Progress summary

THIS YEAR:
Performance: This school is HIGH PERFORMING.
Improvement: This school is IMPROVING IN MATH.

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

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
Moderate 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).

Performance progress

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

Baseline: Cumulative ’98-00
Current: Cumulative ’01-02

Financial information (per pupil)

Data source: IN Lite

Key for school expenditures areas

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

Instructional Support
- Operations
- Leadership

Per pupil expenditures by program

Total school expenditures
Total state expenditures (elementary 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

Selected school indicators

- SALT Survey Teacher Response Rate (%)
- SALT Survey Student Response Rate (%)
- Student Attendance (%)
- Students Exempted from ELA State Testing (%)
- Stability Index (%)
- Mobility Index (%)
- Suspensions / Total # of Students
- Teachers with emergency/special provisional certification (%)

* Indicates school did not supply this information.