Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

### Chester W. Barrows School

**Progress summary**

**THIS YEAR:**
- **Performance:** This school is HIGH PERFORMING.
- **Improvement:** This school is IMPROVING IN MATH AND ELA.

**LAST YEAR:**
- **Performance:** This school was HIGH PERFORMING.
- **Improvement:** This school was IMPROVING IN MATH AND ELA.

This school has been honored as a Regents' Commended School.

### Understanding your school’s performance summary:
- **High Performing Schools:** 50% or more students performing proficiently
- **Low Performing Schools:** 33% or more students performing in lowest categories
- **Moderately Performing Schools:** All others

**Understanding your school’s improvement summary:**
- Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

### Financial information (per pupil)

**Data source:** InSite

- Total school expenditures
- Total state expenditures (elementary school)

### Key for school expenditures areas

- **Instruction (5 components):**
  - Classroom teachers
  - Substitute teachers
  - Paraprofessionals
  - Classroom technology
  - Classroom materials, trips, etc.

- **Instructional Support**
- **Operations**
- **Leadership**

### Selected school indicators

<table>
<thead>
<tr>
<th>#</th>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SALT Survey Teacher Response Rate (%)</td>
<td>100</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>SALT Survey Student Response Rate (%)</td>
<td>86</td>
<td>84</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>Student Attendance (%)</td>
<td>95</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>4</td>
<td>Students Exempted from ELA State Testing (%)†</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Stability Index (%)</td>
<td>87</td>
<td>87</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>Mobility Index (%)</td>
<td>16</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Suspensions / Total # of Students</td>
<td>1/258</td>
<td>2364/11155</td>
<td>44129/158046</td>
</tr>
<tr>
<td>8</td>
<td>Teachers with emergency/special provisional certification (%)</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

† This is the percent of students in the tested grades who are beginning English language learners (LEP Level I) and/or students whose Individual Education Plan (IEP) exempts them from the regular state assessments. These exempted IEP students took the state's Alternate Assessment in Spring 2002. Their results are reported in the state section.