)	15.61 (1.46)	147 (27)	14.65 (2.66)	172 (27)	14.79 (2.30)
Very important	58 (5)	35.85 (2.55)	393 (31)	39.28 (3.03)	451 (31)	38.80 (2.63)
Essential	64 (4)	39.40 (2.61)	355 (30)	35.43 (2.94)	419 (31)	35.99 (2.56)

42. How often was each type of information available for the displaced students? (mark one in each row)

Immunization records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	22 (4)	13.23 (2.23)	140 (23)	14.01 (2.21)	162 (23)	13.90 (1.92)
Seldom	63 (4)	37.82 (2.49)	433 (35)	43.47 (3.27)	496 (35)	42.66 (2.83)
Sometimes	71 (5)	42.50 (2.77)	316 (28)	31.70 (2.93)	387 (29)	33.25 (2.55)
Usually	9 (2)	5.68 (1.01)	91 (21)	9.13 (2.09)	100 (21)	8.64 (1.80)
Always	1 (1)	0.76 (0.36)	17 (9)	1.68 (0.88)	18 (9)	1.55 (0.76)

Other medical/dental records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	32 (4)	19.42 (2.51)	208 (26)	21.39 (2.53)	240 (26)	21.10 (2.19)
Seldom	70 (5)	42.13 (2.71)	412 (34)	42.42 (3.24)	482 (34)	42.38 (2.80)
Sometimes	59 (3)	35.24 (1.88)	267 (27)	27.46 (2.87)	326 (28)	28.60 (2.47)
Usually	5 (1)	3.21 (0.79)	68 (17)	7.01 (1.71)	73 (17)	6.45 (1.46)
Always	0 (0)	0.00 (0.00)	17 (9)	1.73 (0.90)	17 (9)	1.47 (0.77)

Permanent address

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	10 (3)	5.89 (1.84)	71 (17)	7.14 (1.66)	81 (17)	6.96 (1.45)
Seldom	48 (4)	29.11 (2.66)	277 (33)	27.99 (3.09)	326 (33)	28.15 (2.67)
Sometimes	65 (3)	39.20 (2.00)	358 (32)	36.08 (3.16)	423 (32)	36.53 (2.72)
Usually	41 (4)	24.43 (2.36)	229 (28)	23.07 (2.84)	269 (28)	23.27 (2.45)
Always	2 (1)	1.36 (0.36)	57 (16)	5.72 (1.58)	59 (16)	5.09 (1.35)

Current grade level placement

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	2 (1)	0.98 (0.79)	32 (11)	3.23 (1.09)	34 (11)	2.91 (0.94)
Seldom	19 (3)	11.27 (1.99)	128 (25)	12.97 (2.43)	147 (25)	12.72 (2.10)
Sometimes	56 (4)	33.58 (2.60)	284 (31)	28.75 (3.11)	339 (31)	29.44 (2.69)
Usually	65 (4)	39.29 (2.54)	422 (33)	42.76 (3.31)	487 (33)	42.26 (2.85)
Always	25 (3)	14.87 (1.65)	121 (21)	12.30 (2.10)	146 (21)	12.67 (1.81)

Prior year grades

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	24 (4)	14.71 (2.25)	159 (23)	15.86 (2.27)	183 (23)	15.70 (1.97)
Seldom	66 (5)	39.83 (2.72)	340 (31)	34.00 (2.94)	406 (31)	34.82 (2.55)
Sometimes	52 (4)	31.53 (2.47)	342 (30)	34.15 (3.05)	394 (31)	33.78 (2.64)
Usually	17 (2)	10.24 (1.24)	141 (25)	14.07 (2.45)	158 (25)	13.53 (2.12)
Always	6 (1)	3.69 (0.79)	19 (9)	1.93 (0.86)	25 (9)	2.18 (0.75)

Standardized test scores

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	31 (4)	18.47 (2.32)	218 (27)	21.80 (2.60)	249 (28)	21.33 (2.26)
Seldom	69 (5)	41.76 (2.76)	330 (30)	32.98 (2.96)	399 (30)	34.23 (2.57)
Sometimes	43 (4)	25.99 (2.39)	320 (29)	32.01 (2.90)	363 (29)	31.16 (2.51)
Usually	18 (2)	10.84 (1.28)	111 (21)	11.09 (2.10)	129 (21)	11.05 (1.81)
Always	5 (1)	2.94 (0.57)	21 (10)	2.12 (1.00)	26 (10)	2.23 (0.86)

Course schedule

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	42 (4)	26.67 (2.38)	231 (24)	23.89 (2.43)	273 (25)	24.28 (2.11)
Seldom	56 (4)	35.06 (2.63)	349 (33)	36.18 (3.16)	405 (33)	36.02 (2.74)
Sometimes	38 (4)	24.13 (2.30)	215 (26)	22.30 (2.68)	254 (26)	22.56 (2.32)
Usually	16 (2)	9.97 (1.16)	148 (23)	15.37 (2.34)	164 (23)	14.61 (2.01)
Always	7 (1)	4.17 (0.94)	22 (9)	2.26 (0.93)	28 (9)	2.53 (0.81)

Disciplinary records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	67 (5)	40.83 (2.65)	376 (33)	38.47 (3.11)	444 (33)	38.81 (2.69)
Seldom	56 (4)	34.09 (2.48)	377 (32)	38.60 (3.11)	434 (32)	37.95 (2.68)
Sometimes	35 (4)	21.10 (2.15)	167 (22)	17.06 (2.32)	202 (23)	17.64 (2.01)
Usually	7 (1)	3.98 (0.83)	41 (13)	4.15 (1.35)	47 (13)	4.13 (1.16)
Always	0 (0)	0.00 (0.00)	17 (9)	1.72 (0.90)	17 (9)	1.47 (0.77)

Special education status or special educational needs

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Never	6 (3)	3.44 (1.73)	53 (15)	5.33 (1.50)	59 (15)	5.06 (1.30)
Seldom	41 (4)	24.66 (2.45)	198 (27)	19.93 (2.69)	239 (28)	20.61 (2.33)
Sometimes	61 (3)	36.87 (2.04)	387 (33)	38.93 (3.13)	449 (33)	38.64 (2.70)
Usually	51 (4)	30.64 (2.30)	269 (28)	27.05 (2.79)	320 (28)	27.56 (2.41)
Always	7 (2)	4.39 (1.13)	87 (19)	8.75 (1.93)	94 (19)	8.13 (1.66)

43. What were your sources of each type of information about displaced students? (mark all that apply)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	11 (1)	6.29 (0.72)	92 (18)	9.31 (1.75)	102 (18)	8.87 (1.50)
Student ^b	6 (1)	4.02 (0.71)	33 (12)	3.68 (1.30)	39 (12)	3.73 (1.11)
Parent or guardian ^b	141 (4)	89.39 (1.81)	789 (29)	88.27 (2.35)	931 (29)	88.44 (2.01)
Previous school district ^b	49 (4)	31.05 (2.35)	129 (19)	14.40 (2.13)	178 (20)	16.90 (1.84)
State government ^b	6 (1)	3.84 (0.84)	109 (23)	12.14 (2.49)	115 (23)	10.89 (2.12)
Medical professional ^b	5 (1)	3.12 (0.64)	41 (11)	4.53 (1.25)	45 (11)	4.32 (1.06)

^a Percentage of respondents to this item; ^b Percentage of those not selecting "Not applicable."

Other medical/dental records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	19 (2)	11.58 (1.30)	146 (22)	15.06 (2.15)	165 (22)	14.54 (1.84)
Student ^b	6 (1)	4.13 (0.68)	19 (7)	2.33 (0.89)	25 (7)	2.60 (0.76)
Parent or guardian ^b	134 (4)	90.27 (2.21)	764 (28)	92.90 (1.89)	898 (28)	92.49 (1.64)
Previous school district ^b	27 (4)	18.15 (2.49)	74 (15)	8.97 (1.80)	101 (15)	10.37 (1.57)
State government ^b	2 (1)	1.54 (0.63)	36 (12)	4.38 (1.42)	38 (12)	3.95 (1.21)
Medical professional ^b	5 (1)	3.34 (0.68)	38 (12)	4.64 (1.46)	43 (12)	4.44 (1.24)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Permanent address

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	3 (1)	1.80 (0.66)	42 (15)	4.20 (1.44)	45 (15)	3.86 (1.24)
Student ^b	14 (3)	8.52 (1.79)	51 (14)	5.30 (1.47)	65 (14)	5.78 (1.28)
Parent or guardian ^b	163 (2)	99.34 (0.01)	934 (24)	97.64 (1.11)	1,098 (24)	97.89 (0.95)
Previous school district ^b	7 (2)	4.15 (0.95)	21 (9)	2.24 (0.94)	28 (9)	2.52 (0.81)
State government ^b	0 (0)	0.00 (0.00)	6 (4)	0.63 (0.41)	6 (4)	0.54 (0.35)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.47 (0.40)	5 (4)	0.40 (0.34)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Current grade level placement

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	2 (1)	0.99 (0.57)	12 (7)	1.20 (0.71)	14 (7)	1.17 (0.61)
Student ^b	23 (2)	13.91 (1.34)	127 (21)	12.69 (2.08)	150 (21)	12.86 (1.80)
Parent or guardian ^b	140 (4)	85.70 (2.07)	791 (33)	79.05 (2.88)	931 (33)	79.99 (2.49)
Previous school district ^b	81 (4)	49.34 (2.56)	292 (29)	29.14 (2.90)	372 (29)	31.97 (2.53)
State government ^b	11 (2)	6.54 (1.12)	132 (22)	13.19 (2.17)	143 (22)	12.26 (1.88)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.45 (0.38)	5 (4)	0.39 (0.33)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Prior year grades

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	10 (2)	6.29 (1.06)	125 (23)	12.73 (2.33)	135 (23)	11.79 (2.00)
Student ^b	15 (2)	9.75 (1.25)	54 (13)	6.34 (1.51)	69 (13)	6.87 (1.30)
Parent or guardian ^b	118 (5)	75.59 (2.55)	610 (36)	71.21 (3.29)	727 (36)	71.88 (2.81)
Previous school district ^b	76 (4)	48.74 (2.62)	290 (28)	33.85 (3.16)	366 (28)	36.14 (2.71)
State government ^b	8 (1)	4.97 (0.92)	101 (19)	11.83 (2.17)	109 (19)	10.78 (1.84)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.53 (0.44)	5 (4)	0.45 (0.38)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Standardized test scores

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	19 (2)	11.40 (1.50)	177 (27)	18.42 (2.67)	196 (27)	17.39 (2.29)
Student ^b	8 (2)	5.20 (1.03)	22 (8)	2.78 (1.05)	29 (8)	3.16 (0.90)
Parent or guardian ^b	80 (4)	54.87 (2.76)	444 (32)	56.68 (3.59)	525 (32)	56.39 (3.06)
Previous school district ^b	82 (3)	55.96 (2.13)	278 (29)	35.47 (3.48)	360 (29)	38.69 (2.96)
State government ^b	32 (3)	21.70 (1.85)	232 (26)	29.62 (3.18)	264 (26)	28.37 (2.70)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.58 (0.49)	5 (4)	0.49 (0.41)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Course schedule

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	44 (3)	27.90 (1.78)	279 (30)	29.59 (2.96)	323 (30)	29.35 (2.55)
Student ^b	23 (3)	19.96 (2.19)	108 (19)	16.32 (2.91)	131 (19)	16.85 (2.51)
Parent or guardian ^b	76 (4)	66.73 (2.72)	509 (33)	76.77 (3.17)	585 (33)	75.30 (2.75)
Previous school district ^b	50 (4)	44.03 (2.68)	172 (24)	25.98 (3.41)	222 (24)	28.62 (2.94)
State government ^b	3 (1)	2.20 (0.73)	22 (7)	3.36 (1.00)	25 (7)	3.19 (0.86)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.68 (0.57)	5 (4)	0.58 (0.49)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Disciplinary records

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	37 (3)	23.19 (1.62)	262 (31)	28.42 (3.21)	299 (31)	27.66 (2.75)
Student ^b	10 (2)	7.97 (1.26)	33 (9)	4.93 (1.38)	42 (9)	5.40 (1.18)
Parent or guardian ^b	60 (3)	49.21 (2.21)	419 (31)	63.45 (3.73)	479 (31)	61.24 (3.17)
Previous school district ^b	72 (3)	59.11 (2.24)	271 (28)	41.03 (3.69)	343 (28)	43.84 (3.14)
State government ^b	1 (1)	1.04 (0.48)	34 (13)	5.07 (1.89)	35 (13)	4.45 (1.61)
Medical professional ^b	0 (0)	0.00 (0.00)	5 (4)	0.68 (0.58)	5 (4)	0.58 (0.49)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

Special education status or special educational needs

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable ^a	4 (1)	2.47 (0.78)	19 (9)	1.95 (0.97)	23 (10)	2.03 (0.84)
Student ^b	12 (2)	7.70 (1.10)	44 (12)	4.58 (1.25)	56 (12)	5.03 (1.08)
Parent or guardian ^b	116 (3)	71.54 (2.09)	648 (35)	67.90 (3.23)	764 (35)	68.43 (2.78)
Previous school district ^b	83 (4)	51.41 (2.15)	335 (28)	35.11 (2.91)	418 (28)	37.47 (2.52)
State government ^b	41 (4)	25.40 (2.21)	340 (33)	35.62 (3.32)	381 (33)	34.15 (2.86)
Medical professional ^b	0 (0)	0.00 (0.00)	12 (7)	1.29 (0.73)	12 (7)	1.10 (0.63)

^a Percentage of respondents to this item; ^b Percentage of those not selecting “Not applicable.”

44. What else would you like to tell us about transitioning students into your school?
[Principals’ write-in responses are not included in this appendix.]

45. How do displaced students currently compare with pre-existing students in their likelihood to do the following?
(mark one in each row)

Participate in sports teams

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	48 (4)	29.20 (2.22)	259 (28)	25.71 (2.66)	308 (28)	26.20 (2.30)
Displaced students are less likely than pre-existing students to:	29 (4)	17.47 (2.24)	155 (23)	15.40 (2.34)	184 (24)	15.69 (2.03)
About the same	87 (5)	52.51 (2.67)	577 (32)	57.27 (3.06)	664 (33)	56.59 (2.65)
Displaced students are more likely than pre-existing students to:	1 (1)	0.83 (0.34)	16 (7)	1.62 (0.69)	18 (7)	1.51 (0.59)

Participate in before- or after-school clubs or activities

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	30 (3)	17.82 (2.02)	200 (26)	19.63 (2.47)	229 (26)	19.38 (2.14)
Displaced students are less likely than pre-existing students to:	33 (4)	19.93 (2.27)	212 (27)	20.89 (2.62)	246 (27)	20.75 (2.27)
About the same	94 (5)	56.33 (2.71)	579 (34)	56.95 (3.24)	673 (34)	56.86 (2.81)
Displaced students are more likely than pre-existing students to:	10 (2)	5.92 (0.92)	26 (9)	2.53 (0.85)	36 (9)	3.01 (0.75)

Participate in school-sponsored social events held outside of the school day (e.g., dances or parties)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	36 (4)	21.88 (2.13)	225 (27)	22.09 (2.58)	261 (28)	22.06 (2.24)
Displaced students are less likely than pre-existing students to:	24 (2)	14.35 (1.39)	170 (25)	16.71 (2.47)	194 (25)	16.37 (2.13)
About the same	102 (4)	61.42 (2.45)	597 (34)	58.70 (3.19)	699 (34)	59.08 (2.77)
Displaced students are more likely than pre-existing students to:	4 (1)	2.35 (0.71)	25 (9)	2.51 (0.84)	29 (9)	2.48 (0.73)

Violate a school rule

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	2 (1)	1.45 (0.40)	12 (7)	1.13 (0.73)	14 (7)	1.18 (0.63)
Displaced students are less likely than pre-existing students to:	6 (1)	3.76 (0.76)	38 (12)	3.72 (1.23)	44 (13)	3.72 (1.06)
About the same	97 (5)	57.65 (2.71)	749 (31)	73.54 (2.74)	846 (31)	71.28 (2.38)
Displaced students are more likely than pre-existing students to:	63 (5)	37.15 (2.65)	220 (26)	21.62 (2.47)	283 (26)	23.83 (2.15)

Be involved in a verbal disagreement with a peer

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	0 (0)	0.00 (0.00)	30 (12)	2.94 (1.21)	30 (12)	2.52 (1.04)
Displaced students are less likely than pre-existing students to:	9 (1)	5.14 (0.82)	34 (11)	3.33 (1.11)	42 (11)	3.59 (0.96)
About the same	92 (4)	54.44 (2.51)	738 (31)	72.88 (2.69)	829 (31)	70.24 (2.34)
Displaced students are more likely than pre-existing students to:	68 (4)	40.42 (2.44)	211 (24)	20.85 (2.37)	279 (25)	23.65 (2.06)

Be involved in a physical fight with a peer

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	10 (2)	6.14 (0.96)	78 (20)	7.75 (1.99)	88 (20)	7.52 (1.71)
Displaced students are less likely than pre-existing students to:	10 (2)	6.13 (0.95)	77 (17)	7.59 (1.66)	87 (17)	7.38 (1.43)
About the same	87 (5)	52.22 (2.54)	680 (34)	67.40 (3.06)	767 (34)	65.25 (2.66)
Displaced students are more likely than pre-existing students to:	59 (4)	35.51 (2.38)	174 (23)	17.27 (2.26)	233 (24)	19.84 (1.97)

Bully other students

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	12 (3)	7.12 (1.76)	92 (22)	9.04 (2.17)	103 (22)	8.77 (1.88)
Displaced students are less likely than pre-existing students to:	11 (2)	6.84 (1.01)	121 (22)	11.98 (2.17)	133 (22)	11.25 (1.87)
About the same	102 (5)	61.23 (2.63)	658 (33)	64.91 (3.18)	760 (34)	64.39 (2.76)
Displaced students are more likely than pre-existing students to:	41 (4)	24.80 (2.28)	143 (22)	14.07 (2.11)	184 (22)	15.59 (1.84)

Be a victim of bullying

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	11 (3)	6.35 (1.73)	108 (23)	10.73 (2.30)	119 (23)	10.11 (1.99)
Displaced students are less likely than pre-existing students to:	20 (3)	11.84 (1.99)	130 (23)	12.90 (2.24)	150 (23)	12.75 (1.94)
About the same	116 (4)	69.68 (2.40)	711 (32)	70.61 (2.95)	827 (32)	70.48 (2.56)
Displaced students are more likely than pre-existing students to:	20 (3)	12.13 (2.07)	58 (13)	5.76 (1.26)	78 (13)	6.66 (1.12)

Excel academically

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	4 (1)	2.27 (0.64)	11 (7)	1.08 (0.70)	15 (7)	1.25 (0.61)
Displaced students are less likely than pre-existing students to:	66 (4)	39.12 (2.37)	286 (26)	28.25 (2.58)	352 (26)	29.80 (2.24)
About the same	95 (4)	56.43 (2.40)	684 (32)	67.53 (2.76)	779 (32)	65.94 (2.39)
Displaced students are more likely than pre-existing students to:	4 (1)	2.18 (0.53)	32 (11)	3.15 (1.11)	36 (11)	3.01 (0.95)

Struggle academically

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	1 (1)	0.88 (0.54)	17 (9)	1.68 (0.89)	18 (9)	1.57 (0.77)
Displaced students are less likely than pre-existing students to:	6 (1)	3.89 (0.86)	54 (16)	5.33 (1.55)	60 (16)	5.13 (1.34)
About the same	80 (5)	48.66 (2.65)	634 (35)	62.65 (3.06)	714 (35)	60.69 (2.66)
Displaced students are more likely than pre-existing students to:	77 (4)	46.57 (2.62)	307 (28)	30.34 (2.82)	384 (29)	32.61 (2.46)

Be in need of mental health counseling

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	5 (1)	2.96 (0.66)	31 (12)	3.06 (1.19)	36 (12)	3.05 (1.03)
Displaced students are less likely than pre-existing students to:	1 (0)	0.72 (0.27)	31 (11)	3.08 (1.06)	32 (11)	2.74 (0.91)
About the same	66 (5)	39.58 (2.72)	522 (32)	51.80 (2.97)	588 (32)	50.07 (2.58)
Displaced students are more likely than pre-existing students to:	94 (5)	56.74 (2.77)	424 (30)	42.06 (2.82)	518 (30)	44.14 (2.45)

Eat lunch alone or away from the main group

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	27 (3)	16.19 (2.05)	233 (27)	22.96 (2.61)	260 (27)	22.01 (2.26)
Displaced students are less likely than pre-existing students to:	12 (2)	7.46 (1.26)	41 (11)	4.05 (1.13)	53 (12)	4.53 (0.99)
About the same	111 (5)	66.77 (2.57)	680 (34)	67.07 (2.95)	790 (34)	67.02 (2.56)
Displaced students are more likely than pre-existing students to:	16 (2)	9.58 (1.37)	60 (12)	5.93 (1.16)	76 (12)	6.44 (1.02)

Play on the playground by himself/herself or away from the main group

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	14 (3)	8.46 (1.80)	133 (24)	13.21 (2.39)	147 (25)	12.54 (2.06)
Displaced students are less likely than pre-existing students to:	12 (2)	7.32 (1.28)	66 (16)	6.56 (1.58)	78 (16)	6.67 (1.37)
About the same	119 (5)	71.57 (2.51)	713 (31)	70.96 (2.81)	832 (32)	71.05 (2.44)
Displaced students are more likely than pre-existing students to:	21 (2)	12.65 (1.48)	93 (17)	9.26 (1.67)	114 (17)	9.74 (1.45)

Be invited to social activities held in other students' homes during non-school hours (e.g., birthday parties, play dates, or other age-appropriate parties)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	25 (2)	15.00 (1.37)	113 (20)	11.27 (2.01)	138 (21)	11.80 (1.74)
Displaced students are less likely than pre-existing students to:	33 (3)	19.94 (1.73)	155 (24)	15.45 (2.38)	188 (24)	16.09 (2.06)
About the same	95 (4)	56.57 (2.00)	684 (34)	68.18 (3.10)	778 (34)	66.52 (2.67)
Displaced students are more likely than pre-existing students to:	14 (2)	8.49 (1.46)	51 (16)	5.11 (1.54)	65 (16)	5.59 (1.33)

Invite others to social activities held in their homes during non-school hours (e.g., birthday parties, play dates, or other age-appropriate parties)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	24 (2)	14.54 (1.38)	108 (20)	10.82 (1.96)	133 (20)	11.35 (1.70)
Displaced students are less likely than pre-existing students to:	47 (3)	28.06 (1.83)	239 (27)	23.84 (2.69)	286 (27)	24.44 (2.33)
About the same	85 (4)	51.24 (2.11)	623 (34)	62.19 (3.15)	708 (34)	60.64 (2.72)
Displaced students are more likely than pre-existing students to:	10 (2)	6.16 (1.31)	32 (12)	3.15 (1.17)	42 (12)	3.57 (1.02)

Be close friends with a pre-existing student

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not applicable	4 (1)	2.30 (0.66)	22 (10)	2.19 (0.99)	26 (10)	2.21 (0.85)
Displaced students are less likely than pre-existing students to:	31 (3)	18.59 (1.62)	123 (18)	12.32 (1.81)	155 (18)	13.22 (1.57)
About the same	121 (3)	71.41 (1.88)	817 (29)	81.54 (2.17)	937 (29)	80.08 (1.88)
Displaced students are more likely than pre-existing students to:	13 (2)	7.70 (1.07)	40 (10)	3.96 (1.00)	53 (10)	4.50 (0.87)

46. Since the hurricanes, has there been any change in the frequency or severity of disciplinary problems among all students in your school? (mark one in each row)

Student tardiness

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	4 (1)	2.32 (0.60)	79 (18)	7.77 (1.78)	83 (18)	6.99 (1.53)
Decreased	3 (1)	1.61 (0.63)	2 (1)	0.18 (0.11)	5 (2)	0.38 (0.13)
No change	43 (4)	25.64 (2.34)	606 (35)	59.81 (3.01)	649 (35)	54.94 (2.62)
Increased	119 (4)	70.43 (2.46)	326 (28)	32.24 (2.87)	445 (29)	37.69 (2.51)

Cutting class

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	80 (4)	47.14 (2.31)	350 (27)	34.77 (2.71)	430 (28)	36.56 (2.34)
Decreased	3 (1)	1.48 (0.45)	0 (0)	0.00 (0.00)	3 (1)	0.21 (0.07)
No change	50 (3)	29.60 (1.73)	567 (34)	56.41 (3.10)	618 (34)	52.53 (2.67)
Increased	37 (4)	21.78 (2.09)	89 (15)	8.82 (1.55)	126 (16)	10.69 (1.36)

Robbery or theft of items worth over \$10

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	70 (4)	41.94 (2.48)	325 (26)	32.29 (2.63)	395 (27)	33.66 (2.29)
Decreased	7 (2)	4.09 (0.94)	2 (1)	0.16 (0.08)	8 (2)	0.71 (0.15)
No change	65 (4)	39.24 (2.45)	581 (33)	57.64 (2.89)	646 (33)	55.03 (2.51)
Increased	25 (3)	14.72 (1.55)	100 (16)	9.91 (1.63)	124 (16)	10.60 (1.42)

Vandalism of school property

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	66 (4)	39.03 (2.44)	333 (28)	33.04 (2.80)	399 (29)	33.90 (2.42)
Decreased	5 (1)	2.98 (0.62)	2 (1)	0.16 (0.08)	7 (1)	0.56 (0.11)
No change	68 (4)	40.20 (2.43)	600 (34)	59.54 (3.10)	668 (35)	56.74 (2.68)
Increased	30 (3)	17.79 (1.62)	73 (15)	7.27 (1.51)	103 (15)	8.79 (1.32)

Racial tension

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	81 (4)	47.41 (2.49)	367 (31)	36.23 (3.00)	448 (31)	37.84 (2.60)
Decreased	5 (1)	2.77 (0.53)	0 (0)	0.00 (0.00)	5 (1)	0.40 (0.08)
No change	71 (4)	41.47 (2.49)	568 (35)	56.03 (3.17)	639 (35)	53.94 (2.74)
Increased	14 (2)	8.36 (1.11)	78 (17)	7.74 (1.65)	93 (17)	7.83 (1.42)

Bullying

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	28 (4)	16.76 (2.08)	200 (27)	19.79 (2.66)	228 (27)	19.35 (2.30)
Decreased	5 (1)	3.12 (0.65)	0 (0)	0.00 (0.00)	5 (1)	0.45 (0.09)
No change	88 (5)	52.45 (2.65)	633 (34)	62.74 (3.17)	721 (34)	61.27 (2.74)
Increased	47 (4)	27.68 (2.27)	176 (24)	17.47 (2.40)	223 (25)	18.93 (2.08)

Gangs

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	106 (4)	62.04 (2.51)	453 (31)	44.98 (3.05)	558 (31)	47.44 (2.64)
Decreased	1 (1)	0.74 (0.34)	10 (9)	0.99 (0.94)	11 (10)	0.96 (0.81)
No change	50 (4)	29.20 (2.57)	491 (35)	48.77 (3.23)	540 (35)	45.94 (2.79)
Increased	14 (3)	8.02 (1.79)	53 (12)	5.26 (1.21)	67 (13)	5.66 (1.07)

Physical conflicts among students

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	29 (3)	16.78 (1.56)	162 (26)	16.10 (2.54)	191 (26)	16.20 (2.18)
Decreased	8 (1)	4.60 (0.75)	2 (1)	0.16 (0.08)	9 (2)	0.80 (0.13)
No change	72 (3)	42.48 (1.95)	641 (33)	63.65 (3.15)	713 (33)	60.59 (2.71)
Increased	61 (3)	36.14 (1.72)	202 (26)	20.10 (2.48)	264 (26)	22.42 (2.14)

Student alcohol use

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	112 (4)	65.89 (2.46)	507 (31)	50.34 (3.08)	620 (32)	52.59 (2.66)
Decreased	4 (1)	2.14 (0.48)	2 (2)	0.23 (0.17)	6 (2)	0.50 (0.16)
No change	53 (4)	31.23 (2.46)	478 (34)	47.41 (3.11)	531 (34)	45.08 (2.69)
Increased	1 (0)	0.74 (0.29)	20 (6)	2.02 (0.55)	22 (6)	1.83 (0.47)

Student drug use

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	106 (4)	62.97 (2.31)	488 (31)	48.75 (2.93)	594 (31)	50.80 (2.52)
Decreased	4 (1)	2.15 (0.48)	4 (2)	0.38 (0.19)	7 (2)	0.63 (0.18)
No change	46 (4)	27.41 (2.32)	472 (31)	47.16 (2.99)	518 (32)	44.31 (2.58)
Increased	13 (3)	7.48 (1.86)	37 (8)	3.71 (0.76)	50 (8)	4.26 (0.71)

Sale of drugs on school grounds

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	110 (4)	64.73 (2.30)	514 (31)	51.02 (2.94)	624 (31)	53.00 (2.53)
Decreased	4 (1)	2.14 (0.48)	0 (0)	0.00 (0.00)	4 (1)	0.31 (0.07)
No change	45 (4)	26.34 (2.30)	457 (31)	45.38 (2.97)	502 (31)	42.63 (2.56)
Increased	12 (3)	6.79 (1.85)	36 (8)	3.60 (0.81)	48 (9)	4.06 (0.74)

Student tobacco use

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	97 (3)	57.03 (1.75)	488 (30)	48.46 (2.84)	585 (30)	49.70 (2.45)
Decreased	1 (1)	0.74 (0.34)	0 (0)	0.00 (0.00)	1 (1)	0.11 (0.05)
No change	59 (4)	34.48 (2.40)	489 (31)	48.53 (2.90)	548 (31)	46.50 (2.50)
Increased	13 (3)	7.74 (1.87)	30 (7)	3.01 (0.71)	44 (8)	3.70 (0.67)

Student possession of weapons

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	106 (3)	62.33 (1.90)	502 (33)	50.14 (3.17)	608 (33)	51.91 (2.73)
Decreased	1 (1)	0.74 (0.34)	11 (10)	1.15 (0.95)	13 (10)	1.09 (0.81)
No change	47 (4)	27.69 (2.32)	466 (34)	46.51 (3.29)	513 (34)	43.78 (2.83)
Increased	16 (3)	9.25 (1.85)	22 (8)	2.21 (0.82)	38 (9)	3.23 (0.75)

Trespassing

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	93 (3)	55.26 (1.81)	496 (32)	50.04 (3.08)	590 (33)	50.80 (2.64)
Decreased	4 (1)	2.37 (0.58)	3 (1)	0.31 (0.12)	7 (2)	0.61 (0.13)
No change	53 (4)	31.16 (2.28)	475 (32)	47.87 (3.10)	527 (32)	45.44 (2.67)
Increased	19 (3)	11.20 (1.88)	18 (5)	1.78 (0.52)	37 (6)	3.15 (0.52)

Verbal abuse of teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	41 (3)	24.30 (1.76)	271 (28)	26.72 (2.76)	312 (28)	26.37 (2.38)
Decreased	4 (1)	2.50 (0.82)	0 (0)	0.00 (0.00)	4 (1)	0.36 (0.12)
No change	59 (3)	34.43 (1.97)	545 (34)	53.70 (3.19)	603 (34)	50.93 (2.75)
Increased	66 (3)	38.77 (1.75)	199 (25)	19.59 (2.38)	265 (25)	22.34 (2.05)

Physical abuse of teachers

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a problem in my school	104 (4)	60.93 (2.52)	520 (33)	52.34 (3.11)	624 (33)	53.59 (2.68)
Decreased	1 (1)	0.74 (0.34)	10 (9)	1.01 (0.95)	11 (10)	0.97 (0.82)
No change	47 (4)	27.55 (2.47)	440 (34)	44.29 (3.25)	487 (34)	41.84 (2.80)
Increased	18 (3)	10.77 (1.86)	24 (8)	2.37 (0.78)	42 (8)	3.59 (0.72)

47. What else would you like to tell us about adjustment of displaced students?
 [Principals' write-in responses are not included in this appendix.]

48. How long have you been a principal at this school?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	19 (2)	11.25 (1.38)	63 (15)	6.19 (1.47)	82 (15)	6.93 (1.27)
1 year	17 (2)	9.60 (1.17)	114 (23)	11.26 (2.24)	131 (23)	11.02 (1.92)
2 years	18 (2)	10.59 (1.28)	85 (16)	8.38 (1.59)	103 (16)	8.70 (1.37)
3–5 years	42 (4)	24.42 (2.38)	326 (33)	32.19 (3.21)	368 (33)	31.06 (2.76)
6–10 years	45 (4)	26.28 (2.47)	278 (32)	27.46 (3.08)	324 (32)	27.29 (2.65)
More than 11 years	31 (3)	17.86 (1.54)	147 (25)	14.53 (2.49)	178 (26)	15.01 (2.14)

49. Prior to becoming a principal at this school, how many total years were you a principal at other schools?

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not a principal in any other school	96 (4)	55.51 (2.45)	578 (35)	57.73 (3.28)	674 (36)	57.40 (2.82)
Less than 1 year	4 (1)	2.54 (0.83)	25 (11)	2.49 (1.07)	29 (11)	2.50 (0.92)
1 year	6 (1)	3.66 (0.74)	68 (18)	6.76 (1.82)	74 (18)	6.30 (1.56)
2 years	7 (1)	3.87 (0.80)	42 (12)	4.16 (1.22)	48 (12)	4.11 (1.05)
3–5 years	19 (2)	11.18 (1.32)	127 (23)	12.69 (2.24)	146 (23)	12.47 (1.92)
6–10 years	19 (2)	10.85 (1.18)	86 (19)	8.55 (1.89)	104 (19)	8.89 (1.62)
More than 11 years	21 (3)	12.38 (1.99)	76 (17)	7.62 (1.73)	98 (18)	8.32 (1.51)

50. What is the highest degree you have earned? (mark one)

	High-PEDS		Low-PEDS		All	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Associate	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Bachelor's	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)	0 (0)	0.00 (0.00)
Master's	165 (2)	96.96 (0.64)	944 (24)	94.68 (1.36)	1,109 (24)	95.01 (1.16)
Doctorate	5 (1)	3.04 (0.64)	53 (13)	5.32 (1.36)	58 (14)	4.99 (1.16)

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