In their own words

Recycling: Students created school logo and slogan which have been combined and conformed into a rubber stamp design for all classrooms to indicate that recycling is alive and well at Community!

Website: In an effort to improve communication efforts, an informational website was developed with students from the Woonsocket Area Career and Technical Center:  www.wactc.wo.k12.ri.us/community/index.html

83% of Community’s full time teachers are participating in Strategic Planning, School Improvement Team or Action Teams. Parents, teachers and community members joined in commitment to quality improvement at our school.

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>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>80</td>
</tr>
<tr>
<td>2. SALT Survey Student Response Rate (%)</td>
<td>97</td>
<td>91</td>
</tr>
<tr>
<td>3. Student Attendance (%)</td>
<td>96</td>
<td>95</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>99</td>
<td>92</td>
</tr>
<tr>
<td>6. Mobility Index (%)</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>7. Suspensions / Total # of Students*</td>
<td>6/645</td>
<td>408/5244</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's 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.

Selected performance progress

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

- MATH: SKILLS
- MATH: PROBLEM SOLVING
- READING: ANALYSIS
- WRITING: EFFECTIVENESS

Progress Summary

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

Financial information (per pupil)

Data source: InSite

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.

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>$5277</td>
<td>$0</td>
<td>$26824</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