New Shoreham District
Information Works! School Year 2002-2003

Thomas E. Foley, Superintendent
140 Students
23 Teachers

2003 Assessment Results: Elementary Schools

Percentage of students at each performance level

Total percent proficient in each subtest

Skilled
Conceptual
Problem Solving
Reading: Basic Understanding
Reading: Analysis & Interpretation
Writing: Effectiveness
Writing: Conventions

This District / The State

Bar graphs may not sum to 100% due to rounding.

2003 Assessment Results: Middle Schools

Percentage of students at each performance level

Total percent proficient in each subtest

This District / The State

Bar graphs may not sum to 100% due to rounding.

2003 Assessment Results: High Schools

Percentage of students at each performance level

Fewer than 10 students were tested.

2003 Proficiency by Student Characteristics
Elementary Schools
(1 year of assessment data)

2003 Proficiency by Student Characteristics
Middle schools
(1 year of assessment data)

2003 Proficiency by Student Characteristics
High schools
(1 year of assessment data)

Fewer than 45 students were tested.

Index scores range from 0 to 100. They are based on the performance levels of all students in both English language arts and mathematics, for all subtests, over three years. For further detail, see the 2003 District Reports Cards at www.ride.ri.edu.

Students from various ethnic backgrounds

- African-American: 1%
- Asian: 2%
- Hispanic: 4%
- Native American: 93%
- White: 98%

Students receiving ESL/bilingual education services

- Non-Recipients: 12%
- ESL: 1%
- Bilingual: 1%
- In Both Programs: 86%

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

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total Number of Schools</th>
<th>Below Comparison</th>
<th>The Same As Comparison</th>
<th>Above Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Mathematics (Problem Solving)</td>
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<td>NA</td>
<td>NA</td>
</tr>
<tr>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Skills)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
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<td>Mathematics (Problem Solving)</td>
<td>NA</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Number and percent of schools in each performance classification

- High Performing: 1 (100%)
- Moderately Performing: NA
- In Need of Improvement: NA

Number and percent of schools showing improvement

- Improving or Making Progress: 1 (100%)
- Sustaining: NA
- Insufficient Progress: NA

School performance and improvement in this district

- High Performing: 1 (100%)
- Moderately Performing: NA
- In Need of Improvement: NA

Additional 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>35</td>
<td>80</td>
</tr>
<tr>
<td>2. SALT Survey Parent Response Rate (%)</td>
<td>NA</td>
<td>86</td>
</tr>
<tr>
<td>3. SALT Survey Student Response Rate (%)</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>4. Dropout Rate (%)</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students</td>
<td>6/140</td>
<td>44474/159205</td>
</tr>
<tr>
<td>8. Grievances</td>
<td>0</td>
<td>369</td>
</tr>
<tr>
<td>9. Teacher Attendance (%)</td>
<td>99</td>
<td>57</td>
</tr>
<tr>
<td>10. Teachers with emergency/provisional certification (%)</td>
<td>17</td>
<td>1</td>
</tr>
</tbody>
</table>

Total per pupil expenditures for all programs in this district

Per pupil expenditure is not a simple head-count, but a count by full-time equivalent.

Data source: In$ite

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### Instruction Detail

Total $13,370

- Classroom teachers: $701
- Substitute teachers: $783
- Paraprofessionals: $153
- Classroom technology: $11,869
- Classroom materials (including textbooks): $13,700

### Instructional Support Detail

Total $1,571

- Pupil support guidance & counseling: $822
- Teacher support curriculum development: $731
- Program support management therapists: $462
- Program support program management: $111
- Program support psychologists: $28
- Program support evaluators: $5
- Program support personal attendants: $6
- Program support social workers: $1

### Leadership Detail

Total $2,268

- School Management: $2,205
- Program/Operations Management: $53
- District Management: $5

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### Educational Program Expenditures

<table>
<thead>
<tr>
<th>Per Pupil Expenditures</th>
<th>The State</th>
<th>This District</th>
<th>FTE Students: This District</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>$8987</td>
<td>$16927</td>
<td>131</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>$4886</td>
<td>$77983</td>
<td>1</td>
</tr>
<tr>
<td>Special Education</td>
<td>$28556</td>
<td>$110958</td>
<td>4</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>$12395</td>
<td>$0</td>
<td>NA</td>
</tr>
</tbody>
</table>

Expenditures: Title I is a simple head-count.

Title I $783 $0 NA

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### Sources of Revenue

(excludes food service and debt service)

- Local: 3%
- State: 1%
- Federal: 96%

Data source: Form 31

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