Improving IN MATH AND ELA.

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).

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).

Selected school indicators

1. SALT Survey Teacher Response Rate (%)
   - This School: 100
   - This District: 84
   - The State: 80

2. SALT Survey Student Response Rate (%)
   - This School: 51
   - This District: 80
   - The State: 86

3. Student Attendance (%)
   - This School: 94
   - This District: 93
   - The State: 93

4. Students Exempted from ELA State Testing (%)
   - This School: 4
   - This District: 1
   - The State: 1

5. Stability Index (%)
   - This School: 28
   - This District: 28
   - The State: 28

6. Mobility Index (%)
   - This School: 17
   - This District: 17
   - The State: 17

7. Suspensions / Total # of Students
   - This School: 6/408
   - This District: 1025/3795
   - The State: 44129/158046

8. Teachers with emergency/special provisional certification (%)
   - This School: 3
   - This District: 3
   - The State: 3

+ 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.