Central High School

Information Works! School Year 2002-2003

Providence District
Debbie DeCarlo, Principal
Grades 9-12
1694 Students
104 Teachers

2003 Assessment Results

Percentage of students at each performance level

Total percent proficient in each subtest

This School

The State

Bar graphs may not sum to 100% due to rounding.

2003 Value-Added Indicators

Percentage of students who met or exceeded the standard compared with the percentage of similar students statewide

School Classification Indicators

(21 Targets)

Mathematics

This school's index score

2003 state target

English Language Arts

This school's index score

2003 state target

Missing data indicates fewer than 45 students in that group over three years.

Index scores range from 0 to 100. They are based on the performance levels of all students in both English language arts and mathematics, for all subtests, over three years. For further detail, see the 2003 School Reports Cards at www.ride.net.

School years 2000-2002

Current: School years 2001-2003

This school is in need of improvement and making insufficient progress.

This school has been identified for improvement for the first year.

Schools that miss any of the 21 targets are classified as in need of improvement, as required by federal law.

Central High School  

Information Works! School Year 2002-2003

Characteristics of students attending this school

- **Student eligibility for subsidized lunch programs**
  - Not Eligible: 59%
  - Eligible for Free or Reduced-Lunch: 41%

- **Students from various ethnic backgrounds**
  - African-American: 53%
  - Asian: 12%
  - Hispanic: 1%
  - Native American: 10%
  - White: 24%

- **Students receiving ESL/bilingual education services**
  - Non-Recipients: 88%
  - In Both Programs: 6%

- **Students receiving special education services**
  - Non-Recipients: 85%
  - Resource: 11%
  - Self-Contained: 4%

- **Highest level of parents' education**
  - Did not finish high school: 82%
  - Graduated from high school: 4%
  - Some education after high school: 6%
  - Graduated from college: 2%
  - Don't know: 6%

Financial information (per pupil)

- **Total school expenditures**
  - $8,898

- **Total state expenditures (high school)**
  - $9,505

- **Total school expenditures**
  - $9,260

- **Total state expenditures (high school)**
  - $8,487

Key for school expenditures areas

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

Per pupil expenditures by program

- General Education
  - $9,260

- LEP Title I
  - $2,099

- Special Education
  - $12,079

- Title I
  - $152

- Vocational Education
  - NA

- High school average
  - $8,487

- Total state expenditures (high school)
  - $22,906

- Non-Recipients
  - Bilingual: 6%
  - In Both Programs: 6%

Learning Support Indicators

- State averages are calculated by school level (elementary, middle, and high).

SALT Survey Indicators

Other Indicators

- Graduation rate
- Dropout rate
- Attendance
- Time out of school
- Proficient
- Non-proficient

Additional school indicators

- Indicates school did not supply this information.

### Table

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALT Survey Teacher Response Rate (%)</td>
<td>57</td>
<td>57</td>
<td>80</td>
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<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>76</td>
<td>79</td>
<td>86</td>
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<tr>
<td>3. SALT Survey Parent Response Rate (%)</td>
<td>9</td>
<td>49</td>
<td>39</td>
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<tr>
<td>4. Dropout Rate (%)</td>
<td>48</td>
<td>34</td>
<td>19</td>
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<td>5. Stability Index (%)</td>
<td>75</td>
<td>73</td>
<td>85</td>
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<td>6. Mobility Index (%)</td>
<td>47</td>
<td>31</td>
<td>20</td>
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<tr>
<td>7. Suspensions / Total # of Students</td>
<td>707/1694</td>
<td>10135/27580</td>
<td>44474/159205</td>
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<td>8. Grippances</td>
<td>21</td>
<td>172</td>
<td>369</td>
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<tr>
<td>9. Teacher Attendance (%)</td>
<td>94</td>
<td>95</td>
<td>97</td>
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<tr>
<td>10. Teachers with emergency/special provisional certification (%)</td>
<td>4</td>
<td>8</td>
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## Suspensions

- Indicates 0 suspensions.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
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<tbody>
<tr>
<td>Alcohol</td>
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<td>Arson</td>
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<tr>
<td>Assault of Student</td>
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<tr>
<td>Assault of Teacher</td>
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<tr>
<td>Attendance-Cut/Skipped Class</td>
<td>53</td>
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<td>Attendance-Cut/Skipped Detention</td>
<td>128</td>
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<td>Attendance-Left School Grounds</td>
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<td>Attendance-Tardy</td>
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<td>Attendance-Truant</td>
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<td>Bomb Threat</td>
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<tr>
<td>Breaking &amp; Entering</td>
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<tr>
<td>Communication/Electronic Devices</td>
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<td>Controlled Substances-Possession or Under Influence</td>
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<td>Controlled Substances-Possession with Intent to Sell</td>
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<tr>
<td>Controlled Substances-Sale of</td>
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<td>Disorderly Conduct</td>
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<td>Extortion</td>
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<td>Fighting</td>
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<td>Fire Regulations Violation</td>
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<tr>
<td>Forgery</td>
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<td>Gambling</td>
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<td>Gang Activity</td>
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<td>Harassment-Sexual</td>
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<td>Harassment-Stalking</td>
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<td>Harassment-Verbal/Physical</td>
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<td>Hate Crimes</td>
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<td>Insubordination/Disrespect</td>
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<tr>
<td>Kidnapping/Abduction</td>
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<td>Larceny</td>
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<tr>
<td>Obscene/Abusive Language toward Student</td>
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<tr>
<td>Obscene/Abusive Language toward Teacher</td>
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<tr>
<td>Threat/Intimidation</td>
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<td>Tobacco-Possession or Use</td>
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<td>Trespassing</td>
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<td>Unauthorized Use of Computers or Other Technology</td>
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<tr>
<td>Vandalism</td>
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<td>Weapon Possession</td>
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<tr>
<td>Other Infractions</td>
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<tr>
<td>Reason for suspension not reported</td>
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<td><strong>Totals</strong></td>
<td><strong>707</strong></td>
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<td><strong>707</strong></td>
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</table>

Please note: The number indicates the number of incidents, not the number of days or students suspended.
School-to-Career

School-to-Career works to ensure that all students are considering their own futures, are exposed to career and work options and have the academic, technical and employability skills to be successful in higher education and the high-performing workplace of tomorrow.

Program Types

Program Participants

Includes students in Academies, Career & Technical Programs, Tech Prep, and Career Exploration

SALT Survey Findings: Student Responses (all school)

This school
The state

How much do you agree/disagree . . .

Strongly agree
Agree
Disagree
Strongly disagree

that you are being prepared for a successful future

How often do you agree/disagree . . .

Strongly
agree
Agree
Disagree
Strongly
disagree

that you are being prepared for a successful future

How often students feel that . . .

Always
Most of the time
Sometimes
Hardly ever
Never

they can talk to a teacher or other staff member about college information

How often students have the following experiences at their school:

They give speeches or presentations
They do things in the community as part of assignments
They study or have field trips to learn about different careers
They work on group projects for classes

How often teachers on my team/at my grade level spend time . . .

Daily
Several times a week
Weekly
Several times a month
Monthly
Several times a year
Once a year
Never

developing/discussing workplace and career learning opportunities and activities for students

How often each of the following takes place . . .

Students work on group projects
Students engage in real world learning activities
Assignments are designed to help students learn about resources in the community