Rhode Island Department of Elementary and Secondary Education
www.ridoe.net

Garvin Memorial School

CUMBERLAND

THE SALT VISIT TEAM REPORT

November 21, 2003

School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

RHODE ISLAND BOARD OF REGENTS
FOR ELEMENTARY AND SECONDARY EDUCATION

James A. DiPrete, Chairman

Jo Eva Gaines, Vice Chair

Colleen Callahan, Secretary

Frank Caprio

Representative Paul W. Crowley

Sue P. Duff

Senator Hanna M. Gallo

Gary E. Grove

Patrick A. Guida

Mario A. Mancieri

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Peter McWalters, Commissioner

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

For information about SALT, please contact:
Rick Richards
401-222-4600, x 2194
or
salt@ridoe.net.

1. INTRODUCTION 4
THE PURPOSE AND LIMITS OF THIS REPORT 4
SOURCES OF EVIDENCE 2
USING THE REPORT 2
2. PROFILE OF GARVIN MEMORIAL SCHOOL 4
3. PORTRAIT OF GARVIN MEMORIAL SCHOOL AT THE TIME OF THE VISIT 5
4. FINDINGS ON STUDENT LEARNING 6
CONCLUSION 6
IMPORTANT THEMATIC FINDINGS IN STUDENT LEARNING 7
5. FINDINGS ON TEACHING FOR LEARNING 8
CONCLUSIONS 8
COMMENDATIONS FOR GARVIN MEMORIAL SCHOOL 10
RECOMMENDATIONS FOR GARVIN MEMORIAL SCHOOL 10
RECOMMENDATIONS FOR CUMBERLAND SCHOOL DISTRICT 10
6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING 11
CONCLUSIONS 11
COMMENDATIONS FOR GARVIN MEMORIAL SCHOOL 12
RECOMMENDATIONS FOR GARVIN MEMORIAL SCHOOL 12
RECOMMENDATIONS FOR THE CUMBERLAND SCHOOL DISTRICT 12
7. FINAL ADVICE TO GARVIN MEMORIAL SCHOOL 13
EDORSEMENT OF SALT VISIT TEAM REPORT 14
REPORT APPENDIX 16
SOURCES OF EVIDENCE FOR THIS REPORT 16
STATE ASSESSMENT RESULTS FOR GARVIN MEMORIAL SCHOOL 17
MEMBERS OF THE SALT VISIT TEAM 22
CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM 23

1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Garvin Memorial School from November 17 through November 21, 2003.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Garvin Memorial School?

How well does the teaching at Garvin Memorial School affect learning?

How well does Garvin Memorial School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Garvin Memorial School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over hours 110 in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 30 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Using the Report

This report is designed to have value to all audiences concerned with how Garvin Memorial School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Cumberland School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The Cumberland School Department, RIDE and the public should consider what the report says or implies about how they can best support Garvin Memorial School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF GARVIN MEMORIAL SCHOOL

Garvin Memorial School is located in a suburban neighborhood in the southern part of Cumberland, Rhode Island. The school is named after the Honorable Lucius F. C. Garvin—a physician and a former Rhode Island governor. Constructed about 1930, Garvin Memorial School serves the educational needs of children in kindergarten through grade five. There have been several additions to the school building to keep up with the growing student population. Two recent additions, completed in 1998, provided students with a gym, a new library, an art room and two kindergarten classrooms.

The professional staff consists of one administrator, 16 classroom teachers, and five special education teachers, as well as 15 full-time and part-time itinerants and support staff. In addition, eight teacher assistants, three custodians and a school secretary service the school community. One full-time reading specialist works with children in grades K to five. A part-time reading specialist provides in class writing models in grades two and three.

The student population in 2003-2004 is 365 students. Of these, 93% percent are white, 2% percent are Hispanic, and 3% percent are black. Sixteen percent of the students are eligible for free or reduced-priced lunch. Sixteen percent of the student population receives special education services in a resource or self-contained classroom setting.

Garvin Memorial School offers a number of special activities and programs for all students. These include: Reading Is Fundamental, Just Friends, Reading Week, Math Night, Students of The Month, Instrumental Music, Summer Reading Program and D.A.R.E. Students at Garvin School participate in good deeds activities, which include contributions to Pennies For Patients with Leukemia, Happy Basket and the R.I. Food Bank. A Teacher Support Team is available to advise the school staff to help them meet their students' needs. Garvin Organization of School and Home (G.O.S.H.) is an active parent organization, which provides the school with many special programs such as field trips, guest speakers, workshops, and family events. G.O.S.H., which was responsible for the construction of the school playground, currently is raising funds to build an addition to the existing school structure. Their strong support helps to balance the educational needs of the school community.

3. PORTRAIT OF GARVIN MEMORIAL SCHOOL AT THE TIME OF THE VISIT

Garvin Memorial School, nestled in a lovely neighborhood, has a friendly and welcoming atmosphere. The cleanliness of the facility is impressive. The entire staff is friendly and welcoming. Students are well behaved, polite and respectful. Parents actively support the school. They know that their children are happy and safe. Everyone respects the principal and finds him to be kind, caring, approachable and supportive.

Teachers work hard to create a positive learning environment. Teachers are aware of many instructional practices. Within the predominately teacher directed framework, it is difficult to incorporate many of these practices effectively.

Like their teachers, the students also work very hard. They busily complete tasks assigned by their teachers. They are ready, however, for many more learning experiences that will better stimulate their curiosity and challenge their thinking at higher levels. Although special education students are main-streamed, they are not included enough in regular classroom work.

Many initiatives and changes are underway that are intended to improve practice. However, no one appears to have a firm handle on how they fit together or how to make them come alive in the classrooms. This school needs to sharpen its focus and take small steps toward school improvement.

4. FINDINGS ON STUDENT LEARNING

Conclusion

Students read a lot throughout their day. They willingly read required texts in all curricular areas. Most students respond literally to text by sharing what they learn about setting, character, plot development, and problems and their solutions, rather than by engaging in higher-level thinking and conversation. Students select some books for their independent reading. While many are excited about the books they choose and say that they know how to choose the "just right" books, there is little evidence that this strategy is effective. Most students read books that are predominately at their grade level. Many are reading at a level that is too easy, and therefore, they are not challenged to reach their full potential. Students read well, as evidenced by their test scores in basic understanding. While many met the standard (75%) in analysis and interpretation, only 4% of those exceeded the standard on the 2003 New Standards Reference Examination. *(following students, observing classes, meeting with the students, school and district administrators, parents, reviewing completed and ongoing student work, talking with students, teachers, 2003 New Standards Reference Examination School Summaries, classroom textbooks, Garvin Memorial Mission statement)*

Students enjoy the hands-on learning activities and opportunities to formulate solutions provided by the recently adopted *Investigations* mathematics program. Students effectively use a variety of manipulatives to explore mathematical concepts. They write in math journals to explain their thinking process. They enthusiastically play math games to practice skills and develop their understanding of concepts. Yet, some students complete repetitive computation worksheets regardless of how that fits with their level of understanding. *(following students, observing classes, classroom textbooks, student journals, reviewing completed and ongoing student work, talking with students, teachers, discussing student work with teachers, meeting with the school improvement team, students, school and district administrators, parents)*

Students at Garvin Memorial School write often. Most students understand some elements of the writing process. In a few classrooms, students are able to choose their own writing topics. For the most part, however, they write about teacher-selected topics and write to document or explain what they have learned. Students rarely rework their previous writing to improve its quality. They seldom identify the strengths and weaknesses in their own writing in order to apply that knowledge to their future work. Students do not have enough chances to learn from their previously written work and to apply this to their newly written material. This limits their learning how to improve the quality of their own writing. *(following students, observing classes, talking with students, teachers, staff, and school administrator, reviewing completed and ongoing student work, 2003 Rhode Island Writing Assessment results, 2003 Information Works!, 2003 New Standards Reference Examination School Summary)*

Students at Garvin Memorial School are capable learners. They follow their classroom routines and work hard to complete their assigned classroom tasks. Students report that they like their teachers and their school. Students work in groups and share information, but many do not engage in conversations or draw conclusions that bring their thinking to a higher level. Students do not take risks. Too many students are not self-aware. They do not make connections or question what they are doing or why they are doing it. Most student work shows a limited sense of wonder and curiosity. Many students are ready to be more actively involved in their learning activities. *(following students, talking with students, teachers, staff, and school administrator, observing classes, observing the school outside of the classroom, meeting with students)*

Important Thematic Findings in Student Learning

- *Students are willing, able and ready for more challenge.*
- *Students have a solid foundation in the basics.*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers at Garvin Memorial School are hard working and dedicated. They manage their classrooms efficiently, calmly and showing care for their students. Classes are primarily teacher directed with whole-class instruction. Most classroom teachers plan together during their common grade level planning time. While there is some consistency of instruction within the grade levels, there is little continuity of instructional practice or common language between grades. Teachers have collected a lot of information about many practices, but they have not developed the focus they need to build consistency in their instruction. Many of their instructional practices are not fully understood, developed, or implemented. They do not reflect on the impact of their lessons or make adjustments to the lessons to meet their students' learning needs. This deprives students of opportunities to achieve at higher levels. *(following students, observing classes, teacher schedules, meeting with the school improvement team, school and district administrators, and parents)*

Teachers are in the process of learning how to use criteria checklists and rubrics effectively. Teachers use a variety of assessment tools to grade student work. Some are standardized within the grades and across grades. Both students and teachers are comfortable with checklists. All teachers provide criteria checklists to help students complete their assigned tasks and to provide them with the components of the assignments. These lists help teachers grade each student's final product. Additionally, some teachers have students use checklists to improve their own work. The refinement in the use of criteria and rubrics will help both teachers and students bring student work to higher levels of performance. *(following students, observing classes, reviewing completed and ongoing student work, discussing student work with teachers, meeting with the school improvement team, students, school and district administrators, parents, reviewing classroom assessments)*

There is a mixture of anxiety and excitement concerning the newly adopted district mathematics program, *Investigations.* Teachers are anxious that students will not learn the necessary computation skills, but they are excited about the opportunities this provides for students to solve problems. As a result, some teachers are reluctant to trust the program fully, and thus, they supplement it with other sources. This limits the full implementation of the program and impedes the continuity of instruction between and among grade levels. *(talking with teachers, staff, and school administrator, observing classes, following students, reviewing completed and ongoing student work, classroom textbooks, reviewing district and school policies and practices)*

Teachers place students in a variety of small group configurations, but they primarily monitor these groups, rather than instruct and challenge the students. Most teachers do not effectively monitor or document student growth. Many decisions regarding student placement in reading are based on the results of previous end-of-year tests. As a result, teachers to not have the necessary evidence to plan well for the next level of instruction. Teachers do not ask students to think and analyze critically. The questions teachers ask students require little reasoning beyond the literal level. Teachers choose a variety of materials, strategies, and management structures, but many do not have a clear understanding of how to provide a comprehensive and rigorous literacy program for their students. *(following students, talking with students, teachers, staff, reviewing classroom textbooks, observing classes, reviewing district and school policies and practices, meeting with the school improvement team, students, school and district administrators, reviewing records of professional development activities)*

All teachers work to improve the quality of student writing. Teachers instruct and have students practice grammar and writing conventions on worksheets. Teachers talk about and know the steps of the writing process. Many teachers post the stages of the writing process and criteria in their classrooms. But most teachers do not move to the critical step of instructing students in the craft of writing. Generally, teachers guide students through written tasks at a pace they individually determine. A few teachers give students a choice in their writing topics; however, seasonal themes, teacher prompts, and genre related topics are the norm. Students have limited choices to write about what matters to them. This restricts their creativity, ownership of their writing, and ability to reach their full potential as writers. *(following students, observing classes, talking with students, teachers, staff, and school administrator, reviewing completed and ongoing student work, Garvin Memorial School Mission Statement)*

Commendations for Garvin Memorial School

Dedication to students

Well-managed classrooms

Enthusiasm for the *Investigations Mathematics Program*

Initial effort in the development and use of criteria checklists

Recommendations for Garvin Memorial School

Fully embrace and trust the *Investigations* math program, and participate in all professional development activities related to this program.

Continue to develop and refine the use of criteria and rubrics.

Give students a choice of topics for their ongoing writing projects.

Investigate RI Writing Project professional development opportunities or other programs in the area of literacy instruction to develop consistency and a common language in your instruction.

Use quality literature as a model for improving student writing.

Critically evaluate your practice and its effect on student learning.

Investigate ways to create a more student-centered learning environment.

Utilize the Cumberland Elementary Language Arts Curriculum to guide you in developing a balanced literacy program.

Recommendations for Cumberland School District

Provide and support the necessary professional development for staff.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

This school lacks a clear understanding of how to set in place the least restrictive environment for its special education students. Self-contained special education students are placed in four separate classrooms with some mainstreaming into the regular education classes for some content areas and for all special areas subjects. The special education teachers work very hard to meet the needs of students. In fact, most of the responsibility for the needs of these students lies with the special education teacher. Regular and special education teachers have not been provided with the necessary professional development to become partners, who share academic and social responsibilities for the special education students. There is only one teacher to provide resource services for the entire school. This is both a pull-out and in-class model. This is not sufficient to support the needs of both students and teachers adequately. *(following students, observing classes, meeting with the school and district administrators, parents, Agenda from Inclusion Task Force, reviewing district and school policies and practices, talking with teachers, staff, and school administrator, reviewing records of professional development activities)*

Garvin Memorial School Improvement Plan lacks the focus and consistent vision necessary to guide teachers as they work to improve their practice. The plan does not provide clear direction on how the school can work to improve student learning. While the action steps show that the team is concerned about all of the school's needs, the sheer volume of steps hinders the school's ability to develop a clear focus on the key areas. A streamlined plan would be more achievable and user friendly. It would help the school prioritize and focus on the learning needs of its students. *(following students, meeting with the school improvement team, school and district administrators, talking with, teachers, school administrator, observing classes)*

Quality literature, a cornerstone of a literacy program, is inadequate both in classrooms and in the school library. This lack of materials deprives students of examples of good writing that they need to grow as writers and of literature to engage them as readers. In order for the school library to become a place of learning, it needs to become an updated learning and research center closely tied to the current needs of students and teachers. *(observing classes, talking with students, teachers, observing the school outside of the classroom)*

Parents love this school. They say it is a safe, happy place for their children. They appreciate the dedication of teachers and staff to support their students' learning. While parents are well informed about events and classroom practices, they are not clear about their own children's reading levels. The Garvin Organization for School and Home (G.O.S.H.) provides multiple opportunities for student enrichment activities at the school. *(meeting with the school improvement team, students, school and district administrators, parents, observing the school outside of the classroom, 2003 Salt Survey report, school newsletters)*

Garvin Memorial School is a moderately performing and improving school. The school community is proud of this accomplishment. The teachers and staff feel that they are doing a good job. They are hard working and competent, but their efforts will be even more effective, if they are more cohesive, focused and rigorous. *(reviewing school and district report cards, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, parents, talking with students, teachers, staff, and school administrator, Garvin Memorial School Mission Statement)*

Commendations for Garvin Memorial School

Involved parents and G.O.S.H.

Hard working staff

Recommendations for Garvin Memorial School

Reevaluate the special education program and the way services are provided for all students.

Involve all teachers in sustained professional development on inclusionary practices.

Refocus your school improvement plan to target only a few key areas for improvement.

Provide teachers with focused, ongoing professional development on how to implement the school improvement plan.

Make the library more usable for student reading and research.

Update and infuse the library collection with quality literature.

Recommendations for the Cumberland School District

Reevaluate the special education program and the way services are provided for all students.

Support teachers in sustained professional development on inclusionary practices.

Provide the necessary funds to improve the school library.

7. FINAL ADVICE TO GARVIN MEMORIAL SCHOOL

Through your hard work and commitment you have built a firm foundation for your students. Build upon this foundation, and provide more challenge and rigor for your students in their work.

Streamline your focus, and develop more depth in your programs.

Take a look at your literacy program. As a start, focus on your well defined K-5 curriculum. Move toward a balanced, aligned literacy program. Continually monitor and evaluate your program.

Expand the library so that it becomes a comprehensive media center. Improve, enhance and expand classroom libraries to support literacy practices.

Become more analytical about your teaching practices. Shift your focus from your lessons to your students. Be as honest as you can about how your attempts to change are working. Then make the necessary adjustments. Move toward student centered classrooms.

Implement a true inclusion model. Make major changes in the present special education program so that it meets the needs of the students it serves, while offering a workable schedule for both special education and regular education teachers. Provide the necessary staffing to support the learning of all students.

Create a shared vision of excellence for your students. Make it evident in the learning and teaching at Garvin. Consider the needs of all of your students. Your children are ready and eager for challenging work—challenge them!

Improve communication among the district staff, the school staff and the teachers, so that all of them understand what they need to do and clearly know what their responsibilities are in the process.

EDORSEMENT OF SALT VISIT TEAM REPORT

Garvin Memorial School

November 21, 2003

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

> Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?
>
> Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?
>
> Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition.*

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine.

The steps Catalpa completed for this review were:

discussion with the chair about any issues related to the visit before it began

daily discussion of any issues with the visit chair during the visit

observation of a portion of the visit

discussion with the principal regarding any concerns about the visit at the time of the visit

thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.

Thomas A. Wilson, EdD
Catalpa Ltd.
January 4, 2004:

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Garvin Memorial School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Garvin Memorial School.

The visit team collected its evidence from the following sources of evidence:

- *observing classes*
- *observing the school outside of the classroom*
- *following seven students for a full day*
- *observing the work of teachers and staff for a full day*
- *meeting at scheduled times with the following groups:*
  - *teachers*
  - *school improvement team*
  - *school and district administrators*
  - *students*
  - *parents*
- *talking with students, teachers, staff, and school administrators*
- *reviewing completed and ongoing student work*
- *discussing student work with teachers*
- *analyzing state assessment results as reported in* Information Works!
- *reviewing the following documents:*
  - *district and school policies and practices*
  - *records of professional development activities*
  - *classroom assessments*
  - *Agenda from Inclusion Task Force*
  - *school improvement plan for Garvin Memorial School*
  - *district strategic plan*
  - *2003 SALT Survey report*
  - *teacher schedules*
  - *classroom textbooks*
  - *student journals*
  - *2003 Information Works!*

2003 New Standards Reference Examination School Summaries
2003 Rhode Island Writing Assessment results
school and district report cards
Garvin Memorial School Mission statement
school newsletters

State Assessment Results for Garvin Memorial School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

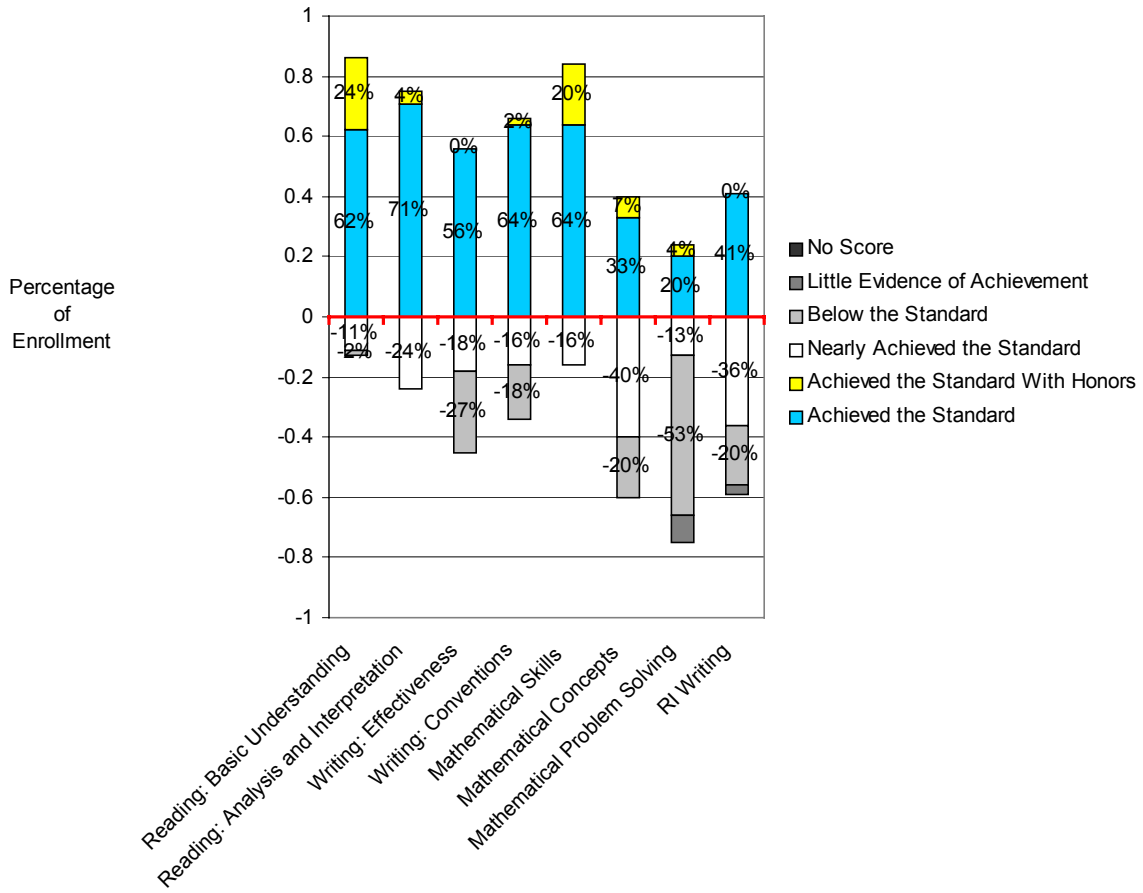
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- *against performance standards;*
- *compared to similar students in the state;*
- *across student groups within the school;*
- *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

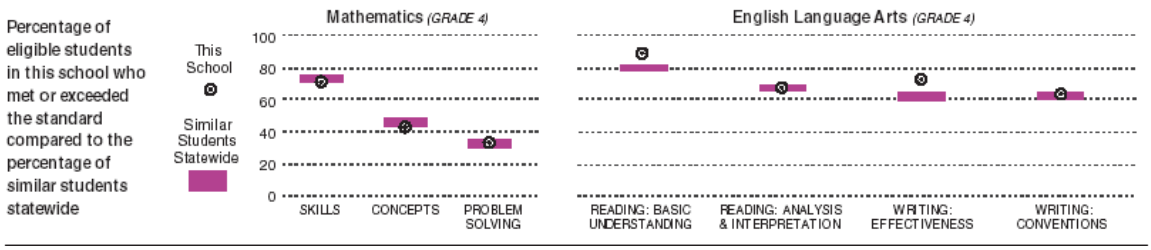
Table1. 2002-03 Student Results on Rhode Island State Assessment



RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

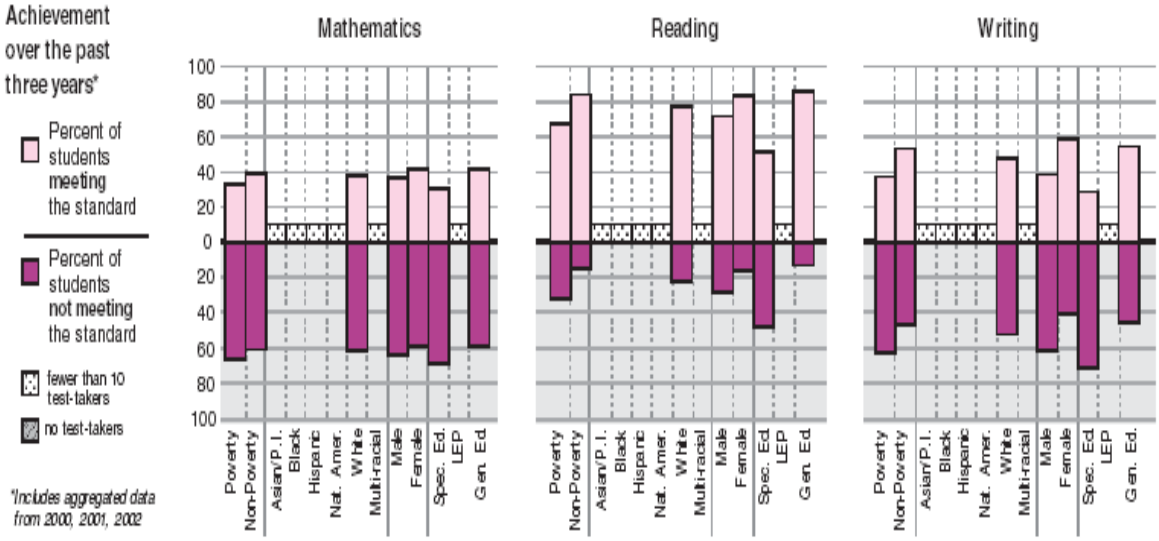
Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

Table 3. 2001-2002 Student Results across Subgroups



The Garvin Memorial School has been categorized as a moderately performing and improving on the basis of its assessment results from2000 to 2003. The following tables show if the school improved or not in each area that defines improvement

SCHOOL REPORT CARD

Rhode Island School: Garvin Memorial School
Rhode Island District: Cumberland

School Report Card - 2003 - Accountability **Grade 4** Index Proficiency Score

Student Group	English Language Arts - Target Score: 76.1						Mathematics - Target Score: 61.7					
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target met	District 03	State 01-03
All Students	89.6	90.9	1.2	2	88.9	84.3	76.3	79.7	3.4	2	80.8	74.3
African-American	*	*	*	1	*	76.5	*	*	*	1	*	62.9
Asian	*	*	*	1	*	83.8	*	*	*	1	*	74
Hispanic	*	*	*	1	86.8	74.7	*	*	*	1	77.8	62.7
Native American	*	*	*	1	*	84	*	*	*	1	*	71.4
White	89.4	90.5	1.1	2	90.4	89.1	76.2	79.4	3.3	2	82.1	79.7
Students with Disabilities	82.4	*	*	1	75.9	68.2	72.6	*	*	1	70.7	62.8
Students with Limited English Proficiency				1	72.6	66.7				1	70.1	56.9
Economically Disadvantaged Students	*	*	*	1	81.7	77	*	*	*	1	75.2	65.2

* fewer than 45 test takers.

Percent of Students Tested:

	This School	This District	This State
ELA	100	98.8	98.7
Mathematics	100	99.1	99.2

Attendance Rate:

This School	This District	The State
96.2	96	94.5

Targets Met/Missed:

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

Classification:

Moderately Performing and Improving

Target Met Code:

0 - did not meet target
1 - met target because of minimun N
2 - 3 year AMO
3 - 3 year SH
4 - 1 year AMO
5 - 1 year SH

Information Works! data for Garvin Memorial School is available at http://www.ridoe.net.

THE GARVIN MEMORIAL SCHOOL IMPROVEMENT TEAM

Sandra Beagan
Teacher

Eduarda Coelho
Parent

Mary Ellen Coyne
Teacher

Claire Dominov
Community Representative

Debra Fernandes
OCSE Representative

Elizabeth Smith/Locklin
Teacher

Christine Sherman
Parent

Thomas Stepka
Principal

MEMBERS OF THE SALT VISIT TEAM

Donna H. Reinalda
SALT Fellow
On leave to the Rhode Island Department of Education
Sowams School
Barrington, Rhode Island

Carolyn W. Frayne
Principal
North Smithfield Elementary School
North Smithfield, Rhode Island

Tacy Hartley
Literacy
Francis J. Varieur School
Pawtucket, Rhode Island

Mary G. Kennedy
Teacher
Nathanael Greene Elementary School
Pawtucket, Rhode Island

Diane M. Kohler
Teacher
Halliwell School
N. Smithfield, Rhode Island

Leslie M. Pettingell
Teacher
Curvin-McCabe Elementary School
Pawtucket, Rhode Island

Kurt J. Totten
Teacher
Elmhurst Elementary
Portsmouth, Rhode Island

CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM

INSERT HERE