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).

IMPROVING IN MATH AND ELA.

Information Works!

School Year 2001-2002

Chariho Regional High School

Progress summary

This Year:
Performance: This school is MODERATELY PERFORMING.
Improvement: This school is IMPROVING IN MATH AND ELA.

Last Year:
Performance: This school was LOW 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).

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: Insite

Per pupil expenditures by program

Key for school expenditures areas

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

Per pupil expenditures

- Instructional Support
- Operations
- Leadership

Highlights:

- 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).

Selected school indicators

- This school
- This district
- The state

1. SALT Survey Teacher Response Rate (%)
   - This School: 89
   - This District: 95
   - The State: 80

2. SALT Survey Student Response Rate (%)
   - This School: 77
   - This District: 82
   - The State: 86

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

4. Students Exempted from ELA State Testing (%)
   - This School: 0
   - This District: 1
   - The State: 1

5. Stability Index (%)
   - This School: 93
   - This District: 92
   - The State: 83

6. Mobility Index (%)
   - This School: 4
   - This District: 1
   - The State: 4

7. Suspensions / Total # of Students
   - This School: 752/2100
   - This District: 1383/2987
   - The State: 44129/158046

8. Teachers with emergency/special provisional certification (%)
   - This School: 8
   - This District: 9
   - The State: 3

*This is the percent of students in the tested grades who are beginning English language learners (LEEP 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.