Edward S. Rhodes School
Information Works! School Year 2001-2002

Cranston District
Kenneth Blackman, Principal
Grades KG-5
193 Students
22 Teachers

Percentage of eligible students at each performance level on the elementary school assessments
Numbers may not sum to 100% due to rounding.

Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment)

Characteristics of students attending this school

Achievement over the past three years

High Performing Schools: 50% or more students performing proficiently
Low Performing Schools: 33% or more students performing in lowest categories
Moderate Performing Schools: All others

Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

Information Works!

School Year 2001-2002

Edward S. Rhodes School

Progress summary

THIS YEAR:
Performance: This school is HIGH PERFORMING.
Improvement: This school is IMPROVING IN MATH AND ELA.

LAST YEAR:
Performance: This school was HIGH PERFORMING.
Improvement: This school was NOT IMPROVING.

Performance progress

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

Baseline: Cumulative '98-'00
Current: Cumulative '01-'02

Understanding your school’s performance summary:

Understanding your school’s improvement summary:

Financial information (per pupil)

Data source: In$ite

Key for school expenditures areas

Per pupil expenditures by program

Selected school indicators

+ Indicates school did not supply this information.

### Learning Support Indicators

#### Summaries

State averages are calculated by school level (elementary, middle, high school).

- **This school**
  - Parental Involvement:
    - Parent-teacher conferences: Regularly attends scheduled parent-teacher conferences (over 50% of parents)
  - Instruction:
    - Explains how to check my child’s homework
    - Assigns homework that requires my child to talk with me about things learned in class

- **The state’s elementary schools**
  - Parental Involvement:
    - Parent-teacher conferences: Regularly attends scheduled parent-teacher conferences (over 50% of parents)
  - Instruction:
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#### Health Assessments: 2000-2002

- **This school:**
  - Profficient: 32% (68% Non-Profficient)
  - 21% (79% Non-Profficient)
- **The state’s elementary schools:**
  - Profficient: 95% (5% Non-Profficient)

NA: Fewer than 5 responses

### School Climate

#### Percent of students who report that . . .

- **2000**
  - False (100%)
  - Neutral (20%)
  - True (0%)
- **2002**
  - False (0%)
  - Neutral (80%)
  - True (20%)

- **2000**
  - False (0%)
  - Neutral (70%)
  - True (30%)
- **2002**
  - False (30%)
  - Neutral (60%)
  - True (10%)

- **2000**
  - False (0%)
  - Neutral (95%)
  - True (5%)
- **2002**
  - False (5%)
  - Neutral (95%)
  - True (0%)

#### Percent of students reporting that in this school . . .

- **2000**
  - False (100%)
  - Neutral (20%)
  - True (0%)
- **2002**
  - False (0%)
  - Neutral (70%)
  - True (30%)

### Parental Involvement

#### Percent of parents reporting that they feel this school "does well" in the following areas:

- **2000**
  - False (95%)
  - Neutral (5%)
- **2002**
  - False (5%)
  - Neutral (95%)

#### Percent of teachers reporting that . . .

- **2000**
  - False (95%)
  - Neutral (5%)
- **2002**
  - False (5%)
  - Neutral (95%)

### Instruction

#### Teacher responses from the SALT Survey

- **2000**
  - Daily
  - Weekly
  - Monthly
  - Several times a year
  - Several times a month
  - Never

### LITERACY

- **2000**
  - Students receive writing skills instruction
  - Students receive assignments to read material other than textbooks
  - Students revise their reports and papers
  - Mathematical concepts and reasoning are integrated into lessons
  - Students use charts, graphs, and diagrams as part of assignments
  - Students engage in group problem solving

### NUMERACY

- **2000**
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  - Students revise their reports and papers
  - Mathematical concepts and reasoning are integrated into lessons
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### SMALL GROUP ACTIVE INSTRUCTION

- **2000**
  - Students receive writing skills instruction
  - Students receive assignments to read material other than textbooks
  - Students revise their reports and papers
  - Mathematical concepts and reasoning are integrated into lessons
  - Students use charts, graphs, and diagrams as part of assignments
  - Students engage in group problem solving

## Suspensions

* Indicates 0 suspensions.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
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<td>Arson</td>
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<td>Attendance-Cut/Skipped Class</td>
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<td>Attendance-Cut/Skipped Detention</td>
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<td>Attendance-Left School Grounds</td>
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<td>Bomb Threat</td>
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<td>Breaking &amp; Entering</td>
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Please note: The number indicates the number of incidents, not the number of days or students suspended.

## Selected school indicators

* Indicates school did not supply this information.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>This school</th>
<th>This district</th>
<th>The state</th>
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<tbody>
<tr>
<td>1. Teacher Attendance (%)</td>
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<tr>
<td>2. Grievances</td>
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