



# BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: S. Bryan Jennings Elementary School

School District: Clay

## PROGRESS TOWARD MEETING REQUIREMENTS

REQUIREMENTS	Report progress toward meeting accountability requirements in the appropriate cells below
<p>HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p>X No Changes in Administration have taken place since the last report.</p>
<p>HIGHLY QUALIFIED TEACHERS</p>	<p><input type="checkbox"/> No changes in instructional staff have taken place since the last report.  <input type="checkbox"/> There are no instructional vacancies at this time.            X All teachers are certified and teaching in-field.            Sandy Henney and Cindy Sease are National Board Certified teachers.</p>
<p>TEACHER MENTORING ACTIVITIES</p>	<p>Teacher mentoring activities have continued as outlined in the SIP. New teachers are making progress and meeting expectations.            Mentor: Mentee additions            Martha O'Laughlin: Gail Dockery            Kathy Frendahl: Della Connolly</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>After school tutoring is available for students in grades 3-6. 72% of Level 1 Reading students and 81% of Level I Math students attend after school tutoring two days per week. After school tutoring includes research-based activities such as Successmaker, Quick Reads, and Great Leaps.            Morning computer lab is available from 7:15-7:55, four days a week. 70% of Level 1 Reading and Math students attend and use the Successmaker program for reading and/or math. Level 1 students have gained ¾ of a year in reading and math.</p>

Mid Year Report is due January 25<sup>th</sup>

READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used: SuccessMarker								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 4 Course Level								
% meeting high standards Level 3+	4.23			4.83	14%			
Level 2	3.30			3.82	16%			
Level 1	3.56			4.19	18%			
Grade 5								
% meeting high standards Level 3+	5.44			6.04	11%			
Level 2	4.53			5.18	14%			
Level 1	4.14			4.83	17%			
Grade 6								
% meeting high standards Level 3+	6.31			6.80	8%			
Level 2	5.47			6.05	11%			
Level 1	5.00			5.60	12%			

Enter narrative here.  
 Levels are based on the 2006 FCAT Reading achievement levels.

Mid Year Report is due January 25<sup>th</sup>

READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used: SuccessMarker								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 3		Course Level						
% meeting high standards Level 3+	3.93			4.72	20%			
Level 2	3.27			4.14	27%			
Level 1	3.54			4.35	23%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.  
 Levels are based on the 2006 SAT percentile scores.  
 Level 1= 1-25  
 Level 2= 26-49  
 Level 3= 50 and above

Mid Year Report is due January 25<sup>th</sup>

READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used: DIBELS								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 4								
Average WPM								
% meeting high standards Level 3+	114			126	11%			
Level 2								
Level 1	67			72	7%			
Grade 5								
% meeting high standards Level 3+	133			139	5%			
Level 2	105			121	15%			
Level 1	87			103	18%			
Grade 6								
% meeting high standards Level 3+	135			142	5%			
Level 2	115			127	10%			
Level 1	81			100	23%			

Enter narrative here.  
 Levels are based on the 2006 FCAT Reading achievement levels.

Mid Year Report is due January 25<sup>th</sup>

READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used: DIBELS								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 3	Number of students							
% meeting high standards Level 3+	LR 53 MR 5 HR 0			LR 53 MR 5 HR 0				
Level 2	LR 6 MR 3 HR 0			LR 8 MR 1 HR 0				
Level 1	LR 1 MR 12 HR 4			LR 5 MR 7 HR 5				
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.  
 Levels are based on reading group placement in 3<sup>rd</sup> grade. Lowest two reading levels= Level 1, Middle group= Level 2, and top 3 groups =Level 3+

Mid Year Report is due January 25<sup>th</sup>

MATHEMATICS

Curriculum Area/Benchmark: Math								
Name of Assessment Used: SuccessMaker								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 4 Course Level								
% meeting high standards Level 3+	4.63			5.02	8%			
Level 2	4.17			4.41	6%			
Level 1	3.52			3.98	13%			
Grade 5								
% meeting high standards Level 3+	5.24			5.70	9%			
Level 2	4.52			5.09	13%			
Level 1	3.82			4.32	13%			
Grade 6								
% meeting high standards Level 3+	6.13			6.94	13%			
Level 2	5.10			5.78	13%			
Level 1	4.64			5.39	16%			

Enter narrative here.  
 Levels are based on the 2006 FCAT Math achievement levels.

Mid Year Report is due January 25<sup>th</sup>

MATHEMATICS

Curriculum Area/Benchmark: Math								
Name of Assessment Used: SuccessMaker								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 3		Course Level						
% meeting high standards Level 3+	3.97			4.31	9%			
Level 2	3.14			3.53	12%			
Level 1	2.54			3.07	20%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.  
 Levels are based on the 2006 SAT 10 percentile scores.  
 Level 1= 1-25  
 Level 2= 26-49  
 Level 3+= 50 and above

Mid Year Report is due January 25<sup>th</sup>

WRITING

Type of Essay: Narrative								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 4	Number of students							
% meeting high standards: Score 3.5+	0			55				
Score: 2-3	2			30				
Score: NS- 1.5	71			7				
Grade 4 Expository	Number of Students							
% meeting high standards: Score 3.5+	0			50				
Score: 2-3	2			21				
Score: NS- 1.5	73			6				
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.  
 Score placements were based on baseline outcomes.

Mid Year Report is due January 25<sup>th</sup>



SCIENCE

Curriculum Area/Benchmark:								
Name of Assessment Used: County-made Assessment								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 5	Average Score							
% meeting high standards Level 3+	61%			71%	16%			
Level 2	36%			43%	19%			
Level 1	42%			49%	17%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Levels are based on 2006 FCAT Reading achievement levels.

Mid Year Report is due January 25<sup>th</sup>

School wide Improvement Updates	Omit
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\*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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