Francis School

In their own words

Feinstein Program: Grades K-6 participated in special committees through good deeds and activities. We won a $1,000.00 event.

Staff Development Programs: Programs covered performance assessment, standards and benchmarks, running records. Teachers also took individual professional workshops.

PTA Programs: Cultural Arts Program, family events, money for computer programs, field trip and books.

Teacher reports of barriers to school improvement efforts

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

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

Selected school indicators

<table>
<thead>
<tr>
<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>NA</td>
<td>59</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>63</td>
<td>81</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>4. Students Exempted from ELA State Testing (%)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Stability Index (%)</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students*</td>
<td>11/303</td>
<td>5850/12265</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 student 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

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

MATH: SKILLS | MATH: PROBLEM SOLVING | READING: ANALYSIS | WRITING: EFFECTIVENESS
---|---|---|---
Baseline: Cumulative '98-'99 | Current: Cumulative '00-'01

Progress Summary

This is a high performing school.
Currently this school is not improving.

Financial information (per pupil)

Data source: InSite

Total school expenditures for all programs: $7919
Total state expenditures for all elementary school programs: $8264

Key for school expenditures areas

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

Per pupil expenditures by program

<table>
<thead>
<tr>
<th>*General Education</th>
<th>*LEP</th>
<th>*Special Education</th>
<th>Title 1</th>
<th>*Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>$6743</td>
<td>$0</td>
<td>$35239</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

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