### Characteristics of students attending this school

- **Student eligibility for subsidized lunch programs**
  - Not Eligible: 18%
  - Eligible for Free or Reduced-Lunch: 82%

- **Students from various ethnic backgrounds**
  - African-American: 65%
  - Asian: 1%
  - Hispanic: 15%
  - Native American: 1%
  - White: 18%

- **Students receiving ESL/ bilingual education services**
  - Non-Recipients: 96%
  - ESL: 4%
  - Bilingual: 16%
  - In Both Programs: 4%

- **Students receiving special education services**
  - Non-Recipients: 84%
  - Resource: 57%
  - Self-Contained: 1%
  - Did not finish high school: 4%
  - Graduated from high school: 35%
  - Some education after high school: 4%
  - Graduated from college: 5%
  - Don't know: 4%

- **Highest level of parents' education**
  - Did not finish high school: 18%
  - Graduated from college: 2%
  - Some education after high school: 15%
  - Did not know: 1%

### Financial information (per pupil)

**Data source: In$ite**

- **Total school expenditures**

<table>
<thead>
<tr>
<th>Program</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP Title I</td>
<td>$7,730</td>
<td>$44,901</td>
<td>$1,410</td>
</tr>
<tr>
<td>Special Education</td>
<td>$34,927</td>
<td>$28,519</td>
<td>$888</td>
</tr>
<tr>
<td>Total state expenditures</td>
<td>$7,800</td>
<td>$4,322</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Per pupil expenditures by program**

<table>
<thead>
<tr>
<th>Program</th>
<th>General Education</th>
<th>LEP Title I</th>
<th>Special Education</th>
<th>Title I</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>$7,730</td>
<td>$34,927</td>
<td>$44,901</td>
<td>$1,410</td>
<td>NA</td>
</tr>
<tr>
<td>Elementary school average</td>
<td>$7,800</td>
<td>$4,322</td>
<td>$28,519</td>
<td>$888</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Key for school expenditures areas

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

- **Operations**

- **Leadership**

### Financial information (per pupil)

<table>
<thead>
<tr>
<th>Program</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per pupil expenditures</td>
<td>$8,884</td>
<td>$9,235</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Support Indicators

- **School Climate**
  - This school: 80%
  - The state: 81%

- **Parental Involvement**
  - This school: 48%
  - The state: 67%

- **Instruction**
  - This school: 64%
  - The state: 54%

**Please see www.infoworks.ride.uri.edu/2004/reports/salt.asp for further detail.**

### Additional school indicators

- 1. SALT Survey Teacher Response Rate (%)
- 2. SALT Survey Student Response Rate (%)
- 3. SALT Survey Parent Response Rate (%)
- 4. Stability Index (%)
- 5. Mobility Index (%)
- 6. Suspensions / Total # of Students
- 7. Grievances
- 8. Teacher Attendance (%)
- 9. Teachers with emergency/special provisional certification (%)

**This School**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Total # of Students</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>100</td>
<td>74</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>97</td>
<td>86</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>3. SALT Survey Parent Response Rate (%)</td>
<td>56</td>
<td>56</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>4. Stability Index (%)</td>
<td>55</td>
<td>91</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>5. Mobility Index (%)</td>
<td>25</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6. Suspensions / Total # of Students</td>
<td>1/136</td>
<td>1965/11269</td>
<td>44474/159205</td>
<td></td>
</tr>
<tr>
<td>7. Grievances</td>
<td>0</td>
<td>1</td>
<td>369</td>
<td></td>
</tr>
<tr>
<td>8. Teacher Attendance (%)</td>
<td>98</td>
<td>98</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>9. Teachers with emergency/special provisional certification (%)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>