In their own words

Highlights from the school

Ethnic Day - Foods from various countries were brought in by students and faculty, i.e. Mexico, France, Germany, Portugal, Brazil, Thailand and China. Social Studies students made flags of the countries that were represented.

Field Day - Faculty vs. student softball game at Hull Street. Followed by a cookout in the courtyard. All grade levels and Special Education classes were included.

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>Indicator</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>NA</td>
<td>64</td>
<td>71</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>45</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>70</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>4. Students Exempted from ELA State Testing (%)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>57</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>?</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students *</td>
<td>25/77</td>
<td>600/6605</td>
<td>46161/157347</td>
</tr>
<tr>
<td>8. Dropout Rate (%)</td>
<td>60.94</td>
<td>21.84</td>
<td>18.87</td>
</tr>
<tr>
<td>9. Graduation Rate (%)</td>
<td>39.06</td>
<td>78.16</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

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

Week: Cumulative '98-'99
- Current: Cumulative '00-'01

See Web for all subjects.

Key for school expenditures areas

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

Financial information (per pupil)

Data source: Test

See the User's Guide for more information.

Total school expenditures for high school programs

- Grove Avenue (Educational Development Center) is excluded from state averages.

Key for school expenditures areas

- Per pupil expenditures by program

- General Education
- LEP
- Special Education
- Title I
- Vocational Education

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