The addition of a full time Family Service Coordinator has enabled us to have a greater range of family contacts as well as offer after school activities in art, literature, and chess.

The addition of a co-teacher in grade one has enabled us to place an even greater emphasis on literature. We were very pleased to see 100% of our grade one students reading at grade level.

With the successful completion of year two of participation as a Math Focus School with East Bay Educational Collaborative we have seen an impressive improvement in our math test scores as a result of these efforts.

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**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

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**Selected school indicators**

<table>
<thead>
<tr>
<th></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>92</td>
<td>71</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>93</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>94</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>4. Students Exempted from ELA State Testing (%)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>79</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>20</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students*</td>
<td>7/206</td>
<td>787/3041</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) exempt 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.

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**Selected performance progress**

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

- **Math: Skills**
- **Math: Problem Solving**
- **Reading: Analysis**
- **Writing: Effectiveness**

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**Financial information (per pupil)**

Data source: InSite

See the User's Guide for more information.

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**Key for school expenditures areas**

- Instruction (5 components)
- Instructional Support
- Operations
- Leadership

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**Go to the Information Works! Web site (www.infoworks.ride.uri.edu) for more charts and details.**