In their own words

Highlights from the school:

Standards Based Instruction: Cedar Hill Elementary School continues to utilize professional development funding to improve standards based instruction. Multiple faculty participated in in-service standards workshops throughout the entire school year.

Technology: All classrooms continue to improve computer literacy skills, special emphasis was utilized in two intermediate classrooms that participated in the “model classroom initiative” sponsored by the RI Foundation.

School Improvement Team: The School Improvement Team continued to expand and broaden home and school communications.

**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**

- **1. SALT Survey Teacher Response Rate (%)**
- **2. SALT Survey Student Response Rate (%)**
- **3. Student Attendance (%)**
- **4. Students Exempted from ELA State Testing (%)**
- **5. Stability Index (%)**
- **6. Mobility Index (%)**
- **7. Suspensions / Total # of Students**

**Selected performance progress**

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

**Financial information (per pupil)**

**Key for school expenditures areas**

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

**Program expenditures**

- **General Education**
- **LEP**
- **Special Education**
- Title 1
- **Vocational Education**

**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.**

**Progress Summary**

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