



# BUREAU OF SCHOOL IMPROVEMENT

Date: January 2007

School: Lake Asbury Elementary

School District: Clay County

| REQUIREMENTS   | <p align="center"><b>PROGRESS TOWARD MEETING REQUIREMENTS</b></p> <p align="center">Report progress toward meeting accountability requirements in the appropriate cells below</p>  |
|--|--|
| <p align="center"><b>HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</b></p> | <p><input type="checkbox"/> No Changes in Administration have taken place since the last report.</p> <p>The Principal, Dale Eichhorn, holds a Master's Degree in Administration. He is certified in SREB (Data Analysis and Culture Training). He has completed the Administrator's Literacy Institute, FCAT/AIP STAR Training, The Clay County Leadership Academy, Empowering ESOL Teachers Workshop, Student Code of Conduct Training, Introduction to Disaster Services Training, and Just Read Florida Conference.</p> <p>Mr. Eichhorn has implemented monthly seamless articulation meetings. He encourages student achievement through the Principal's Lunch Bunch program.</p> <p>Through Mr. Eichhorn's training and innovative ideas, our faculty is able to increase student achievement as they progress through each grade level while consistently meeting the needs of all students.</p> <p>The Assistant Principal, Ryan Widdowson, hold a Master's Degree in Educational Leadership. She is currently enrolled in Clay County's HRMD Program for Principal Certification. She has completed Administrator's Literacy Institute, DIBELS Administrative Training, Interaction Management, Florida Principal's Competencies, FCAT/AIP STAR Training, Florida Leaders.net, and Facilitating Effective Teams Training. Mrs. Widdowson is Nationally Board Certified in the area of Adolescent Social Studies.</p> <p>Mrs. Widdowson serves as Lake Asbury Elementary's In service Coordinator. Mrs. Widdowson also supervises teacher's Individual Professional Training Plans to ensure that all of our teachers maintain a high level of instruction, so that student achievement is positively impacted.</p> <p>Through Mrs. Widdowson's extensive training and experience she supports the efforts of faculty and staff to enhance student achievement.</p> |

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

**HIGHLY  
QUALIFIED  
TEACHERS**

Administration provides the faculty opportunities to make decisions regarding school curriculum and how best to meet the needs of all students.

Lake Asbury works towards maintaining our "A" School status in order to provide teachers with extra funds to meet personal and school based needs.

Administration encourages teachers to continue their professional growth by providing them with ample in service opportunities in high need areas (as determined by faculty surveys).

Ongoing training in a variety of settings and schedules is made available to teachers to facilitate professional growth.

Lake Asbury Elementary has a strong parent volunteer program, which provides teachers with resources to meet the needs of their students.

Clay District Schools is putting forth tremendous effort to recruit and retain highly qualified reading teachers. Recruitment initiatives are taking place at local and state universities, as well as at teacher recruitment seminars across the country. Clay County has taken a vested interest in the reading endorsement process and is offering courses year-round to enable teachers to get the classes needed for the endorsement. To assist teachers throughout our sprawling county, plans are in place for distance learning courses for the reading endorsement. Even though elementary teachers are not required to get the reading endorsement, emphasis on the value of the endorsement classes has been communicated to elementary teachers, resulting in a large group of elementary teachers electing to take endorsement classes.

Administration encourages teachers to continue their professional growth by providing them with ample in service opportunities in high need areas (as determined by faculty surveys).

Ongoing training in a variety of settings and schedules is made available to teachers to facilitate professional growth.

\*Rachel Cassidy, a kindergarten teacher with a temporary certificate, is completing her second year of teaching. At the conclusion of this year she will apply for her "Professional Certificate".

\*Lindsay Corry, a first grade teacher with a temporary certificate, has taken and passed the K-6 SAE. She will take the GK exam October of 2006. She will then begin the process for taking her Professional Educator's Test.

\*Debbie Carberry, a second grade teacher with a temporary certificate, has currently completed all requirements for the Alternative Certification Program. She will be filing for her professional certificate.

\*Wendy Chaff, a fifth grade teacher is "Out of Field", due to ESOL requirements. She will complete the necessary ESOL classes in order to regain her "In Field" status.

\*Angelina Hedberg, a sixth grade Social Studies teacher with a temporary certificate, will be taking her K-6 exam in January of 2007. She will take her GK exam in March of 2007.

\*Twila Houston, a DOP reading teacher is currently "Out of Field", due to ESOL requirements. She will take the ESOL certification exam in January of 2007 in order to regain her "In Field" status. She will continue completing ESOL coursework until ESOL Endorsement is obtained.

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

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|  | <input type="checkbox"/> No changes in instructional staff have taken place since the last report.<br><input type="checkbox"/> There are no instructional vacancies at this time.<br><input type="checkbox"/> All teachers are certified and teaching in-field.  |
| <p style="text-align: center;"><b>TEACHER MENTORING ACTIVITIES</b></p> | <p>First year teachers with a degree in education have a mentor assigned to them to help them become productive and proficient members of the educational community.</p> <p>Each college graduate who is working toward certification in education will be assigned a Certified Peer Teacher to help him/her become a productive and proficient member of the educational community.</p> <p>Each team leader will monitor any new member's student achievement data and provide training in any needed area. First year teachers will meet with their Team Leader monthly.</p> <p>Cathy Grant is a retired employee of the Clay County School Board and has been hired by the Clay County School Board to mentor all first year teachers (*).</p> <p><b>MENTEE MENTOR</b></p> <p>Teresa Black (4) Barbara Schmidt (4)</p> <p>*Lindsay Corry (1) Sabrina Thomas (1)</p> <p>*Melissa English (3) Arlena Dobbins (3) and Heather Butcher (3)</p> <p>*Crystal Gelinis (1) Brenda Hamilton (1)</p> <p>*Lisa Gwaltney (Art) Jim Hughes (Tech)</p> <p>*Angelina Hedberg (6) Terri Ann Dicks (6) and Kim Walker (6)</p> <p>*Gretchen Johns (Guidance) Ellen Suedkamp (Guidance LJHS)</p> <p>Cari Lempicki (6) Terri Ann Dicks (6) and Kim Walker (6)</p> <p>*Brenda Lewis (K) Bonnie Showman (K)</p> <p>*Samantha McPherson (K) Jennifer Price (K)</p> <p>*JoBeth Maritato (4) Barbara Schmidt (4)</p> <p>*Adam McClain (5) Karen McMillan (5)</p> <p>Melinda Morgan (4) Barbara Schmidt (4)</p> <p>*Shannon Pelligrini (K) Bonnie Showman (K)</p> <p>*Juli Ravenscroft (2) Laura Fogarty (2)</p> <p>*Troy Ravenscroft (5) Karen McMillan (5)</p> <p>*Angela Searcy (K) Bonnie Showman (K)</p> <p>*Stephanie Shafer (P.E.) Jim Hughes (Tech.)</p> <p>*Stacy Stowe (2) Laura Fogarty (2)</p> <p>Kristin Thorburn-Savill (4) Barbara Schmidt (4)</p> <p>*LeeAnn Wall (2) Laura Fogarty (2)</p> |

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

|  |  |
|--|--|
|  | <p>BEGINNING TEACHER PEER TEACHER<br/>Lindsay Corry (1st) Jennifer Umbaugh (2nd)<br/>Angelina Hedberg (6th) Shannon Hillis (5th)<br/>Gretchen Johns (Guidance) Ellen Suedkamp (Guidance LJHS)</p>  |
| <p>EXTENDED<br/>LEARNING<br/>OPPORTUNITIES</p> | <p>Tutoring is provided, after school, for the lower achieving students in the subject areas of reading and math. During the summer, lower achieving students are invited to attend a Summer Reading Camp to enhance their reading skills and students with disabilities are provided the opportunity to attend summer school.</p> |

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

|         |   |               |   |          |   |          |   |          |                |
|---------|---|---------------|---|----------|---|----------|---|----------|----------------|
| READING | Curriculum Area/Benchmark :Reading                                  |               |   |          |   |          |   |          |                |
|         | Name of Assessment Used: Individual Assessments are included below. |               |   |          |   |          |   |          |                |
|         | 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 Kindergarten Letter/Sound Association Test                    |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 26%                                       |          | 82%                                       | +56%     |   |          |                |
|         | Level 2   |               | 10%                                       |          | 6%  | -4%      |   |          |                |
|         | Level 1   |               | 64%                                       |          | 12%                                       | -52%     |   |          |                |
|         | Grade First Grade DIBELS- Oral Reading Fluency                      |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 53%                                       |          | 75%                                       | +22%     |   |          |                |
|         | Level 2   |               | 38%                                       |          | 22%                                       | -16%     |   |          |                |
|         | Level 1   |               | 9%  |          | 3%  | -6%      |   |          |                |
|         | Grade Second Grade DIBELS- Oral Reading Fluency                     |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 75%                                       |          | 70%                                       | -5%      |   |          |                |
|         | Level 2   |               | 19%                                       |          | 14%                                       | -5%      |   |          |                |
|         | Level 1   |               | 6%  |          | 16%                                       | +10%     |   |          |                |

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

|         |   |               |   |          |   |          |   |          |                |
|---------|---|---------------|---|----------|---|----------|---|----------|----------------|
| READING | Curriculum Area/Benchmark :Reading                                  |               |   |          |   |          |   |          |                |
|         | Name of Assessment Used: Individual assessments are included below. |               |   |          |   |          |   |          |                |
|         | 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 Third<br>Comprehensive Diagnostic                             |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 23%                                       |          | 70%                                       | +47%     |   |          |                |
|         | Level 2   |               | 18%                                       |          | 16%                                       | -2%      |   |          |                |
|         | Level 1   |               | 59%                                       |          | 14%                                       | -45%     |   |          |                |
|         | Grade Fourth<br>2005 FCAT<br>SSS Test                               |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 18%                                       |          | 41%                                       | +23%     |   |          |                |
|         | Level 2   |               | 11%                                       |          | 17%                                       | +6%      |   |          |                |
|         | Level 1   |               | 71%                                       |          | 42%                                       | -29%     |   |          |                |
|         | Grade Fifth<br>Cumulative FCAT<br>Based Diagnostic                  |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                   |               | 30%                                       |          | 54%                                       | +24%     |   |          |                |
|         | Level 2   |               | 25%                                       |          | 27%                                       | +2%      |   |          |                |
|         | Level 1   |               | 45%                                       |          | 19%                                       | -26%     |   |          |                |

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

|         |   |               |   |          |   |          |   |          |                |
|---------|---|---------------|---|----------|---|----------|---|----------|----------------|
| READING | Curriculum Area/Benchmark :Reading                                    |               |   |          |   |          |   |          |                |
|         | Name of Assessment Used: Individual assessments are included below.   |               |   |          |   |          |   |          |                |
|         | 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 Sixth Comprehensive Diagnostic                                  |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                     |               | 27%                                       |          | 68%                                       | +41%     |   |          |                |
|         | Level 2   |               | 23%                                       |          | 22%                                       | -1%      |   |          |                |
|         | Level 1   |               | 50%                                       |          | 10%                                       | -40%     |   |          |                |
|         | Grades 3-6 SWD (Students with Disabilities) Comprehensive Diagnostics |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                     |               | 22%                                       |          | 63%                                       | +41%     |   |          |                |
|         | Level 2   |               | 33%                                       |          | 11%                                       | -22%     |   |          |                |
|         | Level 1   |               | 45%                                       |          | 26%                                       | -19%     |   |          |                |
|         | Grades 3-6 Lower quartile Comprehensive Diagnostics                   |               |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+                                     |               | 5%  |          | 22%                                       | +17%     |   |          |                |
|         | Level 2   |               | 14%                                       |          | 33%                                       | +19%     |   |          |                |
|         | Level 1   |               | 81%                                       |          | 45%                                       | -36%     |   |          |                |

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

|         |   |                                   |   |          |   |          |   |          |                |
|---------|---|-----------------------------------|---|----------|---|----------|---|----------|----------------|
| READING | Curriculum Area/Benchmark :Reading  |                                   |   |          |   |          |   |          |                |
|         | Name of Assessment Used: Individual assessments are included below.   |                                   |   |          |   |          |   |          |                |
|         | 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 3-6<br>EDA (Economically Disadvantaged)<br>Comprehensive Diagnostic   |                                   |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+   |                                   | 14%                                       |          | 39%                                       | +25%     |   |          |                |
|         | Level 2   |                                   | 18%                                       |          | 28%                                       | +10%     |   |          |                |
|         | Level 1   |                                   | 68%                                       |          | 33%                                       | -35%     |   |          |                |
|         | Grade   |                                   |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+   |                                   |   |          |   |          |   |          |                |
|         | Level 2   |                                   |   |          |   |          |   |          |                |
|         | Level 1   |                                   |   |          |   |          |   |          |                |
|         | Grade   |                                   |   |          |   |          |   |          |                |
|         | % meeting high standards Level 3+   |                                   |   |          |   |          |   |          |                |
|         | Level 2   |                                   |   |          |   |          |   |          |                |
|         | Level 1   |                                   |   |          |   |          |   |          |                |
|         | Enter narrative here.<br>Strategy: Modeling<br>Impact: Average growth of + 32% for the school. All subgroups demonstrated growth.<br>Determination of levels: |                                   |   |          |   |          |   |          |                |
|         |   |                                   | 3+  |          | 2   |          | 1                                       |          |                |
|         |   | K                                 | 70% & above                               |          | 60-69%                                    |          | 0-59%                                   |          |                |
|         |   | 1 <sup>st</sup> -2 <sup>nd</sup>  | AA or LR                                  |          | MR  |          | HR                                      |          |                |
|         |   | 3 <sup>rd</sup> - 6 <sup>th</sup> | 70% & above                               |          | 60-69%                                    |          | 0-59%                                   |          |                |
|         | & subgroups   |                                   |   |          |   |          |   |          |                |

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



| <b>MATHEMATICS</b> | Curriculum Area/Benchmark: Mathematics                                     |               |   |          |   |          |   |          |                |
|--------------------|--|---------------|---|----------|---|----------|---|----------|----------------|
|                    | Name of Assessment Used: Comprehensive Math Diagnostics K-6 and subgroups. |               |   |          |   |          |   |          |                |
|                    | 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 |
|                    | <b>Grade Kindergarten</b>  |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 11%                                       |          | 57%                                       | +46%     |   |          |                |
|                    | Level 2  |               | 19%                                       |          | 23%                                       | +4%      |   |          |                |
|                    | Level 1  |               | 70%                                       |          | 20%                                       | -50%     |   |          |                |
|                    | <b>Grade First</b>   |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 3%  |          | 30%                                       | +27%     |   |          |                |
|                    | Level 2  |               | 9%  |          | 24%                                       | +15%     |   |          |                |
|                    | Level 1  |               | 88%                                       |          | 46%                                       | -42%     |   |          |                |
|                    | <b>Grade Second</b>  |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 17%                                       |          | 69%                                       | +52%     |   |          |                |
|                    | Level 2  |               | 22%                                       |          | 19%                                       | -3%      |   |          |                |
|                    | Level 1  |               | 61%                                       |          | 12%                                       | -49%     |   |          |                |

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

| MATHEMATICS | Curriculum Area/Benchmark: Mathematics                                     |               |   |          |   |          |   |          |                |
|-------------|--|---------------|---|----------|---|----------|---|----------|----------------|
|             | Name of Assessment Used: Comprehensive Math Diagnostics K-6 and subgroups. |               |   |          |   |          |   |          |                |
|             | 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 Third  |               |   |          |   |          |   |          |                |
|             | % meeting high standards Level 3+  |               | 2%  |          | 20%                                       | +18%     |   |          |                |
|             | Level 2  |               | 5%  |          | 34%                                       | +29%     |   |          |                |
|             | Level 1  |               | 93%                                       |          | 46%                                       | -47%     |   |          |                |
|             | Grade Fourth   |               |   |          |   |          |   |          |                |
|             | % meeting high standards Level 3+  |               | 8%  |          | 17%                                       | +9%      |   |          |                |
|             | Level 2  |               | 8%  |          | 15%                                       | +7%      |   |          |                |
|             | Level 1  |               | 84%                                       |          | 68%                                       | -16%     |   |          |                |
|             | Grade Fifth  |               |   |          |   |          |   |          |                |
|             | % meeting high standards Level 3+  |               | 0%  |          | 6%  | +6%      |   |          |                |
|             | Level 2  |               | 2%  |          | 15%                                       | +12%     |   |          |                |
|             | Level 1  |               | 98  |          | 80%                                       | -18%     |   |          |                |

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

| <b>MATHEMATICS</b> | Curriculum Area/Benchmark: Mathematics                                     |               |   |          |   |          |   |          |                |
|--------------------|--|---------------|---|----------|---|----------|---|----------|----------------|
|                    | Name of Assessment Used: Comprehensive Math Diagnostics K-6 and subgroups. |               |   |          |   |          |   |          |                |
|                    | 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 Sixth  |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 2%  |          | 11%                                       | +9%      |   |          |                |
|                    | Level 2  |               | 4%  |          | 23%                                       | +19%     |   |          |                |
|                    | Level 1  |               | 94%                                       |          | 66%                                       | -28%     |   |          |                |
|                    | Grade 3-6 SWD (Students with Disabilities)                                 |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 0%  |          | 7%  | +7%      |   |          |                |
|                    | Level 2  |               | 0%  |          | 11%                                       | +11%     |   |          |                |
|                    | Level 1  |               | 100%                                      |          | 82%                                       | -18%     |   |          |                |
|                    | Grade 3-6 Lower quartile   |               |   |          |   |          |   |          |                |
|                    | % meeting high standards Level 3+  |               | 1%  |          | 0%  | -1%      |   |          |                |
|                    | Level 2  |               | 1%  |          | 3%  | +2%      |   |          |                |
|                    | Level 1  |               | 98%                                       |          | 97%                                       | -1%      |   |          |                |

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

MATHEMATICS

| Curriculum Area/Benchmark: Mathematics                                     |               |   |          |   |          |   |          |                |
|--|---------------|---|----------|---|----------|---|----------|----------------|
| Name of Assessment Used: Comprehensive Math Diagnostics K-6 and subgroups. |               |   |          |   |          |   |          |                |
| 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 3-6 EDA (Economically Disadvantaged)                                 |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+  |               | 1%  |          | 4%  | +3%      |   |          |                |
| Level 2  |               | 3%  |          | 14%                                       | +11%     |   |          |                |
| Level 1  |               | 96%                                       |          | 82%                                       | -14%     |   |          |                |
| Grade  |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+  |               |   |          |   |          |   |          |                |
| Level 2  |               |   |          |   |          |   |          |                |
| Level 1  |               |   |          |   |          |   |          |                |
| Grade  |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+  |               |   |          |   |          |   |          |                |
| Level 2  |               |   |          |   |          |   |          |                |
| Level 1  |               |   |          |   |          |   |          |                |

Enter narrative here.

Strategy: Modeling and use of manipulatives.

Impact: Average growth of + 29% for the school. All subgroups demonstrated growth.

Determination of levels:

|                               |             |          |          |
|-------------------------------|-------------|----------|----------|
|                               | <u>3+</u>   | <u>2</u> | <u>1</u> |
| K-6 <sup>th</sup> & Subgroups | 70% & above | 60-69%   | 0-59%    |

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

|  |   |               |   |          |   |             |   |          |                |
|--|---|---------------|---|----------|---|-------------|---|----------|----------------|
| <b>WRITING</b>   | Type of Essay:  |               |   |          |   |             |   |          |                |
|  | 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 Kindergarten: Writing Assessment (Clay Writes Format) | Narrative     |   |          | Expository                                |             |   |          |                |
|  | % meeting high standards: Score 3.5+                        |               | 0%  |          | 11%                                       | +11%        |   |          |                |
|  | Score: 2-3  |               | 6%  |          | 50%                                       | +44%        |   |          |                |
|  | Score: NS- 1.5  |               | 94%                                       |          | 39%                                       | -55%        |   |          |                |
|  | Grade Fourth: Clay Writes                                   | Expository    |   |          | Narrative                                 |             |   |          |                |
|  | % meeting high standards: Score 3.5+                        |               | 33%                                       |          | 55%                                       | +22%        |   |          |                |
|  | Score: 2-3  |               | 52%                                       |          | 38%                                       | -14%        |   |          |                |
|  | Score: NS- 1.5  |               | 15%                                       |          | 7%  | -8%         |   |          |                |
|  | Grades 1-6 Narrative and Expository mixed                   |               |   |          |   |             |   |          |                |
|  | % meeting high standards: Score 3.5+                        |               | 28%                                       |          | 39%                                       | +11%        |   |          |                |
|  | Score: 2-3  |               | 47%                                       |          | 44%                                       | -3%         |   |          |                |
|  | Score: NS- 1.5  |               | 25%                                       |          | 17%                                       | -8%         |   |          |                |
|  | Enter narrative here.                                       |               |   |          |   |             |   |          |                |
| Strategy: Model and practice focus, organization, support, and conventions.                  |   |               |   |          |   |             |   |          |                |
| Impact: Average growth of + 29% for the school. Fourth grade demonstrated a growth of + 22%. |   |               |   |          |   |             |   |          |                |
| Determination of levels:   |   |               |   |          |   |             |   |          |                |
|  |   | 3+            |   | 2        |   | 1           |   |          |                |
|  | K   | Stage 3-4     |   | Stage 2  |   | NS-Stage 1  |   |          |                |
|  | 1 <sup>st</sup>   | rubric 3      |   | rubric 2 |   | rubric NS-1 |   |          |                |
|  | 2 <sup>nd</sup> -6 <sup>th</sup>                            | 3.5 +         |   | 2.0-3.0  |   | NS-1.5      |   |          |                |

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

SCIENCE

| Curriculum Area/Benchmark: Science                             |               |   |          |   |          |   |          |                |
|--|---------------|---|----------|---|----------|---|----------|----------------|
| Name of Assessment Used: Comprehensive Science Assessments K-6 |               |   |          |   |          |   |          |                |
| 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 Fifth  |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+                              |               | 0%  |          | 17%                                       | +17%     |   |          |                |
| Level 2  |               | 1%  |          | 18%                                       | +17%     |   |          |                |
| Level 1  |               | 99%                                       |          | 65%                                       | -34%     |   |          |                |
| Grades K-6   |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+                              |               | 18%                                       |          | 40%                                       | +22%     |   |          |                |
| Level 2  |               | 13%                                       |          | 17%                                       | +4%      |   |          |                |
| Level 1  |               | 69%                                       |          | 43%                                       | -26%     |   |          |                |
| Grade  |               |   |          |   |          |   |          |                |
| % meeting high standards Level 3+                              |               |   |          |   |          |   |          |                |
| Level 2  |               |   |          |   |          |   |          |                |
| Level 1  |               |   |          |   |          |   |          |                |

Enter narrative here.

Strategy: Use a variety of models, tools and technology.

Impact: Average growth of +26% for the school. Fifth grade demonstrated a growth of +34%.

Determination of levels:

|      |             |          |          |
|------|-------------|----------|----------|
|      | <u>3+</u>   | <u>2</u> | <u>1</u> |
| K- 6 | 70% & above | 60-69%   | 0-59%    |

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

|                                       |  |
|---------------------------------------|--|
| School wide<br>Improvement<br>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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