



BUREAU OF SCHOOL IMPROVEMENT

Date: January 23, 2006

School: Swimming Pen Creek Elementary

School District: Clay County

REQUIREMENTS	<p align="center">PROGRESS TOWARD MEETING REQUIREMENTS</p> <p align="center">Report progress toward meeting accountability requirements in the appropriate cells below</p>
<p align="center">HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p><input checked="" type="checkbox"/> No Changes in Administration have taken place since the last report.</p>
<p align="center">HIGHLY QUALIFIED TEACHERS</p>	<p><input type="checkbox"/> No changes in instructional staff have taken place since the last report.</p> <p><input checked="" type="checkbox"/> There are no instructional vacancies at this time.</p> <p><input checked="" type="checkbox"/> All teachers are certified and teaching in-field.</p> <p>Two teachers have transferred from Swimming Pen Creek since the last report. We have a new classroom teacher in first grade, Mary-Margaret Wyzkoski, and a new fifth grade teacher, Bethany Falls. Both are highly qualified.</p>
<p align="center">TEACHER MENTORING ACTIVITIES</p>	<p>Beginning and/or Alternative Certification Teachers have been working with NBCTs, peer teachers, and grade-level leaders to achieve professional development and portfolio goals. Observations, conferences, model-teaching, and sharing sessions take place weekly and are ongoing. Site-based professional development has also taken place, and includes: Successmaker training, basic technology/network skills, Harcourt Math, e-harcourt, FCAT Explorer, Intensive Writing Workshops, Occupational Therapy, and Management.</p>
<p align="center">EXTENDED LEARNING OPPORTUNITIES</p>	<p>As per SPC's School Improvement Plan, our school is continuing to offer before- and after-school tutoring for students in grades 1-6 identified as in need of remediation on a Progress Monitoring Plan. Morning tutoring consists of computer-based instruction in reading and/or math, with individual assistance provided by two, highly-qualified teachers. After-school tutoring is provided for grades 1-6, with teachers working with no more than 12 students per teacher at each level. Instruction focuses on intensive language arts remediation, but math remediation is provided when necessary.</p>

READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used:								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade: Kindergarten		Assessment Used: Teacher-developed assessment/checklist						
% on grade level:	85%			97%	+12%			
Grade: 1st		DIBELS Oral Reading Fluency Assessment						
% on grade level:	95%			93%	-2%			
Grade: 2nd		Assessment Used: SRA Levels/Checkouts						
% on grade level:	100%			100%	--			
Grade: 3rd		Assessment Used: Scholastic Reading Inventory						
% meeting high standards Level 3+	36%			57%	+21%			
Grade: 4th		Assessment Used: Scholastic Reading Inventory (Lexile of 600 or greater.)						
% meeting high standards Level 3+	47%	(FCAT data: 85.6%)		62%	+15%			
Level 2 (FCAT)	8.2%			Not Available				
Level 1 (FCAT)	6.2%			Not Available				
Grade: 5th		Assessment Used: FCAT Scores/SRI/Performance Samples						
% meeting high standards Level 3+	72%	(FCAT data: 71.1%)		73%	+1%			
Level 2	12.2%			Not Available				
Level 1	16.7%			Not Available				
Grade: 6th		Assessment Used: Scholastic Reading Inventory						
% meeting high standards Level 3+	76%	(FCAT data: 76.8%)		74%	-2%			
Level 2	7.2%			Not Available				
Level 1	15.9%			Not Available				

Review of the data reveals that consistent assessments may need to be utilized to more accurately define student progress, particularly at the various achievement levels. (FCAT data is not available for January reporting).

MATHEMATICS

Curriculum Area/Benchmark: Mathematics								
Name of Assessment Used: Varied								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade: Kindergarten		Assessment Used: Published diagnostic assessment for first grade.						
% on grade level:	29%			64%	+35%			
Grade: 1st		Assessment Used: Harcourt End-of-Year Assessment						
% on grade level:	43%			92%	+49%			
Grade: 2nd		Assessment Used: Harcourt End-of-Year Assessment						
% on grade level:	66%			81%	+15%			
Grade: 3rd		Assessment Used: STAR Math						
% meeting high standards Level 3+	45%			75%	+30%			
Grade: 4th		Assessment Used: Harcourt End-of-Year Assessment						
% meeting high standards Level 3+	76%	(FCAT data: 76.3%)		86%	+10%			
Level 2	14.4%			Not Available				
Level 1	9.3%			Not Available				
Grade: 5th		Assessment Used: Harcourt End-of-Year Assessment						
% meeting high standards Level 3+	67%	(FCAT data: 65.6%)		67%	--			
Level 2	23.3%			Not Available				
Level 1	11.1%			Not Available				
Grade: 6th		Assessment Used: STAR Math						
% meeting high standards Level 3+	73%	(FCAT data: 62.3%)		70%	-3%			
Level 2	24.6%			Not Available				
Level 1	13%			Not Available				

Review of the data reveals that consistent assessments may need to be utilized to more accurately define student progress, particularly at the various achievement levels. (FCAT data is not available for January reporting).

WRITING

Type of Essay: (Varied)								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade: Kindergarten	N/A							
% meeting high standards: Score 3.5+	N/A			N/A	N/A			
Grade: 1st	Assessment Used: Clay Writes (Formal/Informal)							
% meeting high standards: Score 3.5+	29%			54%	+25%			
Grade: 2nd	Assessment Used: Clay Write (Formal/Informal)							
% meeting high standards: Score 3.5+	61%			55%	-6%			
Grade: 3rd	Assessment Used: Clay Writes (Formal/Informal)							
% meeting high standards: Score 3.5+	13%			22%	+9%			
Grade: 4th	Assessment Used: Clay Writes							
% meeting high standards: Score 3.5+	36%			68%	+32%			
Grade: 5th	Assessment Used: FCAT/Clay Writes							
% meeting high standards: Score 3.5+	59%	(FCAT data: 56.6%)		68%	+9%			
Score: 2-3	34.4%			Not Available				
Score: NS-1.5	.08%			Not Available				
Grade: 6th	Assessment Used: Clay Writes							
% meeting high standards: Score 3.5+	96%			96%				

Data regarding student progress at various achievement levels is not available. The SAC will recommend that teachers further disaggregate data to identify groups performing below satisfactory in writing.

SCIENCE	Curriculum Area/Benchmark: Science										
	Name of Assessment Used: Varied										
	Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change		
	Grade: Kindergarten		N/A								
	% on grade level:	N/A			N/A	N/A					
	Grade: 1st		Assessment Used: Harcourt End-of-Year Science Assessment								
	% on grade level:	59%			84%	+25%					
	Grade: 2nd		Assessment Used: Chapter Tests (Classroom Average)								
	% on grade level:	99%			95%	-4%					
	Grade: 3rd		Assessment Used: Chapter Tests (Classroom Average)								
% meeting high standards Level 3+	98%			99%	+1%						
Grade: 4th		Assessment Used: Report Card Grades (Classroom Assignments and Unit Tests)									
% meeting high standards Level 3+	86%			87%	+1%						
Level 2	Not Avail.			Not Available							
Level 1	Not Avail.			Not Available							
Grade: 5th		Assessment Used: Grade-level Assessment									
% meeting high standards Level 3+	33%			74%%	+41%						
Level 2	Not Avail.			Not Available							
Level 1	Not Avail.			Not Available							
Grade: 6th		Assessment Used: Classroom Benchmark Assessments									
% meeting high standards Level 3+	96%	(FCAT data: 53.6%)		92%	-4%						
Level 2	27.5%			Not Available							
Level 1	14.4%			Not Available							
<p>Data pull and related discussion reveals that the staff at SPC should pursue the development of a consistent, summative assessment that can be used to most accurately identify student performance levels in science.</p>											

School wide Improvement Updates	N/A
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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.