



**EAST GREENWICH**  
PUBLIC SCHOOLS



# ANNUAL REPORT

## 2025





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# All Means All

The Mission of the East Greenwich Public Schools is to genuinely know, support and celebrate all students in meeting their full potential. We are committed to meaningful collaboration among faculty, staff, students, families and the community, recognizing our collective responsibility to continue to deliver a high-quality education system for all.



## FROM THE SUPERINTENDENT

### TO THE EAST GREENWICH SCHOOLS COMMUNITY

It is an honor and a privilege to return as East Greenwich Public Schools (interim) superintendent and share a few thoughts in this year's annual report. This district holds a special place in my heart; for over 30 years, I have served in many roles—educating and supporting our students as they grow into knowledgeable, skilled, thoughtful, and reflective individuals. There is no greater joy than witnessing a once reluctant kindergarten student grow into a confident young adult ready to take on life's challenges beyond high school. When asked to step out of retirement to serve this community again, I accepted with humility and enthusiasm.

East Greenwich has long been recognized as one of Rhode Island's premier school districts, dedicated to preparing students for academic success, the workforce, and life beyond high school. With an exceptional team of teachers, administrators, and staff committed to this mission, there is every reason to trust that the work will be done in a highly skilled manner and grounded in a commitment to excellence and high professional standards.

The strong foundations that have long sustained our district continue to guide us. Because of these enduring strengths, I am confident the path ahead is bright—one that will preserve and deepen the excellence for which East Greenwich is known and the commitment to continuous improvement and forward thinking.

The East Greenwich Public Schools, in partnership with the Town of East Greenwich, is preparing to embark on a significant school construction project that will shape teaching and learning for the next generation of students. The project includes constructing two new elementary schools at Frenchtown and Hanaford, serving students in grades 1-5, and creating a dedicated early learning center to include Pre-Kindergarten and Kindergarten school at Meadowbrook Farms. In addition, East Greenwich High School will undergo substantial renovations and expansions. Construction is scheduled to begin in January 2026, with completion anticipated by the summer of 2027.

This transformative investment in our school facilities honors the district's tradition of excellence. It allows us to realize further our All Means All vision—ensuring every student is genuinely known, supported, and celebrated in meeting their full potential. Constructing two new elementary schools and renovations to Meadowbrook Farms Elementary School and East Greenwich High School will provide this community with a transformative opportunity to enhance the teaching and learning environment and student experience.

As we reflect on the past and look ahead, I remain filled with pride and optimism for all that lies ahead for East Greenwich Public Schools. Our dedicated educators, staff, families, and community members continue to make East Greenwich a place where excellence in education is not only expected but achieved. I am grateful for the opportunity to serve this community again and want to assure you of the District's unwavering commitment to a standard of excellence and continuous improvement on behalf of the students of this community.

As the School Committee prepares to launch the search and an inclusive interview process—engaging a broad range of stakeholders—to select the next superintendent of schools, I remain committed to supporting the transition to new leadership. A smooth transition will be critical to maintaining the positive and productive momentum we've built and sustaining the district's unwavering commitment to a high-quality education for all.

Thank you for your continued trust and partnership. Your support is invaluable and greatly appreciated.

Respectfully yours,

*Alexis L. Meyer*

**Alexis L. Meyer**  
Interim Superintendent of Schools





# FROM THE ASSISTANT SUPERINTENDENT

“ Tradition and innovation go hand in hand in East Greenwich as we empower students and educators to reach new heights.

## To the East Greenwich Public School Community

It has certainly been an eventful and productive academic year! I would like to express my sincere appreciation to the entire East Greenwich community for welcoming me to the district and introducing me to the legacy of excellence that is synonymous with our schools. After previously serving for nearly a decade just outside of Palm Beach, returning to my roots in Rhode Island has been both grounding and rewarding.

This year, we have made significant progress in aligning and updating our strategic priority action steps, centralizing system protocols, and refining best practices in the implementation of core Tier-1 instruction. I am deeply grateful to the faculty, staff, and administrators

who have worked tirelessly to move us forward —your commitment to excellence is both inspiring and essential to our continued success.

East Greenwich has long been, and continues to be, one of the highest-performing districts in the state. Consistently excelling in academics, athletics, student growth/ achievement, advanced placement courses, and college and career readiness.

This year brought with it a recommitment to our district vision of an “all means all” approach for our students, one that ensures every learner has the opportunity to grow, learn, and thrive. Many of our students go on to top colleges and rewarding careers, and we are proud of those outcomes. At the same time, “all means all” calls us to attend to the full spectrum of learners in our schools. Our mission is to ensure that our high-achieving students continue to access the opportunities they need, such as advanced placement courses, early college admission, and internships, while also making sure that students who require differentiated support and specially designed instruction receive the holistic supports they need to access and master core subjects and experience success.

In other words, we remain committed to strengthening the entire system. Ensuring that every student, no matter where they start, is supported in reaching their fullest potential, raising the ceiling for all.

Much of our collective Teaching and Learning efforts this year have occurred in direct support of our K-5 educators and leadership teams as we prepare for the launch of our merged elementary community schools. This work has emphasized collaboration, alignment across grade levels, and thoughtful planning to ensure a smooth and successful transition for everyone involved.

We have also prioritized critical updates to our diagnostic assessment system to better understand each student’s academic and social-emotional needs. These tools allow us to provide personalized support—whether through enrichment or intervention—while empowering our educators to design creative, engaging, and standards-based learning experiences. East Greenwich educators are truly exceptional professionals who bring a powerful combination of expertise, creativity, and thoughtfully developed instructional approaches to their classrooms, working collaboratively to inspire and support every student’s growth.

The focus of our work in the coming months and years remains clear:

*Honor our vision of a graduate and innovate the school conditions for a variety of pedagogical models in support of student success.*

Tradition and innovation go hand in hand in East Greenwich. As we move forward, we will continue to encourage all students to reach new heights while empowering our educators in their classrooms. I look forward to continuing this vital work, and I am honored to continue working alongside our incredible staff, students, and families to make East Greenwich the very best it can be—for *all* learners

In Service,  
*Sarah Courtemanche-O'Brien*  
**Sarah Courtemanche-O'Brien**  
Assistant Superintendent





# STUDENT SERVICES: STRENGTHENING SYSTEMS OF SUPPORT

EGPS Student Services remains committed to providing comprehensive support for students, families, and educators throughout the district. This work is deeply interwoven with the efforts of Teaching and Learning and Multi-Tiered Systems of Supports (MTSS), forming an essential and collaborative foundation that drives district-wide success. Through this integrated approach, we continue to design cohesive systems that align resources, interventions, and instructional practices. Together, we are building a robust support framework grounded in high-quality core and supplemental materials, tiered interventions, and enhanced instructional delivery. These efforts are further strengthened by the development of inclusive and impactful professional learning opportunities that benefit all members of our educational community.

### Systems and Structures

Our focus this year has been on refining, integrating, and expanding MTSS support structures for students and educators across all tiers. A key priority has been implementing a high-quality curriculum as the foundation for our Tier I instruction and learning. Additionally, we have worked to streamline district-wide awareness of and access to core and supplemental materials, as well as intervention tools for Tiers II and III.

At the elementary level, we have enhanced our common planning time structure by engaging dedicated Elementary Teacher Leaders across all grade spans. These leaders have collaborated with their teams to implement a shared vision for structured and productive planning time. Grade-level teams have engaged deeply with curriculum materials to design thoughtful, standards-based tasks, activities, and assessments. They have also explored the full range of resources within core curriculum products to support lesson planning, instructional delivery, interventions, and progress monitoring. Importantly, these dedicated educators have clearly and thoughtfully articulated their needs to sustain and deepen this work, offering invaluable insights that will directly inform the design of high-quality, district-level professional learning experiences in the 2025–2026 school year.

Improvements in IEP and MTSS goal writing and reporting have also gained momentum, supported by both internal and state-provided professional development. These efforts are streamlining processes and reinforcing our commitment to student-centered outcomes.

At the secondary level, Student Services has broadened early access to community-based experiences for students with career development plans. These expanded opportunities offer students early exposure to both work and life-skills learning in preparation for adult independence.

Transparency in special education remains a central priority for EGPS Student Services. Our special education staff continues to enhance communication around the IEP process, empowering families to better understand and actively participate in their child’s educational journey. Emphasizing clarity in critical areas—such as transition planning to adulthood—helps ensure students are well-prepared for life after graduation.

This past year, Student Services introduced a guaranteed 48-hour advance notice for all IEP meetings. In many instances, families received documents even earlier. Each preview included links to guidance materials that explain every section of the IEP, highlighting high-quality components—from the present level of academic and functional performance to goal development, progress monitoring, and accommodations. Our targeted family engagement efforts have also continued to grow, strengthening partnerships between parents and school-based teams.

### Instructional Practices

In September, EGPS Student Services launched a co-teaching pilot in collaboration with Teri Marx from PLACE LLC. Co-teaching—the practice of pairing educators to share the responsibilities of planning, instruction, and assessment—has been widely recognized as a powerful tool for integrating support systems across special education, MTSS, and general education. It also strengthens the implementation of high-quality curriculum and instructional practices. This pilot marks a foundational step in building internal capacity to make co-teaching a standard component of special education service delivery across the district.

Research-supported benefits of co-teaching include:

- **For Students:** Increased positive social interactions, higher engagement, reduced learning gaps, elevated academic expectations, improved behavior, and enhanced self-esteem and self-concept.
- **For Teachers:** Greater job satisfaction and improved retention, especially among early-career special educators, who often face high rates of burnout.

We are deeply grateful to the following EGPS educators who have enthusiastically embraced this pilot and are modeling the powerful impact of collaboration in inclusive classrooms:

- Michelle Barricelli & Jen Prior – Hanaford
- Kristine Macleod & Allie Rocabado – Frenchtown
- Jillian Keating & Devon Chavez – Eldredge
- Chris LeBlanc & Katie Cohen-Cole
- Kristin Biafore & Colleen Johnson – EGHS

### Tiered Interventions

#### Social Emotional Behavioral Learning

Social-emotional learning (SEL) and mental health supports remain a key priority this year. We have continued our partnership with Thrive Behavioral Health, which includes an embedded clinician at East Greenwich High School. This clinician provides a range of direct services to students and families, offers professional development for staff, and plays a vital role in connecting families with wraparound community supports.

In addition, the district has adopted RethinkEd, a comprehensive platform that supports SEL, mental health, and special education. RethinkEd is designed to foster core SEL competencies including self-awareness, self-management, and responsible decision making through a tiered, phased approach to implementation. RethinkEd promotes a whole-school, inclusive approach that engages students, educators, and families in creating safe, supportive, and emotionally responsive learning environments. Phased implementation of RethinkEd will continue throughout the 2025–2026 school year.

We have also partnered with Hazel Health this year to expand access to both physical and mental health services for all students. Hazel Health offers on-demand tele-health support, connecting students with licensed healthcare professionals to address a wide range of medical and mental health needs. This year, services are available for students and families to access from home, offering timely, convenient care. Simultaneously, a design process is currently underway to prepare for in-school service delivery during the 2025–2026 school year. The district’s Family and Student Support Team is playing a key role in guiding this process, ensuring the implementation is thoughtful, inclusive, and equitable. Hazel Health is provided at no cost to families, with parental consent required for participation

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Together, we are building a robust support framework grounded in high-quality materials, tiered interventions, and inclusive practices.

### Targeted Instruction

This year we have grown our partnership with aimswebPlus, a powerful assessment and progress monitoring tool designed to enhance how we understand and support student learning in reading and math. aimswebPlus helps educators identify individual student strengths and areas for growth, track progress over time, and deliver timely, targeted instruction. This year, reading specialists, math interventionists, and select special education teachers were trained to use aimswebPlus to inform their instructional planning and interventions. This data-driven approach enables staff to provide more precise and impactful support where it’s needed most.

### Looking Ahead

As we look to the 2025–2026 school year, we remain committed to equity, innovation, and continuous improvement. We’re excited to strengthen collaboration, expand inclusive practices, and increase access to high-quality instruction and supports. With ongoing engagement from educators, families, and community partners, we’re confident in our ability to create responsive, empowering experiences for every student.

Neil Marcaccio

Leigh A. Oliver

Neil Marcaccio - Director of Student Services  
Leigh A. Oliver OTR/L - District MTSS Coordinator



# MEADOWBROOK FARMS ELEMENTARY SCHOOL



## Greetings from Meadowbrook Farms Elementary School

We are a dynamic, exciting, and caring learning community serving students and families in pre-kindergarten through second grade.

At Meadowbrook, our goal is to introduce our youngest learners to the joys of school and the excitement of discovery. Children at this age are eager for new experiences, and our daily mission is to help them grow, explore, learn, and build friendships. We take a whole-child approach—balancing academic subjects like reading, spelling, and math with social-emotional learning focused on listening, collaboration, and managing emotions. By the time they reach kindergarten, our hope is that they're eager and excited for the adventures that lie ahead.

This past year, our students made meaningful strides in both academic achievement and social-emotional development. A highlight was our collaboration with the Rhode Island Special Olympics as a Unified Reader Elementary School. Several of our first graders participated enthusiastically, and we look forward to expanding this initiative to more classrooms—and possibly more grades—next year. Another high point of the school year occurred when EGHS students from the Interact Club visited Meadowbrook to work with our students studying plant and animal sciences..

I am grateful for the unwavering dedication and tireless efforts of all the educators here at Meadowbrook. Day in and day out, our faculty and staff pour their hearts, souls and expertise into creating a nurturing and stimulating learning environment for our students. From crafting engaging lessons that spark curiosity to providing individualized support that helps each child thrive, their commitment extends far beyond the traditional school day. They are mentors, guides, and champions for our students, fostering not only academic growth but also essential social and emotional skills. Their passion for teaching is truly the cornerstone of what makes MFS such a special place. We are also incredibly fortunate to have supportive families that partner with us in every facet of their children's school experiences.

This past year, we deepened our focus on Social Emotional Learning (SEL), working to create a school climate rooted in belonging, safety, and respect. We addressed issues of bias, promoted inclusivity, and helped students build skills that will serve them well through elementary school and beyond. SEL was embedded into every part of the school day—from academic lessons to extracurricular activities—ensuring it is a lived experience and not a separate subject.

We are also proud of our attendance rates, and deeply grateful to our families for their partnership in making sure students arrive each day ready to learn. Meadowbrook continues to rank among

the top ten schools in Rhode Island for attendance. Our daily attendance rates average approximately 94% each day —well above the state average.

It is important to note and to acknowledge our outstanding Parent/Teacher Group (PTG), which rose to the occasion with generous donations and grants that helped us maintain the high level of service our students deserve. Teacher grants were increased to \$500 per classroom (equaling just over \$15,000 given out to educators in our building); quarterly assemblies were fully funded; and brand-new playground equipment is expected to be delivered and installed by the end of the year. In addition, the PTG organized two successful bingo nights, two book fairs, our annual Art Night, and hosted the beloved Meadowbrook Family Dance at the Quonset O Club. The PTG gave back a total of \$35,000 to our school in this past school year, directly enhancing both student and faculty life. That means that all classrooms —preschool through grade 2, our library, music, art, and physical education program— directly benefitted from their support.

We are also grateful to the East Greenwich Education Foundation (EGEF) for funding a library media center grant (including a specialist) and supporting the addition of new SMART Board technology. And speaking of grants, we also received funds for a long-awaited new preschool playground, which was purchased and installed this past fall. The support and commitment we receive from these organizations, and the sense of community they foster, are truly invaluable.

On the curriculum front, in grades K-2, we continue to prioritize building a strong academic foundation and deepening students' understanding of core subjects. We have expanded our implementation of the EL Language Arts Curriculum—an evidence-based, standards-aligned, and rigorous literacy curriculum; Envisions 2020 for math; and Second Step for social-emotional learning (SEL). Our teachers utilize these tools to enhance our core curriculum and to create rich learning opportunities. Additional programming included quarterly PBIS assemblies, grade-level lessons focused on respect, responsibility, and safety, and a continued emphasis on The Science of Reading—a research-based approach that supports effective reading instruction through phonics, vocabulary, and comprehension strategies.



There is so much happening at Meadowbrook that I often marvel at how our faculty, staff and families manage it all. This year's events included our welcome-back family picnic, the Halloween Trunk-or-Treat, our Color Fun Run fundraiser, and our annual recognition assembly for military veterans and first responders. Students enjoyed our annual Toys for Tots Holiday Gift Giving event, took part in a holiday food and gift card drive, visited the Providence Children's Museum and Roger Williams Park & Planetarium, sent toiletry items to Amity Aid, and collected socks for community members in need. Our Meadowbrook Candy Monster was set up in the front hallway where extra Halloween candy was collected and sent to deployed RI troops, and our second graders took a memorable trip to Mystic Aquarium/Seaport. All of these activities are woven back into the subjects our students are learning, giving them a good sense of how school, learning, and community are all inter-connected. Having worked in the East Greenwich schools now for more than a quarter of a century, I remain constantly inspired by the dedication of our teachers, staff, PTG, and families. I closed last year's report with the following words, and I can't think of any better way to say it today: It is, and has been, my deep privilege to watch shy three-year-olds arrive on their first day of school, clinging to a parent's hand, and then, as if by magic, turn into second graders with a clear sense of self; who can communicate their wants and needs; who have mastered math and reading concepts; and who can't wait to change the world.

Thank you for trusting us with your children.

*Dom Giusti*  
**Dom Giusti - Principal**





# FRENCHTOWN ELEMENTARY SCHOOL



## A Year of Growth, Engagement, and Unity

We are delighted to share the highlights of another successful and vibrant year at Frenchtown Elementary School, serving our dedicated students from kindergarten through second grade. Our commitment to fostering a nurturing, inclusive, and high-achieving learning environment remains steadfast, and the progress and enthusiasm we've seen throughout the year are a testament to the hard work of our students, the dedication of our staff, and the unwavering support of our families and community.

### Academic Excellence

Frenchtown Elementary School continues to demonstrate a strong commitment to academic excellence. Our students consistently perform at high levels, and we are proud to report that we remain among the top-performing elementary schools in the state of Rhode Island. This achievement reflects the rigorous and engaging curriculum delivered by our talented teachers, who are dedicated to meeting the individual needs of each learner.

We maintain a strong focus on foundational literacy and numeracy skills, utilizing research-based curricula (EL Education and Envisions 2020) and incorporating creative and engaging approaches accessed through interactive centers and flexible groupings. Our teachers

employ differentiated instruction and engaging hands-on experiences to ensure that all students are challenged and supported in their learning journey. Ongoing assessments inform our instruction, allowing us to tailor our approach and celebrate the growth of every child.

This year also brought an exciting opportunity to significantly expand our students' engagement with Science, Technology, Engineering, Arts, and Mathematics (STEAM). Thanks to a generous sponsorship from Cox Communications, we were thrilled to host a highly successful Kindergarten STEAM Night, a vibrant event conceptualized and facilitated by our very own Patricia Rakovic, our esteemed East Greenwich Teacher of the Year. Building on this momentum, our dedicated first-grade teacher, Amanda Price, has been instrumental in fostering STEAM integration beyond our general education classrooms. Her innovative approach is weaving STEAM concepts and activities into our special subject areas' curriculum and teaching methodologies, including art, music, physical education, and library. This unique initiative ensures that all students, regardless of their learning environment, have rich and varied opportunities to explore, create, and problem-solve through a STEAM lens, fostering a deeper and more holistic understanding of these critical disciplines. We look forward to the expansion of this vision in kindergarten and second-grade classrooms in the year ahead.

### Attendance and Engagement

We are pleased to report an exceptional attendance rate this year, coupled with a consistent chronic absenteeism rate of less than 7%. This high level of engagement underscores the positive and welcoming atmosphere we cultivate at Frenchtown School, where students feel connected, supported, and eager to learn. We believe that consistent attendance is crucial for academic success and social-emotional development, which is wholly supported by current research.

### Expanding Horizons Through Experiential Learning

This year, we placed a renewed emphasis on fostering increased awareness of the rich places and spaces within our community and the wider state of Rhode Island. We believe that engaging and impactful experiential learning through extensions of our EL curriculum, combined with local field trips provides invaluable opportunities for our students to connect classroom learning with the real world. These carefully planned excursions have brought learning to life, allowing students to:

- Explore local farms, museums, public recycling and waste facilities, and the Save the Bay campus, fostering a deeper understanding of our community's resources.
- Discover the wonders of nature at nearby parks, farms, and environmental centers, promoting scientific inquiry and environmental stewardship.
- Experience the creative exploration of play during a visit to the Children's Museum and observe the world of outer space at the Roger Williams Planetarium.

These hands-on experiences not only enhance academic understanding but also cultivate curiosity, critical thinking skills, and a stronger connection to the world around them.

### A Thriving School Community

The strength of Frenchtown School lies not only in its academic achievements and experiential learning opportunities but also in its strong sense of community. Our Parent-Teacher Group (PTG) remains an invaluable partner, providing incredible support through



volunteering, fundraising, and organizing enriching events for our students and families. Their active involvement significantly enhances the school experience for everyone, including their support for many of our local field trip initiatives and creation of memorable events at Frenchtown School.

### Championing Inclusion and Diversity

At Frenchtown, we are deeply committed to fostering an inclusive and diverse learning environment where every student feels valued, respected, and empowered. This commitment is exemplified by our ongoing seven-year collaboration with Special Olympics. This year, our unified initiatives included:

- **Unified Morning Message:** Students work together to deliver a daily inclusive message during our morning announcements, promoting understanding and acceptance.
- **Unified Field Day:** Our annual field day provided an opportunity for students of all abilities to participate and compete together, fostering teamwork and friendship.
- **Unified Assembly/Pep Rally:** This energetic event celebrated the spirit of inclusion and showcased the talents and abilities of all our students and Special Olympics partners.

These unified activities have not only enriched our school culture but have also provided invaluable opportunities for our students to develop empathy, understanding, and a deep appreciation for diversity.

### Looking Ahead

As we conclude another successful school year, we remain committed to continuous improvement and innovation. We will continue to focus on:

- Enhancing our curriculum and expanding opportunities for experiential learning through creative teaching and learning developed through spirited and student-centered collaborations.
- Providing ongoing professional development for our dedicated staff.
- Strengthening our partnerships with families and the wider community.
- Further embedding inclusive practices in all aspects of school life.
- Continuing our journey through the planning, design, and construction of our new Frenchtown School building, expected to be completed in 2 years.

We extend our sincere gratitude to our students for their enthusiasm and hard work, our teachers and staff for their unwavering dedication, and our families and community for their continued support. Together, we make Frenchtown Elementary School a truly exceptional place to learn and grow.

Kindest regards,

*Maryann E. Crudale*

Maryann E. Crudale - Principal





# GEORGE R. HANAFORD ELEMENTARY SCHOOL



As principal of Hanaford Elementary School, I am pleased to share with you the highlights and focus for our students here. I am both an educator and parent in East Greenwich and it brings me a great sense of pride to serve in the community where I was raised and where our children have grown and thrived after moving back to town.

As one of the fastest growing districts in Rhode Island, the East Greenwich Public Schools have a unique opportunity to provide an outstanding, equitable education to every student who walks through our doors. With the steady influx of new families to our community and our classes, we are creative in how we use every nook and cranny of our building. This can be challenging, but it is reassuring to know that newer and larger schools are in our not-too-distant future. All the work that our building planning committee has been actively involved with for the past few years will be coming to fruition. In the meantime, as the children and families who join us and our community becomes more diverse, we have a wonderful opportunity to meet new friends and learn about other cultures, backgrounds, and lifestyles. This will only become more important in the years to come as our students move on to middle and high school, and beyond to college, trades and careers. It is important for all of us to recognize the qualities we bring to our school community and to see differences as an asset to grow and learn about our peers and build connections. It has been gratifying to see how welcoming and embracing our students can be to their new classmates.

I would like to begin by sharing my gratitude for the masterful group of teachers, paraprofessionals, and support staff who collaborate each and every day to meet the needs of our students, wherever they may be in their educational journey. Focusing on our district commitment to “All Means All”, our staff works tirelessly to develop lesson plans, opportunities and teachable moments to meet all our students where they are and support them to get to where they need to be, or even reach beyond. They encourage our advanced learners to work towards deeper levels of proficiency and they provide the necessary support for those who require more, or who have identified needs. Our students are at an age where we are fostering independence and highlighting skills and strategies that will help them to grow and acquire skills in ways that are both meaningful and long lasting.



We work with rich and challenging curricula across the academic subjects that our teachers know and understand well, including the arts and physical education. This allows us to help students at all levels reflect on what they are learning; demonstrate their learning; and understand how these topics and strategies connect to their own lives both here in school and in the broader community. Our teachers continue to use daily Common Planning Time to support one another in meeting student needs, assessing student data, and keeping students appropriately challenged and engaged. This year we were fortunate to add the role of teacher leader to each grade level in support of their teams. It allows them to better assess our students and build instruction around those strengths and needs.



Here at Hanaford, students interact with the community in ways that not only help them get to know our town, but also learn the importance of giving back to the people who support them. We began our school year with our annual event on September 11th called “high fives for heroes” This was an opportunity to celebrate our first responders and honor the heroes of September 11th. While I was very happy to bring this tradition to the district, we have had several other events and drives that our student council initiated and led this year. Our student council held spirit days to raise awareness and money for various organizations this year, all aligned to the numerous units of study. Our student council raised \$1000 to support a school in Tanzania in partnership with Global Rising, affording students school uniforms and supplies. This project aligned with the third grade students’ unit of study on Overcoming Learning Challenges Near and Far. When wildfires damaged acres of land and homes in California, they chose to raise money for the Red Cross, aligning to the fifth grade’s unit on Natural Disasters. More recently they raised money for the local animal shelter. Closer to home they created cards and letters for Veterans and active service men and women, made holiday cards for seniors in our local assisted living facilities and held food, clothing and cereal drives for people in need. In so doing, they discovered that there is a ripple effect of goodwill that has an impact from every thoughtful deed. Through our ties to the community, we have worked to embed a sense of “giving back” into both our school culture and curriculum.



We are grateful for the partnership we have with our Parent Teacher Group here at Hanaford. They share their time and talents with us in countless ways through the events that they organize and run and the extensive fundraising efforts. For example, the PTG organized our annual Fun Run where we used the profits to purchase new tables and stools for the music room and display cases for artwork in our hallways. These funds come directly back to the students and the school through events, assemblies, field trips and purchases to support our learning environment. I am always amazed at what can happen to morale and a sense of community when people come together to make something special happen. We may be on the threshold of a brand new school building, but while we are still here we'll continue to do our best to make Hanaford a great and welcoming environment in which to learn.

This year we developed a new program, Learning Lunches where professionals from our school and the community came to present to groups of students during lunch to share about their careers. From space exploration, to a day in the life of a veterinarian, to navigating the Port of New York and more, our students learned about a wide range of fields of study and how these adults make an impact in their professions and our community. We look forward to expanding this next year to continue to inspire our learners.

I am grateful for the tireless work our faculty and staff do every day; for our parent/teacher group, which supports our many activities; and to the families and students who make Hanaford such a fun and engaging place to learn.

*Coleen P. Smith*  
Coleen P. Smith - Principal





# JAMES H. ELDREDGE ELEMENTARY SCHOOL



## Greetings from Eldredge Elementary School

It has been a busy and rewarding year at Eldredge, and I'm delighted to share some of our highlights—and adventures—with you in this year's annual report.

We began the school year with a renewed commitment to experiential learning, increasing the number of field trips our students enjoy. In addition to exploring local historical sites on foot, we've visited various facilities aligned with our curriculum. A memorable moment was our whole-school winter field trip to the University of Rhode Island to cheer on the women's basketball team—an outing we shared with our friends at Hanaford Elementary. This partnership has extended to several activities throughout the year, giving our students valuable opportunities to build friendships with future classmates at Cole Middle School. One of our most exciting new initiatives has been Learning Lunches, where parents and guardians visit during lunch to speak with students about their careers. From veterinary medicine to aviation, make up artistry to space exploration, our students have had the chance to hear from passionate professionals—and even imagine traveling to the moon! This program has sparked curiosity and strengthened our connection with families, and we're thrilled by the students' enthusiastic response.

Our Parent-Teacher Group (PTG) continues to be an incredible source of support. This year, they helped us expand our outdoor wellness program by funding new equipment, including corn

hole, ring toss, sidewalk chalk, and four- and six-square courts. In addition to our playground and basketball court, students now have more ways to stay active and engaged during recess. Some even started a small rock garden, planting and caring for flowers with remarkable pride and responsibility. The PTG also helped plan and support our welcome back picnic, trunk or treat, STEM night, Art night, our color run, book fair, Glow dance, and so much more. As well, they generously support our teachers through scholarships and classroom supply donations, recently refreshing our supply closet with much-needed materials. We are deeply grateful for everything they do.



We're also proud to celebrate some remarkable student achievements. Two of our students, Laylee Raissi and Ruby Nardozzi, were named finalists in the 2025 Rhode Island Student Reader Search, sponsored by Rhode Island PBS and The Public's Radio. Out of 75 entries statewide, five finalists were chosen—two from Eldredge! Earlier in the year, students in Ms. Uhrin's class entered a national competition to name the mascot for the popular Sora Reading App. Out of 250 classes across 27 states, Eldredge emerged victorious with the winning name: Comet. Both successes were guided by our beloved librarian, Peggy Chace, whose dedication has left a lasting impact. As she prepares to retire next year, we celebrate her extraordinary contributions to our school.



Our days continue to begin with the Eldredge Pledge, where students commit to responsibility, humility, generosity, and respect. This pledge embodies our belief that “all means all”—fostering inclusion, kindness, and advocacy. Our Eagle Eye Award program, part of our Positive Behavioral Interventions and Supports (PBIS) system, remains a popular way to celebrate positive behavior. A variety of celebratory opportunities are being developed, such as a monthly dance party in the gym as a fun, community-building reward.

The year has been filled with additional memorable moments. Our students performed a spectacular production of Moana, Jr., dedicating over 80 hours to rehearsals and teamwork. We



welcomed therapy dogs from Rhode Island College and special presentations from the Rhode Island SPCA. We hosted the NED show and the National Theater for Children. During Reading Week, author Hayley Rocco inspired students to become advocates for the Endangered Species Act. They will be writing letters and drawing pictures to be shared with Senators Whitehouse and Reed, and Representative Magaziner—a powerful reminder that even our youngest voices can make a difference. Hayley's husband, John Rocco, also presented during Reading Week, as did a number of former students.

All in all, it has been a joyful, inspiring, and deeply meaningful year at Eldredge. Our students continue to grow academically and socially, and we've honored the traditions started by former principal Dan Seger while embracing new ones of our own. I remain profoundly grateful for the continued support of our exceptional staff, dedicated families, and tireless PTG. It is a privilege to lead this community and to witness, every day, the spirit and determination of our Eldredge Eagles.

With gratitude,

*Jennifer Tedeschi*

Jennifer Tedeschi - Principal





# ARCHIE R. COLE MIDDLE SCHOOL



It is our pleasure to welcome you to the Archie R. Cole Middle School (CMS) community and to share our achievements, challenges, and initiatives with you via the pages of this Annual Report. We are a 5-Star Middle School as recognized by the Rhode Island Department of Education, offering a comprehensive program of studies and a student-focused culture with a strong emphasis on academic excellence and personal growth.

As many of you know, we implemented a new schedule in the 2023-24 school year that made it possible for every student to take full advantage of the many academic and unified arts programs we offer. In creating this schedule, we reaffirmed our belief that each student is a unique learner with highly individualized needs, interests, and talents; and we recommitted ourselves to providing a tailored educational experience that helps each student maximize their learning and growth potential. This year, we've seen very positive results from this endeavor, including better access for all students to our entire curriculum.

At Cole Middle School, "all means all" is much more than just a slogan — it has now become our reality. Students who previously needed extra help in core subjects (e.g. math and literacy) often didn't have room in their schedules for electives that may have interested them. This year, they do. Our new schedule allows students from each team to interact with one another in areas such as art, music, PE, technical education, and more. This increased access has helped to strengthen our positive learning environment, as well as build a sense of school spirit and community.

One of our goals this year has been to prioritize our Social/Emotional Learning (SEL) efforts, beginning with a complete revamping of our school wide positive behavior interventions and supports (PBIS). We started a new ticket system at the start of Quarter 3, that allows students to earn "short term tickets" for positive behavior. This school wide system is in addition to the robust systems of behavioral support on each team. Rewards include being first in line for the cafeteria and first in line for ice cream, which has proven to be very popular! And for



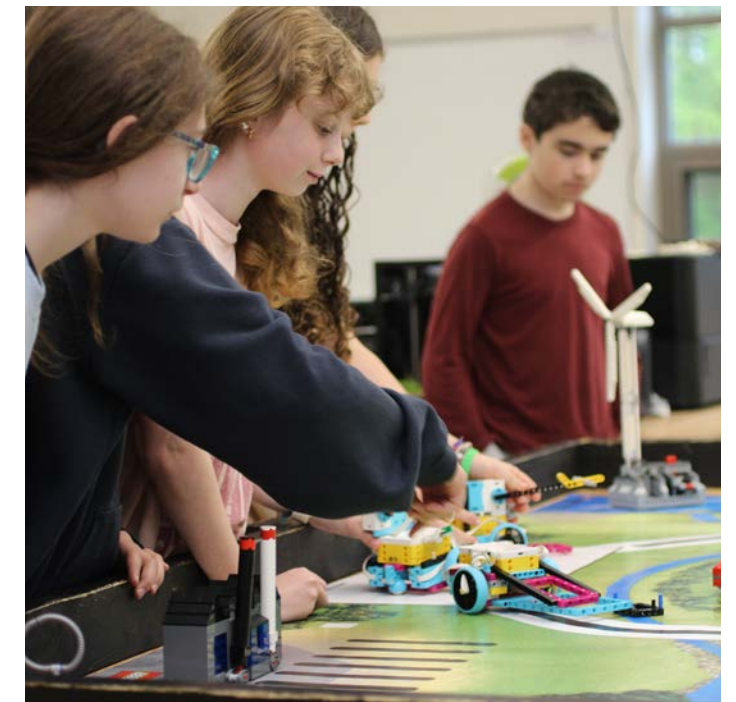
students who demonstrate good character and leadership, we are rewarding them with a chance for gift cards and other forms of recognition. The goal is to incentivize students with rewards that are meaningful to them. By addressing their social-emotional needs, our support staff empowers students to become successful learners and thrive as contributing members of our community.

Our new PBIS tickets highlight the following characteristics that we want our students to focus on: Lead by Example, Accept and Include Others, Nurture the Core Values of CMS, Choose to Include and be Kind, Exemplify Safe Behavior, and Respect CMS, Yourself and Others. As middle schoolers navigate their changing friend groups, academic rigor and the overall challenges of being an adolescent, we talk a lot about these core values and why they are important in our daily interactions. We look forward to continuing that work and to helping our students become their best selves.



On the extra curricular front, our athletic and musical students are enjoying a very strong year. Both our boys' cross-country team and boys' basketball team were the state champs this fall, and we couldn't be more proud of them. Our girls' cross country team dominated their season but came up short in the finals. We also had many of our band, chorus, and orchestra students earn admission to All-State this year, as well as participating in the Great East Music Festival.

Twenty-six eighth-grade students participated in the 90th annual National French Contest (Le Grand Concours) in March. They competed with over 11,000 other middle and high school students from both public and private schools at their level across the United States and abroad. Their remarkable achievements at the National level, outperforming thousands of other participants, are a testament to their hard work and dedication. Twenty-four students achieved state and national recognition for their performance, including three students who received gold national medals, tying for 2nd place in the state and the nation. One platinum medal will be awarded to one of our students for receiving a perfect score.



All in all, it's been a great year for everyone involved in our extra-curricular activities, and we continue to be enormously grateful for the unwavering support from our amazing group of parents, faculty, and staff. Our numerous clubs, athletic teams, and intramural sports allow students to pursue and develop their interests, as well as make connections with other students who share those interests. From the National Honor Society and Student Council to programs in the arts and sciences, there is truly something for everybody at Cole Middle School.

In conclusion, the pursuit of excellence in learning — while advancing educational excellence and expanding opportunities for all learners — is not merely an aspiration at CMS, but a fundamental commitment. We recognize that achieving this requires a multifaceted approach that prioritizes both academic rigor and equitable access. By having a schedule that is accessible to all, as well as a robust system of supports, our goal every day is to empower all students, including those in special populations, to fully engage with the general education environment, curriculum, and extracurricular activities.

We are grateful for your support and encouragement as we pursue these goals, and we take very seriously the trust you have placed in us to help your children reach their full potential.

*Melissa L. Centracchio*  
*Beth Cauley*

**Melissa L. Centracchio - Principal**  
**Beth Cauley - Assistant Principal**





# EAST GREENWICH HIGH SCHOOL



## Dear East Greenwich High School Learning Community

As we approach the end of the 2024–2025 academic year, we want to take a moment to reflect on the remarkable progress and accomplishments we’ve achieved together. From academic growth to expanded post-secondary opportunities and strengthened community connections, this school year has been filled with meaningful milestones that highlight the strength and spirit of our learning community.

### Celebrating a 5-Star Rating—Again!

We are proud to share that East Greenwich High School has earned a 5-star accountability rating from the Rhode Island Department of Education for the second consecutive year. This top distinction recognizes our continued commitment to academic excellence, student growth, and equitable learning opportunities across several indicators: English Language Arts (ELA), Mathematics, Science, Graduation Rate, and College and Career Readiness.

### Academic Achievement and Growth

- In English Language Arts, 81% of students met or exceeded expectations. Students within special populations outlined in our School Improvement Plan also demonstrated strong growth, a reflection of our school-wide efforts to embed literacy and writing strategies across the curriculum.

- In Mathematics, 61% of students met or exceeded expectations, with an overall growth index of 1.41. Tiered support such as Algebra Lab and just in time interventions including our summer readiness camps are helping to narrow achievement gaps.
- In Science, 65% of students scored at or above expectations on the NGSS assessment—the highest percentage in the state!



### College and Career Readiness

We remain focused on ensuring that every student graduates ready for the next step—whether it be college, career, armed services, or other post-secondary pursuits. Key highlights from this academic year include:

- EGHS was named to the Advanced Placement (AP) School Honor Roll, with an 84% pass rate on 425 AP exams last spring. This May, 503 exams will be taken by 210 students.
- We now offer 19 AP courses, 14 concurrent enrollment courses, and eight articulation agreements with regional colleges and universities.
- The Class of 2025 will include our first cohort of students to complete a CTE program, with roughly 25% of seniors earning a diploma endorsement in one of six career pathways.
- The number of students earning the Seal of Biliteracy rose from 28 (15%) to 44 (24%)—an important indicator of multilingual proficiency that will be included in RIDE’s accountability system starting with the 2025-2026 academic year.

### Graduation and Attendance

Our graduation rate remains strong at 96%, with 71% of students demonstrating proficiency in both ELA and Mathematics. EGHS was recognized as the most-attended high school in Rhode Island for the 2023–2024 school year, reflecting a 5% increase in attendance and a shared commitment to student engagement by faculty, staff, and families.

### Looking Ahead: Priorities and Partnerships

Our School Improvement Plan (SIP) continues to guide our work, with key priorities focused on:

- Increasing achievement for students with disabilities, multilingual learners, and students from economically-disadvantaged backgrounds.
- Expanding targeted academic and emotional supports through our Multi-Tiered System of Supports (MTSS), including our new class Avenger Success, as well as access to the Learning Lab.
- Growing college and career readiness through AP, concurrent enrollment, and CTE opportunities.
- Maintaining a consistent attendance rate of 90% by continuing to cultivate positive student/adult relationships, engaging curricular and co-curricular experiences, alongside targeted, individualized support for our struggling students.



- Continuing to build relationships with partnering organizations such as Kent County Prevention Coalition, Thrive Behavioral Health, our Parent Teacher Group (PTG) and athletic and performing arts booster groups.

We are also proud to report that the New England Association of Schools and Colleges (NEASC) reaffirmed our accreditation status following the review of our First Report of Progress and Planning. Our next report, the Three-Year Progress and Planning Report, is due in fall 2026.

These collective efforts illustrate what’s possible when a school community works in unison—guided by shared values and a commitment to student success. At East Greenwich High School, our Vision of a Graduate continues to center our work around developing young adults who are knowledgeable, skilled, connected, and reflective.

Thank you for all that you do to support EGHS and for playing an essential role in this exciting and impactful school year.

*Dr. Patricia Page*  
*Ms. Molly Sylvia*

**Dr. Patricia Page - Principal**  
**Ms. Molly Sylvia - Assistant Principal**





# FACILITIES UPDATE

## GET READY. GET SET. BUILD.

The long-awaited renovation and new construction at four of our district's six schools is about to get underway, and we couldn't be more excited. We'll be starting on some early phase site work this summer, primarily parking lot reconfiguration and paving, lots of cleaning, and preparing for the actual construction phase of the project, which will commence in January of 2026.

As many of you know, we started looking at our buildings and infrastructure in earnest nearly a decade ago, and even though we'd just completed construction to the new middle school, we were already starting to see capacity issues at the elementary schools due to the implementation of full day kindergarten instruction. There was also some deferred maintenance that was going to have to happen in the very near future. Like many districts in Rhode Island, our buildings are 50 and 60 years old—one is even reaching the century mark—and their internal systems - plumbing, heating, and electrical - have reached the end of their useful life.

Once site preparations have been completed this summer and fall, and once contracts for construction work are in hand, the plan is to break ground at Frenchtown and Hanaford in January of 2026. We'll be constructing a new 83,000 square foot building at Frenchtown and a new 73,000 square foot building at Hanaford. To put that in perspective, the new buildings will be nearly twice the size of the existing ones. Once construction of the new buildings is complete (approximately 18 months), we will move students over and begin the process of taking down the older schools. Assuming all goes according to plan, we anticipate the entire project to run for approximately 24 months.

Also in January of 2026, we'll be breaking ground at the high school in order to make significant renovations to the life skills area, locker rooms, gymnasium, auditorium, and fine arts space. Every effort will be made to ensure that students' academic, athletic,

and extra curricular activities are impacted as minimally as possible. That said, there's an old saying that goes: you can't make an omelet without breaking some eggs. Be assured, we will do our best.

No significant work is planned at Cole Middle School or at Meadowbrook, however there will be some updates, upgrades, and repair at both buildings. Because we are officially touching every one of our buildings under the \$150 million bond that was approved in 2023, we will be getting a 55% reimbursement from the State of Rhode Island. This is a once-in-a-lifetime opportunity to be reimbursed 55 cents on the dollar, and it will take a good deal of financial pressure off of our taxpayers.

Once the two new elementary schools are open and in use, the Eldredge school will be closed permanently and turned over to the town. At that time, redistricting will be complete, leaving the town with three elementary level schools: Meadowbrook, which will house Pre-K, kindergarten, and an early learning center; and Frenchtown and Hanaford, which will house grades one through five. While nothing is carved in stone, the current idea is to use Eldredge as a recreation center / office complex / utility building.

It's been a long road and I am grateful to everyone who has played a part in getting us to this point. The goal now is to be ready to go full steam ahead come January. Stay tuned.

*Robert Wilmarth*

Robert Wilmarth - Director of Facilities



## CONTACT

### MEADOWBROOK FARMS ELEMENTARY SCHOOL

2 Chestnut Drive  
East Greenwich, RI 02818  
Phone: 401-398-1502

### FRENCHTOWN ELEMENTARY SCHOOL

1100 Frenchtown Road  
East Greenwich, RI 02818  
Phone: 401-398-1503

### GEORGE R. HANAFORD ELEMENTARY SCHOOL

200 Middle Road  
East Greenwich, RI 02818  
Phone: 401-398-1501

### JAMES H. ELDRIDGE ELEMENTARY SCHOOL

101 First Avenue  
East Greenwich, RI 02818  
Phone: 401-398-1500

### ARCHIE R. COLE MIDDLE SCHOOL

100 Cedar Avenue  
East Greenwich, RI 02818  
Phone: 401-398-1400

### EAST GREENWICH HIGH SCHOOL

300 Avenger Drive  
East Greenwich, RI 02818  
Phone: 401-398-1300

## SCHOOL COMMITTEE MEMBERS

Ms. Alyson Powell, Chair  
Dr. Eugene Quinn, Vice-Chair  
Ms. Clare Cecil-Karb  
Mr. William Hangan  
Ms. Melissa Larsen  
Mr. Tim Munoz  
Mr. Kevin Wright





# EAST GREENWICH PUBLIC SCHOOLS

*We would like thank to Deanna Agresti and the following student photographers for their outstanding work in helping to produce the 2025 East Greenwich Public Schools Annual Report: Audrey Carr, Charleigh Barone, Natalie Skinnell, and Reagan Langford.*