BUREAU OF SCHOOL IMPROVEMENT

Date: January 23, 2007
School: Orange Park Elementary School
School District: Clay County

REQUIREMENTS	**PROGRESS TOWARD MEETING REQUIREMENTS** Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	☐ No Changes in Administration have taken place since the last report. -Since our last report, one change in administration has occurred. Our new Assistant Principal, Nancy Crowder, started at Orange Park Elementary in April of 2006. -Both administrators attended the in-service Data Analysis and the R.T.I. (Response to Intervention) Model workshop. The Assistant Principal will be attending the Janet Allen Literacy Leadership series of workshops this year.
HIGHLY QUALIFIED TEACHERS	X No changes in instructional staff have taken place since the last report. X There are no instructional vacancies at this time. ☐ All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	Our National Board Certified Teachers encourage and support other teachers who pursue National Board Certification. We also have Clinical Educator trained teachers who mentor beginning teachers, interns, and pre-interns. Beginning teachers are mentored by their grade chairs and team members.
EXTENDED LEARNING OPPORTUNITIES	After school academic tutoring is provided for low performing students in grades 1-6, although we have had to modify our schedule. Sixth grade teachers provide help sessions on Monday afternoons for any students that need assistance.

Mid Year Report is due January 25th

READING	Curriculum Area/Benchmark:								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

All students in grades K-6 were given a baseline assessment in 8/06 and a mid-assessment in 1/07. Baselines using various assessments were attained. At the mid-assessment, all grade levels showed growth. Our lowest group of readers attend after school tutoring. At mid-assessment, the average has improved for all groups that started tutoring in November. The pre and mid-assessment data are reflected as follows:

Kindergarten, DIBELS (Letter Naming Fluency)-   Baseline: 86% at low risk   Mid: 93% at low risk
First Grade, STAR Reading-   Baseline: 1.3 G.E.   Mid: 1.9 G.E.
Second Grade, Harcourt Brace-   Baseline: 59%   Mid: 77%
Third through Fifth Grade, Scott Foresman Grade 3: Baseline: 69%   Mid: 79%
                                           Grade 4: Baseline: 77%   Mid: 87%
                                           Grade 5: Baseline: 65%   Mid: 77%
Sixth Grade, Prentice Hall-   Baseline: 80%   Mid: 84%

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MATHEMATICS	Curriculum Area/Benchmark:								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Students in grades K-6 were given a baseline assessment in 8/06 and a mid-assessment in 1/07. Every grade level average showed improvement at mid-assessment. The results are as follows: Kindergarten 70% to 82%, 1st gr. 53% to 67%, 2nd gr. 79% to 86%, 3rd gr. 34% to 60%, 4th gr. 47% to 54%, 5th gr. 50% to 64%, 6th gr. 45% to 55%.

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Type of Essay:									
Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change	
Grade									
% meeting high standards: Score 3.5+									
Score: 2-3									
Score: NS- 1.5									
Grade									
% meeting high standards: Score 3.5+									
Score: 2-3									
Score: NS- 1.5									
Grade									
% meeting high standards: Score 3.5+									
Score: 2-3									
Score: NS- 1.5									

Row label column at far left of this section: **WRITING**

At mid-assessment, Gr. K-2 had only taken one Clay Writes (11/06). Gr. K-1 reported the percent of students scoring 2 or above on a scale of 0-3 (Kindergarten-82%, 1st gr.-55%) and 2nd gr. reported the percent scoring 3 or above on a scale of 0-6 (77%). Third grade has taken only one Clay Writes (8/06) and have represented the percentage of students scoring 3.5 or above on a scale of 0-6 (32%). Grades 4-6 have taken two Clay Writes (8/06 and 11/06) and have reported the percent of students scoring 3.5 or above on a scale of 0-6 (4th gr. 14% to 54%, 5th gr. 52% to 82%, 6th gr. 51% to 68%). Fourth through Sixth grade averages all improved at the November assessment.

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	Curriculum Area/Benchmark:								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
SCIENCE	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

All students in Gr. K-6 were given a baseline assessment in 8/06 and a mid-assessment in 1/07. Grades K,2,4,5, and 6 showed progress at the mid-assessment. They are listed as follows: Kindergarten 50% to 68%, 2nd gr. 2% pass/fail to 74% pass/fail, 4th gr. 58% to 79%, 5th gr. 7% to 84%, and 6th gr. 49% to 78%. First grade maintained the same average at 58%. Third grade dropped from 43% to 34%.

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School wide Improvement Updates	

*Baseline Data: baseline data is compared to current assessment data to calculate changes in student performance. Data used should measure the same skills or benchmarks as assessments given earlier in the school year.

 **Comparable Data: using valid and reliable assessment items and administered regularly(monthly or quarterly) by the district or school to the same students, measuring the same benchmarks, using the same test item specifications with the same degree of difficulty.)

Directions for Using the Data Chart

1. Insert the curriculum area and/or benchmark assessed.
2. Insert the name of the assessment used.
3. Insert the grade levels assessed.
4. Insert the assessment data in the appropriate column for the reporting period.
5. Enter a narrative explaining the data in the space provided under the data table. The space will expand as needed to accommodate the length of the narrative.

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