BUREAU OF SCHOOL IMPROVEMENT

Date: January 23, 2007
School: RideOut 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.
HIGHLY QUALIFIED TEACHERS	X☐ No changes in instructional staff have taken place since the last report. ☐ There are no instructional vacancies at this time. 1 Vacancy – EHSC – Long Term X☐ All teachers are certified and teaching in-field. Substitute
TEACHER MENTORING ACTIVITIES	• NBCT – Weekly Mentor Session (8 teachers) • Monthly Grade Level Team Meetings • New Faculty paired with Peer Teacher for mentoring • Learning Communities (Administration Candidates) – Varied Subjects
EXTENDED LEARNING OPPORTUNITIES	• Before/After School Tutoring Oct. – Dec. with K-6 gr., 100% Level 1 & 2 students using Successmaker Software. • Saturday School – 3rd through 6th grade students, all levels beginning in January using FCAT explorer, Harcourt Math, with Progress Reports.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Oral Reading Fluency							
	Name of Assessment Used: DIBELS							
	Grade Assessed	Baseline Data (September)			2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
READING	Grade - Kindergarten								
	% meeting high standards Level 3+	71.6			61.8	-9.8			
	Level 2	21.1			32.1	+11			
	Level 1	8.2			6.1	-2.1			
	Grade – 1st grade								
	% meeting high standards Level 3+	86.8			80.8	-6.0			
	Level 2	9.4			15.2	+5.8			
	Level 1	3.8			4	+0.2			
	Grade – 2nd grade								
	% meeting high standards Level 3+	77			76.7	-0.3			
	Level 2	14.1			9.8	-4.3			
	Level 1	8.9			13.5	+4.6			
	Grade – 3rd grade								
	% meeting high standards Level 3+	70.4			68.7	-1.7			
	Level 2	24			25.3	+1.3			
	Level 1	5.6			6	+0.4			
	Grade – 4th grade								
	% meeting high standards Level 3+	67.9			67.8	-0.1			
	Level 2	21.4			22.4	+1.0			
	Level 1	10.7			9.9	-0.8			

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READING	Curriculum Area/Benchmark: Oral Reading Fluency								
	Name of Assessment Used: DIBELS								
	Grade Assessed	Baseline Data (September)			2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade – 5TH grade								
	% meeting high standards Level 3+	71.4			72.3	+0.9			
	Level 2	16.0			17	+1.0			
	Level 1	12.6			10.7	-1.9			
	Grade – 6th grade								
	% meeting high standards Level 3+	54.8			66.7	+11.9			
	Level 2	34.9			27	-7.9			
	Level 1	10.2			6.3	-3.9			

- **DIBELS – assessment**

- **Kindergarten – Initial Sound Fluency**

- **First – Sixth grade Oral Reading Fluency**

- **Level 3 – Low Risk, Level 2- Moderate Risk, Level 1 – High Risk**

Strategy:
- **Before/After School tutoring for Level 1 & 2 students in K – 6 grade with the focus on various reading skills using Success Maker.**
- **Saturday School tutoring for all levels 3rd – 6th grade using a variety of reading skills.**

Impact:
- **Teacher and students awareness of reading deficiencies and implementation of strategies that provide assistance.**

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Type of Essay: Combined Clay Writes & 2006 FCAT Writes								
Grade Assessed	Baseline Data (2006 FCAT Writes)	1st Progress Report (August)	% Change	2nd Progress Report (November)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade - 4								
% meeting high standards: Score 3.5+	79	15		60	+45			
Score: 2-3	21	60		32	-28			
Score: NS- 1.5	0	25		8	-17			

WRITING

- **Data is based on Aug./Nov. Clay Writes Performance for 4th Grade.**

Strategies:
- **All 4th grade teachers attended Melissa Forney's Razzle Dazzle Workshop and are implementing strategies learned as a framework for instruction.**

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SCIENCE	Curriculum Area/Benchmark: Science								
	Name of Assessment Used: Harcourt Assessment								
	Grade Assessed	Baseline Data (2006 FCAT)	1st Progress Report	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade - 5								
	% meeting high standards Level 3+	41	14		50	+36			
	Level 2	41	25		19	-6			
	Level 1	18	61		31	-30			

Strategy:

- Level 1 & 2 students used *Measuring UP*
- Teacher emphasis on Student Participation and Hands-on learning.

Level 3 and above – 70% and above
Level 2 –   60 – 69 %
Level 1 –   below 59 %

Mid Year Report is due January 25th

MATHEMATICS	

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Number Sense, Measurement, Geometry, Patterns, Data-Probability								
MATHEMATICS	Name of Assessment Used Clay County Math Benchmark test								
	Grade Assessed	Baseline Data (Diagnostic)	2nd Benchmark Assessment (December)		Free/Reduced Students Baseline Diagnostic	Benchmark Assessment (December)			
	Grade: Kindergarten								
	Number Sense	50	73		43	64			
	Measurement	67	NT		42	NT			
	Geometry	42	88		51	89			
	Patterns	46	58		41	67			
	Data, Probability	44	79		39	68			
	Grade 1ST Grade								
	Number Sense	45	73		45	68			
	Measurement	53	75		48	71			
	Geometry	59	93		58	97			
	Patterns	35	NT		31	NT			
	Data, Probability	41	NT		41	NT			

Mid Year Report is due January 25th

Curriculum Area/Benchmark: Number Sense, Measurement, Geometry, Patterns, Data-Probability								
Name of Assessment Used Clay County Math Benchmark test								
Grade Assessed	Baseline Data (Diagnostic)	2nd Benchmark Assessment (December)		Free/Reduced Students Baseline Diagnostic	Benchmark Assessment (December)			
Grade: 2nd Grade								
Number Sense	54	86		52	86			
Measurement	58	NT		58	NT			
Geometry	66	84		65	86			
Patterns	48	81		44	71			
Data, Probability	53	59		48	53			
Grade 3rd Grade								
Number Sense	54	80		49	85			
Measurement	63	82		58	82			
Geometry	51	82		45	83			
Patterns	52	80		47	75			
Data, Probability	43	70		39	62			

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| Curriculum Area/Benchmark: Number Sense, Measurement, Geometry, Patterns, Data-Probability								
Name of Assessment Used Clay County Math Benchmark test								
Grade Assessed	Baseline Data (Diagnostic)	2nd Benchmark Assessment (December)		Free/Reduced Students Baseline Diagnostic	Benchmark Assessment (December)			
Grade: 4th Grade								
Number Sense	52	51		45	55			
Measurement	58	62		54	36			
Geometry	53	46		50	60			
Patterns	38	78		36	76			
Data, Probability	30	NT		19	NT			
Grade 5TH Grade								
Number Sense	38	48		41	44			
Measurement	52	NT		49	NT			
Geometry	32	NT		33	NT			
Patterns	14	75		13	73			
Data, Probability	11	64		9	64			

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	Curriculum Area/Benchmark: Number Sense, Measurement, Geometry, Patterns, Data-Probability							
	Name of Assessment Used Clay County Math Benchmark test							
	Grade Assessed	Baseline Data (Diagnostic)	Mid-Year Assessment (December)	Percentage Increase				
	Grade: 6th Grade							
	Regular Education	62	64	2				
	Free/Reduced Sub-group	57	67	10				
MATHEMATICS								

- NT refers to strand not tested on Benchmark assessment.

- All strands will be assessed by the end of the year.

- RideOut Elementary is currently 1 or 7 schools piloting Clay County's Math Curriculum Mapping program – "Targeting Math Success"

- All scores shown as percentiles.

- 6th Grade used a Pre- and Midterm test since there is no benchmark tests yet for that grade level.

- Free/Reduced subgroup was addressed since that was the only area where AYP was not met in 2005-2006.

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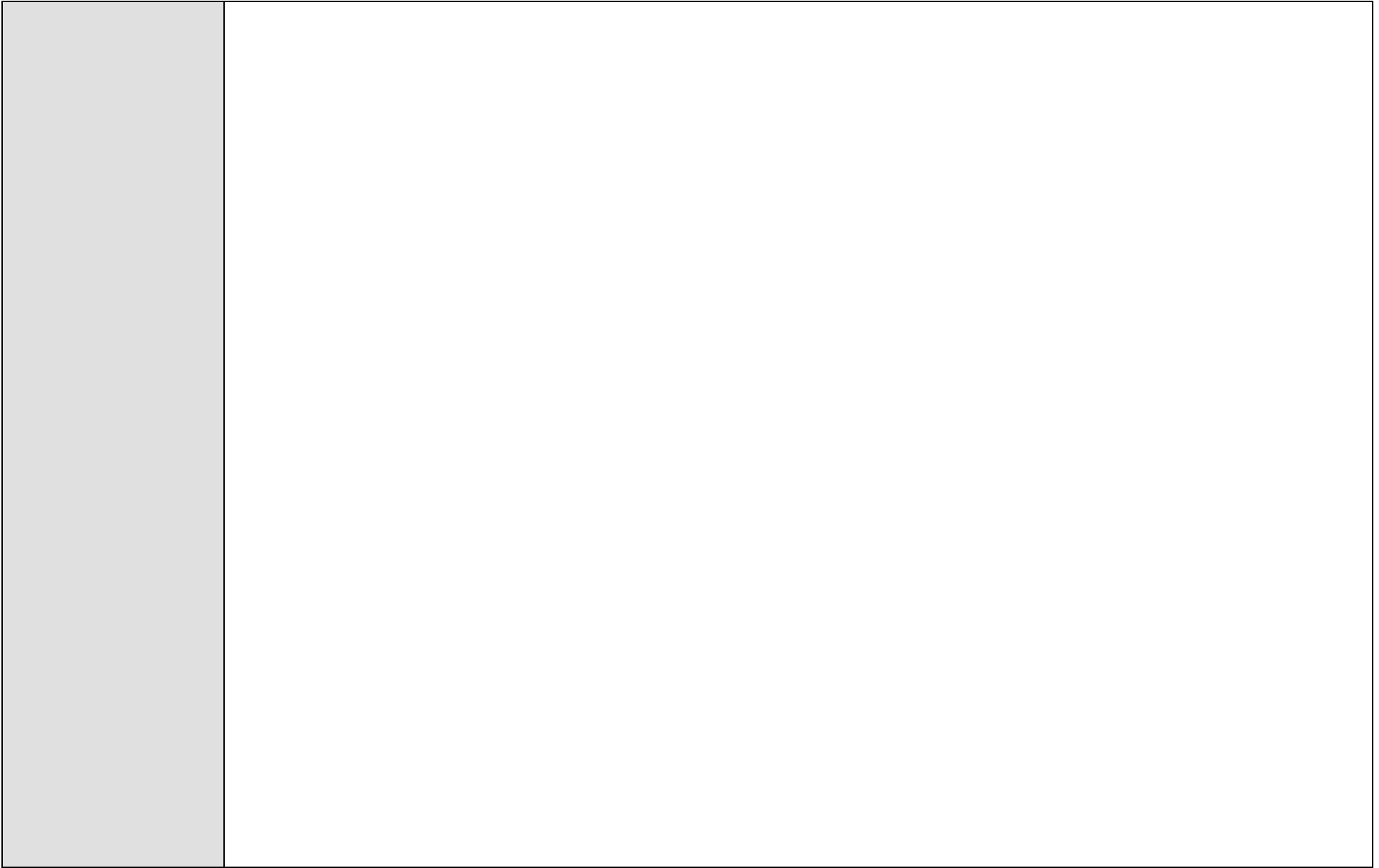
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School Wide Improvement Updates	

*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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