Using Information

Charlestown Elementary School
Charleho District

Data to Drive Decisions

Rhode Island gathers a variety of data to help schools with planning and accountability. The value-added calculations and the learning-support indicators combine different sources of data to help schools plan instruction, allocate resources, and focus on student performance.

<table>
<thead>
<tr>
<th>Characteristics of students attending this school</th>
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</thead>
<tbody>
<tr>
<td>Student eligibility for subsidized lunch programs</td>
</tr>
<tr>
<td>Students from various ethnic backgrounds</td>
</tr>
<tr>
<td>Students receiving ESL/bilingual education services</td>
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<tr>
<td>Students receiving special education services</td>
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</tbody>
</table>

- **Not Eligible**: 15% (85%)
- **Eligible for Free or Reduced-Price Lunch**: 2% (1%)
- **African-American**: 93%
- **Asian**: 96%
- **Hispanic**: 95%
- **Native American**: 91%
- **White**: 83%
- **Nonrecipients**: 99%
- **English as a Second Language (ESL)**: 11%
- **Bilingual**: 2%
- **Self-contained**: 87%
- **General Education with Supports**: 1%
- **Homebound/Hospitalized**: 3%

Value-Added Indicators

2006-07: Grade 5

Percentage of students who reached proficiency compared with the percentage of similar students statewide

The tests used to calculate the value-added indicators are not administered at this school's grade levels.

Learning Support Indicators

- **SALT Survey Indicators**
- **Attendance Rate Indicator**

Additional school indicators

- **SALT Survey Teacher Response Rate (%)**: 50% (54%)
- **SALT Survey Student Response Rate (%)**: 100% (95%)
- **SALT Survey Parent Response Rate (%)**: 44% (45%)
- **Stability Index (%)**: 90% (91%)
- **Mobility Index (%)**: 10% (18%)
- **Rate of Suspension (incidents per 100 students)**: 0.0 (0.2)

*Too few responses to report*

*Inadequate data? submitted*