Data to Drive Decisions

Rhode Island gathers a variety of data to help schools with planning and accountability. The value-added calculations and the learning-support indicators combine different sources of data to help schools plan instruction, allocate resources, and focus on student performance.

Characteristics of students attending this school

- **Student eligibility for subsidized lunch programs**
  - Not Eligible: 10%
  - Eligible for Free or Reduced-Price Lunch: 90%

- **Students from various ethnic backgrounds**
  - African-American: 84%
  - Asian: 2%
  - Hispanic: 6%
  - Native American: 8%
  - White: 8%

- **Students receiving ESL/bilingual education services**
  - Nonrecipients: 11%
  - Resource: 89%

- **Students receiving special education services**
  - Nonrecipients: 8%
  - Self-Contained: 7%

- **Highest level of parents’ education**
  - Did not finish high school: 95%
  - Graduated from college: 5%

Value-Added Indicators

- **Percentage of students who met or exceeded the standard compared with the percentage of similar students statewide**
  - Mathematics
    - This School: 60%
    - Similar Students: 40%
    - Statewide: 80%
  - English Language Arts
    - This School: 50%
    - Similar Students: 30%
    - Statewide: 70%

Learning Support Indicators

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

Additional school indicators

- **SALT Survey Teacher Response Rate**
  - This School: 94%
  - This District: 74%
  - The State: 69%
- **SALT Survey Student Response Rate**
  - This School: 94%
  - This District: 89%
  - The State: 90%
- **SALT Survey Parent Response Rate**
  - This School: 62%
  - This District: 54%
  - The State: 55%
- **Stability Index**
  - This School: 86%
  - This District: 58%
  - The State: 86%
- **Mobility Index**
  - This School: 16%
  - This District: 11%
  - The State: 17%
- **Rate of suspensions (incidents per 100 students enrolled)**
  - This School: 0.3
  - This District: 1.2
  - The State: 3.6

Information Works! School Year 2003-2004

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