North Providence District

Information Works! School Year 2001-2002

Paul E. Vorro, Superintendent
3476 Students
283 Teachers

Percentage of eligible students at each performance level on the elementary school assessments

<table>
<thead>
<tr>
<th>Skill</th>
<th>Grade 4</th>
<th>Grade 4</th>
<th>Grade 4</th>
<th>Grade 4</th>
<th>Grade 4</th>
<th>Grade 4</th>
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</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
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<tr>
<td>CONCEPTS</td>
<td>23</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>66</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>READING: BASIC UNDERSTANDING</td>
<td>35</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
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</tr>
<tr>
<td>READING: ANALYSIS &amp; INTERPRETATION</td>
<td>19</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
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<tr>
<td>WRITING: EFFECTIVENESS</td>
<td>19</td>
<td>27</td>
<td>27</td>
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<td>27</td>
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<td>27</td>
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<tr>
<td>WRITING: CONVENTIONS</td>
<td>21</td>
<td>51</td>
<td>51</td>
<td>51</td>
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</tbody>
</table>

Percentage of eligible students at each performance level on the middle school assessments

<table>
<thead>
<tr>
<th>Skill</th>
<th>Grade 8</th>
<th>Grade 8</th>
<th>Grade 8</th>
<th>Grade 8</th>
<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>53</td>
<td>48</td>
<td>48</td>
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<tr>
<td>CONCEPTS</td>
<td>19</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
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<tr>
<td>PROBLEM SOLVING</td>
<td>23</td>
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<td>31</td>
<td>31</td>
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<td>READING: BASIC UNDERSTANDING</td>
<td>30</td>
<td>18</td>
<td>18</td>
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<tr>
<td>READING: ANALYSIS &amp; INTERPRETATION</td>
<td>19</td>
<td>24</td>
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</tr>
<tr>
<td>WRITING: EFFECTIVENESS</td>
<td>19</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
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</tr>
<tr>
<td>WRITING: CONVENTIONS</td>
<td>7</td>
<td>16</td>
<td>16</td>
<td>16</td>
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</tbody>
</table>

Percentage of eligible students at each performance level on the high school assessments

<table>
<thead>
<tr>
<th>Skill</th>
<th>Grade 10</th>
<th>Grade 10</th>
<th>Grade 10</th>
<th>Grade 10</th>
<th>Grade 10</th>
<th>Grade 10</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>46</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
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<tr>
<td>CONCEPTS</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>16</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>READING: BASIC UNDERSTANDING</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>READING: ANALYSIS &amp; INTERPRETATION</td>
<td>35</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>WRITING: EFFECTIVENESS</td>
<td>19</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>WRITING: CONVENTIONS</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

Numbers may not sum to 100% due to rounding.

Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment).

SAT

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>471</td>
<td>497</td>
</tr>
<tr>
<td>Verbal</td>
<td>469</td>
<td>493</td>
</tr>
<tr>
<td>Percent of seniors achieving the standard</td>
<td>45</td>
<td>64</td>
</tr>
</tbody>
</table>

## Characteristics of students attending school in this district

- **Public**
- **Non-Public**
- **Home Instructed**

### Student participation in public school
- 19.6%
- 0.3%
- 80.0%
- 22%
- 78%

### Student eligibility for subsidized lunch programs
- White: 86%
- Black: 4%
- Hispanic: 2%
- Asian/Pacific Islander: 0%
- Native American: 0%

### Students from various ethnic backgrounds
- White: 97%
- Black: 3%
- Hispanic: 2%
- Asian/Pacific Islander: 0%
- Native American: 0%

### Students receiving ESL or bilingual education
- Non-Recipients: 15%
- ESL: 2%
- Bilingual: 5%
- In Both Programs: 2%

### Students receiving special education services
- Non-Recipients: 78%
- Self-Contained: 0%
- Resource: 0%

## Number of schools in this district whose students met or exceeded the standard compared with similar students statewide

### Elementary School
- Mathematics (Skills)
  - Public: 7
  - Non-Public: 4
  - Home Instructed: 1
- Mathematics (Problem Solving)
  - Public: 7
  - Non-Public: 4
  - Home Instructed: 1
- English Language Arts (Reading: Analysis & Interpretation)
  - Public: 7
  - Non-Public: 4
  - Home Instructed: 1
- English Language Arts (Writing: Effectiveness)
  - Public: 7
  - Non-Public: 4
  - Home Instructed: 1

### Middle School
- Mathematics (Skills)
  - Public: 4
  - Non-Public: 2
  - Home Instructed: 1
- Mathematics (Problem Solving)
  - Public: 4
  - Non-Public: 2
  - Home Instructed: 1
- English Language Arts (Reading: Analysis & Interpretation)
  - Public: 4
  - Non-Public: 2
  - Home Instructed: 1
- English Language Arts (Writing: Effectiveness)
  - Public: 4
  - Non-Public: 2
  - Home Instructed: 1

### High School
- Mathematics (Skills)
  - Public: 1
  - Non-Public: 1
  - Home Instructed: 0
- Mathematics (Problem Solving)
  - Public: 1
  - Non-Public: 1
  - Home Instructed: 0
- English Language Arts (Reading: Analysis & Interpretation)
  - Public: 1
  - Non-Public: 1
  - Home Instructed: 0
- English Language Arts (Writing: Effectiveness)
  - Public: 1
  - Non-Public: 1
  - Home Instructed: 0

## School performance and improvement in this district

### Percent of schools in each performance category
- High Performing: 2
- Moderately Performing: 7
- Low Performing: 3
- Not Categorized: 0

### Percent of schools showing improvement
- Improving: 6
- Not Improving: 0
- Not Categorized: 0

### Regents' commended schools
- Number of schools: 1

### Schools in need of improvement
- Percent of schools: 8%
- Number of schools: 1

## Selected district indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALT Survey Teacher Response Rate (%)</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>4. Students Exempted from ELA State Testing (%)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>91</td>
<td>83</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students</td>
<td>1036/3476</td>
<td>44129/158048</td>
</tr>
<tr>
<td>8. Drop-out Rate (%)</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>9. Graduation Rate (%)</td>
<td>65</td>
<td>84</td>
</tr>
<tr>
<td>10. Teachers with emergency/special provisional certification (%)</td>
<td>5</td>
<td>3</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 Alternate Assessment in Spring 2002. Their results are reported in the state section.

Elementary school achievement over the past three years* 

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


Middle school achievement over the past three years* 

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


High school achievement over the past three years* 

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


The Other Commitments category includes such expenses as costs for district students taught outside of the district, debt service for facilities construction/repair, capital projects, retiree benefits, and community service operations (e.g., adult continuing education, child care centers). Because the Other Commitments category varies considerably from district to district, we include it for the full district picture (chart on left). This category is eliminated from further per pupil considerations (chart on right) to provide a more comparable and consistent picture district to district.

Per pupil expenditure is not a simple head-count, but a count by full-time equivalent. Thus, a child's participation in Special Education Resource or English as a Second Language is counted only as a percentage of that child's day. In a six period day, a child who spends one period in the program will count as one sixth. Six such periods account for the per pupil expenditure, or the full-time equivalent (FTE). See User's Guide for further information.