

# Virginia Department of Education



## DATA ANALYSIS QUARTERLY REPORT

AVAILABLE TO ALL SCHOOLS

**Elementary School  
Data Analysis Quarterly Report  
School Year 2009-2010**

SCHOOL \_\_\_\_\_ DIVISION \_\_\_\_\_

# Data Analysis Quarterly Report

## Submissions Dates

Indicate with a check here and throughout the document the report that is being submitted.

<b>Part I. School Profile</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part II. Trend Data</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part III. Review of Current Data</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part IV. Quarterly Report</b>	<input type="checkbox"/> <b>First Quarter November 30, 2009</b>
	<input type="checkbox"/> <b>Second Quarter February 8, 2010</b>
	<input type="checkbox"/> <b>Third Quarter March 31, 2010</b>
	<input type="checkbox"/> <b>Fourth Quarter June 30, 2010</b>

Name of School: \_\_\_\_\_ Division: \_\_\_\_\_

### Signatures

Principal: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

SIP Chairperson: \_\_\_\_\_

Parent Representative: \_\_\_\_\_

Division Contact: \_\_\_\_\_

**Virginia Department of Education  
Office of School Improvement**

**Rationale for Quarterly Reporting of Academic Performance**

The quarterly report focuses the attention of school and central office personnel as well as outside technical assistance providers on the frequent and formal analysis of data as a primary means of addressing the academic deficiencies of the school. The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding, to study the school improvement process. The book *Restructuring and Substantial School Improvement*, edited by Herbert J. Walberg, has been a major resource. This book can be found on the Internet at <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>, and contains the follow excerpts:

Changing and Monitoring Instruction by Herbert J. Walberg

Formative assessment should be continuing to determine the extent to which instruction is effective. Frequent testing allows teachers to monitor each student's progress to determine the need for re-teaching and extending learning time. Test results and monitoring of classroom teaching practices are useful in determining what best helps students attain proficiency. If tests and classroom observations indicate that a particular method of teaching appears ineffective, another method should be chosen.

Align formative testing and informal evaluation with state standards.

District and school staff can form work groups, organized by grade level and possibly by subject much like those described above, to develop practical classroom assessments to measure weekly or monthly progress of students (Walberg, 2006; Walberg, Haertel, & Gerlach-Downie, S., 1994). Teachers and administrators can gear their efforts in part on the results of such formative tests.

Employ quick feedback from classroom tests to evaluate progress.

Many psychological studies (Brophy, 1999; Cawelti, 2004; Walberg, 2006) show that immediate or quick feedback streamlines learning. It can help prevent learners from practicing the wrong things, and it can reward students for accurate responses, mental and physical skills, solid knowledge acquisition, deep understanding, and critical thinking. Such assessment can quickly inform teachers about which students are falling behind. Unless their problems are remedied, they fall farther and farther behind because they have not mastered the prerequisites for advanced understanding.

Monitor class and group progress with respect to standards mastery.

Just as teachers can inform themselves about individual student progress, they can become knowledgeable about their class as a whole and about NCLB categories of students such as Asians, Blacks, and Hispanics; special education; and free and reduced lunch (Chubb, 2005; Paik, 2007; Taylor, 2006). Of course, the collective progress of individual students determines the schools' aggregated group progress toward meeting Adequate Yearly Progress. If some groups are making inadequate progress, it behooves staff to concentrate more resources on them [...].

**Focusing on Data Analysis from John Hopkins University: Keeping Students on a Graduation Path**

This study focused on the practical, conceptual, and empirical foundations of an early identification and intervention system for middle-grades schools to combat student disengagement and increase graduation rates in our nation's cities. Many students in urban schools become disengaged at the start of the middle grades, which greatly reduces the odds that they will eventually graduate. The study uses longitudinal analyses—following almost 13,000 students from 1996 until 2004—to demonstrate how four predictive indicators reflecting poor attendance, misbehavior, and course failures (mathematics and reading) in sixth grade can be used to identify 60% of the students who will not graduate from high school.

# PART I. SCHOOL PROFILE 2009-2010

(DUE: OCTOBER 15, 2009)

## Part I. A: School Demographic Information

\_\_\_ Grade Range \_\_\_ School Membership \_\_\_ Title I Schoolwide Program or \_\_\_ Title I Targeted Assistance School

\_\_\_ Number and \_\_\_ Percentage of Minority Students \_\_\_ Number and \_\_\_ Percentage of Limited English Proficient Students

\_\_\_ Number and \_\_\_ Percentage of Students with Disabilities \_\_\_ Number and \_\_\_ Percentage of Students Identified as Disadvantaged

\_\_\_ Total Minority Students, Limited English Proficient Students, Students with Disabilities, Disadvantaged

## Part I. B: No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Status

School's 2009-2010 NCLB Adequate Yearly Progress (AYP) Status Based on 2008-2009 Assessments

Made AYP (2008-2009 Benchmarks: Reading 81%; Mathematics 79%)  Did Not Make AYP

Check also if AYP was made through Safe Harbor.

This school is in Title I School Improvement. Year  1  2  3

## Part I. C: Standards of Accreditation Warned Status

This school is currently warned based on 2008-2009 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

This school was warned based on 2007-2008 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

This school was warned based on 2006-2007 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

# PART II: THREE-YEAR TREND DATA

(DUE: OCTOBER 15, 2009)

## Part II. A. IMPROVE STUDENT ACHIEVEMENT

**Standards of Learning Test Results:  
(VGLA and VAAP reported separately)**

**Number Passing (P) / Number Tested (T) / Percent Passing (P) (WITHOUT Remediation Recovery)**

**Grade 3**

School Year	3 <sup>rd</sup> Grade Reading	3 <sup>rd</sup> Grade Math	3 <sup>rd</sup> Grade Science	3 <sup>rd</sup> Grade History
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 4**

School Year	4 <sup>th</sup> Grade Reading	4 <sup>th</sup> Grade Math	4 <sup>th</sup> Grade if applicable
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 5**

School Year	5 <sup>th</sup> Grade English/Reading	5 <sup>th</sup> Grade English/Writing	5 <sup>th</sup> Grade Math	5 <sup>th</sup> Grade History	5 <sup>th</sup> Grade Science
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

**Virginia Grade Level Assessment (VGLA) and Virginia Alternative Assessment Program (VAAP) Results**

**Number Passing (P) / Number Tested (T) / Percent Passing (P) (WITHOUT Remediation Recovery)**

**[Include English Language Learners (ELL) Students]**

**Grade 3**

<b>School Year</b>	<b>3<sup>rd</sup> Grade Reading</b>	<b>3<sup>rd</sup> Grade Math</b>	<b>3<sup>rd</sup> Grade Science</b>	<b>3<sup>rd</sup> Grade History</b>
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 4**

<b>School Year</b>	<b>4<sup>th</sup> Grade Reading</b>	<b>4<sup>th</sup> Grade Math</b>	<b>4<sup>th</sup> Grade History (if applicable)</b>
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P

**Grade 5**

<b>School Year</b>	<b>5<sup>th</sup> Grade English/Reading</b>	<b>5<sup>th</sup> Grade English/Writing</b>	<b>5<sup>th</sup> Grade Math</b>	<b>5<sup>th</sup> Grade History</b>	<b>5<sup>th</sup> Grade Science</b>
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

### Recovery Data

**Number Coded Recovery (R) / Number Passing Coded Recovery (P) / Percent Passing (P)**

School Year	4 <sup>th</sup> Grade Reading	4 <sup>th</sup> Grade Math	5 <sup>th</sup> Grade Reading	5 <sup>th</sup> Grade Math
<b>2006-2007</b>	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P
<b>2007-2008</b>	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P
<b>2008-2009</b>	#R/#P %P	#R/#P %P	#R/#P %P	#R/#P %P

### Adequate Yearly Progress and Accreditation Three-Year History

School Year	AYP Status	Accreditation Status
<b>2006-2007</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned
<b>2007-2008</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied
<b>2008-2009</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied

**Phonological Awareness Literacy Screening (PALS) Pre-K Spring Results  
Number & Percent Below, Within, Above Spring Developmental Range**

**Head Start**

<b>Year/PALS Task</b>	<b>Number Tested</b>	<b>Below Spring Range</b>	<b>Within Spring Range</b>	<b>Above Spring Range</b>
<b>2006-2007</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %
<b>2007-2008</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %
<b>2008-2009</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %

**PALS Pre-K Spring Results  
Number & Percent Below, Within, Above Spring Developmental Range**

**Virginia Pre-School Initiative**

<b>Year/PALS Task</b>	<b>Number Tested</b>	<b>Below Spring Range</b>	<b>Within Spring Range</b>	<b>Above Spring Range</b>
<b>2006-2007</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %

Year/PALS Task	Number Tested	Below Spring Range	Within Spring Range	Above Spring Range
<b>2007-2008</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %
<b>2008-2009</b>				
Upper-Case Alphabet Recognition	#	# / %	# / %	# / %
Beginning Sound Awareness	#	# / %	# / %	# / %
Rhyme Awareness	#	# / %	# / %	# / %
Nursery Rhyme Awareness	#	# / %	# / %	# / %

**PALS Results**  
**Number At/Above Benchmarks/Number Tested & Percent At/Above Benchmarks**

School Year	Kindergarten At/Above		1 <sup>st</sup> Grade At/Above		2 <sup>nd</sup> Grade At/Above		3 <sup>rd</sup> Grade At/Above	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring Identified Students
<b>2006-2007</b>	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB
<b>2007-2008</b>	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB
<b>2008-2009</b>	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB	#AAB/#T %AAB

**PALS Results**  
**Number & Percent Identified for Intervention**

School Year	Kindergarten		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring Identified Students
<b>2006-2007</b>	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %
<b>2007-2008</b>	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %
<b>2008-2009</b>	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %

## Retention Data

### Number/Percent of Students Retained Based on Grade Level Enrollment

School Year	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2006-2007	# / %	# / %	# / %	# / %	# / %	# / %
2007-2008	# / %	# / %	# / %	# / %	# / %	# / %
2008-2009	# / %	# / %	# / %	# / %	# / %	# / %

## Part II. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT

## Discipline Referral Data

### Number and Percent of Students Involved vs Student Enrollment

Type of Discipline (Include Students With Manifestation Hearings.)	2006-2007	2007-2008	2008-2009
Out of School Suspensions	# / %	# / %	# / %
In-School Suspensions/Detention/Special In-School Programs	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Placed in Alternative School	# / %	# / %	# / %

## PART II. C. INCREASE ATTENDANCE RATE

## Percent of Attendance

School Year	School Attendance Rate	Teacher Attendance (Teachers Missing More Than Three Days)
2006-2007	%	%
2007-2008	%	%
2008-2009	%	%

**PART III: REVIEW OF SPRING 2009 DISAGGREGATED DATA**  
 (DUE: OCTOBER 15, 2009)

**PART III. A. IMPROVE STUDENT ACHIEVEMENT**

**Spring 2009 Student Performance Data  
 No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report  
 (Include VGLA and VAAP)**

[Include the Other Academic Indicator (OAI) if not Attendance.]

Subgroup	NCLB Area	Number Passing	Total Number of Students	Percent Passing
All Students	English Performance			
	Math Performance			
	Other Academic Indicator			
Black	English Performance			
	Math Performance			
	Other Academic Indicator			
Hispanic	English Performance			
	Math Performance			
	Other Academic Indicator			
White	English Performance			
	Math Performance			
	Other Academic Indicator			
Disabilities	English Performance			
	Math Performance			
	Other Academic Indicator			
Disadvantaged	English Performance			
	Math Performance			
	Other Academic Indicator			
Limited Eng. Proficient	English Performance			
	Math Performance			
	Other Academic Indicator			

**Spring 2009 Participation Data**  
**No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report**

Subgroup	NCLB Area	Number Not Tested	Total Number of Students	Percent Not Tested
All Students	English Participation			
	Math Participation			
Black	English Participation			
	Math Participation			
Hispanic	English Participation			
	Math Participation			
White	English Participation			
	Math Participation			
Disabilities	English Participation			
	Math Participation			
Disadvantaged	English Participation			
	Math Participation			
Limited Eng. Proficient	English Participation			
	Math Participation			

**Spring 2009 SOL Performance by Test and Selected Subgroups**

[Include the Other Academic Indicator (OAI) if not Attendance.]

Group	3 <sup>rd</sup> Grade Reading	3 <sup>rd</sup> Grade Math	3 <sup>rd</sup> Grade (OAI)	4 <sup>th</sup> Grade Reading	4 <sup>th</sup> Grade Math	4 <sup>th</sup> Grade (OAI)	5 <sup>th</sup> Grade Eng/Reading	5 <sup>th</sup> Grade Eng/Writing	5 <sup>th</sup> Grade (OAI)
General Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Special Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing

**Number of Virginia Grade Level Alternative Program (VGLA)  
and Virginia Alternate Assessment Program (VAAP) Participants**

	<b>Grade 3<sup>rd</sup></b>	<b>Grade 4<sup>th</sup></b>	<b>Grade 5<sup>th</sup></b>
Number of VGLA Students			
Number of VAAP Students			

**PART III. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT**

**Discipline Infractions by Grade Level for General Education  
School Year 2008-2009**

<b>Discipline Infraction</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
Out of School Suspensions	# / %	# / %	# / %	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %	# / %	# / %	# / %
Students Who Failed Test Last Year	# / %	# / %	# / %	# / %	# / %	# / %

**Discipline Infractions by Grade Level for Special Education  
School Year 2008-2009**

<b>Discipline Infraction (Include Students with Manifestation hearings)</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
Out of School Suspensions	# / %	# / %	# / %	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %	# / %	# / %	# / %

Discipline Infraction (Include Students with Manifestation hearings)	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Students Who Failed Test Last Year	# / %	# / %	# / %	# / %	# / %	# / %

### PART III. C. PROVIDE SUPPORT FOR SCHOOL PLANNING

#### Funding Available to School During 2009-2010 that Supports the School Improvement Plan

For schools in improvement status, list the major initiatives supported with School Improvement funding.

Grant	Total Funding	List Each Primary Use of Funds	Amount Per Initiative

### PART III. D. ENHANCE CAPACITY-BUILDING THROUGH PROFESSIONAL DEVELOPMENT

#### Number & Qualifications of Staff School Year 2009-2010

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)		# / %	# / %
Classroom Teachers (Special Education)		# / %	# / %
Guidance Counselors		# / %	# / %

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Library Media Specialists		# / %	# / %
Title I Teachers		# / %	# / %
Other Resource Teachers		# / %	# / %
Instructional Assistants		# / %	# / %

**Title I Staffing  
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

**Special Education Staffing  
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

# PART IV: QUARTERLY UPDATE REPORT ON SCHOOL YEAR 2009-2010

DUE DATES:

FIRST QUARTER: NOV. 30, 2009

SECOND QUARTER: FEB. 8, 2009

THIRD QUARTER: MARCH 31, 2009

FOURTH QUARTER: JUNE 30, 2009

## PART IV. A. STUDENT ACHIEVEMENT 2009-2010

### Distribution of Grades (SOL Tested Grades)

Grade 3

Quarters	3 <sup>rd</sup> Grade Reading Grades		3 <sup>rd</sup> Grade Math Grades		3 <sup>rd</sup> Grade Science Grades		3 <sup>rd</sup> Grade History Grades	
	A	#	A	#	A	#	A	#
<input type="checkbox"/> 1	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	#	#	A	#	A	#
	B	#	#	#	B	#	B	#
	C	#	#	#	C	#	C	#
	D	#	#	#	D	#	D	#
	F	#	#	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	

**Grade 4**

Quarters	4 <sup>rd</sup> Grade Reading Grades		4 <sup>th</sup> Grade Math Grades		4 <sup>th</sup> Grade History Grades	
<input type="checkbox"/> 1	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#
	B	#	B	#	B	#
	C	#	C	#	C	#
	D	#	D	#	D	#
	F	#	F	#	F	#
	Total Students		Total Students		Total Students	

**Grade 5**

<b>Quarters</b>	<b>5<sup>th</sup> Grade English/Reading</b>		<b>5<sup>th</sup> Grade English/Writing</b>		<b>5<sup>th</sup> Grade Math</b>		<b>5<sup>th</sup> Grade History</b>		<b>5<sup>th</sup> Grade Science</b>	
<input type="checkbox"/> 1	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

**PALS Fall Results**

Complete this chart as testing is completed either in Quarter 1 or Quarter 2. Reading First schools have additional testing requirements that may extend into Quarter 3 or Quarter 4. Place a check in the appropriate check box as data are completed.

**First Quarter**

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
<b>K</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			

**Second Quarter**

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
<b>K</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			

**Third Quarter**

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
K			
1			
2			
3			

**Fourth Quarter**

Grade Level	Students Tested	No. and Percent Passing	No. and Percent Identified
K			
1			
2			
3			

**PALS Pre-K Fall Results**

Complete this chart as testing is completed in the spring in Quarter 3 or Quarter 4.

**Third Quarter**

Group/Area Tested	No. Tested	Below Spring Range	Within Spring Range	Above Spring Range
Head Start				
Upper-Case Alphabet Recognition		# / %	# / %	# / %
Beginning Sound Awareness		# / %	# / %	# / %
Rhyme Awareness		# / %	# / %	# / %
Nursery Rhyme Awareness		# / %	# / %	# / %
VPI				
Upper-Case Alphabet Recognition		# / %	# / %	# / %
Beginning Sound Awareness		# / %	# / %	# / %
Rhyme Awareness		# / %	# / %	# / %
Nursery Rhyme Awareness		# / %	# / %	# / %

**Fourth Quarter**

<b>Group/Area Tested</b>	<b>No. Tested</b>	<b>Below Spring Range</b>	<b>Within Spring Range</b>	<b>Above Spring Range</b>
Head Start				
Upper-Case Alphabet Recognition		# / %	# / %	# / %
Beginning Sound Awareness		# / %	# / %	# / %
Rhyme Awareness		# / %	# / %	# / %
Nursery Rhyme Awareness		# / %	# / %	# / %
VPI				
Upper-Case Alphabet Recognition		# / %	# / %	# / %
Beginning Sound Awareness		# / %	# / %	# / %
Rhyme Awareness		# / %	# / %	# / %
Nursery Rhyme Awareness		# / %	# / %	# / %

**VGLA and VAAP Portfolio Monitoring**

**First Quarter**

	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

**Second Quarter**

	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

**Third Quarter**

	Grade 3		Grade 4		Grade 5	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

**Fourth Quarter**

	Grade 3		Grade 4		Grade 5	
Number of VGLA Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P
Number of VAAP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P

**English Language Proficiency (ELP)  
Measure of Progress**

**Indicate the number of students at each level of English language proficiency per quarter.**

**Level Designations:**

**ELP = English Language Proficiency; M = Mastery; PM = Post Mastery**

Quarter	ELP 1	ELP 2	ELP 3	ELP 4	M1	M2	PM 1	PM2
<input type="checkbox"/> 1								
<input type="checkbox"/> 2								
<input type="checkbox"/> 3								
<input type="checkbox"/> 4								

**PART IV. B. MONITOR STUDENT ATTENDANCE 2009-2010**

**Number of Students by the Identified Areas  
SOL Tested Grades**

Quarter	Subgroup	Membership			Attendance			Tardiness			More Than 5 Absences		
		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
□ 1	General Education												
	Special Ed/504 Plan												
	Students Who Failed Test Last Year												
□ 2	General Education												
	Special Ed/504 Plan												
	Students Who Failed Test Last Year												
□ 3	General Education												
	Special Ed/504 Plan												
	Students Who Failed Test Last Year												
□ 4	General Education												
	Special Ed/504 Plan												
	Students Who Failed Test Last Year												

**Quarterly Transience Report: Inter- and Intra-Division Transfers  
(SOL Tested Grades)**

Quarter	Grade Level	No. "In"	No. "Out"
□ 1	3 <sup>rd</sup>		
	4 <sup>th</sup>		
	5 <sup>th</sup>		
□ 2	3 <sup>rd</sup>		
	4 <sup>th</sup>		
	5 <sup>th</sup>		
□ 3	3 <sup>rd</sup>		
	4 <sup>th</sup>		
	5 <sup>th</sup>		
□ 4	3 <sup>rd</sup>		
	4 <sup>th</sup>		
	5 <sup>th</sup>		

**PART IV. C. PROMOTE A SAFE AND NURTURING ENVIRONMENT 2009-2010**

**Infractions**

Quarter	Discipline Infraction	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
□ 1	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/Placements from Manifestation Hearings	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %
□ 2	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %

Quarter	Discipline Infraction	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<input type="checkbox"/> 3	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Students Who Failed Test last Year	# / %	# / %	# / %
<input type="checkbox"/> 4	General Education	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %

**PART IV. D. REPORT ON LONG-TERM SUBSTITUTES 2009-2010**

**Long-Term Substitutes**

**First Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Second Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Third Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Fourth Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**PART IV. E. REPORT ON STAFFING AND TEACHER ABSENCES 2009-2010**

**Teacher Absences**

Quarter	Number of Teachers Absent More Than Three Days		
	Grade 3	Grade 4	Grade 5
<input type="checkbox"/> 1			
<input type="checkbox"/> 2			
<input type="checkbox"/> 3			
<input type="checkbox"/> 4			

**Professional Staffing Changes**

**Number of Teaching Staff Per Grade (N) vs. Number of Departures (D)**

Quarter	Teaching Staff Changes (Teacher Departures)		
	Grade 3	Grade 4	Grade 5
<input type="checkbox"/> 1	N/D	N/D	N/D
<input type="checkbox"/> 2	N/D	N/D	N/D
<input type="checkbox"/> 3	N/D	N/D	N/D
<input type="checkbox"/> 4	N/D	N/D	N/D

**PART IV. F. REPORT ON NUMBER OF CLASSROOM OBSERVATIONS 2009-2010**

**Classroom Observations**  
(Do not include walk-throughs.)

Quarter	Number of Teacher Observations			Number of Teacher Observations with Follow-up Conferences		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
<input type="checkbox"/> 1						
<input type="checkbox"/> 2						
<input type="checkbox"/> 3						
<input type="checkbox"/> 4						

**PART IV. G. INCREASE PARENT AND COMMUNITY INVOLVEMENT 2009-2010**

**Parent & Community Engagement**

Quarter	Type of Engagement	Number Involved
<input type="checkbox"/> 1	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 2	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 3	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 4	PTA Membership	
	Volunteers In School	

**Part IV. H. Report on Meeting Summary 2009-2010**

**Meeting Summary**

**Choose only one meeting for which to consistently report data. Example: School Leadership Team Meeting.**

Quarter	Number of Meetings Convened This Quarter	Average Length of Meeting	Total Hours Met This Quarter	Average Number of Participants Per Meeting Each Quarter
<input type="checkbox"/> 1				
<input type="checkbox"/> 2				
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				

## PART IV. I. NEXT STEPS

(The boxes expand.)

### **FIRST QUARTER: DUE: NOVEMBER 30, 2009**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **SECOND QUARTER: DUE : FEBRUARY 8, 2009**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **THIRD QUARTER: DUE: MARCH 31, 2010**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **FOURTH QUARTER: DUE: JUNE 30, 2009**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

**Acknowledgement of the Richmond City Public Schools**

The Virginia Department of Education commends the Richmond City Public Schools for recognizing the importance of formative assessments and embodying its study in a document entitled *Charting the Course*. It further thanks the school system for allowing the Virginia Department of Education to borrow from the concept.