



# Exeter-West Greenwich Regional High School

Exeter-West Greenwich

## SALT Visit Team Report

December 8, 2000



**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

Peter McWalters, Commissioner

Regents

James A. DiPrete, Chairman

Robert J. Canavan, Vice Chair

Jo Eva Gaines, Secretary

Representative Paul W. Crowley

Elia Germani

Sue P. Duff

Gary E. Grove

Ms. Colleen Callahan

Senator Hanna M. Gallo

Mario A. Mancieri

Vidal P. Perez

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

**For information about SALT, please contact Ken Fish at 401-222-4600, x 2200 or [salt@ridoe.net](mailto:salt@ridoe.net).**

**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 Exeter-West Greenwich Regional High School
3. PORTRAIT OF Exeter-West Greenwich Regional High School AT THE TIME OF THE VISIT

#### 4. FINDINGS ON STUDENT LEARNING

***Sources of Evidence***

***Conclusions***

***Commendations for Exeter-West Greenwich Regional High School***

***Recommendations for Exeter-West Greenwich Regional High School:***

#### 5. FINDINGS ON TEACHING

***Sources of Evidence***

***Conclusions***

***Commendations for Exeter-West Greenwich Regional High School***

***Recommendations for Exeter-West Greenwich Regional High School***

***Recommendations for Exeter-West Greenwich School District:***

#### 6. FINDINGS ON THE SCHOOL

***Sources of Evidence***

***Conclusions***

***Commendations for Exeter-West Greenwich Regional High School for:***

***Recommendations for Exeter-West Greenwich Regional High School:***

***Recommendations for Exeter-West Greenwich School District:***

#### 7. Final Advice to the School:

*Exeter-West Greenwich Regional High School 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 Exeter-West Greenwich Regional High School from December 4, 2000 through December 8, 2000 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 Exeter-West Greenwich Regional High School 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 Exeter-West Greenwich Regional High School.

The visit team collected its evidence from the following:

- ◆ *a total of 122 full classroom observations and 33 partial classroom observations which totaled over 102 hours of time spent in direct classroom observation. Almost all classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following ten 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*
- *department chairs*
- *students*
- *parents*
- ◆ *conversations and interviews with many students, teachers, staff, parents 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:*
  - *EWGRH School Improvement Plan*
  - *district strategic plan*
  - *2000 SALT Survey report*
  - *classroom textbooks*
  - *1998 Information Works!*
  - *1999 Information Works!*
  - *2000 Information Works!*
  - *1998, 1999, 2000, 2001 New Standards Reference Examination results*
  - *1999, 2000 Rhode Island Writing Assessment results*
  - *1998-2001 EWG Teacher Contract*

- *Adviser/Advisee Plan*
- *“Writing Across the Curriculum” (WAC-SIT) document*
- *Alternate Scheduling Pilot*
- *West Bay Career and Technical Program*

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 31 hours in six separate meetings spanning the four 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 Exeter-West Greenwich Regional High School 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 Exeter-West Greenwich, 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 Exeter-West Greenwich Regional High School

Exeter-West Greenwich Regional High School, located in West Greenwich, serves students in grades 9-12 for the towns of Exeter and West Greenwich, Rhode Island. These towns are among the largest and most rural communities in Rhode Island. The population figures for these rural/residential towns are approximately 6,200 and 5,500 respectively. The present school first opened its doors to students in 1990. No additions were added. The school houses the Junior High School populations for the two towns in a separate wing.

A seven-member elected school committee, four from Exeter and three from West Greenwich, governs the Exeter-West Greenwich Public School District. A Superintendent and a district staff of a Director of Finance, Director and Assistant Director of Special Services, District Treasurer and Director of Maintenance and Custodians administer the school system. Exeter-West Greenwich Regional High School students are served by a professional staff of two administrators, 56 full and part-time faculty, three guidance counselors, four aides and support personnel, and eight custodians.

Of the 615 students attending Exeter-West Greenwich Regional High School, 98 percent are white, one percent is Asian/Pacific Islander, and one percent is Native American. One hundred and eight students totaling 12 percent receive special education services, one percent receives ESL support, and ten percent are eligible for free or reduced lunch.

EWGHS is very involved with integrating technology throughout the curriculum, including mass media and telecommunications. Also, the school is piloting a school-wide Adviser/Advisee and Alternate Schedule initiative for three years.

Students' scores on the tenth grade Rhode Island Writing Assessment increased steadily over the past three years. The percentage of students achieving the standard and achieving the standard with honors increased (46%-56%). There is a steady decline on the Mathematics Skills subtest of the New Standards Reference Examination (75%-61%) during this same time period.

From 1999 to 2000, Exeter-West Greenwich students show improvement in scores on the New Standards Reference Examination English Language Arts subtests: Reading/Basic Understanding (42%-53%); Reading/Analysis and Interpretation (21%-52%); and Writing/Effectiveness (16%-34%).

The percentage of tenth grade students in EWGRHS who meet or exceed the standard on all subtests of the New Standards Reference Examination and Rhode Island Writing Assessment during the 1998-1999 school year is equal to or greater than the percentage of similar students statewide. This shows improvement over the same comparison for the 1997-1998 school year.

Equity gaps (a difference of more than 15%) exist between general education and special education students on the Reading Analysis and Interpretation and Writing Effectiveness subtests of the English Language Arts and Mathematics portions of the 2000 New Standards Reference Examination with general education students outperforming special education students. Equity gaps also exist between male and female students on the Mathematics Skills, English Language Arts Reading Analysis and Interpretation and Writing Effectiveness subtests with females outperforming males.

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. 2000 New Standards Reference Examination results have been appended to this report. *Information Works!* data for Exeter-West Greenwich Regional High School is available at [www.ridoe.net](http://www.ridoe.net).

### 3. PORTRAIT OF Exeter-West Greenwich Regional High School AT THE TIME OF THE VISIT

Nestled in a lovely wooded setting, Exeter-West Greenwich Regional High School is a safe, comfortable learning environment for students in grades nine through twelve. The building is clean, well kept and a hub for community activities. The administrators are helpful, the teachers are friendly, and the students are orderly, polite, easygoing, and, on the whole, glad to be here. Classrooms and hallways are inviting, colorful and decorated with student work and exhibits.

This tranquil portrait comprises the “snapshot” view the SALT Visit team has upon arrival on campus. However, with further observation, we find a school community undergoing a very positive crisis and at a turning point in its brief ten year history. Having experienced eight principal changes in this time period, the school is transitioning into a more stable learning community with a dynamic, high energy principal whom the school community views as an educational leader. While there is a core of teachers working cooperatively with Ms. Boulé to make improvements in school programs and functions, there is reluctance among some faculty to “jump on board.” The respectful, honest and direct style of the principal, however, can sway the “rank and file.”

The new administration fosters open communication and increasing trust with teachers, staff, and parents. Dialogue between and among stakeholders is beginning. With the help of various constituencies and the School Improvement Team, a new direction for improved student learning is appearing. This is evidenced in the establishment of several new initiatives along with emerging expectations that teachers reach for a higher standard for teaching. This will foster a higher standard for student learning. Past expectations for students were low and leadership is attempting to raise the bar.

There is much work to be done. Some teachers are making the commitment to embrace new and exciting programs that are starting to catch fire. Others have yet to do so. The just formed Adviser/Advisee Program has the potential for personalizing the school community for each student. The Alternate Schedule pilot provides longer class time for instructional experimentation.

Also, teachers are looking at long established practices with a new eye to improve the services and teaching that some portions of the student body are receiving. The present student connection with West Bay Career and Technical Center is not optimizing learning opportunities when the student returns to his/her home school. None of the 108 special education students are achieving the standard set by the New Standards Reference Examination. Also, many students are passively sitting in class finding very little connection between themselves and the work at hand. Teachers are, in many cases, not raising the bar for all students, having low expectations of the students’ capabilities.

## 4. FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *2000 Information Works!*
- ◆ *1997-2000 Rhode Island Writing Assessment results*
- ◆ *1997-2000 New Standards Reference Examination results*
- ◆ *SALT Survey 2000, teacher and student responses*
- ◆ *examination of student work*
- ◆ *student following*
- ◆ *classroom observations*
- ◆ *conversations and interviews with students, teachers, parents, staff and school administrators*

### Conclusions

Some students write well when engaged in activities such as journaling, essay development, research papers, reflections, brochures, script writing in media classes, and expository writing. These activities contribute to the increase in the percentage of students meeting the standard on the New Standards Reference Examination Writing Effectiveness subtest (16%-34%), over the last two years. Additionally, the percentage of students achieving the standard on the Rhode Island Writing Assessment indicates a steady gain (45%-56%) over the last four years. However, many students engage in writing one-word answers, fill in the blanks, short answers, and in completing worksheets. These activities alone do not contribute to improved writing effectiveness. (*classroom observations, examination of student work, conversations and interviews with students, New Standards Reference Examination results, Rhode Island Writing Assessment results, SALT Survey 2000 teacher and student responses*)

Some students effectively apply their conceptual learning to real world situations. They produce videos and CDs, carry out problem solving activities, repair and program computers, conduct simulations, devise games, and complete long term projects. The products that result from these activities successfully increase the meaning these students see in their learning. (*examining student work, classroom observations, student following, conversations and interviews with students, teachers and parents, SALT Survey 2000 teacher and student responses*)

Over the past four years, the percentage of students achieving the standard on the New Standards Reference Examination on the Mathematics: Skills subtest decreased (79%-61%). Performance percentages during the same time period show a decrease on the Mathematics: Concepts subtest (37%-26%). The performance on the Mathematics: Problem Solving subtest decreased (36%-20%). Most students are not engaged in learning math skills, concepts and/or problem solving across the curriculum. (*classroom observation, student following, New Standards Reference Examination results*)

Many students are reading well in various subject areas. Students are reading, reflecting, analyzing, interpreting, and discussing a variety of genres and formats. Performance scores on the New Standards Reference Exam Reading: Basic Understanding subtest increased (42%-53%). Reading: Analysis and Interpretation scores have increased (21%-52%). Unfortunately, nearly half the students tested did not achieve the standard on these subtests. (*classroom observations, New Standards Reference Examination results, student following, conversations and interviews with parents, teachers, students, and school administrators, examining student work*)

All special education students failed to achieve the standard on the four subtests of the New Standards Reference Examination. Like many of their general education peers, they are engaging in writing one-word answers, fill in the blanks, short answers and completing worksheets. They are not engaging in learning math skills, concepts, and/or problem solving across the curriculum. Nearly half the students tested in reading did not achieve the standard; 100% of the special education students are among this group. This is unacceptable. (*2000 Information Works!, New Standards Reference Examination, classroom observations, conversations and interviews with school administrators*)

Some students want more say in their learning. They have little input in their daily class activities. Also, students want teachers to coordinate the due dates of various assignments so that projects, papers, and tests are more evenly distributed. This will encourage active participation and self-motivation. (*conversations and interviews with students, student following, classroom observations*)

## Commendations for Exeter-West Greenwich Regional High School

Respectful, polite and friendly students

## Recommendations for Exeter-West Greenwich Regional High School:

Provide additional opportunities for challenging writing assignments across the curriculum and all grade levels.

Develop a reading across the curriculum program to model the "Writing across the Curriculum" program. Incorporate more reading skill activities in all subject areas. Obtain a Reading Specialist to provide ongoing training and guidance for all teachers in teaching reading in the content area.

Include math instruction to equally emphasize skills, concepts, and problem solving; include the teaching of math applications across all subjects.

Structure an environment that supports students' active participation in the learning process, incorporating more meaningful activities in all tasks to decrease the number of unengaged learners.

Schedule time for interdisciplinary communications among and between teachers.

Investigate and implement strategies that ensure special education students achieve standards.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *student following*
- ◆ *meetings with School Improvement Team, school and district administrators, and students*
- ◆ 2000 Information Works!
- ◆ *SALT Survey 2000*

### Conclusions

Some teachers use creative approaches to involve their students and facilitate learning. They incorporate projects, debates, role playing, simulations, group and individual presentations, video production, real world applications, problem solving and other critical thinking activities. Some take advantage of the resources in the Library Media Center. These approaches actively involve students in meaningful and in-depth learning. Other teachers rely heavily on lecturing, note taking, and completing worksheets. Too much class time is spent in homework and review, rather than in providing instruction that provokes learning. These practices do not allow students to develop critical thinking skills and may contribute to low student interest and performance. (*classroom observations, student following, SALT Survey 2000, conversations, interviews and meetings with school administrators and students*)

Some teachers have low expectations for their students. Their assignments lack challenge and are devoid of opportunities for revisions and retakes to reach high standards. This limits performance, leads to passivity, and discourages students from striving to reach their maximum potential. (*classroom observations, student following, SALT Survey 2000, conversations, interviews and meetings with teachers, parents and students*)

Many teachers do not address the diverse learning needs of their students. Teachers work from a limited repertoire of instructional strategies regardless of student placement. Too many students are bored and apathetic. (*classroom observations, student following, SALT Survey 2000, conversations, interviews and meetings with school administrators, parents and students, School Improvement Plan*)

Some teachers are using a variety of innovative technological tools including computers, VCRs and other electronic media in their instructional practices. Teaching activities include taped TV productions, PowerPoint presentations, Internet-based research, AutoCAD and Architectural Design, robotics, the Cisco program, and Choices 2000. When implemented, these creative approaches/tools encourage students to be active, enthusiastic learners. (*classroom observations, student following, examination of student work, SALT Survey 2000, conversations, interviews and meetings with teachers, parents and students*)

## Commendations for Exeter-West Greenwich Regional High School for:

Many dedicated, hard working teachers and staff

Teachers' commitment to improving student performance

Television-Telecommunications Program

## Recommendations for Exeter-West Greenwich Regional High School:

Challenge all students in various ways to reach their individual potential.

Provide professional development for all educators to master various classroom strategies that address diverse learning styles of students. Utilize the NCEE Performance Standards New Standards to develop an effective repertoire of best practices.

Include criteria in the teacher evaluation tool that measure the effective implementation of best practices.

## Recommendations for Exeter-West Greenwich School District:

Provide leadership, financial support, and encouragement to the school to continue the initiatives already begun and investigate other means to improve student performance and close all equity gaps.

## 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, department chairs, school and district administrators, students*
- ◆ *following students*
- ◆ *School Improvement Plan*
- ◆ *1998-2000 EWG Teacher Contract*
- ◆ *Review of documents in the team room*

### Conclusions

Teachers and staff are involved in several innovative initiatives to improve student learning. The Adviser/ Advisee program to personalize education, the Writing Across the Curriculum program to close performance and equity gaps, Alternate Scheduling to address ongoing problems with student achievement and the learning environment, the Academic Lab for extra student help, and the Diploma Plus program to assist seniors in meeting graduation requirements all have increased student achievement as their goal. These are beneficial initiatives and have the potential to close gaps in student learning. (*classroom observations, student following, conversations, interviews, and meetings with school administrators, teachers, parents and students, School Improvement Plan, review of documents in team room*)

Communication within the school and school community is improving. Evidence of this includes the expanded school website, press releases, guidance and school newsletters, student newspaper, video and radio segments, and highlighting of school and community activities and events. Teacher- and administrator-initiated home communication, voice mail, and email all contribute to effective sharing of information. Under the principal's able leadership, the communication will continue to have a positive impact on the school community. However, while students attend West Bay Career and Technical Center, they are out of this communication loop. (*meetings and conversations with parents, students, and teachers, SALT Survey 2000, meeting with the School Improvement Team*)

This school climate creates a safe, friendly environment. There is an atmosphere of mutual respect that promotes an educational tone conducive to effective teaching and learning. The administration actively promotes the changing of student behavior and fosters mutual respect based on mutual trust. (*Background Information for the School Improvement Plan, SALT Survey 2000, meetings and conversations with administration and students, student following*)

The scope of responsibility of department chairs hinders effective leadership. The number of tasks, the varying structure of department based and team based duties, and the accountability to two building principals make their job impossible. The selection process fosters divisiveness. (*meetings and conversations with teachers and department chairs, the EWG 1998-2001 Teacher Contract*)

The School Improvement Team has made a concerted effort to chart a direction for the school. However, the School Improvement Plan fails to show how the school will close the performance and equity gaps for all students, both General and Special Education, on all portions of the New Standards Reference Examination. (*New Standards Reference Examination results, School Improvement Plan, meetings and conversations with teachers, interviews with administrators*)

Commendations for Exeter-West Greenwich Regional High School for:

The principal's direct and honest style

Involved parents

The school's cohesive administrative team

Recommendations for Exeter-West Greenwich Regional High School:

Formally evaluate the effectiveness of all initiatives annually; include parents, students, teachers, administrators and staff in the process.

Study the functioning of Department Chairs at the High School so that they will become empowered to be true educational leaders. Fix the disconnects which result from combining the Junior High program with the High School program in the various instructional areas. Dealing with the teaming and department set-ups and two very different principals taxes these Chairs needlessly.

Continue efforts to include parents in a variety of ways in the successful functioning of the school.

Include Action Plans in the School Improvement Plan to address all performance and equity gaps on the New Standards Reference Examination.

Recommendations for Exeter-West Greenwich School District:

Continue to support the school administration in its efforts to make the EWG High School a true learning community. Inform the School Committee and the town of the many changes taking place that will lead to improved student learning within the school.

## 7. Final Advice to the School:

Exeter-West Greenwich Regional High School is experiencing a very exciting and unsettling time in the process of transforming itself into a fine school with high expectations and high standards for learning. Many components needed to make this happen are evident here. The new principal is clearly defining a path to reach this goal. She is an educational leader with a vision and the people skills to get the job done. Teachers and parents speak highly of their new administrator. There is an increased feeling of trust and open communication. She, in turn, uses her enthusiasm and energy to impact programs and student success.

Many teachers and staff work hard and successfully contribute to the school's positive growth and change. Others also work hard but need to embrace the new direction the school is taking so that all have ownership in the process and, as one team, can share in the school's successes.

Provide professional development to all staff in instructional techniques and methods of assessment to address the diversity of learners that are found here. Use members on your faculty who are already well versed in these techniques and methods and, by so doing, you will have consultants in place as questions on practice arise.

Some students lack motivation and are presenting challenges to the smooth workings of the school. Involve your students in the decision making process at the school and classroom levels. Give them leadership roles and additional responsibility so that they develop these skills. These activities will provide them with a sense of ownership in their learning process.

Continue and expand the "Writing across the Curriculum" initiative but incorporate reading and problem solving across the curriculum as well. These areas cannot be relegated to just English Language Arts and Mathematics courses and teachers. It is with this unified effort that you will see the greatest improvements in student learning.

Revisit your School Improvement Plan and include Action Plans that will directly address the performance and equity gaps of both general education and special education students.

Continue to foster open communications with all facets of the school community. All staff should feel welcome and actively encouraged to participate. Seek out those faculty who seem to be disconnected with the work at hand and ensure that their voices are included in the conversation. All stakeholders need to be at the table.

Our recommendations are soundly based on what we have observed during our short visit to your school. They are not designed to simply replace current practices but to augment the good things that you are now doing. You have much to be commended for. You can be particularly proud of the sincere efforts you are making to secure a better learning and teaching environment. Please discuss our recommendations openly and with great candor. Continue on the road that you are traveling, but not with blinders. You have a school that is to be highly commended for the major steps undertaken and, with the present leadership, you can only continue to get better.

## Exeter-West Greenwich Regional High School Improvement Team

Steve Gardiner  
SIT Chair  
Teacher

Anne Arvidson  
Teacher

Denise Boulé  
Principal

Annie Brennan  
Parent

Carol Brown  
Teacher

Jo Ann Charpentier  
Parent

Richard Charpentier  
Parent

Mark Chatenay-LaPointe  
Student

Pam Chatenay-LaPointe  
Parent

Lisa Foehr  
Teacher

Marc Hamlin  
Teacher

Amos Howard  
Student

Brett Hunter  
Student

Nancy Hunter  
Teacher/Parent

Anita Iannuccilli  
Teacher

Elaine Joyal-Healy  
Guidance Counselor

Samantha Knight  
Student

Sharon Lee  
Teacher

Normand Leveillee  
Teacher

Connie Lyons  
Parent

Joyce Martinelli  
Parent

Robert Martinelli  
Parent

Carol Michaud  
Guidance Counselor

Gwynne Millar  
Teacher

Jean Murano  
Teacher

Diane Nadeau-Percival  
Parent

Louise Oliveira  
Teacher

Joe Orzechowicz  
Parent

Jamie Palmer  
Student

Sharon Pelsler  
Parent

Bill Plumley  
Teacher

Marcie Reese  
Parent

Timothy Saccoccia  
Student

Maggie Sharkey  
Teacher

Richard Straughn  
Student

Sharon Taylor  
Parent

Phillip Thorton  
Assistant Principal

Joe Walsh  
Parent

Rita Wheatley  
Parent

Vicki Wilson  
Parent

Brian Zarlenga  
Student

## THE SALT VISIT TEAM

Margaret M. Della Bitta  
Science Teacher  
South Kingstown High School  
Wakefield, Rhode Island  
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)  
Chair

Anne Balboni  
Special Education, Department Chair  
Ponaganset High School  
Glocester, Rhode Island

Jane Keane  
Consultant  
Office of Special Needs  
Rhode Island Department of Education  
Providence, Rhode Island

Paul Leclerc  
Science, Department Chair  
North Smithfield Junior-Senior High School  
North Smithfield, Rhode Island

Sandra Loggia  
Parent/Substitute Teacher  
Chariho Regional High School  
Wood River Junction, Rhode Island

Beverly Prestage  
Social Studies Teacher  
Cranston High School West  
Cranston, Rhode Island

Dianne Ricci  
English Language Arts Teacher, Retired  
Coventry High School  
Coventry, Rhode Island

Andrew Riley  
Director  
Woonsocket Career & Technical Center  
Woonsocket, Rhode Island

John Scienzo  
Principal  
West Warwick Senior High School  
West Warwick, Rhode Island

Elizabeth H. Sinwell  
Library Media Specialist  
Chariho Regional High School  
Wood River Junction, Rhode Island

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

---

## Endorsement of SALT Visit Team Report

### **Exeter-West Greenwich Regional High School**

December 8, 2000

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.  
1/10/01