SCHOOL IMPROVEMENT: The School Improvement Team reviewed and revised 3 year old building beliefs, goals, mission and vision statements to more adequately reflect the school’s feelings about and commitment to education.

PROFESSIONAL DEVELOPMENT: Every one of the faculty participated in at least one professional development activity, 90% of the faculty participated in two activities and 50% of the faculty participated in three or more activities.

BUILDING IMPROVEMENT: The vacant Sheet Metal classroom was the focal point to expand classroom space for the construction, automotive, and travel programs while relocating the assessment lab and building a health careers classroom and lab.

**Selected school indicators**

- **1. SALT Survey Teacher Response Rate (%)**
- **2. SALT Survey Student Response Rate (%)**
- **3. Student Attendance (%)**
- **4. ELA Assessment Participation Rate (%)**
- **5. Stability Index (%)**
- **6. Mobility Index (%)**
- **7. Suspensions / Total # of Students**
- **8. Drop-out Rate (%)**
- **9. Graduation Rate (%)**

**Selected SALT survey findings**

- Students receive assignments to read materials other than textbooks
- Students use the media center and/or library
- Students revise assignments based on assessment feedback
- Mathematical concepts & reasoning are integrated into lessons
- Students use charts, graphs & diagrams as part of assignments
- Students use calculators as a part of lessons
- Students who fall behind in a subject receive extra instruction
- Teachers in different content areas assign & assess the same special projects
- Students receive an incomplete until they meet the criteria for mastery

**Financial information**

Data source: In$ite

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<td>(Includes all programs)</td>
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*See Web for more information*

**General Education Program Expenditures (per pupil)**

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<td>Limited English Proficiency</td>
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<tr>
<td>Special Education</td>
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<td>Vocational Education</td>
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**Average Per Pupil (by program)**

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**In their own words**

- **EDUCATION**
  - General
    - Students receive an
      - concepts & reasoning
  - Attitude
    - Standards-Based Instruction
    - 93
    - 65
    - 92
    - NA
    - 90
    - 11
    - 160/347
    - 1.00
    - 99.00
  - **Reading Skill Development & Integration Across the Curriculum**
    - Students receive assignments to read materials other than textbooks
    - Students use the media center and/or library
    - Students revise assignments based on assessment feedback
    - Mathematical concepts & reasoning are integrated into lessons
    - Students use charts, graphs & diagrams as part of assignments
    - Students use calculators as a part of lessons
    - Students who fall behind in a subject receive extra instruction
    - Teachers in different content areas assign & assess the same special projects
    - Students receive an incomplete until they meet the criteria for mastery
  - **Mathematics Skill Development & Integration Across the Curriculum**
    - **Highlights from the school**
      - *See Web for school goals*
      - Teachers’ attitudes (What we believe)
      - Teachers’ practices (How often we do it)
      - **Background:**
        - Teachers’ attitudes (What we believe)
      - **Foreground:**
        - Teachers’ practices (How often we do it)
      - **Teacher Responses**
      - **Student Responses**
      - **Mathematical concepts & reasoning are integrated into lessons**
      - **Students use charts, graphs & diagrams as part of assignments**
      - **Students who fall behind in a subject receive extra instruction**
      - **Teachers in different content areas assign & assess the same special projects**
      - **Students receive an incomplete until they meet the criteria for mastery**

**School targets** have been moved to the Web site (http://infoworks.ride.uri.edu) until the 3-year baselines have been established.