Little Compton District

**Characteristics of students attending school in this district**

<table>
<thead>
<tr>
<th>Category</th>
<th>Public</th>
<th>Non-Public</th>
<th>Home Instructed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0%</td>
<td>81.1%</td>
<td>14.9%</td>
<td></td>
</tr>
</tbody>
</table>

**Student participation in public school**

- 11% Not Eligible
- 89% Eligible for Free or Reduced-Lunch

**Student eligibility for subsidized lunch programs**

- 100% Eligible

**Students from various ethnic backgrounds**

- 100% Non-Eligible
- 2% Black
- 1% Hispanic
- 19% White
- 78% Asian/Pacific Islander
- 1% Native American

**Students receiving ESL or bilingual education**

- 100% Non-Eligible
- 2% ESL
- 1% Bilingual

**Students receiving special education services**

- 19% Non-Eligible
- 2% Self-Contained
- 1% Resource

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**Selected SALT Survey findings**

- **Middle School**
  - Mathematics (Skills): 1
  - Mathematics (Problem Solving): 1
  - English Language Arts (Reading: Analysis & Interpretation): 1
  - English Language Arts (Writing: Effectiveness): 1

- **High School**
  - Mathematics (Skills): NA
  - Mathematics (Problem Solving): NA
  - English Language Arts (Reading: Analysis & Interpretation): NA
  - English Language Arts (Writing: Effectiveness): NA

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**Number of schools in this district whose students met or exceeded the standard compared with similar students statewide**

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total No. of Schools</th>
<th>Below Comparison</th>
<th>The Same As Comparison</th>
<th>Above Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>1</td>
<td>0</td>
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<td>1</td>
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<td>English Language Arts (Writing: Effectiveness)</td>
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<td>0</td>
<td>0</td>
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<td></td>
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<td>Mathematics (Skills)</td>
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<td><strong>High School</strong></td>
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**Student par ticipation in subsidized lunch programs**

- 100% Eligible

**Student eligibility for ESL or bilingual education**

- 100% Eligible

**Students receiving special education services**

- 19% Non-Eligible
- 2% Self-Contained
- 1% Resource

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**Selected district indicators**

1. SALT Survey Student Response Rate (%): 88
2. Student Attendance (%): 94
3. Students Exempted from ELA State Testing (%): 0
4. Stability Index (%): 96
5. Mobility Index (%): 4
6. Suspensions / Total # of Students*: 0/348
7. Drop-out Rate (%): NA
8. Graduation Rate (%): NA

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*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 will take the state's new Alternate Assessment beginning in Spring 2001.

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**District Average**

- Student Attendance: 94
- Students Exempted from ELA State Testing: 0
- Stability Index: 96
- Mobility Index: 4
- Suspensions / Total # of Students: 0/348
- Drop-out Rate: NA
- Graduation Rate: NA

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**State Average**

- Student Attendance: 93
- Students Exempted from ELA State Testing: 2
- Stability Index: 96
- Mobility Index: 20
- Suspensions / Total # of Students: 44550/156454
- Drop-out Rate: 18.16
- Graduation Rate: 81.84

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*See Web for more information*