In their own words
Highlights from the school

- Developed and implemented comprehensive sets of school-wide Expectations for Student Learning and department level Academic Expectations.
- Five students eligible for National Merit Scholarships.
- Fourteen of 22 varsity sports teams made at least conference or division level playoffs - a significant number considering our small student population.

Teacher reports of barriers to school improvement efforts
Percent of teachers who indicated that the following were a moderate or major problem:

- Lack of materials and resources necessary for adequate implementation
- Lack of school schedule flexibility for regrouping students or modifying the length of periods
- Lack of time necessary for adequate planning and/or implementation
- Lack of adequate professional development time for staff
- Degree to which teachers were involved in, or supportive of, the decision to join and implement school improvement efforts
- Lack of support from the school district

Selected school indicators

<table>
<thead>
<tr>
<th></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>73</td>
<td>92</td>
<td>71</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>77</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>85</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>4. Stability Index (%)</td>
<td>85</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>5. Mobility Index (%)</td>
<td>18</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>6. Suspensions / Total # of Students*</td>
<td>546/890</td>
<td>787/3041</td>
<td>46161/157347</td>
</tr>
<tr>
<td>7. Drop-out Rate (%)</td>
<td>23.20</td>
<td>23.20</td>
<td>18.87</td>
</tr>
<tr>
<td>8. Graduation Rate (%)</td>
<td>76.80</td>
<td>76.80</td>
<td>81.13</td>
</tr>
</tbody>
</table>

*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 new Alternate Assessment in Spring 2001. Their results are reported in the state section.

Selected performance progress

Did this school DECREASE low-level performance and INCREASE student proficiency?

Progress Summary

This is a low performing school.
Currently this school is not improving.

Financial information (per pupil)

Total school expenditures for all high school programs

Key for school expenditures areas

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

Per pupil expenditures by program

- *General Education
- *LEP
- *Special Education
- Title 1
- *Vocational Education

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Total school expenditures for all programs</td>
<td>$9640</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total state expenditures for all high school programs</td>
<td>$8995</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Based on program FTE's

Go to the Information Works! Web site (www.infoworks.ride.uri.edu) for more charts and details.