



# Cranston High School East

Cranston

January 12, 2001



**School Accountability for Learning and Teaching (SALT)**

**The accountability program of the Rhode Island Department of Education**

Rhode Island Board of Regents for Elementary and Secondary Education

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**This report is available at [www.ridoe.net/schoolimprove/salt](http://www.ridoe.net/schoolimprove/salt)**

1. THIS REPORT'S PURPOSE AND LIMITS
2. PROFILE OF Cranston High School East

3. PORTRAIT OF Cranston High School East AT THE TIME OF THE VISIT

4. FINDINGS ON STUDENT LEARNING

**Sources of Evidence**

**Conclusions**

**Commendations for Cranston High School East**

**Recommendations for Cranston High School East:**

5. FINDINGS ON TEACHING

**Sources of Evidence**

**Conclusions**

**Commendations for Cranston High School East for:**

**Recommendations for Cranston High School East**

**Recommendations for the Cranston Public School District**

6. FINDINGS ON THE SCHOOL

**Sources of Evidence**

**Conclusions**

**Commendations for Cranston High School East for:**

**Recommendations for Cranston High School East:**

**Recommendations for the Cranston School District:**

7. Final Advice to the School

*Cranston High School East Improvement Team*

*The SALT Visit Team*

*New Standards Reference Examination and RI Writing Assessment Results (2000)*

*Endorsement of SALT Visit Team Report*

# 1. THIS REPORT'S PURPOSE AND LIMITS

School Accountability for Learning and Teaching (SALT) is Rhode Island's comprehensive school accountability system. SALT is based on using information to improve learning and teaching so that the learning of all students in the state dramatically improves. The SALT visit and other major SALT components are designed to aid schools in their ongoing development and implementation of effective School Improvement Plans.

The purpose of the visit to Cranston High School East from January 8 to January 12, 2001, was to draw conclusions about the School in the three focus areas of SALT:

- ◆ Student Learning
- ◆ Teaching
- ◆ The School

The design of the SALT visit ensures that accountability supports improvement of schools by directly connecting judgments of quality and recommendations for improvement to the actual life and work of a school.

This report is built upon the observations and conclusions of the visit team. The visit team is composed of Rhode Island school practitioners and a parent. Their affiliations are included at the end of the report.

The School Improvement Plan for Cranston High School East was the touchstone document for the team. However informative written reports may be, there is simply no substitute for being at the school while it is in session in the classroom, in the lunchroom, and in the hallways. The specific information generated by a team visit is about how the students, staff and administrators go about their day. Thus, this visit allowed professional colleagues and stakeholders to build informed judgments about the teaching and learning that actually takes place at Cranston High School East.

The visit team collected its evidence from the following:

- ◆ *a total of 228 full and partial classroom observations, which totaled over 153 hours of time, spent in direct classroom observation. Most classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following 15 students for a full day*
- ◆ *observing the work of teachers, specialty teachers and staff for a full day*
- ◆ *scheduled meetings with the following groups:*
  - *School Improvement Team*

- *school and district administrators*
- *students*
- *parents*
- ◆ *conversations and interviews with many students, teachers, staff, and school administrators*
- ◆ *examination of student work, including a selection of work collected by the school*
- ◆ *analysis of achievement and equity gaps based on Information Works! data*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments.*
- ◆ *review of the following documents:*
  - *Cranston High School East Strategic Plan*
  - *Cranston Public Schools Strategic Plan*
  - *1999-2000 SALT Survey report*
  - *classroom textbooks*
  - *1998 Information Works!*
  - *1999 Information Works!*
  - *2000 Information Works!*
  - *1998, 1999, 2000 New Standards Reference Examination results*
  - *1999, 2000 Rhode Island Writing Assessment results*
  - *Cranston High School East Curricula Guides*
  - *Cranston High School East Article 31 Action Plan*
  - *New England Association of Schools and Colleges' 1996 report to Cranston High School East*

- *9<sup>th</sup> and 10<sup>th</sup> Grade Language Arts Study Skills Program Guide*

The full Team has built the conclusions, commendations and recommendations presented here through intense and thorough discussions. The visit team met for a total of 27 hours in 7 separate meetings spanning the five days of the visit. This time is exclusive of the time spent in classrooms, with teachers and in meetings with students, parents, and school and district administrators. The team sought to develop conclusions, commendations and recommendations in the three focus areas that, in its judgment, would be helpful to the school as it works to improve teaching and learning.

**The team reached consensus agreement for each conclusion, each recommendation, and each commendation in this report.**

It is important to note that this report reflects a “moment” in the life of the school. The conclusions here are different from those that can be made from statewide assessment data or from information collected and analyzed by members of the school. This report is not intended to be prescriptive. Rather, it is a different lens, one not clouded by the daily life of the school. This new lens is one through which the school can look to help focus on important issues resulting in the development of strategies for overall improvement in the teaching and learning process.

The value of this report is not determined by the hard work of the Team. The value will be determined by how Cranston High School East responds to the report. At first, the critical criteria will be the thoughtfulness of that response and later it will be its actual effectiveness in improving teaching and learning. The response of the faculty and staff will be most critical early on but later there is a shared responsibility to support the school in making progress. The School Department, the citizens of Cranston, and the Rhode Island Department of Education will share that responsibility.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in context with the conclusions. That is the way they were written.

## 2. PROFILE OF Cranston High School East

Cranston High School East serves students in grades 9 -12. It is one of 2 high schools in the City of Cranston, Rhode Island, and the state's third most populous city. The school is part of the City of Cranston Public School System. The present school first opened its doors to students in 1925. Additions were made in 1957, 1968, and 1996. Classes are held in two buildings. The Briggs Building was built in 1903 and was the original Cranston High School. The second building is the Main Building that was constructed in 1925. The voters of the City of Cranston have recently supported a bond issue to make further additions and improvements to the building.

An elected school committee of 7 governs the Cranston Public School District. A mayor and 9-member city council govern the city. Cranston High School East students are served by a professional staff of 5 administrators, 130 full and part time faculty, 14 aides and support personnel, and 11 custodians.

Cranston High School East has an attendance rate of 90.3%. Of the 1570 students attending this school 77.5% are White, 7.4% are Hispanic, 9.5% are Asian/Pacific Islander, and 5.6% are Black. 243 students, totaling 15.4%, receive special education services. 101 students, totaling .6%, are Limited English Proficient. 19% of the students applied for, and receive, free or reduced-price lunch.

The team used the test score information found in *Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the performance and equity gaps discussed in the student learning conclusions. A comparison of the students tested in the 1998-1999 school year shows the percentage of students at Cranston High School East who met or exceeded the standard in all of the Mathematics and English Language Arts subtests was the same or higher than the percentage of similar students who were tested statewide. Grade 10 students tested at Cranston High School East performed substantially better than similar students statewide on the Rhode Island Writing Assessment.

On the Mathematics Skills subtest of the New Standards Reference Exam an equity gap (a difference of 15% or greater) exists between General Education students and Special Education students. Additionally, an equity gap exists between White students and Asian/Pacific Islander, Black, and Hispanic students. On the Mathematics Problem Solving subtest equity gaps exist between General Education and Special Education students. White students performed significantly better than Black and Hispanic students, and male students performed significantly better than female students.

On the English Language Arts Reading Analysis and Interpretation subtest, an equity gap exists between General Education students and Special Education students. There is also an equity gap between White students and Asian/Pacific Islander and Black students on this subtest. On the English Language Arts Writing Effectiveness subtest an equity gap exists between White students and Asian/Pacific Islander and Hispanic students. There is also an equity gap between General Education and Special Education students. Examination results have been appended to this report. *Information Works!* data for Cranston High School East is available at [www.ridoe.net](http://www.ridoe.net).

### 3. PORTRAIT OF Cranston High School East AT THE TIME OF THE VISIT

Cranston High School East is the proverbial “hearth and home” to eager Cranston students, blending the old and the new as it changes and grows. Constructed during the Roaring Twenties, this building is made of marble and granite and holds tight within its walls the history of a growing nation, the trophies of long ago victories, and the laughter of children of many generations. In spite of the building’s imposing size, the members of this learning community have managed to create an intimate and personal atmosphere.

Cranston High School East is a diverse community of young people and adults who genuinely care for one another and are anxious to protect each other. They are all proud of the fact that in a world filled with competition and intolerance, they have managed to create an island of mutual respect. They are anxious to let us know that these sentiments are real, and they view this school as a safe haven. They revel in their multicultural identities and want to show the outside world how it can work.

The students and staff at Cranston High School East arrive at the school doors as individuals with unique personalities, talents, and aspirations. Their lives are enriched by the people they meet and the experiences they share. They are aware that there is a need for growth and believe that all is possible. They believe in themselves and one another.

The great pride and spirit that make a true Thunderbolt “bleed green” are steeped in rich tradition. Their mutual respect and their commitment to the mission of the school as a community of learners are remarkable testimony to what can and may yet be accomplished at the beginning of the 21<sup>st</sup> century.



## 4. FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *1998, 1999, 2000 Information Works!*
- ◆ *2000 Rhode Island Writing Assessment results*
- ◆ *1998, 1999, 2000 New Standards Reference Examination results*
- ◆ *examination of student work*
- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *following students*
- ◆ *scheduled meetings with students, parents, teachers, staff, school and district administrators*
- ◆ *conversations and interviews with many students, teachers, staff, and school administrators*
- ◆ *Cranston High School East Curricula Guides*

### Conclusions

One of this school's greatest assets is its students. The students at Cranston High School East see themselves as a family. They celebrate their diversity and create a proud, caring community characterized by mutual respect, support, and loyalty. The vast majority of students behave courteously and respectfully toward teachers, their peers, and other members of the school community. These qualities create a positive school climate where students are known and recognized. (*Following students, conversations and interviews with students, parents, faculty, and school administrators, classroom observations, observations of the school, scheduled meetings with students, district, and school administrators*)

Most students at Cranston High School East are willing to learn and are responsive to the instruction they receive. While most students are compliant with the demands made by their teachers, they exhibit a wide range of attitudes from one learning environment to another. Some students are achieving to their optimal potential, but many are complacent, passive learners who are not learning to their potential. (*Classroom observations, conversations and interviews with teachers, parents, and students, following students*)

Most students at Cranston High School East write competently and frequently. Students have responded well to the school's focus on writing supported by the standards-based study skills initiative and know how to use writing conventions. However, students write less effectively on assignments that require more complex writing skills such as analysis and interpretation. This is evidenced in part by the results of the Rhode Island Writing Assessment in which 56% of students tested met or exceeded the standard, a significant increase during the last three years. On the New Standards Language Arts Reference Examination, 74% of students

tested met or exceeded the standard on the writing conventions subtest, while only 30% met or exceeded the standard on the writing effectiveness subtest. (*Examination of student work, 2000 Rhode Island Writing Assessment Results, 1998, 1999, 2000 New Standards Reference Examination Results, 1998, 1999, 2000 InformationWorks!, classroom observations, conversations and interviews with teachers, students, and school and district administrators*)

Students at Cranston High School East read in a variety of genres and formats across the curriculum. However, while students are reading more, many students are reading for basic understanding and are not necessarily reading more critically. While significant gains have been made, the 2000 New Standards English/Language Arts Reference Examination results show that 53% of the students tested did not meet the standard on the Basic Understanding subtest, and 55% of those students tested did not meet the standard on the Reading Analysis and Interpretation subtest. (*Examination of student work, classroom observations, conversations with teachers, students, parents, and school administrator. 1998, 1999, 2000 Information Works, 1998, 1999, 2000 New Standards English/Language Arts Reference Examination Results, Cranston High School East Curricula Guides*)

On the 2000 New Standards Mathematics Reference Exam, 54% of the students tested did not meet the standard in mathematical skills, 73% did not meet the standard in mathematical concepts, and 81% did not meet the standard in problem solving. While most students are using traditional approaches based on textbooks, worksheets, drill/practice, and lectures to learn mathematical skills, they are unable to employ these skills to solve problems requiring higher order mathematical concepts. (*Examination of student work, classroom observations, 1998, 1999, 2000 Information Works!, New Standards Mathematics Reference Examination Results*)

## Commendations for Cranston High School East

The respectful, courteous, and friendly students

Student sense of pride and community

Student celebration of diversity

## Recommendations for Cranston High School East:

Motivate students to become more active learners.

Expand the school-wide writing program to help students write more effectively in multiple formats for a variety of purposes, audiences, and contexts.

Provide opportunities and materials to improve analytical and interpretive reading skills.

Challenge students to master higher order mathematical concepts and problem solving skills by employing new approaches.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *following students*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ 2000 Information Works!
- ◆ 1999-2000 SALT Survey Report
- ◆ *examination of student work*
- ◆ *review of classroom assignments and assessments*
- ◆ *Cranston High School East Article 31 Action Plan*

### Conclusions

The members of the faculty at Cranston High School East are exceptionally caring, nurturing, dedicated professionals. They have helped to create an atmosphere of mutual respect, patience, kindness, and understanding. They instill in their students a sense of pride in their school and in themselves. Teachers are steeped in the traditions of this school and provide their students with many opportunities to serve their diverse community. Many teachers selflessly give of their time to support their students. This exceptional dedication has resulted in the creation of a learning environment in which all students feel safe and have a sense of well-being. (*Following students, classroom observations, conversations and interviews with teachers, school administrators, and students, observations in the school, scheduled meetings with students, parents, School Improvement Team, district and school administrators*)

There are some examples of excellent teaching at Cranston High School East; however, the quality of instruction varies greatly. Some teachers manage time efficiently, have high and clear expectations, and actively engage learners. They recognize and seize teachable moments and provide opportunities for their students to relate or connect learning to their own lives. However, many teachers at Cranston High School East do not consistently provide quality instruction in the academic content areas to help students reach their potential. The expectations and instruction in these classes result in a complacent environment where students are not being challenged daily. The caliber of work at all grades and at all levels of instruction reflects these findings. (*Examination of student work, classroom observations, following students, conversations and interviews with parents, students, teachers*)

Teachers at Cranston High School East are aware of standards based instruction. Some teachers have recognized the importance of standards based instruction and have implemented standards based instruction in their classrooms. In these classrooms the teachers have high and clear expectations and make students responsible for their own learning. These teachers provide opportunities for their students to explore issues, synthesize their ideas, and make connections to their own lives. However, a vast majority of the teachers at Cranston High School East do not demonstrate a clear understanding of standards based education.

*(Examination of student work, classroom observations, review of Cranston High School East Curricula Guides, conversations and interviews with teachers, students, school and district administrators, Cranston High School East Article 31 Action Plan, 1999-2000 SALT Survey Report, Cranston High School East Strategic Plan)*

Some teachers at Cranston High School East are using a variety of assessment tools and methods to measure student achievement and modify their instruction. Many more are using conventional tests and quizzes that seldom reach beyond factual recall and require little more than rote memorization. The potential of assessment tools and methods as a means to improve instruction is not being realized. As a result, students do not often produce work that reflects higher order thinking. There have been some attempts to link assessment to standards based instruction, but students do not always get sufficient feedback to reflect on their work and to refine their skills. There are many inconsistencies within and among the departments in the development and use of rubrics and other forms of assessment. In some cases inconsistencies exist from section to section of the same course and lead to inequities in the evaluation of student learning. As a result, students at all academic levels, and in all grades, are not receiving adequate opportunity to reach their academic potential. *(Examination of student work, classroom observations, review of classroom assignments and assessments, conversations with parents, teachers, and students)*

Commendations for Cranston High School East for:

The exceptional dedication and pride of the faculty

The excellent student-teacher rapport

The time and effort teachers have committed to develop outstanding programs

Recommendations for Cranston High School East

Vary your teaching strategies to include cooperative learning, student-centered learning, integration of technology and information literacy, and interdisciplinary connections

Aggressively seek out professional development in standards-based instruction, performance-based assessment, and academic content areas

Raise expectations for students in all grades and at all academic levels

Link assessments to instruction and include authentic and alternative assessments

Recommendations for the Cranston Public School District

Intensify efforts and focus on linking professional development to improving standards-based instruction, performance-based assessment, and academic content areas

Create a plan that requires professional development in standards-based education within the academic content areas

## 6. FINDINGS ON THE SCHOOL

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ *Following students*
- ◆ *Cranston High School East Strategic Plan*
- ◆ *Cranston High School East Article 31 Action Plan*
- ◆ *New England Association of Schools and Colleges' 1996 report to Cranston High School East*
- ◆ *9<sup>th</sup> and 10<sup>th</sup> Grade Language Arts Study Skills Program Guide*
- ◆ *1998, 1999, 2000 Information Works!*
- ◆ *1998, 1999, 2000 New Standards Reference Examination Results*
- ◆ *1999, 2000 Rhode Island Writing Assessment Results*

### Conclusions

The principal of Cranston High School East has led the school's dramatic transformation in response to the 1996 NEASC report. He has been instrumental in creating a climate of courtesy and respect, cooperation and pride. He has recognized the extent to which the community, teachers, and students were ready for change, and has taken several steps that have begun to move this school forward. With his administrative team and teacher leaders, he has introduced programs and initiatives to improve student achievement and recognizes that reform at Cranston High School East is a work in progress. (*Conversations and interviews with students, teachers, staff, parents, school and district administrators, scheduled meetings with students, parents, School Improvement Team, school and district administrators, New England Association of Schools and Colleges' 1996 report to Cranston High School East, observations of the school*)

Teachers at Cranston High School East need greater support to improve instructional practice. The new teacher evaluation instrument shows promise for improving instructional practice, but has only recently been implemented. Similarly, a mentoring program has been initiated but has not been in place long enough for its effectiveness to be gauged. A lack of coordinated, unified professional development that is connected to the school's goals and objectives, results in little opportunity to affect or improve instructional practices.

Although many resources have been committed to the addition of technology, there has been little integration of technology literacy skills and information literacy skills in classroom instruction. (*Conversations and interviews with students, teachers, parents, classroom observations, examination of Cranston Public Schools teacher evaluation instrument, Cranston High School East Article 31 Action Plan*)

When placing students who are behaviorally challenged, there is some misunderstanding of the function of special education at Cranston High School East, which results in inefficient use of personnel, and over-reliance on self-contained classes. Additionally, when creating Individual Education Plans or convening IEP or MDT teams, the school does not consistently conform to federal and state regulations or subscribe to best practice. This results in students not being placed in the least restrictive environment and negatively impacts their social, emotional, and intellectual growth. Special Education at Cranston High School East needs immediate attention. Despite these concerns some special education teachers are providing a high quality of service to their students. (*Following students, classroom observations, conversations and interviews with parents, teachers, students and district administrators.*)

Time is not being used well at Cranston High School East. The current schedule followed at Cranston High School East is inefficient and restricts important time available for learning. It severely limits students' time on task. The schedule inhibits innovation, collaboration, and implementation of standards based instruction. Additionally time is lost when students and teachers move between the two buildings, and precious instructional time is lost to frequent classroom interruptions (phone and public address announcements). (*Classroom observations, observations made in the school, conversations and interviews with teachers and students, following students, scheduled meetings with students and school administrators*)

Cranston High School East effectively uses data available to improve its educational offerings. The Cranston High School East self-study document reflects a serious commitment to the use of information to improve teaching and learning. The English Language Arts Study Skills Program in grades 9 and 10 is a model for future development in accordance with standards based programs. This may account in part for the dramatic improvement in writing scores on state assessments. Further analysis of data should result in the improvement of support services offered to all students and the reduction of the equity gaps that exist between special education and general education students. (*Classroom observations, Cranston High School East Strategic Plan, conversations and interviews with parents, teachers, and students, 9<sup>th</sup> and 10<sup>th</sup> Grade Language Arts Study Skills Program Guide, 1998, 1999, 2000 Information Works!, 1998, 1999, 2000 New Standards Reference Examination Results, 1999, 2000 Rhode Island Writing Assessment Results*)

The main building at Cranston High School East has been renovated many times over the years. The most recent renovations produced some exceptional facilities and many more facility problems will be solved with the impending renovations. However, to promote a more positive learning environment, immediate attention must be given to the problems of space allocation, ventilation, and lighting. (*Classroom observations, observations of the school, conversations with teachers and students, following students, scheduled meetings with students, school and district administrators*)

Commendations for Cranston High School East for:

Exceptional leadership provided by the principal

The grade 9 and 10 English Language Arts Study Skills Programs

Recommendations for Cranston High School East:

Accelerate the pace of reform.

Provide coordinated, unified, professional development connected to the school's goals and objectives.

Adhere to all special education statutes and regulations and accelerate the adoption of team teaching and inclusion.

Give greater visibility and support to the newly reorganized Teacher Support Team.

Hire additional guidance personnel and provide for a full-time, high school based psychologist.

Revise the current master schedule in order to optimize the use of time.

Reduce classroom interruptions.

#### Recommendations for the Cranston School District:

Provide the support and the resources needed to implement the recommendations made by the School Improvement Team in response to this report.

## 7. Final Advice to the School

This SALT visit team appreciates the hard work that Cranston High School East did to prepare for this visit. Now we hope that your hard work and our efforts will result in improved student learning. Continue to celebrate your diversity and your many successes. Increase your dialogue so that you can continue to move forward with a unified sense of vision and purpose. Share your best ideas and practices with one another. Challenge all your students to reach greater heights.

While change has come slowly in the past, this school community is ready to move forward now. Use your tremendous achievement in the area of school climate as a foundation for the great changes to come. Focus your attention on improving the quality of student work. Take advantage of professional development opportunities that will enhance your instruction.

While a SALT visit report is designed to promote productive action, it is the School Improvement Team, not the visiting team, who decides what that action should be. How the Cranston High School East community responds to this report is much more important than what the report says.

Use your Thunderbolt spirit and pride to meet the challenges you will face as you undertake the process of reforming Cranston High School East. Take a hard look at where you are now, decide where you must go, and move forward with confidence. Empower your students to become responsible for their own learning. Demand excellence.



## Cranston High School East Improvement Team

Donald W. Frederick, Principal  
Anna Ambrosino, Assistant Principal  
Armand F. Bessette, Assistant Principal  
Emmett Cooney, Assistant Principal  
Robert Paola, Assistant Principal  
Cheryl Coogan, Special Education Department  
Dianne Fonseca, World Language Department Chair  
Marie Hopper, Math Department Chair  
Jean Manocchia, Social Studies Department Chair  
Doug McGunagle, Science Department Chair  
Diane Narcisi, Business Department Chair  
John Souza, English Department Chair  
Peggy Burse, Teacher  
Ginny Pasonelli, Teacher  
Diana Petrosinelli, Teacher  
Joe Pirraglia, Teacher  
Isa Tejada, Teacher  
Brian Angell, Student  
Lindsay Russolino, Student Council  
Mary Begin, Community  
Deborah Brody, Parent  
Jeanette Clark, School Resource Office  
Thomas Lonardo, Business  
Olivia Sarin, LEP

## The SALT Visit Team

JoAnn LaBranche, Social Studies Teacher  
Lincoln Senior High School, Lincoln, Rhode Island  
(on leave to the Rhode Island Department of Education to serve as a SALT fellow)  
Chair of the Team

Stephen E. Arendt, Parent  
Academic Dean, Naval Academy Preparatory School  
Middletown, Rhode Island

Philip Auger, Assistant Principal  
Chariho High School, Wood River Junction, Rhode Island

Joyce A. Conti, Social Studies Department Chair  
Lincoln Senior High School, Lincoln, Rhode Island

Kathryn M. Crowley, Principal  
Mt. Hope High School, Bristol, Rhode Island

Patricia A. Dipollino, Business Teacher  
Chariho High School, Wood River Junction, Rhode Island

Ken Fish, Director of the Office of School Improvement and Accountability  
Rhode Island Department of Education, Providence, Rhode Island

Julie Goulet, Science Teacher  
William E. Tolman High School, Pawtucket, Rhode Island

Janice Lamagna, Resource Teacher  
South Kingstown High School, Wakefield, Rhode Island  
Instructor, Providence College, Providence, Rhode Island

Alice McNaught, Foreign Language Department Chair  
Cumberland High School, Cumberland, Rhode Island

Madeline A. Perreault, Principal  
Tollgate High School, Warwick, Rhode Island

Jane Perry, Library Media Specialist  
Middletown High School, Middletown, Rhode Island

Diane Pontes, Assistant Principal, Guidance Director  
Mt. Hope High School, Bristol, Rhode Island

Dr. Luther Spoehr, Lecturer, Education and History  
Brown University, Providence, Rhode Island

Lynda Wagner, English/Language Arts Department Chair  
Davies Career and Technical High School, Lincoln, Rhode Island

# New Standards Reference Examination and RI Writing Assessment Results (2000)

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## Endorsement of SALT Visit Team Report

### **Cranston High School East**

January 12, 2001

To complete the Catalpa Ltd. report endorsement, I have reviewed this report, observed a portion of the visit, and discussed the conduct of the full visit with the Visit Chair. Based on my knowledge derived from these sources of evidence, using the criteria specified in the *Endorsing SALT Visit team Reports by Catalpa Ltd.*, and using the methodology and procedures specified in the *Handbook for SALT Visit Chairs, 1<sup>st</sup> edition*), I conclude that:

1. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
2. The conclusions and all other content of this report meet the criteria specified for a SALT Visit report.

Accordingly, Catalpa Ltd. endorses this report as a legitimate SALT Visit Report.



Thomas A. Wilson, EdD  
Catalpa Ltd.  
February 8, 2001