Robert F. Kennedy School
*Information Works! School Year 2001-2002*

Providence District
Eileen McCormick Koshga, Principal
Grades KG-6
548 Students
37 Teachers

Percentage of eligible students at each performance level on the elementary school assessments:

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>This School</th>
<th>Similar Students Statewide</th>
<th>Statewide</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>below the standard</td>
<td>3%</td>
<td>0%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>nearly achieved</td>
<td>8%</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>achieved the standard</td>
<td>9%</td>
<td>40%</td>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td>achieved the standard with honors</td>
<td>6%</td>
<td>60%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>nearly achieved the standard</td>
<td>1%</td>
<td>80%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>achieved the standard with honors</td>
<td>1%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Numbers may not sum to 100% due to rounding.

Mathematics (GRADE 4)

- Problem Solving: 30%
- Concepts: 30%
- Skills: 42%

English Language Arts (GRADE 4)

- Reading: Basic Comprehension: 52%
- Reading: Critical Reading: 45%
- Writing: Expressiveness: 12%

RI Writing (GRADE 3)

- Writing: Expressiveness: 15%
- Writing: Conventions: 18%

RI Health (GRADE 5)

- Physical Education: 5%
- Nutrition: 12%
- Mental Health: 32%

Characteristics of students attending this school:

- Student eligibility for subsidized lunch programs:
  - Not Eligible: 58%
  - Eligible for Free or Reduced-Lunch: 42%

- Students from various ethnic backgrounds:
  - White: 31%
  - Black: 16%
  - Hispanic: 19%
  - Asian/Pacific Islander: 5%

- Students receiving ESL or bilingual education:
  - Non-Recipients: 48%
  - ESL: 14%
  - Bilingual: 8%
  - In Both Programs: 16%

- Students receiving special education services:
  - Non-Recipients: 13%
  - Resource: 3%
  - Self-Contained: 8%

Achievement over the past three years:

- Mathematics:
  - Percent of students meeting the standard: 86%
  - Percent of students not meeting the standard: 14%
  - Fewer than 10 test-takers:
    - Less than 10
  - No test-takers:
    - No test-takers

- Reading:
  - Percent of students meeting the standard: 84%
  - Percent of students not meeting the standard: 16%
  - Fewer than 10 test-takers:
    - Less than 10
  - No test-takers:
    - No test-takers

- Writing:
  - Percent of students meeting the standard: 43%
  - Percent of students not meeting the standard: 57%
  - Fewer than 10 test-takers:
    - Less than 10
  - No test-takers:
    - No test-takers

*Includes aggregated data from 2000, 2001, 2002*
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).

### Understanding your school’s performance summary:

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

### Understanding your school’s improvement summary:

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).

### Performance progress

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

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

### Financial information (per pupil)

Data source: In$ite

### Key for school expenditures areas

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

### 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**
8. **Teachers with emergency/special provisional certification (%)**

School Climate

Student responses from the SALT Survey

- They were hurt or bothered at school
- False
- Neutral
- True

Percent of students who report that . . .

- Students report that in this school . . .
- Positive student interactions take place
- They experience instructional variety and innovation
- They show commitment
- Teachers provide support

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

- Parental Involvement
- Instruction
- NA: Fewer than 5 responses

Parental Involvement

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

- Tells me how my child is doing in school
- Tells me what skills my child needs to learn
- Explains how to check my child's homework
- Assigns homework that requires my child to talk with me about things learned in class
- NA: Fewer than 5 responses

Instruction

Teacher responses from the SALT Survey

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

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
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<td>Arson</td>
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<tr>
<td>Assault of Student</td>
<td>2</td>
<td>-</td>
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<td>2</td>
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<tr>
<td>Assault of Teacher</td>
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<tr>
<td>Attendance-Cut/Skipped Class</td>
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<tr>
<td>Attendance-Cut/Skipped Detention</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>Attendance-Left School Grounds</td>
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<tr>
<td>Attendance-Tardy</td>
<td>1</td>
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<td>Attendance-Truant</td>
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<tr>
<td>Bomb Threat</td>
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<tr>
<td>Breaking &amp; Entering</td>
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<tr>
<td>Communication/Electronic Devices</td>
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<tr>
<td>Controlled Substances-Possession or Under Influence</td>
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<tr>
<td>Controlled Substances-Possession with Intent to Sell</td>
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<tr>
<td>Controlled Substances-Sale of</td>
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<tr>
<td>Disorderly Conduct</td>
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<tr>
<td>Extortion</td>
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<tr>
<td>Fighting</td>
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<tr>
<td>Fire Regulations Violation</td>
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<tr>
<td>Forgery</td>
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<td>Gambling</td>
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<td>Gang Activity</td>
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<tr>
<td>Harassment-Sexual</td>
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<td>Harassment-Stalking</td>
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<tr>
<td>Harassment-Verbal/Physical</td>
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<tr>
<td>Hate Crimes</td>
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<tr>
<td>Hazing</td>
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<tr>
<td>Insubordination/Disrespect</td>
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<tr>
<td>Kidnapping/Abduction</td>
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<tr>
<td>Larceny</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Obscene/Abusive Language toward Student</td>
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<tr>
<td>Obscene/Abusive Language toward Teacher</td>
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<tr>
<td>Threat/Intimidation</td>
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<tr>
<td>Tobacco-Possession or Use</td>
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<tr>
<td>Trespassing</td>
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<tr>
<td>Unauthorized Use of Computers or Other Technology</td>
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<tr>
<td>Vandalism</td>
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<tr>
<td>Weapon Possession</td>
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<tr>
<td>Other Infractions</td>
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<tr>
<td>Reason for suspension not reported</td>
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<tr>
<td>Totals</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
</tbody>
</table>

Please note: The number indicates the number of incidents, not the number of days or students suspended.

### Selected school indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This school</th>
<th>This district</th>
<th>The state</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher Attendance (%)</td>
<td>98</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>2. Grievances</td>
<td>0</td>
<td>131</td>
<td>384</td>
</tr>
</tbody>
</table>

? Indicates school did not supply this information.