2003 Assessment Results

Percentage of students at each performance level

Total percent proficient in each subtest

This School / The State

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

2003 Value-Added Indicators

Percentage of students who met or exceeded the standard compared with the percentage of similar students statewide

School Classification Indicators (21 Targets)

Mathematics
- This school’s index score
- 2003 state target

English Language Arts
- This school’s index score
- 2003 state target

Missing data indicates fewer than 45 students in that group over three years.

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 School Reports Cards at www.ride.net.

Performance Progress

Student achievement over the past four years

This school
The state

Base: School years 2000-2002
Current: School years 2001-2003

Classification

This school is in need of improvement and making insufficient progress.

This school has been identified for improvement for the third year.

Schools that miss any of the 21 targets are classified as in need of improvement, as required by federal law.
### Characteristics of students attending this school

- **Student eligibility for subsidized lunch programs**
  - Not Eligible: 56%
  - Eligible for Free or Reduced-Lunch: 44%
- **Students from various ethnic backgrounds**
  - White: 67%
  - Asian: 9%
  - Hispanic: 9%
  - Native American: 2%
- **Students receiving ESL/bilingual education services**
  - Non-Recipients: 98%
  - ESL: 2%
  - Bilingual: 5%
  - In Both Programs: 9%
- **Students receiving special education services**
  - Non-Recipients: 86%
  - Resource: 10%
  - Self-Contained: 4%
- **Highest level of parents’ education**
  - Did not finish high school: 31%
  - Graduated from high school: 20%
  - Some education after high school: 16%
  - Graduated from college: 23%
  - Don’t know: 10%

### Financial information (per pupil)

- **Total school expenditures**
  - $8,966
- **Total state expenditures (high school)**
  - $9,505
- **General Education**
  - $8,323
- **Total state expenditures (high school)**
  - $8,487

#### Key for school expenditures areas

- **Instruction (5 components)**
  - Classroom teachers
  - Substitute teachers
  - Paraprofessionals
  - Classroom technology
  - Classroom materials, trips, etc.

#### Per pupil expenditures by program

- **General Education**
  - This school: $8,323
  - High school average: $8,487
- **LEP**
  - This school: $10,551
  - High school average: $6,094
- **Special Education**
  - This school: $14,438
  - High school average: $22,906
- **Title I**
  - This school: $0
  - High school average: $352
- **Vocational Education**
  - This school: NA
  - High school average: $14,064

### SALT Survey Indicators

- **School Climate**
  - This school: 65%
  - State: 68%
- **Parental Involvement**
  - This school: 41%
  - State: 35%
- **Instruction**
  - This school: 38%
  - State: 36%

### Other Indicators

- **Graduation rate**
  - This school: 77%
  - State: 81%
- **Dropout rate**
  - This school: 20%
  - State: 19%
- **Attendance**
  - This school: 93%
  - State: 92%
- **Health assessments**
  - Non-proficient: 19%
  - Proficient: 81%

### Additional school indicators

1. SALT Survey Teacher Response Rate (%)
   - This School: 55%
   - This District: 65%
   - The State: 80%
2. SALT Survey Student Response Rate (%)
   - This School: 68%
   - This District: 77%
   - The State: 86%
3. SALT Survey Parent Response Rate (%)
   - This School: 20%
   - This District: 56%
   - The State: 39%
4. Dropout Rate (%)
   - This School: 30%
   - This District: 30%
   - The State: 30%
5. Stability Index (%)
   - This School: 79%
   - This District: 75%
   - The State: 85%
6. Mobility Index (%)
   - This School: 25%
   - This District: 26%
   - The State: 20%
7. Suspensions / Total # of Students
   - This School: 2267/1931
   - This District: 4779/6839
   - The State: 44744/159205
8. Gavancies
   - This School: 2
   - This District: 4
   - The State: 369
9. Teacher Attendance (%)
   - This School: 96%
   - This District: 97%
   - The State: 97%
10. Teachers with emergency/provisional certification (%)
    - This School: 1%
    - This District: 3%
    - The State: 1%

## Suspensions

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<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
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<td>Assault of Student</td>
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<td>Attendance-Cut/Skipped Class</td>
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<td>Tobacco-Possession or Use</td>
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<td>Trespassing</td>
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</table>

*Please note: The number indicates the number of incidents, not the number of days or students suspended.*
School-to-Career

School-to-Career works to ensure that all students are considering their own futures, are exposed to career and work options and have the academic, technical and employability skills to be successful in higher education and the high-performing workplace of tomorrow.

Program Types

Program Participants

Includes students in Academies, Career & Technical Programs, Tech Prep, and Career Exploration

SALT Survey

Findings: Student Responses (all school)

This school

The state

*programs that lead to occupations in which individuals of either gender make up 25% or less of the total # of workers

Psychological Health

Percent of students who report that they . . .

Have a major project or demonstration as part of graduation requirements

Belonged and regularly participated in career exploration experiences

How much do you agree/disagree . . .

Strongly agree

Agree

Disagree

Strongly disagree

that you are being prepared for a successful future

How often students feel that . . .

How often students have the following experiences at their school:

They can talk to a teacher or other staff member about college information

They give speeches or presentations

They do things in the community as part of assignments

They study or have field trips to learn about different careers

They work on group projects for classes

How often teachers on my team/at my grade level spend time . . .

Developing/discussing workplace and career learning opportunities and activities for students

Students work on group projects

Students engage in real world learning activities

Assignments are designed to help students learn about resources in the community