

BUREAU OF SCHOOL IMPROVEMENT

Date: JANUARY 25, 2007

School: 0232-GROVE PARK ELEMENTARY

School District: 010-CLAY

| REQUIREMENTS | PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below |
|--|--|
| HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS | <input checked="" type="checkbox"/> No Changes in Administration have taken place since the last report. |
| HIGHLY QUALIFIED TEACHERS | <input type="checkbox"/> No changes in instructional staff have taken place since the last report. <input checked="" type="checkbox"/> There are no instructional vacancies at this time. <input checked="" type="checkbox"/> All teachers are certified and teaching in-field. |
| TEACHER MENTORING ACTIVITIES | All beginning teachers are assigned peer teachers. Reading and math coaches assist classroom teachers with best teaching practices. |
| EXTENDED LEARNING OPPORTUNITIES | Free and Reduced Lunch eligible students qualify for supplemental educational services. After school tutoring is also available for students who wish to participate. Saturday tutoring is also available for all eligible students based on current data. A newly renovated computer lab is equipped with Success Maker software to assist students in the areas of reading and math. |

Mid Year Report is due January 25th

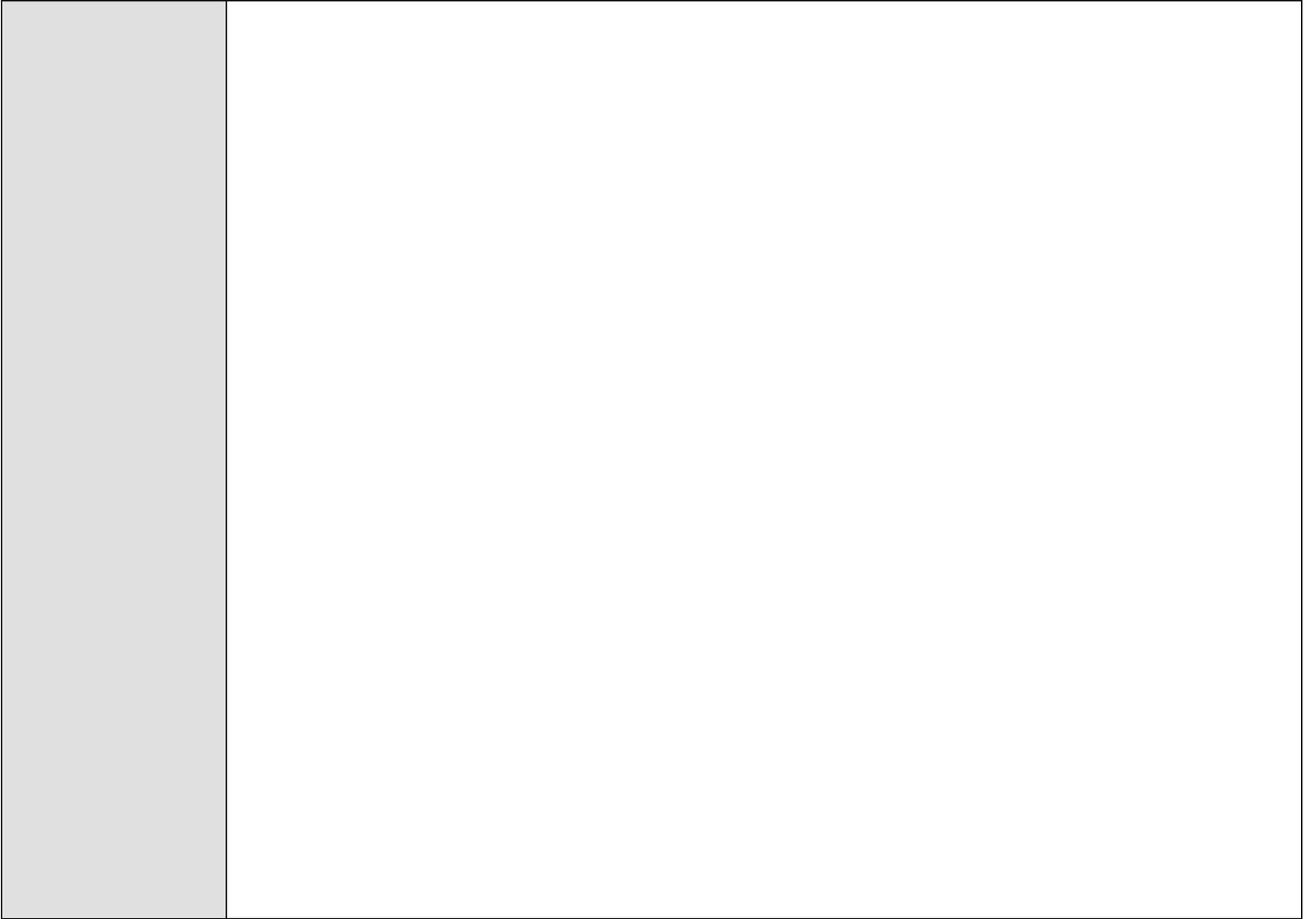
READING

| Curriculum Area/Benchmark: READING FLUENCY | | | | | | | | |
|--|---------------|--|----------|--|----------|--|----------|----------------|
| Name of Assessment Used: DIBELS | | | | | | | | |
| Grade Assessed K-6 | Baseline Data | 1 st Progress Report (October) | % Change | 2 nd Progress Report (January) | % Change | 3 rd Progress Report (April) | % Change | Total % Change |
| Grade K | | | | | | | | |
| Level 3+ | 44/59 | | | 43/62 | -1/3 | | | |
| Level 1 and 2 | | | | | | | | |
| Grade 1 | | | | | | | | |
| Level 3+ | 86/86 | | | 76/78 | -10/-8 | | | |
| Level 1 and 2 | | | | | | | | |
| Grade 2 | | | | | | | | |
| Level 3+ | 67/67 | | | 73/73 | 6/6 | | | |
| Level 1 and 2 | | | | | | | | |
| Grade 3 | | | | | | | | |
| Level 3+ | 56/56 | | | 57/57 | 1/1 | | | |
| Level 1 and 2 | 14% | | | 27% | 13% | | | |
| Grade 4 | | | | | | | | |
| Level 3+ | 58/58 | | | 56/56 | -2/-2 | | | |
| Level 2 | *69.5 | | | *83.25 | *13.75 | | | |
| Level 1 | *80 | | | *88 | *8 | | | |
| Grade 5 | | | | | | | | |
| Level 3+ | 62/62 | | | 68/68 | 6/6 | | | |
| Level 2 | *104 | | | *127 | *23 | | | |
| Level 1 | *78.5 | | | *92 | *13.5 | | | |
| Grade 6 | | | | | | | | |
| Level 3+ | 54/54 | | | 52/52 | -2/-2 | | | |
| Level 2 | *120 | | | *137 | *17 | | | |
| Level 1 | *100 | | | *117 | *17 | | | |

NARRATIVE: Reading data is from DIBELS: Kindergarten: Instructional Level/Letter Naming Fluency
 First-Sixth grades: Instructional Level/Oral Reading Fluency

- *DIBELS Data: Third grade students scoring at the 39% and below on the Stanford 10 was used for reporting Level 1 and 2. DIBELS score show student progress at Recommended Instructional Level.
- *DIBELS Data: Fourth-Sixth grades, scores for Level 1 and 2 reveal the average Oral Reading Fluency score and the points gained.

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| Curriculum Area/Benchmark: MATH | | | | | | | | |
|--|---------------|--|----------|--|----------|--|----------|----------------|
| Name of Assessment Used: TARGETING SUCCESS IN MATH | | | | | | | | |
| Grade Assessed K | Baseline Data | 1 st Progress Report (October) | % Change | 2 nd Progress Report (January) | % Change | 3 rd Progress Report (April) | % Change | Total % Change |
| Grade K | | | | | | | | |
| Level 3+ | 54% | | | 71% | 17% | | | |
| Level 1 and 2 | 46% | | | 57% | 11% | | | |
| Grade 1 | | | | | | | | |
| Level 3+ | 47% | | | 59% | 12% | | | |
| Level 1 and 2 | 43% | | | 47% | 4% | | | |
| Grade 2 | | | | | | | | |
| Level 3+ | 45% | | | 65% | 20% | | | |
| Level 1 and 2 | 41% | | | 57% | 16% | | | |
| Grade 3 | | | | | | | | |
| Level 3+ | 54% | | | 71% | 17% | | | |
| Level 1 and 2 | 37% | | | 55% | 16% | | | |
| Grade 4 | | | | | | | | |
| Level 3+ | 47% | | | 54% | 7% | | | |
| Level 2 | 35% | | | 50% | 15% | | | |
| Level 1 | 37% | | | 45% | 8% | | | |
| Grade 5 | | | | | | | | |
| Level 3+ | 35% | | | 57% | 22% | | | |
| Level 2 | 36% | | | 42% | 6% | | | |
| Level 1 | 30% | | | 37% | 7% | | | |
| Grade 6 | | | | | | | | |
| Level 3+ | 48% | | | 51% | 3% | | | |
| Level 2 | 36% | | | 37% | 1% | | | |
| Level 1 | 27% | | | 29% | 2% | | | |

NARRATIVE

The results using the Targeting Success in Math Diagnostic reveals the percentage of correct answers. At this point in the academic year, it is expected that all students should score at least 50% correct answers. Upon reviewing the results of this data, new strategies have been implemented to address 5th and 6th grade concerns.

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WRITING

| Type of Essay: CLAY WRITES | | | | | | | | |
|----------------------------|---------------|---|-------------|---|-------------|---|-------------|-------------------|
| Grades Assessed K-6 | Baseline Data | 1 st Progress Report (October) | % Change | 2 nd Progress Report (January) | % Change | 3 rd Progress Report (April) | % Change | Total % Change |
| Grade K | | | | | | | | |
| Grade Level Avg. | 1.67 | | | | | | | |
| Grade 1 | | | | | | | | |
| Grade Level Avg. | 1.27 | | | | | | | |
| Grade 2 | | | | | | | | |
| Grade Level Avg. | 2.50 | | | | | | | |
| Grade 3 | | | | | | | | |
| Grade Level Avg. | 2.46 | | | | | | | |
| Grade 4 | | | | | | | | |
| Grade Level Avg. | 1.88 | | | 2.44 | .56% | | | |
| Grade 5 | | | | | | | | |
| Grade Level Avg. | 2.62 | | | 3.22 | .60% | | | |
| Grade 6 | | | | | | | | |
| Grade Level Avg. | 3.20 | | | 3.40 | .20% | | | |

NARRATIVE

The Clay Writes assessment was used to determine baseline data in grades K-6. The rubric for Grades K-1 is 1-3 and Grades 2-6 is 0-6. The second administration of Clay Writes for grades K-3 will occur in February. The third administration of Clay Writes for grades 3-6 will also occur in February. Grades K-6 are continuing to use the Just Write comprehensive writing program to address the need for improvement in writing.

| | | | | | | | | | |
|---|---|---------------|---|-------------|---|-------------|---|-------------|-------------------|
| SCIENCE | Curriculum Area/Benchmark: SCIENCE | | | | | | | | |
| | Name of Assessment Used: TEACHER DEVELOPED SCIENCE DIAGNOSTIC | | | | | | | | |
| | Grade Assessed 5 | Baseline Data | 1 st Progress Report (October) | % Change | 2 nd Progress Report (January) | % Change | 3 rd Progress Report (April) | % Change | Total % Change |
| | Grade 5 | | | | | | | | |
| | Grade Level Avg. | 48% | | | 59% | 11% | | | |
| <u>NARRATIVE</u> | | | | | | | | | |
| The results using the Teacher Developed Science Diagnostic reveals the percentage of correct answers. At this point in the academic year, it is expected that all students should score at least 50% correct answers. 5 th Grade students are on target. | | | | | | | | | |

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**School Wide
Improvement
Updates**

Grades K-6 continue to use ability grouping in Reading and Math. Grades K-6 incorporates 90 minutes of reading and math daily.

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