

Chariho Regional School District

**Data That Drives Us: Understanding Student Growth,
Achievement, and Opportunity**

Grades 3-12 RICAS, PSAT, SAT District Data Review

SY 2024-2025

School Committee Meeting

Tuesday, November 18th, 2025



Objectives

- Vision of a Graduate
- Data Review
- Strategic Plan and School Improvement Action Steps
- Questions



Key Terms

RICAS - Rhode Island Comprehensive Assessment System

- **English Language Arts (ELA)** and Mathematics Assessment for grades 3-8

NGSA - Next Generation Science Assessment

- Science Assessment for grades 5, 8, & 11

PSAT - Preliminary Scholastic Aptitude Test

- This is a practice version of the SAT, which assesses students in reading, writing, language, and math. Grades 9 (not required by state) & 10

SAT - Scholastic Aptitude Test

- This is a standardized test that assesses students in reading, writing, and math. Grade 11

AP - Advanced Placement Test

- These tests are the culmination of year-long Advanced Placement courses, offered at the high school level. Grades 9-12

Vision of a Graduate

CHS LEARNER QUALITIES



SELF-DIRECTED LEARNER

Learners take initiative and are active participants in the learning process. Learners make meaning by linking their story, their new learning and their purpose. Learners carefully plan their learning journey.

QUALITY PRODUCER

Learners create organized and professional products. Learners always wonder about why and how. Learners take risks and explore in order to arrive at new solutions.

GROWTH MINDSET

Learners work together, especially in a joint intellectual effort. Learners fight for inclusion and work to ensure all voices are represented and heard.

RESPECTFUL CITIZEN

Learners are positive participants who engage others in the academic and social aspects of work. Learners have a sense of belonging, of being part of a learning community at school, at work, at home, and in social networks.

COLLABORATIVE WORKER

Learners recognize that effort creates ability. Learners know that those who work, learn. Learners demonstrate an openness and readiness to learn and understand that they are in control of their own destiny.

CHARIHO HIGH SCHOOL MISSION

TO PREPARE STUDENTS WITH THE SKILLS NEEDED FOR SUCCESS IN COLLEGE, CAREER, AND LIFE.

Chariho Graduation Rate of **95.7%** (CHS and CALA)

Chariho ranks **13th** in **ELA scores** and **8th** in **math and science!**

CHS is ranked the **#10** high school in Rhode Island





Data Review

Math, ELA, Science – Overview

Grades 3 – 8 (Math & ELA); Grades 5, 8, 11 (Science)

	ELA	Math	Science
Rhode Island State Proficiency Data	33.7% (+2.9) ↑	31.4 (+1.3) ↑	30.8 (-0.4) ↓
Chariho Proficiency Data	47.1% (+1.4) ↑	45.4 (-1.9) ↓	55.7 (+5.1) ↑

Chariho had one of the **highest participation rates** in the state:

99.8% - *ELA*

99.8% - *Math*

98.2% - *Science*

SAT-Overview

	ELA*	Math*
Rhode Island State Proficiency Data	51.6% (+3.8)	23.3% (+1.6)
Chariho Proficiency Data	69.7% (+2.8)	43.2% (+9.7)

- *Due to the changes to SAT, the spring 2024 administration of SAT set a **new baseline** for Rhode Island.

Chariho had one of the highest participation rates in the state: **98.8%**

Instructional Days Matter

There are approximately 30 - 50 days of instruction remaining after students take RICAS

- Math **end-of-year data** for SY 2024-2025 showed that **69%** of students met or exceeded the standard
- Early literacy **end-of-year data** for SY 2024-2025 showed **82%** of our K-1 students meeting or exceeding standard
- ELA **beginning-of-year data** for SY 2024-2025 shows that **80%** of students in grade 2-8 meeting or exceeding standard



Attendance Matters

Chronic absenteeism is when a student misses 10% (18 days out of 180) or more of the school year for any reason, including excused and unexcused absences.

Why Attendance Matters:

- Significantly exacerbated during the pandemic
- Clear performance gaps for chronically absent students
- Attendance is the single biggest predictor of dropping out before graduation
- Linked to suspension and mental health issues

Students not chronically absent are **outperforming** their chronically absent peers in **ALL** assessments

Grade Level/Subject	Non-chronically absent students Meeting/Exceeding	Chronically absent students Meeting/Exceeding	Difference
Grades 3-8 - ELA	54.78%	28.75%	-26.03%
Grades 3-8 - Math	52.89%	24.20%	-28.68%
SAT - ELA	90.32%	52.73%	-37.60%
SAT - Math	55.91%	38.18%	-17.73%

Student Growth Measures

What is a Growth Measure?

- Tracks **academic progress** over time, not just a single score.
- Compares current performance to prior results to show learning gains.

Why It Matters

- Provides a fuller picture of success beyond proficiency.
- Highlights **improvement** and **acceleration**.
- Informs **instruction** and **interventions**.

How We Measure Growth in Chariho

- RICAS (ELA & Math): **Progress** compared to peers statewide.
- i-Ready Math: **Adaptive** diagnostics tracking growth.
- NWEA Reading: **Growth** against national norms.
- PSAT/SAT: **Growth** and **college readiness** over time.







Typical vs. Stretch Growth

- **Typical Growth**: *Average* expected progress in one year.
- **Stretch Growth**: *Accelerated* growth needed to close gaps and reach proficiency.

How Growth Determines Success

- Shows where students started and how far they've come.
- Informs MTSS supports and instructional planning.
- Demonstrates progress toward closing achievement gaps.

School Highlights

School	Accountability Rating	School Success
Ashaway Elementary School		86% of students showed typical or high growth in math
Charlestown Elementary School		92% of students with disabilities showed typical or high growth in ELA
Richmond Elementary School		83% of students showed typical or high growth in ELA for economically disadvantaged students
Chariho Middle School		56% of students meet or exceed the standard in science (4% increase)
Chariho High School		75% of students enrollment in postsecondary institution (9.3% increase)
Chariho Alternative Learning Academy		83% Graduation Rate

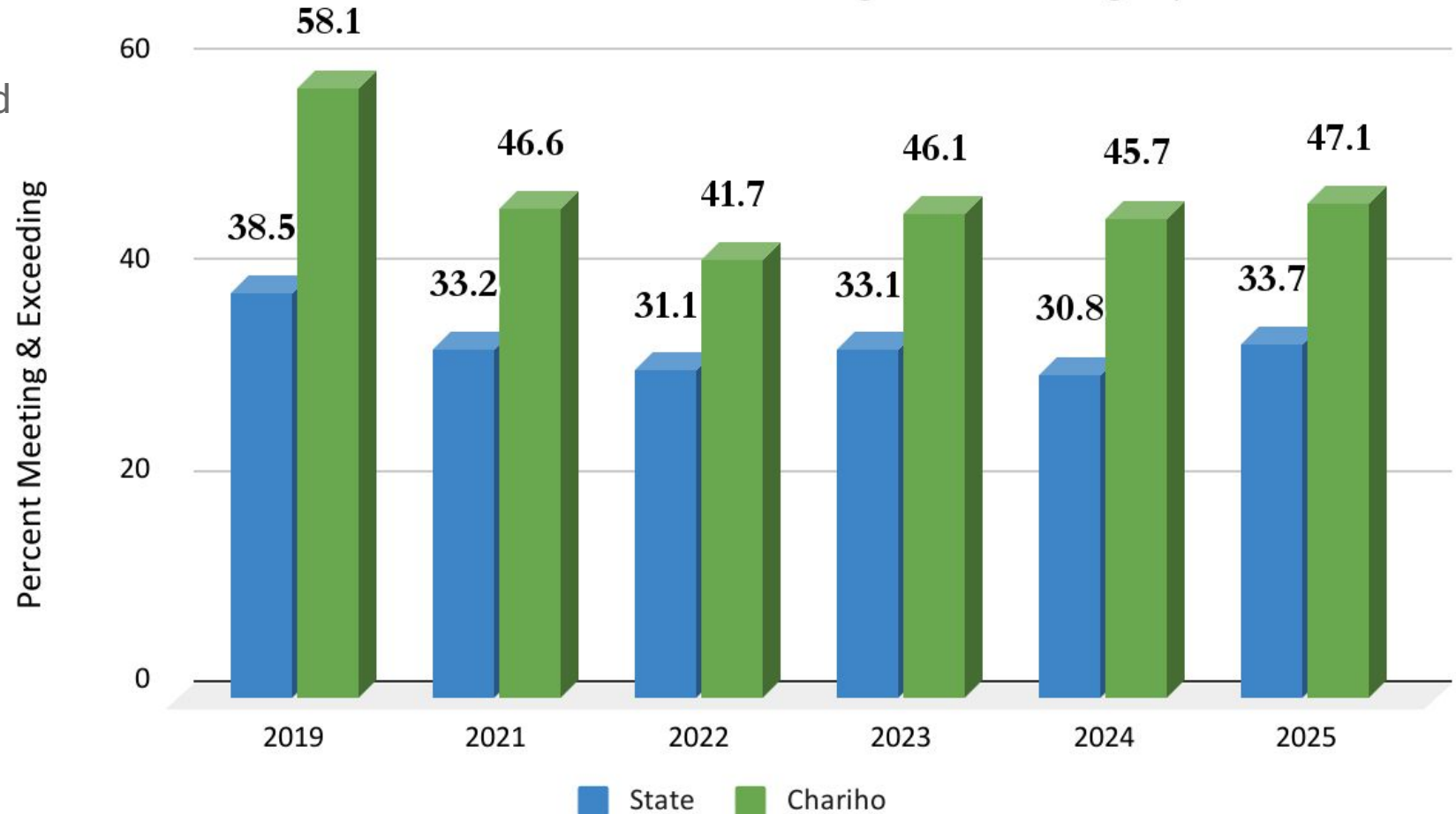
Grades 3–8 RICAS ELA Meeting & Exceeding

"Meeting expectations" on a RICAS test means that a student has demonstrated the academic abilities expected for their grade level in the subject area being tested

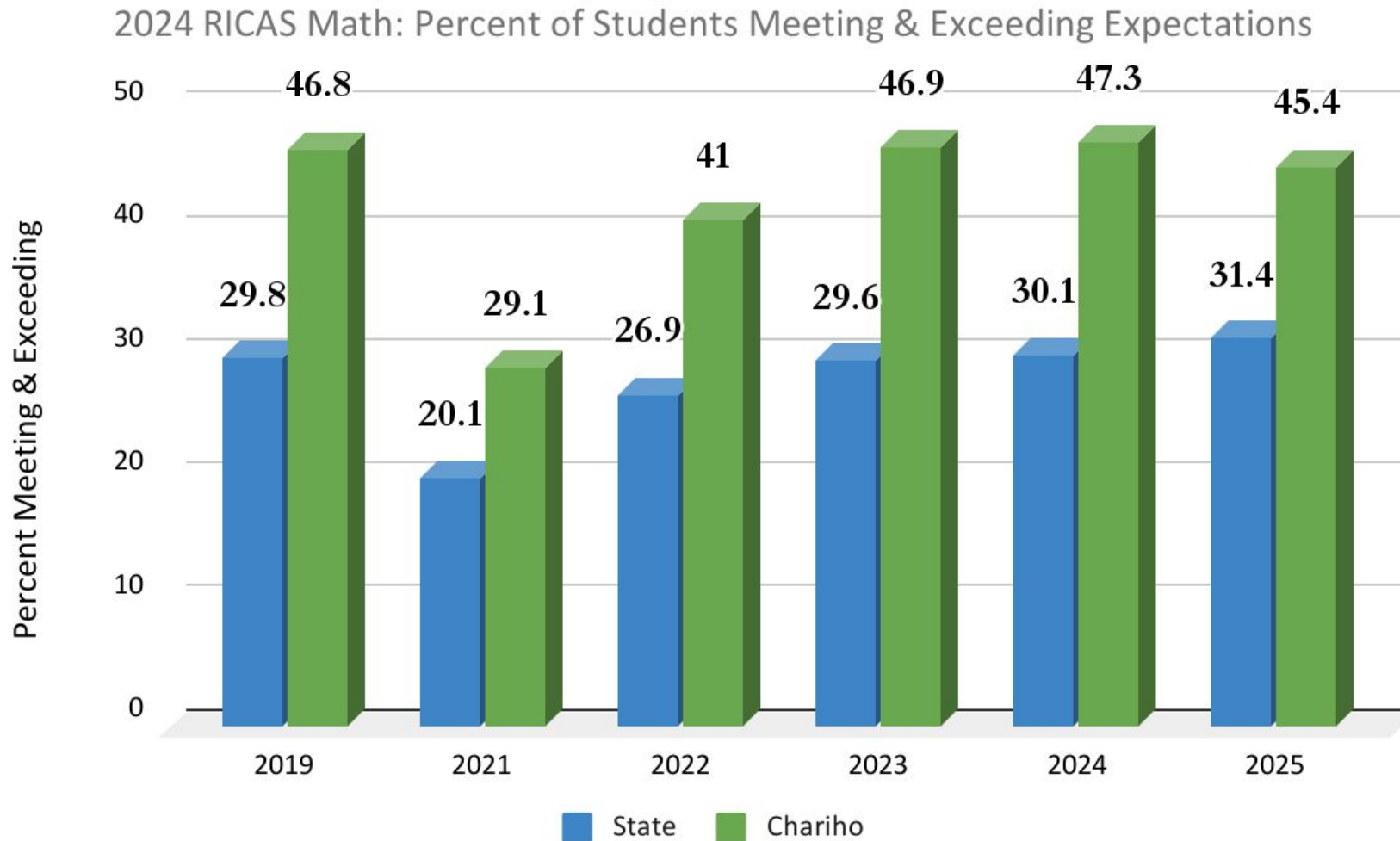
"Exceeding expectations" means a student has not only met the grade-level standards but has demonstrated a deeper understanding and mastery of the material, performing significantly above what is considered typical for their grade level on the assessment

*RICAS was not administered in 2020

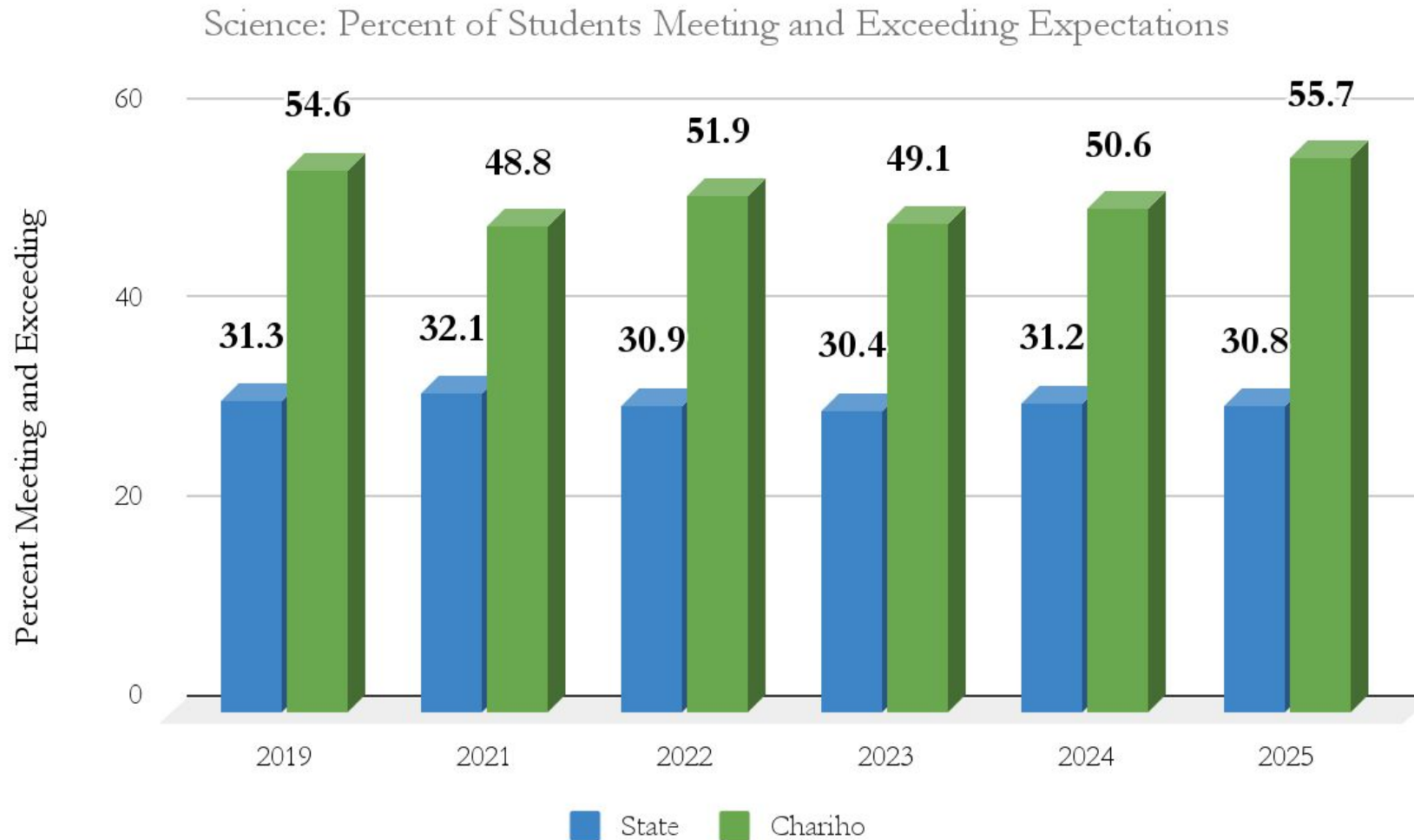
2024 RICAS ELA: Percent of Students Meeting and Exceeding Expectations



Grades 3-8 RICAS Math Meeting & Exceeding

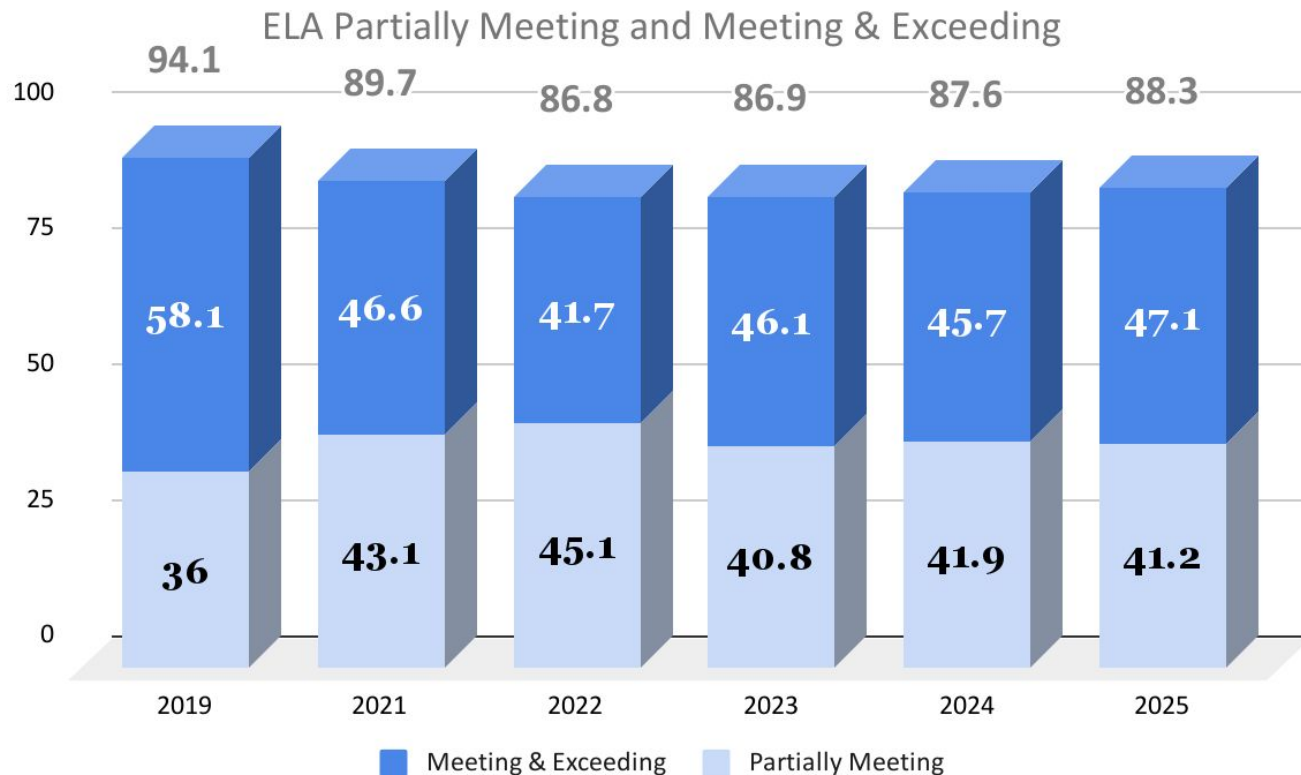


Grades 5, 8, & 11 Science Math Meeting & Exceeding



Grades 3-8 Partially Meeting - ELA

Partially Meeting: A student who receives a partially meeting test score indicates *they have demonstrated some, but not all, of the expected academic skills* for their grade level.



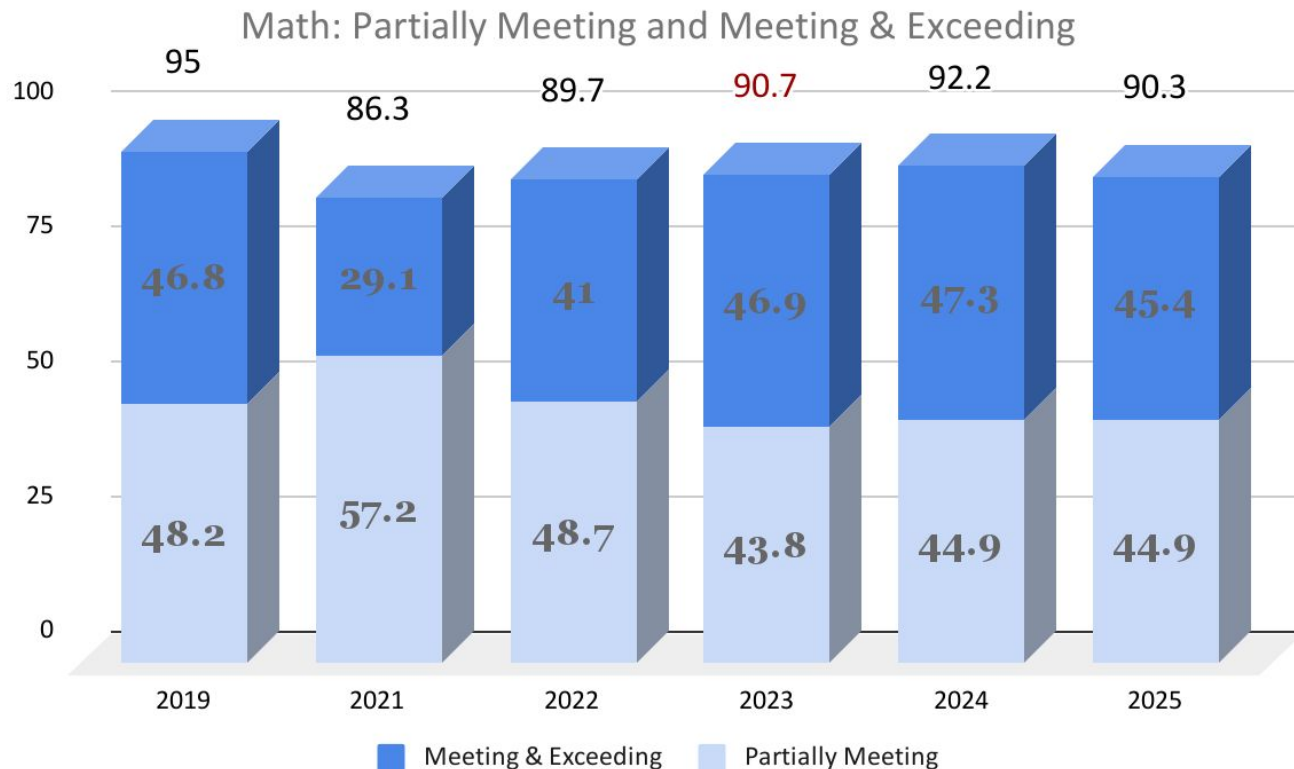
Meeting or Exceeding: A scaled score of at least 500

26 students scored a 499
37 students scored a 498
12 students scored a 497

These students missed earning the category of “meeting” by 1-3 questions.

Grades 3-8 Partially Meeting - Math

Partially Meeting: A student who receives a partially meeting test score indicates *they have demonstrated some, but not all, of the expected academic skills* for their grade level.





Meeting or Exceeding: A scaled score of at least 500

32 students scored a 499
20 students scored a 498
18 students scored a 497

These students missed earning the category of “meeting” by 1-3 questions.

Vision 2026 – Areas of Focus

Goal	Progress
The percentage of students who meet or exceed expectations on the state English Language Arts (ELA) assessments will increase from 45% to 65% by the end of the 2025-2026 school year.	 On Track
The percentage of students who meet or exceed expectations on the state math assessments will increase from 40% to 60% by the end of the 2025-2026 school year.	 On Track

	ELA	Math
Students with Disabilities	10.4% (+1.6)	13.9% (+0.6)
Economically Disadvantaged Students	34.7% (+4)	30.9% (+0.5)

RICAS/MCAS* Comparison – Meeting & Exceeding

	ELA	Math	Science
Chariho	47.1%	45.4%	55.7%
Rhode Island	33.7%	31.4%	30.8%
Massachusetts	42%	41%	43%

*Massachusetts Comprehensive Assessment System

PSAT 9-Key Takeaways

CHS		Rhode Island		Nation	
2025 Mean Score 946		2025 Mean Score 840		2025 Mean Score 852	
Met Both Benchmarks	53%	Met Both Benchmarks	29%	Met Both Benchmarks	31%
Met ERW* Benchmark (430)	78%	Met ERW Benchmark (430)	58%	Met ERW Benchmark (430)	59%
Mean ERW Score	483	Mean ERW Score	432	Mean ERW Score	408
Met Math Benchmark (480)	54%	Met Math Benchmark (480)	30%	Met Math Benchmark (480)	33%
Mean Math Score	463	Mean Math Score	408	Mean Math Score	417

*Evidenced-based Reading & Writing

PSAT 10–Key Takeaways

CHS		Rhode Island		Nation	
2025 Mean Score 952		2025 Mean Score 866		2025 Mean Score 911	
2024 Mean Score 992		2024 Mean Score 860		2024 Mean Score 899	
Met Both Benchmarks	45%	Met Both Benchmarks	27%	Met Both Benchmarks	34%
Met ERW Benchmark (430)	70%	Met ERW Benchmark (430)	57%	Met ERW Benchmark (430)	63%
Mean ERW Score	477	Mean ERW Score	444	Mean ERW Score	447
Met Math Benchmark (480)	47%	Met Math Benchmark (480)	28%	Met Math Benchmark (480)	35%
Mean Math Score	475	Mean Math Score	425	Mean Math Score	447

SAT-Key Takeaways

CHS		Rhode Island		Connecticut		Nation	
2025 Mean Score 1049		2025 Mean Score 935		2025 Mean Score 990		2025 Mean Score 1029	
2024 Mean Score 1009		2024 Mean Score 916		2024 Mean Score 962		2024 Mean Score 952	
Met Both Benchmarks	44%	Met Both Benchmarks	24%	Met Both Benchmarks	33%	Met Both Benchmarks	39%
Met ERW Benchmark (480)	72%	Met ERW Benchmark (480)	52%	Met ERW Benchmark (480)	64%	Met ERW Benchmark (480)	64%
Mean ERW Score	537	Mean ERW Score	481	Mean ERW Score	505	Mean ERW Score	521
Met Math Benchmark (530)	46%	Met Math Benchmark (530)	25%	Met Math Benchmark (530)	34%	Met Math Benchmark (530)	41%
Mean Math Score	512	Mean Math Score	455	Mean Math Score	484	Mean Math Score	508

AP-Key Takeaways

	2020	2021	2022	2023	2024	2025
Total AP Students	194	177	181	175	194	193
% of CHS students taking an AP course	17%	15.5%	16%	17%	19%	21.3%
AP Students with scores 3+	159	102	135	127	146	170
% of total AP Students with scores 3+	82%	58%	75%	73%	75%	88%

AP-Key Takeaways

AP Subjects with over 80% of test scores of 3 or higher

Subject Area	Percentage	Subject Area	Percentage
2D Art	100%	Computer Science Principles	84%
3D Art	100%	English Language	94%
Biology	90%	English Literature	96%
Calculus AB	88%	Physics	86%
Chemistry	100%	US History	96%

AP Scholar

3 or higher on 3 or more AP Exams

AP Scholar with Honor

Average score of at least 3.25 on ALL AP Exams & scores 3 or higher on 4 or more exams

AP Scholar with Distinction

Average score of at least 3.5 on ALL AP Exams & scores 3 or higher on 5 or more exams

Number of
Scholars

24

11

19

The seal of the Chequamegon Regional School District is a circular emblem. It features a central shield with a building and a figure. The shield is surrounded by a ring of stars. The outer ring of the seal contains the text "CHEQUAMEGON REGIONAL SCHOOL DISTRICT" at the top and "1958" at the bottom. Inside the seal, the text "WASHINGTON COUNTY" and "RHODE ISLAND" is visible.

Strategic Plan and School Improvement Action Steps

Strategic Plan and School Improvement Action Steps

MTSS, or Multi-Tiered System of Supports, is an **educational framework** that aims to meet the **diverse needs** of all students. It provides a **structure** for schools to deliver a **range of supports**, from general instruction for all students to more **targeted interventions** for those needing additional help. MTSS includes **academic, behavioral, social, and emotional support**, which are organized into three tiers:



Tier 1
Universal Supports

Tier 2
Targeted Supports

Tier 3
Intensive Supports

Strategic Plan and School Improvement Action Steps

Action Steps	Timeline
Implement an MTSS framework	Ongoing
Tier two and tier three interventions	Ongoing
Early warning system to identify struggling readers	Ongoing
Continue facilitating Data Chats with school leaders, school teams and students	Ongoing
Monthly meetings with school leaders with a focus on instructional leadership and student & staff wellness	Ongoing
Use multiple sources of data to understand student needs	Ongoing
Continue focus on attendance and reducing chronic absenteeism	Ongoing

Strategic Plan and School Improvement Action Steps

Action Steps	Timeline
Increased focus on writing instruction	Ongoing
Build capacity and increase support related to student services	Ongoing
What I Need (WIN) Blocks - Data-driven instructional blocks of time to target students and their academic needs	Ongoing
Continue conducting Learning Walks with school leaders with a focus on targeted feedback to enhance instructional practices	Ongoing
MTSS fellow providing embedded coaching and support school leaders and classroom teachers	Ongoing

Strategic Plan and School Improvement Action Steps

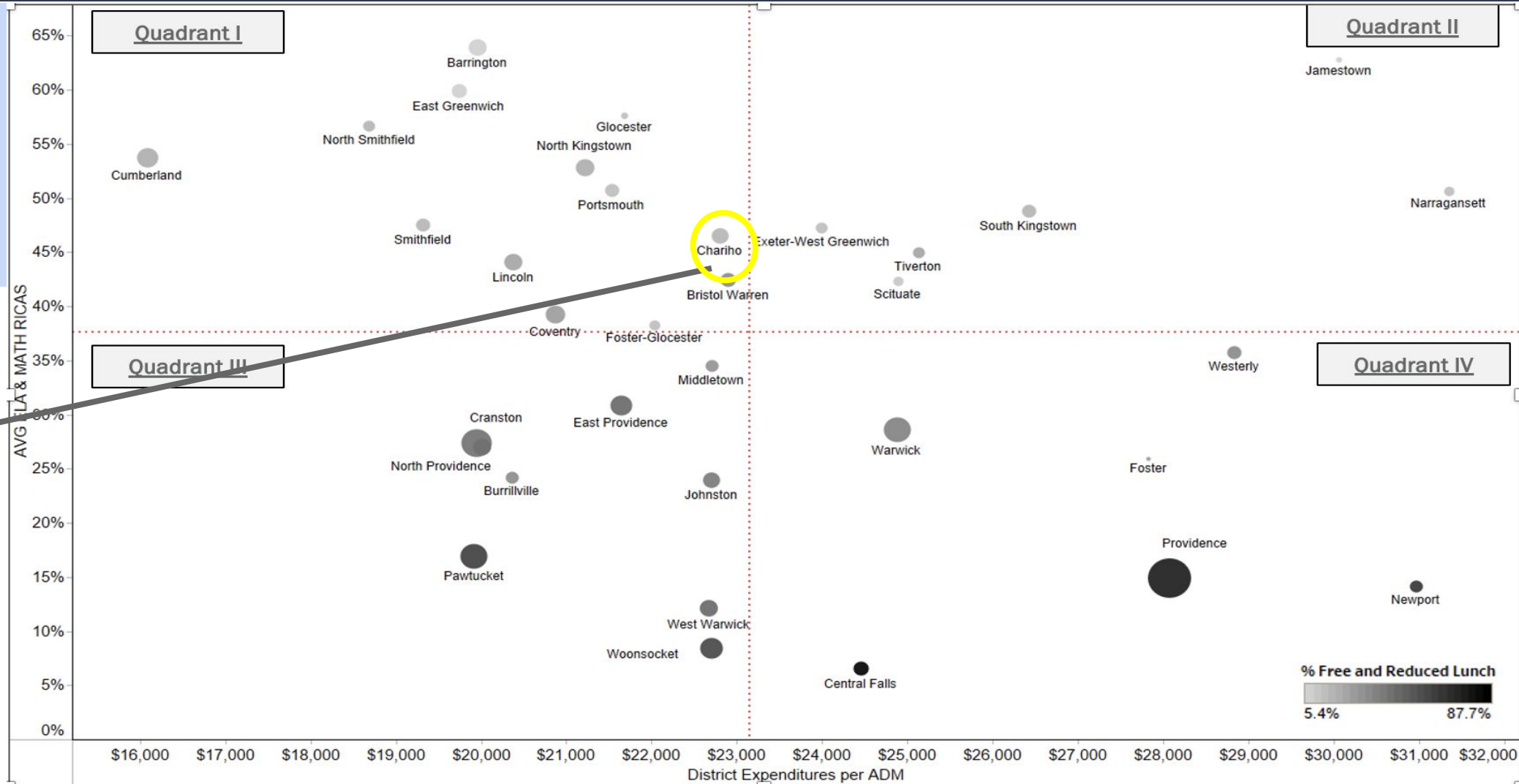
Action Steps	Timeline
Continue conducting Learning Walks with school leaders with a focus on targeted feedback to enhance instructional practices	Ongoing
Continue facilitating Data Chats with school leaders, school teams and students	Ongoing
Monthly meetings with school leaders with a focus on instructional leadership and student & staff wellness	Ongoing
Use multiple sources of data to understand student needs (School and District Level)	Ongoing

Strategic Plan and School Improvement Action Steps

Action Steps	Timeline
Educators are using high quality curricula resources in both mathematics and ELA	Ongoing
Provide professional development to teachers in mathematics to strengthen core instruction	Ongoing
Increase differentiated opportunities for students in ELA and mathematics	Ongoing
Strategic scheduling to maximize learning supports for core instruction	Ongoing

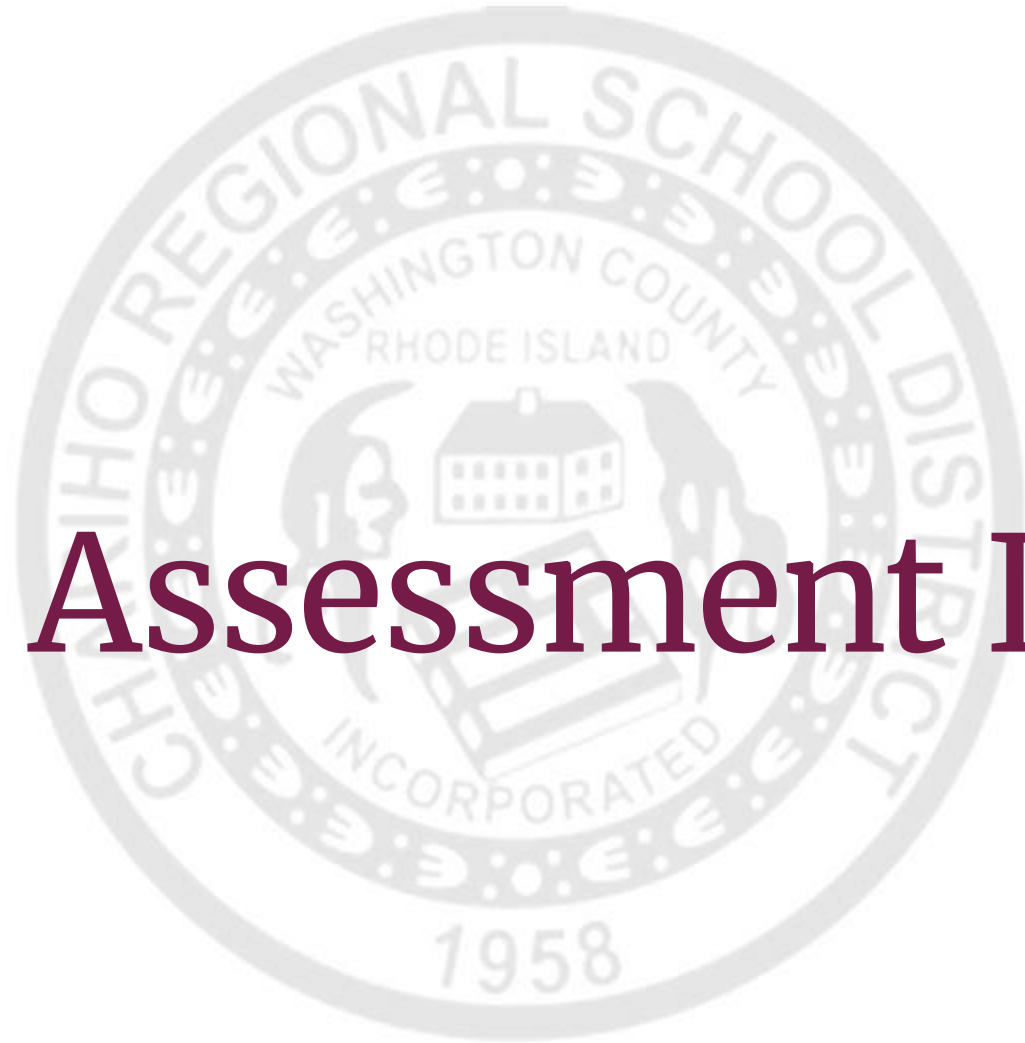
District Per Pupil Expenditures and Percent Proficient in RICAS Math/ELA (2023-2024)

Chariho is in the Quadrant of "Success": Strong assessment results and a strong return on investment.





State Assessment Items



RICAS Test Items

The RICAS assessments are aligned to the Common Core State Standards (CCSS); Instruction in our classrooms continues to be aligned to these standards in English language arts and mathematics for all students.

Types of Questions:

- Selected Response
- Essay
- Short Answer
- Constructed Response

Click the [RICAS Digital Item Library](#) to access a variety of test items from grades 3 through 8

RICAS Released Items

Grade 3 Reading – Selected Response

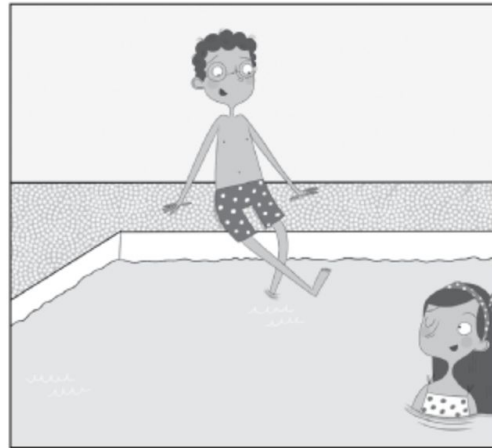
1

Students read the passage.

Grade 3 Reading
Item

Read the passage about Tomas and Marisol's experience going whale watching during a trip to Mexico with their parents. Then answer the questions that follow.

from *A Vacation in Ruins*
by Precious McKenzie



1 Mom and Dad went to the hotel's front desk to see about planning a whale watching trip. That's when Tomas and I decided we'd head to the pool.

2 "Are you excited about a whale watching trip?" I

Based on the passage, what is the **most likely** reason the family goes whale watching?

- A. Mom likes to do things related to science.
- B. Mom knows everyone likes to be near the water.
- C. Tomas and Marisol want to make Mom feel better.
- D. Tomas and Marisol want to take Mom on an adventure.

2

Students select a response.

Reset

Correct Response

Score Response



RICAS Released Items

Grade 6 Writing – Essay

1

Students read the passage.

Grade 6 Writing Item

In this passage from *Runt*, a wolf pup is born and begins to explore the world around him. Read the passage and then answer the questions that follow.

from *Runt*

by Marion Dane Bauer

1 For the next few weeks Runt and his brothers and sisters emerged slowly into a world of scent and sight and sound. Their eyes opened. Stiletto teeth popped through pink gums. They drank their mother's warm milk and snuggled against her side to sleep, then woke to nurse and drifted into sleep again. Silver rarely left them except to get water, and when she did, she was always back almost before the befuddled pups had recognized her absence.

2 Gradually, they came to be aware of the great black wolf who came often into the den. He brought with him the rich scent of the meat he carried in his mouth for their mother or coughed up for her from his

For this question, you will write a narrative based on the passage. Your writing should:

- Use characters, settings, events, and other details from the passage.
- Use correct grammar, spelling, and punctuation.

Based on *Runt*, write a narrative that tells the events of the passage from Runt's mother's point of view. Use what you know about the characters, setting, and events from the passage to write your narrative.

In the box below, the total space provided is equal to about two pages.

B *I* U     5000

Exhibits

2

Students read the directions.

3

Students write their response.



Close

RICAS Released Items

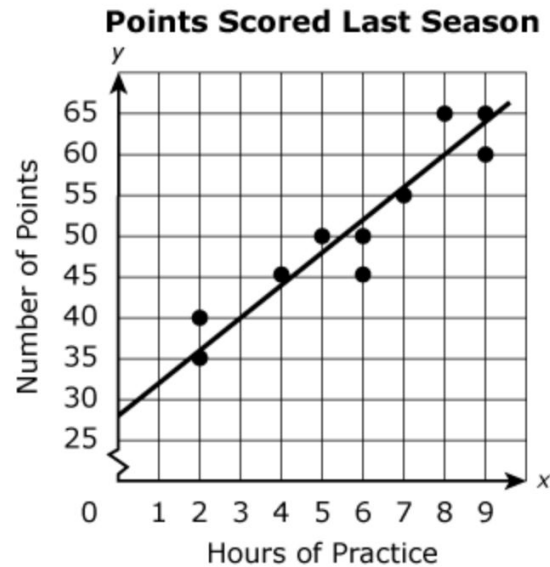
Grade 8 Math – Constructed Response

1

Students read the directions.

This question has four parts.

The coach of a basketball team recorded x , the number of hours the team practiced before each game last season, and y , the number of points the team scored in each game. The coach made a scatter plot and drew a line of best fit for the data, as shown on this coordinate plane.



The equation for the line of best fit is $y = 4x + 28$.

Grade 8 – Math

Part A

What does the y -intercept of the line of best fit represent in the context of this situation? Explain your reasoning.

Enter your answer and your explanation in the space provided.



Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
y^x	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	x_i
π	()	°
x			

Relations

Part B

What does the slope of the line of best fit represent in the context of this situation? Explain your reasoning.

Enter your answer and your explanation in the space provided.

2

Students answers the questions.

SAT Assessment Items

SAT Evidence Based Reading And Writing (ERW) Sample Question

A study by a team including finance professor Madhu Veeraraghavan suggests that exposure to sunshine during the workday can lead to overly optimistic behavior. Using data spanning from 1994 to 2010 for a set of US companies, the team compared over 29,000 annual earnings forecasts to the actual earnings later reported by those companies. The team found that the greater the exposure to sunshine at work in the two weeks before a manager submitted an earnings forecast, the more the manager's forecast exceeded what the company actually earned that year.

Which choice best states the function of the underlined sentence in the overall structure of the text?

- A) To summarize the results of the team's analysis
- B) To present a specific example that illustrates the study's findings
- C) To explain part of the methodology used in the team's study
- D) To call out a challenge the team faced in conducting its analysis

SAT Math Sample Question

Which expression is equivalent to $(7x^3 + 7x) - (6x^3 - 3x)$?

- A) $x^3 + 10x$
- B) $-13x^3 + 10x$
- C) $-13x^3 + 4x$
- D) $x^3 + 4x$