In their own words

Highlights from the school

Grade level teachers collaboratively developed fall, winter and spring writing prompts.

We expanded our professional learning community’s capacity through teachers modeling lessons for each other.

Teachers collaborated at grade level to choose common problem solving tasks, criteria and rubrics as they assisted students in using problem solving strategies.

Teacher reports of barriers to school improvement efforts

Percent of teachers who indicated that the following were a moderate or major problem:

- Lack of materials and resources necessary for adequate implementation
- Lack of school schedule flexibility for regrouping students or modifying the length of periods
- Lack of time necessary for adequate planning and/or implementation
- Lack of adequate professional development time for staff
- Degree to which teachers were involved in, or supportive of, the decision to join and implement school improvement efforts
- Lack of support from the school district

Selected school indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SALT Survey Teacher Response Rate (%)</td>
<td>100</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>NA</td>
<td>91</td>
<td>80</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>95</td>
<td>95</td>
<td>92</td>
</tr>
<tr>
<td>4. Students Exempted from ELA State Testing (%)*</td>
<td>96</td>
<td>95</td>
<td>97</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>4</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students *</td>
<td>0/397</td>
<td>110/3241</td>
<td>46161/157347</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 new Alternate Assessment in Spring 2001. Their results are reported in the state section.

Selected performance progress

- Percent of students in lowest performance levels
- Percent of students demonstrating proficiency

Baseline: Cumulative '98-'99
Current: Cumulative '00-'01

Did this school DECREASE low-level performance and INCREASE student proficiency?

- RI WRITING

No other state tests are administered in this school.

Progress Summary

- This is a moderately performing school.
- Currently this school is not improving.

Financial information (per pupil)

Data source: In$ite

See the User's Guide for more information.

Key for school expenditures areas

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

Instructional Support

Per pupil expenditures by program

<table>
<thead>
<tr>
<th>*General Education</th>
<th>*LEP</th>
<th>*Special Education</th>
<th>Title I</th>
<th>*Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>$5527</td>
<td>$23986</td>
<td>$27004</td>
<td>$0</td>
</tr>
<tr>
<td>Elementary school average</td>
<td>$7148</td>
<td>$3524</td>
<td>$25191</td>
<td>$829</td>
</tr>
</tbody>
</table>

*Based on program FTE’s