

J. Harvey Rodgers School



Dorothy L. Bullock School



2014 Annual Report

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July 2014

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Introduction & Enrollment Summary

There are 341 students at the Rodgers School & 550 at the Bullock. Both buildings serve a diverse ethnic population and offer expansive opportunities for all students. Our cutting edge programming reflects the nation's educational goals as well as the Common Core Standards.

It is also our goal to encourage professional growth and reflective teaching practices. Teachers meet regularly to review data and for collaborative meetings with the goal of improving student achievement. Through professional development opportunities, the implementation of innovative curricular offerings, small group instruction for all students, and through the use of up-to-date educational materials, Rodgers is providing a first rate educational experience for our children.

Rodgers School

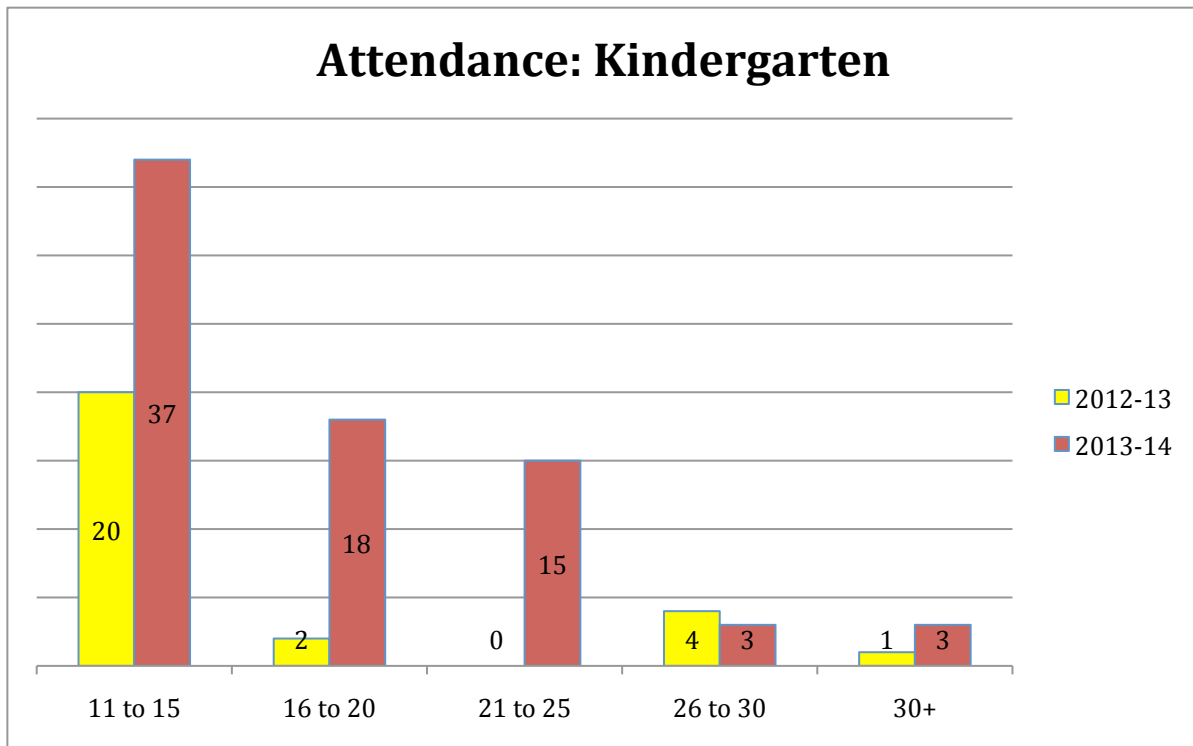
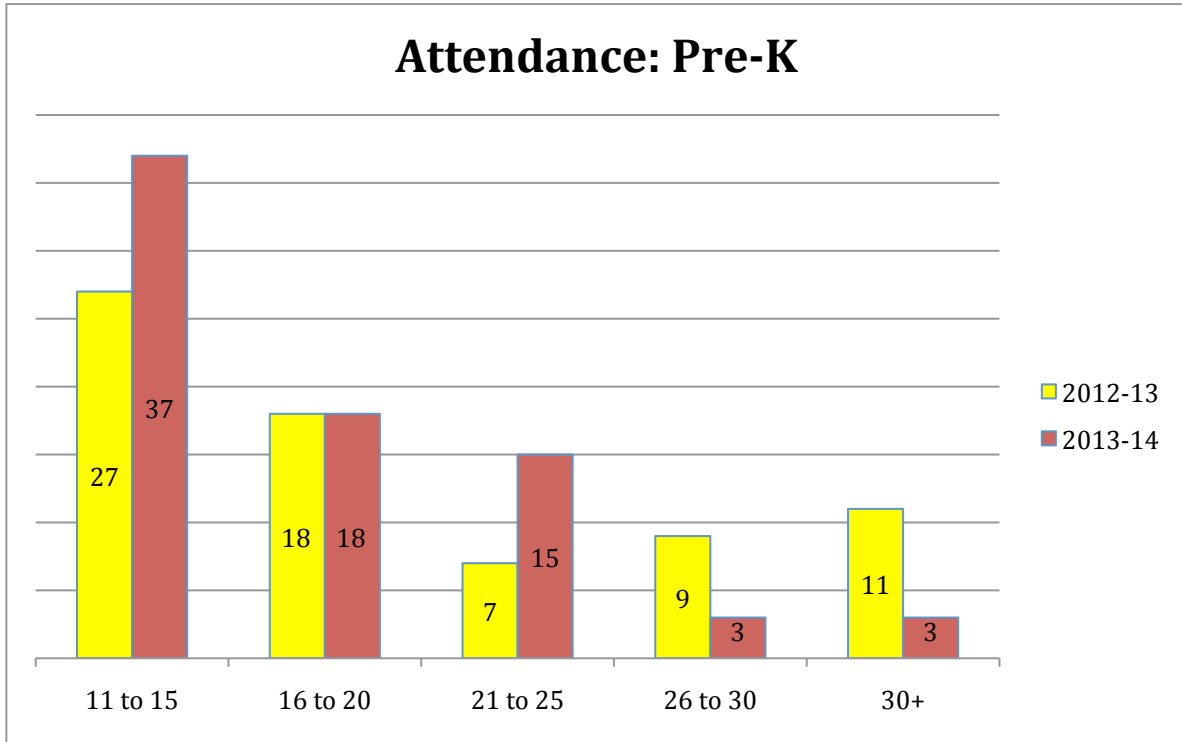
Grade Level	Total in Grade	Asian	African American	Hispanic	American Indian	Multi Racial	Pacific Islander	White	Unclassified
<u>-2</u>	<u>30</u> <u>17 / 13</u>	<u>1</u> <u>1 / 0</u>	<u>8</u> <u>2 / 6</u>	<u>3</u> <u>1 / 2</u>	<u>0</u> <u>0 / 0</u>	<u>2</u> <u>1 / 1</u>	<u>0</u> <u>0 / 0</u>	<u>14</u> <u>10 / 4</u>	<u>2</u> <u>2 / 0</u>
<u>-1</u>	<u>118</u> <u>57 / 61</u>	<u>0</u> <u>0 / 0</u>	<u>35</u> <u>16 / 19</u>	<u>7</u> <u>1 / 6</u>	<u>0</u> <u>0 / 0</u>	<u>13</u> <u>6 / 7</u>	<u>0</u> <u>0 / 0</u>	<u>56</u> <u>30 / 26</u>	<u>7</u> <u>4 / 3</u>
<u>0</u>	<u>165</u> <u>90 / 75</u>	<u>2</u> <u>2 / 0</u>	<u>49</u> <u>30 / 19</u>	<u>16</u> <u>6 / 10</u>	<u>1</u> <u>0 / 1</u>	<u>18</u> <u>11 / 7</u>	<u>0</u> <u>0 / 0</u>	<u>74</u> <u>38 / 36</u>	<u>5</u> <u>3 / 2</u>
Total	<u>313</u> <u>164 / 149</u>	<u>3</u> <u>3 / 0</u>	<u>92</u> <u>48 / 44</u>	<u>26</u> <u>8 / 18</u>	<u>1</u> <u>0 / 1</u>	<u>33</u> <u>18 / 15</u>	<u>0</u> <u>0 / 0</u>	<u>144</u> <u>78 / 66</u>	<u>14</u> <u>2 / 5</u>

Bullock School

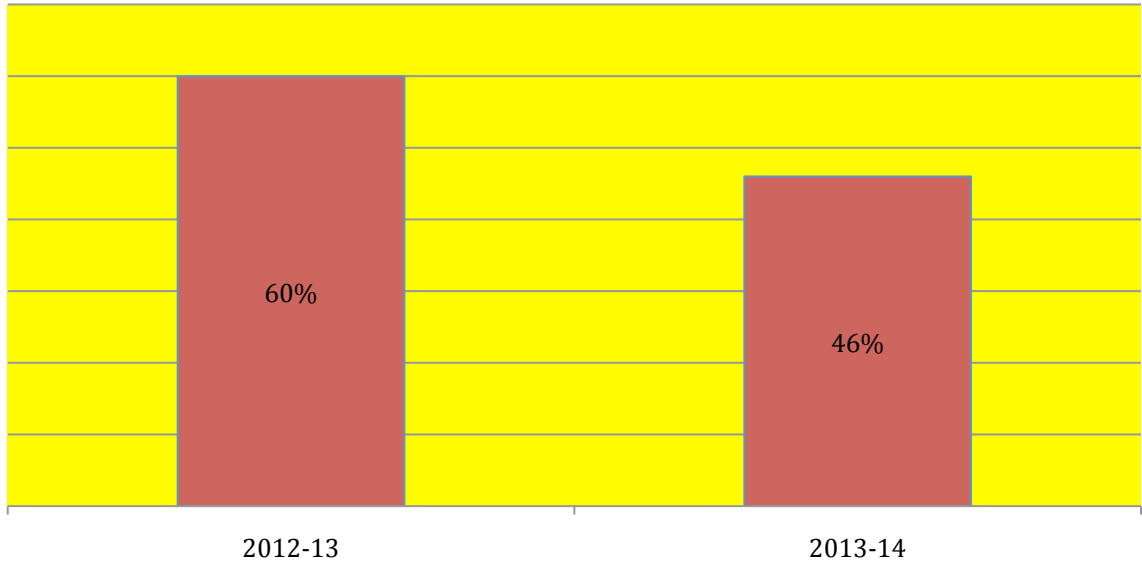
Grade Level	Total in Grade	Asian	African American	Hispanic	American Indian	Multi Racial	Pacific Islander	White	Unclassified
<u>1</u>	<u>190</u> <u>104 / 86</u>	<u>3</u> <u>3 / 0</u>	<u>67</u> <u>39 / 28</u>	<u>23</u> <u>14 / 9</u>	<u>0</u> <u>0 / 0</u>	<u>15</u> <u>8 / 7</u>	<u>0</u> <u>0 / 0</u>	<u>82</u> <u>40 / 42</u>	<u>0</u> <u>0 / 0</u>
<u>2</u>	<u>165</u> <u>100 / 65</u>	<u>5</u> <u>3 / 2</u>	<u>53</u> <u>37 / 16</u>	<u>18</u> <u>10 / 8</u>	<u>1</u> <u>1 / 0</u>	<u>2</u> <u>5 / 4</u>	<u>0</u> <u>0 / 0</u>	<u>79</u> <u>44 / 35</u>	<u>0</u> <u>0 / 0</u>
<u>3</u>	<u>141</u> <u>64 / 77</u>	<u>5</u> <u>5 / 0</u>	<u>49</u> <u>21 / 28</u>	<u>19</u> <u>8 / 11</u>	<u>0</u> <u>0 / 0</u>	<u>6</u> <u>1 / 5</u>	<u>0</u> <u>0 / 0</u>	<u>62</u> <u>29 / 33</u>	<u>0</u> <u>0 / 0</u>
Total	<u>496</u> <u>268 / 228</u>	<u>13</u> <u>11 / 2</u>	<u>169</u> <u>97 / 72</u>	<u>60</u> <u>32 / 28</u>	<u>1</u> <u>1 / 0</u>	<u>30</u> <u>14 / 16</u>	<u>0</u> <u>0 / 0</u>	<u>223</u> <u>113 / 110</u>	<u>0</u> <u>0 / 0</u>

Attendance Report

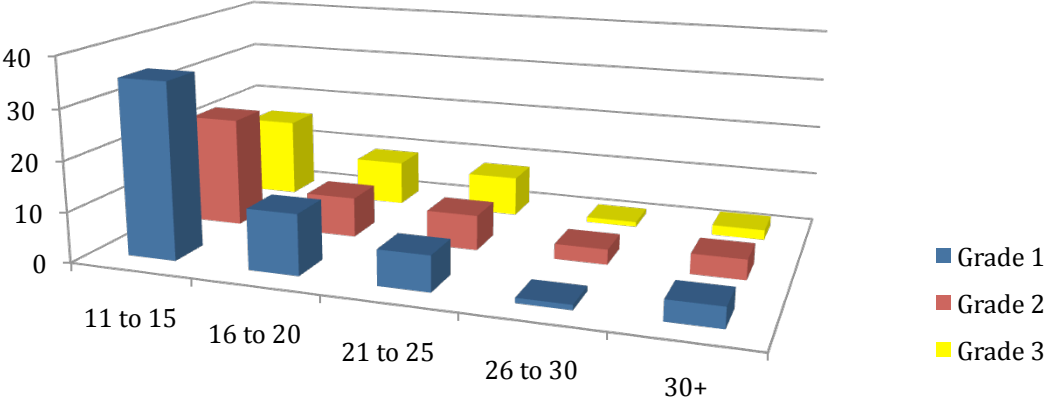
Tardiness and early pick-ups are not included in this data.



Attendance: Rodgers Cohort Report



Attendance: Grades 1-3



	11 to 15	16 to 20	21 to 25	26 to 30	30+
Grade 1	35	12	7	1	4
Grade 2	22	8	7	3	4
Grade 3	16	9	8	1	2

Recommendations:

- Continue to utilize the municipal court as a means of support.
- Continue to conference with parents and provide supports. This will include “summer conferences” with parents/guardians in preparation for the upcoming school year.

NJASK-3 Report

Standardized assessments are administered to evaluate instructional consistency over time and throughout the elementary program. Scores are analyzed to determine areas of curricular or instructional strengths and/or weaknesses.

The New Jersey Assessment of Skills and Knowledge (NJASK) is administered in grades 3 through 8. The Language Arts Literacy section consists of reading passages, multiple choice items, open-ended items and writing tasks. The Mathematics section consists of multiple choice and open-ended items that can be answered without the use of a calculator. Grade 4 also takes a Science assessment.

Three proficiency levels have been determined for each of the sections of the NJASK: Partially Proficient, Proficient, and Advanced Proficient. Student scoring in the lowest level, partially proficient, are considered to be below the state minimum level of proficiency. These students will need instructional interventions. Students scoring at the Proficient Level have met the NJ Standard of 200 in the areas of LAL, Mathematics, or Science. The students scoring in the Advanced Proficient Level have scored well above the New Jersey standard of 200 in the areas of LAL, Mathematics, or Science. Instructional decisions for all students will be determined only after additional information (classroom tests, teacher observations, other assessments, etc.) is considered.

The NJASK data below includes *raw* grade level totals for Grade 3. This does not take into account state mandated factors such as “time in district” or the “95% Confidence Interval” (this will be included with the fall presentation). Graphs depicting the results for each demographic subgroup along with the ESEA *Annual Progress Targets* will be included with the fall presentation once the additional reports arrive.

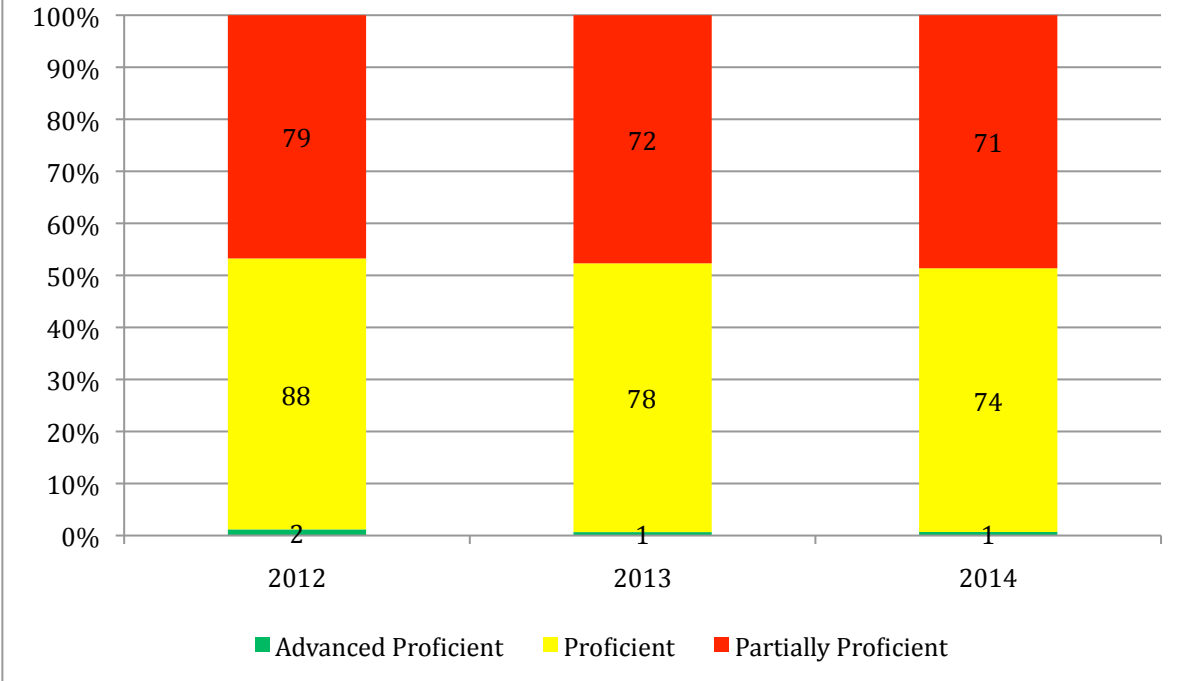
Language Arts

- **0.6%** of the 3rd Grade students scored at the ADVANCED PROFICIENT level. This is down 0% from last year.
- **50.6%** of the 3rd Grade students scored at the PROFICIENT level. This is down 5% from last year.
- **48.6%** of the 3rd Grade students scored at the PARTIALLY PROFICIENT level. This is down 1% from last year.

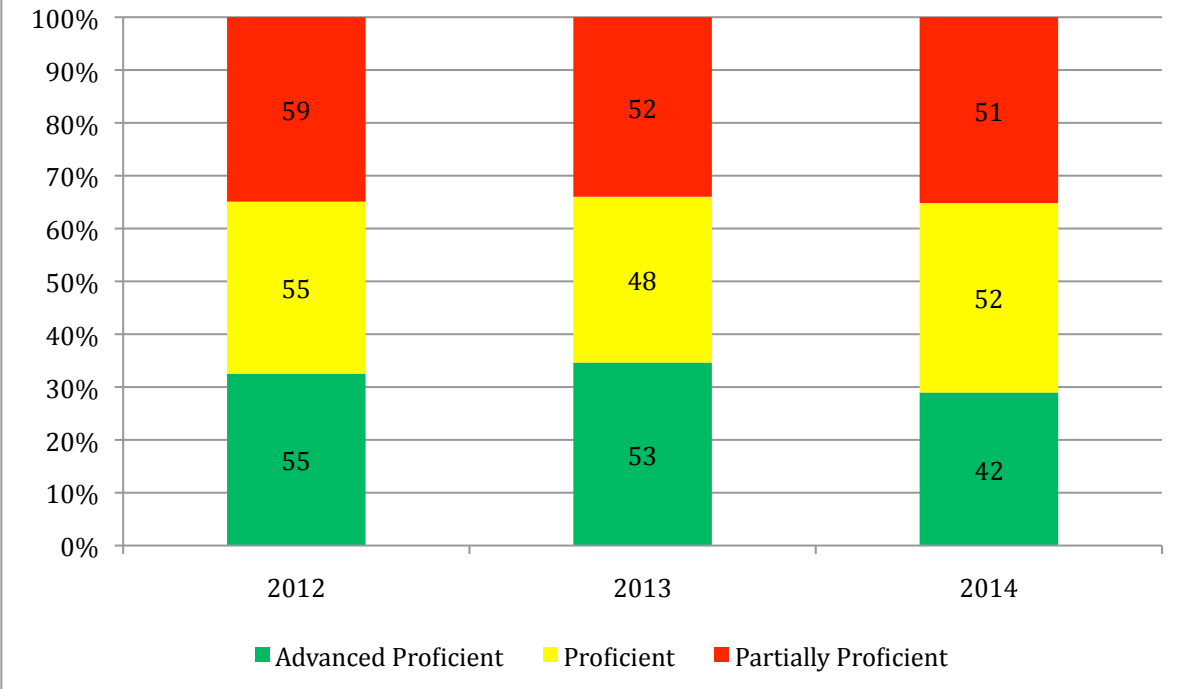
Mathematics

- **28.9%** of the 3rd Grade students scored at the ADVANCED PROFICIENT level. This is down 20% from last year.
- **35.8%** of the 3rd Grade students scored at the PROFICIENT level. This is up 8% from last year.
- **35.1%** of the 3rd Grade students scored at the PARTIALLY PROFICIENT level. This is down 2% from last year.

NJASK-3 LAL Achievement



NJASK-3 Math Achievement



Recommendations:

- Continue collaborative explorations to develop best practices within balanced literacy with the goal of increasing student achievement. This includes continuing with the 90-minute uninterrupted literacy block, with the support push-in BSI and our Literacy Coach.
 - Continue to administer the DIBELS, Star Assessment & F/P-BAS for each grade. Meeting time will be utilized to review the information and for lesson planning.
 - Begin implementation of the “on demand” writing assessments to ensure maximum use of data disaggregation.
 - Teachers will continue to modify literacy instructional practices to include literature circles, daily fluency activities, increased small group activities, activities using open-ended questions, and an emphasis on high order thinking skills.
 - Addressing the literacy needs of minority students and implementing best practices in order to increase achievement. Continue to implement guest readers as role models to increase motivation.
- Continue to provide parent involvement programs such as Family Nights and Community Learning Walks.
- Continue support programs such as Basic Skills, Accelerated Reader and English as a Second Language (ESL).
- Differentiated Instruction will continue to be the crux of teacher professional development.

Creative Curriculum for Preschool

From www.creativecurriculum.net

The Creative Curriculum (CC) balances teacher-planned and child-initiated learning, emphasizing responsiveness to children's strengths, interests, needs, and learning styles. It helps teachers plan and implement content-rich, developmentally appropriate programs that support active learning and promote children's progress in all developmental areas that include the following:

- *Social*: To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- *Emotional*: To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- *Cognitive*: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- *Physical*: To help children increase their fine and gross motor skills and feel confident about what their bodies can do.

Creative Curriculum translates child development theory and research into best practice, clearly defining the teacher's vital role in connecting content, teaching and learning for preschool children. It discusses the five components of teaching preschool children effectively:

- How children develop and learn
- The learning environment
- What children learn
- Caring and teaching
- Partnering with families

Literacy instruction in the Creative Curriculum classroom focuses on creating an environment and experiences that inspires children to read and write. This includes: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension, and books and other texts. Teachers and students focus on:

- Literacy as a source of enjoyment
- Vocabulary & language
- Phonological awareness
- Knowledge of print
- Letters & words
- Comprehension
- Books & other texts
- Writing
- Meaningful play
- Conducting long-term studies

Preschool teachers also build upon children's interests to promote mathematics learning as well, with the goal of assisting students to fully understand mathematical concepts and skills through application. This is accomplished through the infusion mathematics learning into daily classroom routines and includes:

- Number & operations
- Geometry & spatial sense
- Measurement
- Patterns (algebra)
- Data Analysis
- Writing
- Meaningful play
- Conducting long-term studies

The CC Objectives for Development & Learning

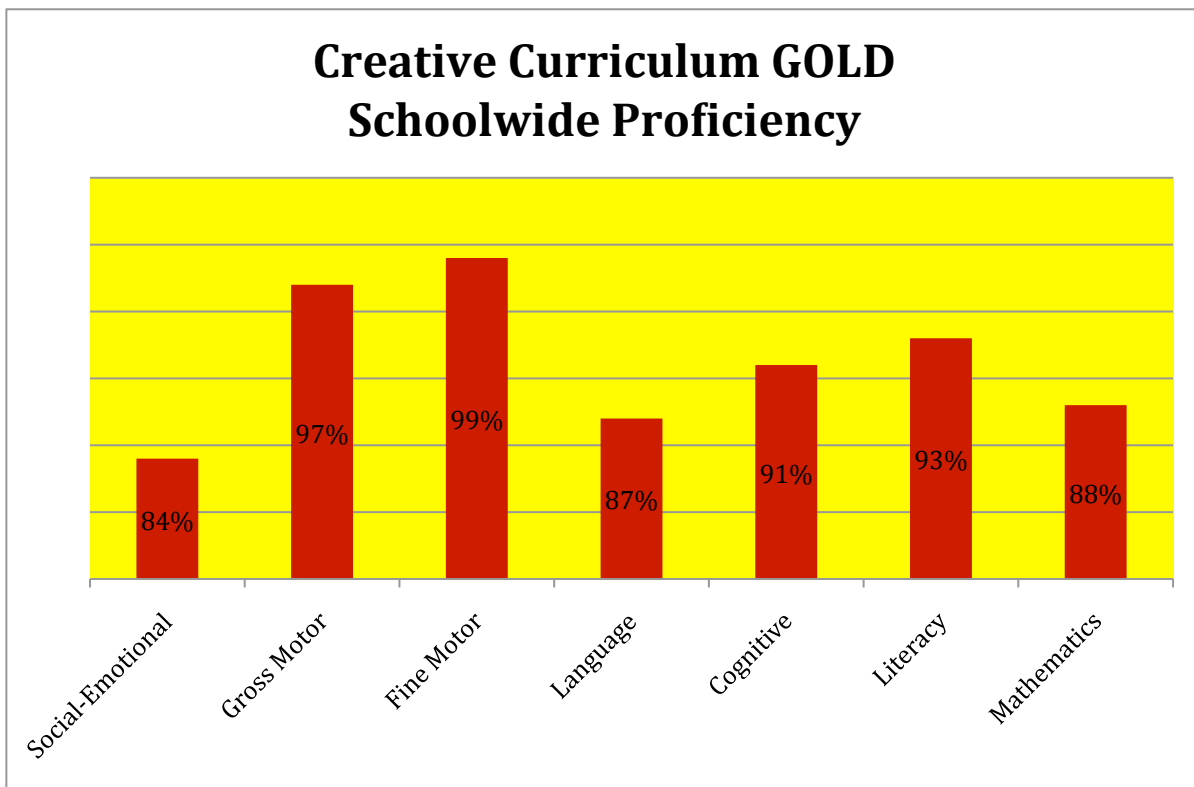
The *Objectives for Development & Learning* presents 38 objectives, within 6 main categories that include to following:

1. Social-Emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Mathematics

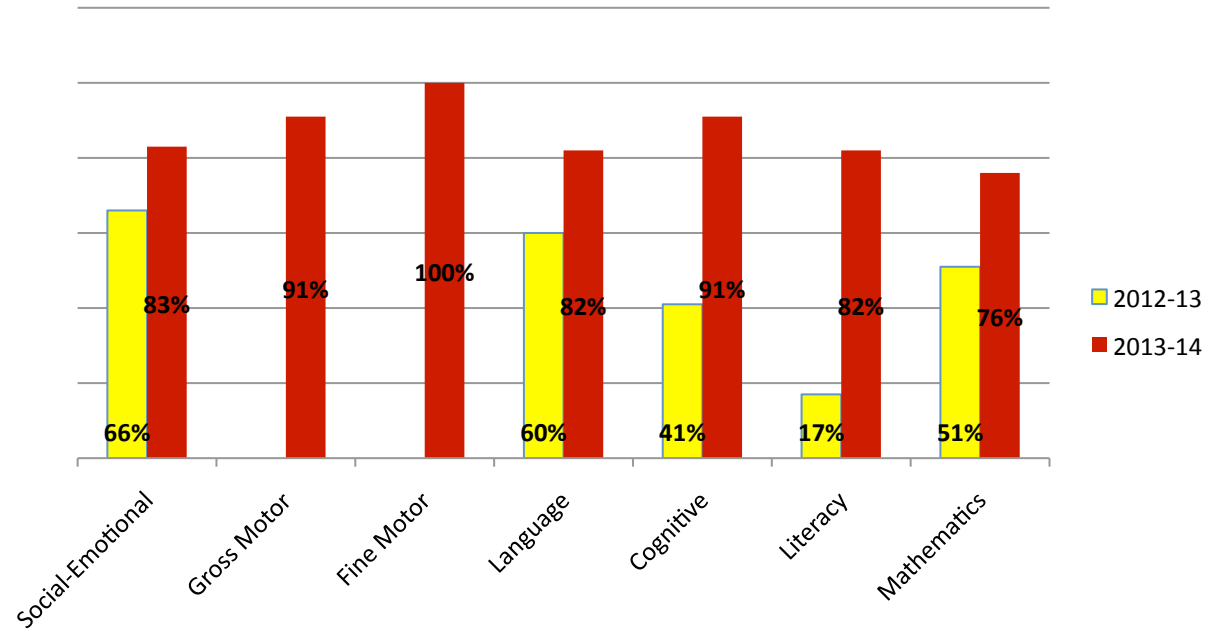
Creative Curriculum provides a set of user-friendly rubrics that include color-coded developmental progressions depicting “widely held” expectations for children. Recommended activities and “look fors” are also provided to assist teachers as they examine each child’s developmental range, address the content, and develop instructional strategies. Science, Technology, Social Studies, Fine/Performing Arts and English Language Acquisition are also included. Although, CC does not provide developmental rubrics for these areas, recommended activities and “look fors” are provided.

Schoolwide Data

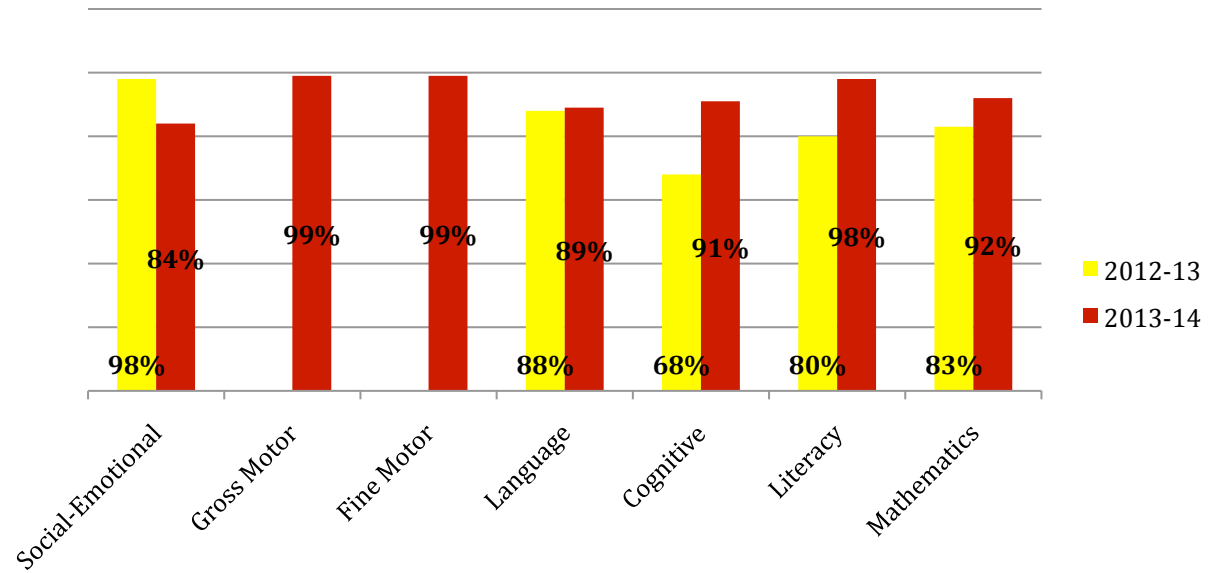
Each graph depicts the percentage of students who are performing at or beyond their age band as measured by the Creative Curriculum Objectives for Development & Learning rubrics. The “grade level” disaggregation does not include fine/gross motor data from 2012-13, as the data was logged as “physical” in Excel.



Creative Curriculum GOLD PreK-3



Creative Curriuculum GOLD PreK-4



Recommendations:

- Utilize the content area coaches to further infuse LAL/Math learning into play routines – including the use of new classroom libraries and daily EM routines.
- Review scheduling practices to accommodate explicit small group instruction.
- Improve articulation from Pre-K to K by aligning reporting practices to parents.
- Application of CC GOLD to collect systemic data for reporting and for the development of interventions. This will also facilitate the development of SGO's for the PK faculty.
- Provide professional development on integrating document cameras and tablets into daily instruction.

Literacy Initiatives

Research demonstrates that implementing a variety of methods to instruct reading is a characteristic of the most successful literacy programs. This enables the school to reach the full range of learners most effectively. While Balanced Literacy continues to be the foundation of our program, it is now augmented by a spectrum of methods and instructional strategies that meet the needs of our students more comprehensively. The literacy program at Rodgers has evolved to include several research-based practices including Wilson FUNdations, Literacy By Design, and Writer's Workshop.

Wilson FUNdations is used to supplement whole group phonics instruction and is also utilized for individual/small group interventions. It is multi-sensory in nature. Students are taught using explicit instruction to cue themselves to decode words as they develop an understanding of the phonemic and atypical word patterns. These patterns are often the key to reading fluency and finding meaning in text. Stronger spelling and writing skills emanate from this process as well. Wilson is a fast paced method that teaches application of phonemic instruction to a larger reading context.

Practice materials are controlled to reinforce the skills. Students move from controlled text to literature as they gain confidence in their ability to approach any word, sentence or paragraph and read it fluently.

Literacy by Design is a research-based program that provides teachers with the resources to build active readers through engaging literature. It follows a balanced literacy model and includes 4 levels of reading support that include: modeled reading, shared reading, guided reading and independent reading. Literacy by Design also provides a means for systemically assessing individual student reading levels with the goal of developing data-driven small group instructional routines.

Writer's Workshop (Lucy Calkins' *Units of Study*) gives students the opportunity to write in a variety of genres and helps foster a love of writing. It also allows us to meet the needs of students by differentiating instruction on information gathered throughout the daily workshop experience. Each day begins with a mini-lesson that targets a specific writing skill. Following the mini-lesson, students are given independent writing time, while the teacher holds conferences to discuss writing practices with individual students. Students also participate in "sharing sessions" where several students are chose to share their work while all others listen. The students are taught to carefully listen to each author and give positive praise once the author is finished.

Rodgers Recommendations:

- Continue to adapt Literacy by Design to ensure that the program is meeting the needs of our students. This year, all 10 Kindergarten rooms will be equipped with classroom libraries containing 600 leveled/genred texts.
- Continue to infuse Science & Social Studies learning into our literacy routines & units. To support learning in this area, “experiential learning” days will be developed that align to each unit.
- Focus on high order thinking skills/questioning and student-centered dialog throughout the LAL block, particularly during whole group read alouds.
- Continue to develop best practices within the Writer’s Workshop, including the use of rubrics to chart student growth and monitor effective instructional routines. Rodgers will be piloting the new *Units of Study* that is designed specifically for Kindergarten and the accompanying assessments.

Bullock Recommendations:

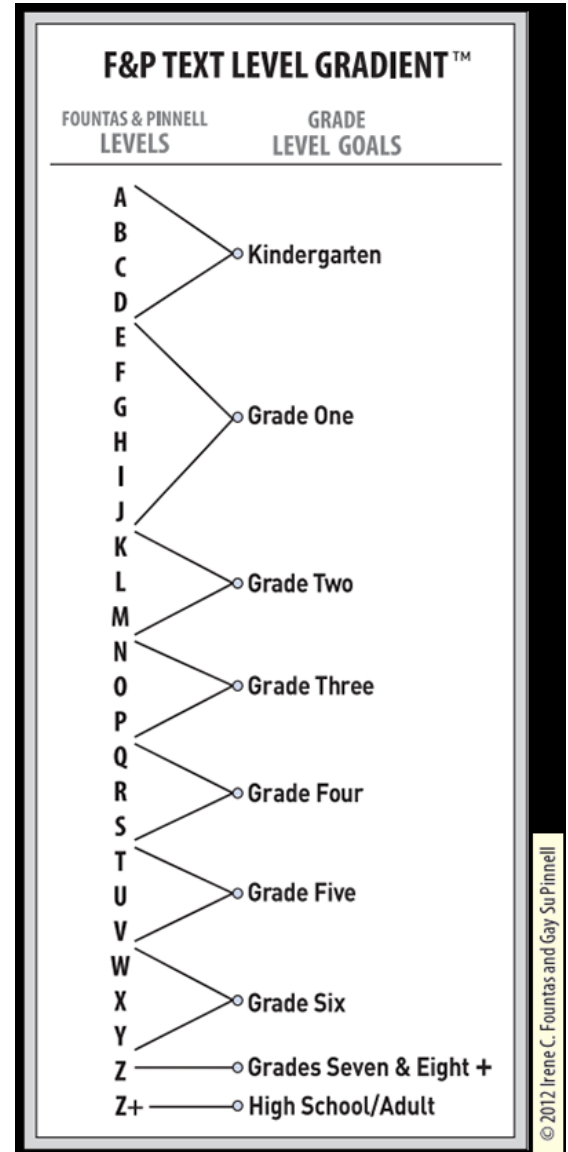
- Monitor the integrity of the instructional schedule via formal/informal walkthroughs to ensure small group instruction takes place daily.
- Regular one-on-one data review meetings with the faculty (3 times/year, minimum)
- Develop independent activities for the guided reading block that are differentiated, rigorous and engaging. This will include regular fluency practice.
- Continue to develop best practices within the Writer’s Workshop, including the use of rubrics to chart student growth and monitor effective instructional routines. Rodgers will be piloting the new *Units of Study* that is designed specifically for Kindergarten and the accompanying assessments.
- Focus on high order thinking skills/questioning and student-centered dialog throughout the LAL block, particularly during whole group read alouds.

The Fountas & Pinnell (F&P) Benchmark System

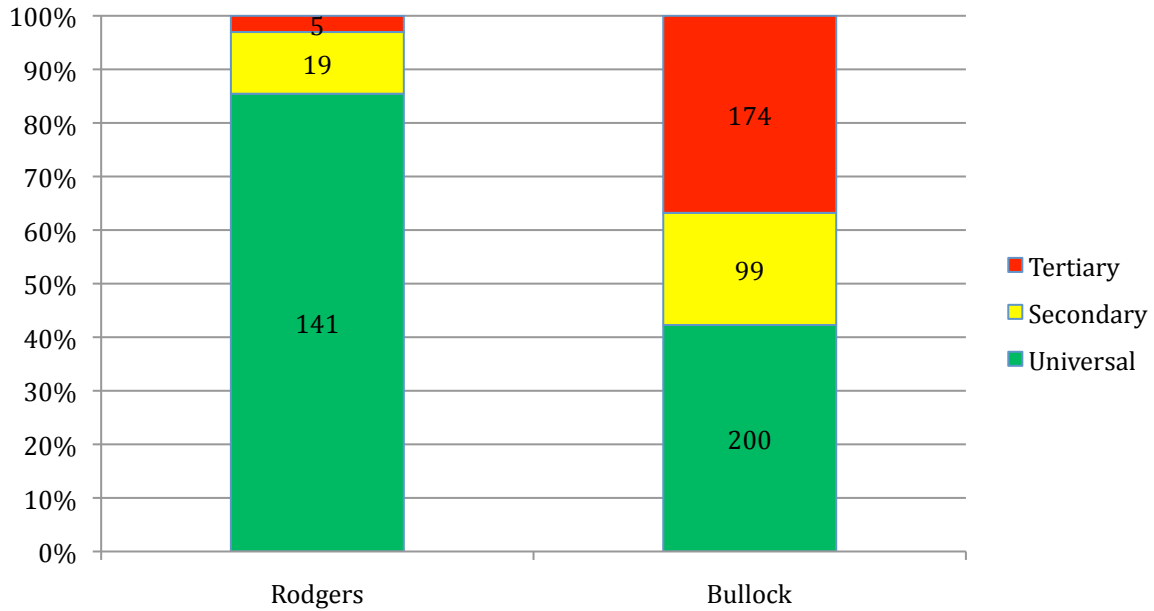
http://www.heinemann.com/fountasandpinnell/BAS2_overview.aspx

The F&P Benchmark Assessment System assists our faculty in identifying student needs and is administered a minimum of three (3) times per year. This comprehensive, one-on-one assessment is utilized to:

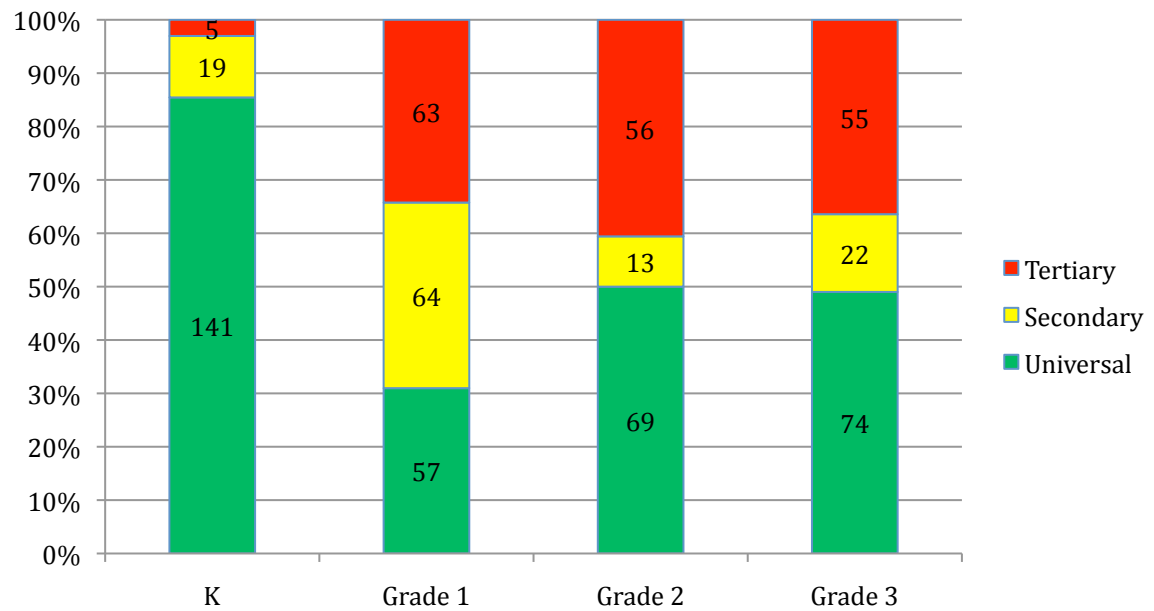
- Build students' reading skills and confidence by identifying both their independent and instructional reading levels, helping teachers match students with appropriate text based on the F&P Text Level Gradient (pictured right).
- Provide sensitive and reliable data through the use of Recording Forms that guide teachers through a Reading Record, revealing a wealth of information about the reader (including the reader's accuracy and self-corrections, comprehension, and fluency). This includes a Comprehension Conversation that provides details about a reader's thinking *within*, *beyond*, and *about* the text.
- Link data to teaching to inform instructional decisions – Each F&P Benchmark Assessment Kit includes a copy of Fountas and Pinnell's The Continuum of Literacy Learning: A Guide to Teaching. This tool helps teachers link the results of the assessment to their teaching, ensuring student growth as learners and promoting a common literacy vernacular within and across all grade levels.
- Allow administration to disaggregate classroom, grade level and/or schoolwide data to determine teacher effectiveness and further develop best practices through data-driven professional development.



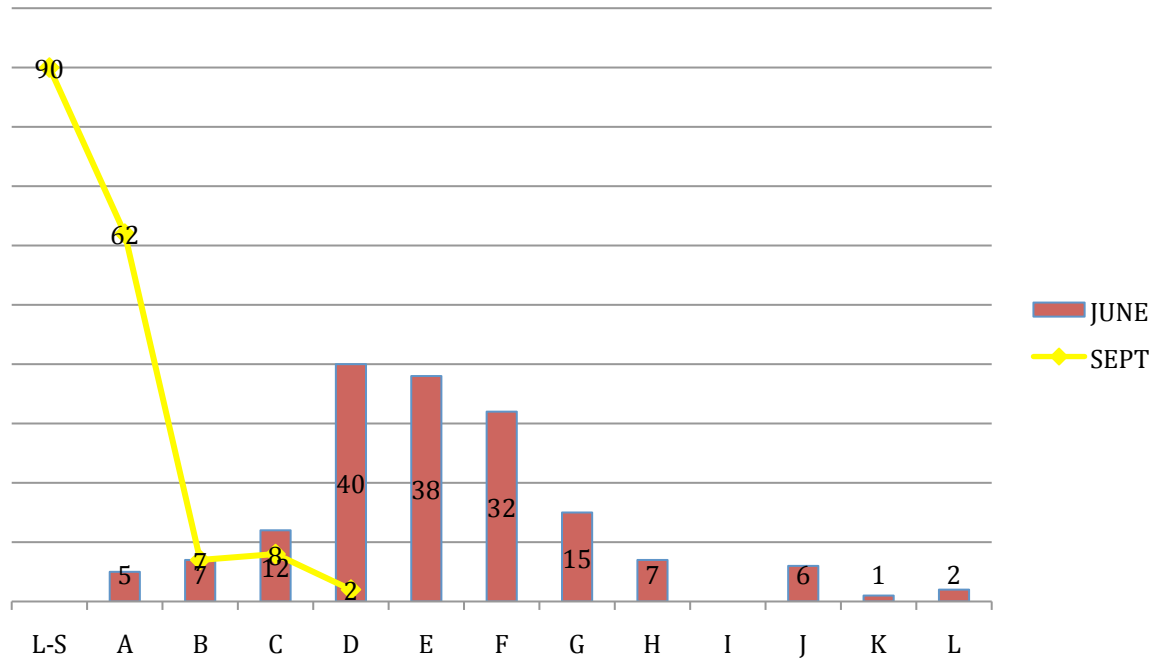
Spring F&P Reading Levels by School



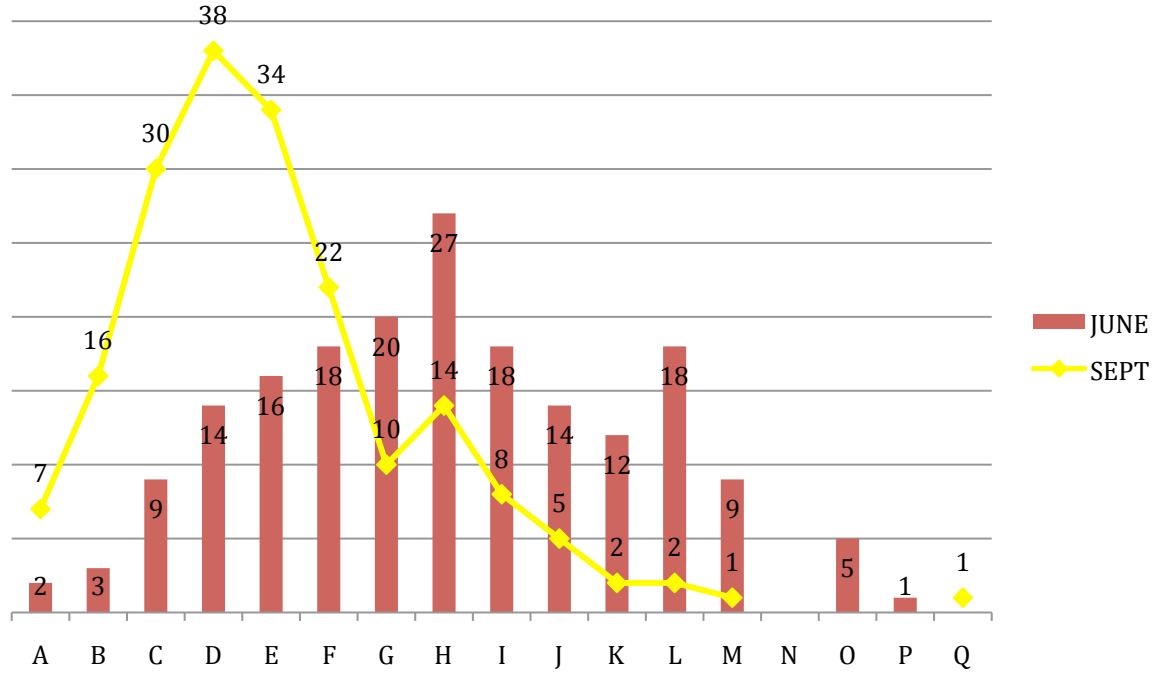
Spring F&P Reading Levels by Grade



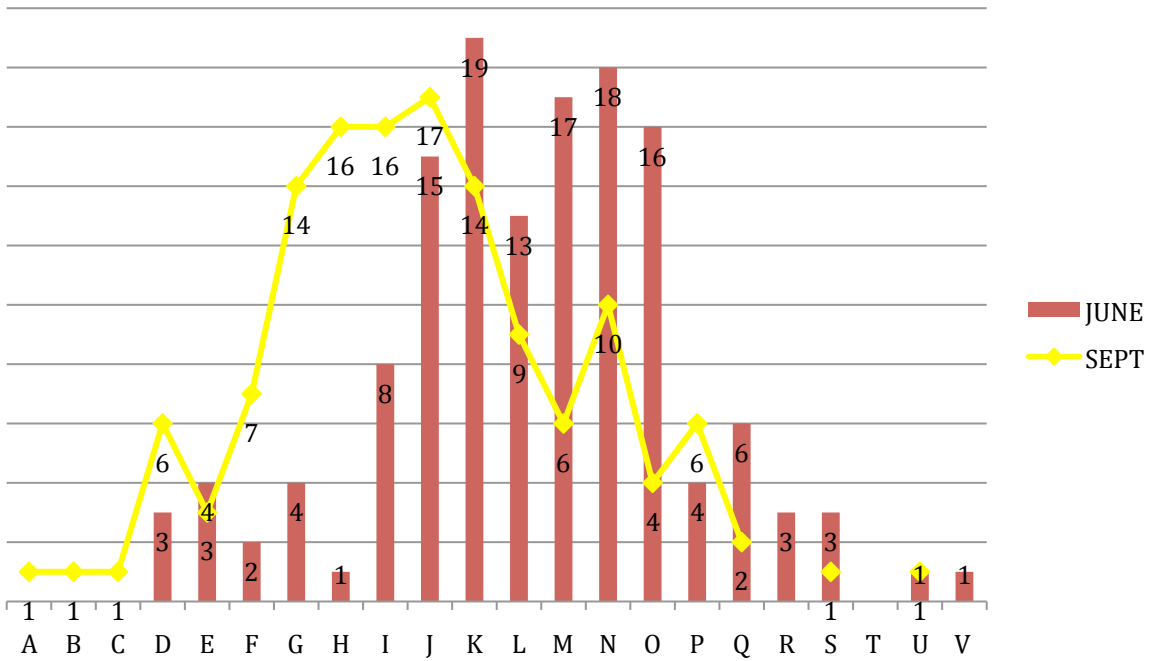
F&P Growth: Kindergarten



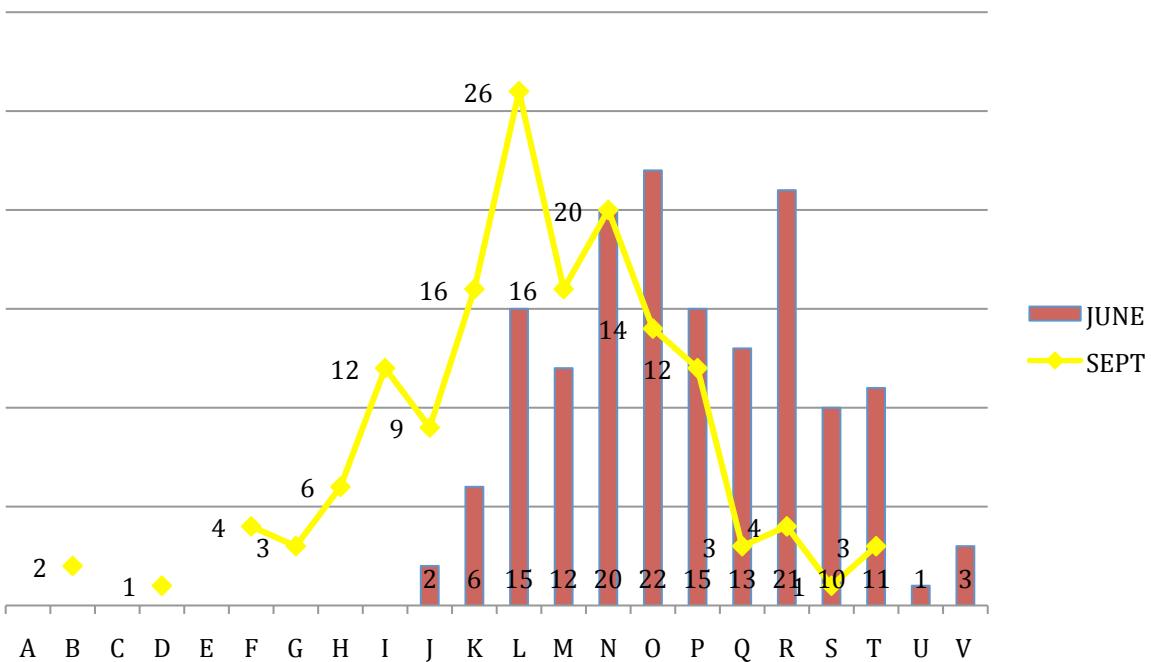
F&P Growth: Grade 1



F&P Growth: Grade 2



F&P Growth: Grade 3



DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

From <http://dibels.uoregon.edu/dibelsinfo.php>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.

Measures of Phonological Awareness:

First Sound Fluency (FSF): Assesses a child's skill to identify and produce the initial sound of a given word.

Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word.

Measure of Alphabetic Principle:

Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words.

Measure of Fluency with Connected Text:

Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word.

Letter Naming Fluency

Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute.

DIBELS Next – Cut Points for Risk & Recommended Goals

Kindergarten		FSF	LNF	PSF	NWF-CLS	NWF-WWR
	Beginning	23 12	29*	21	n/a	n/a
Middle	52 42	52	41	51 41	34*	Optional, Endorsed
End	n/a	62 50	Optional, Endorsed	44*	7 1	

First Grade		LNF	PSF	NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	58 46	Optional, Not Endorsed	42*	7	n/a	n/a	
Middle	n/a	n/a	70	21	34*	86		
End	n/a	n/a	96 62	30 17	69* 36	98 87		

Second Grade		NWF-CLS	NWF-WWR	ORF-WRC	ORF-A	RTF
	Beginning	74 56	22	80*	99	
Middle	n/a	n/a	100*	99		
End	n/a	n/a	111* 83	99 98		

Third Grade		ORF-WRC	ORF-A	RTF	DAZE
	Beginning	97* 72	99		14 9
Middle	115* 88	99	Optional, Not Endorsed	21 14	
End	123* 100	99		26 18	

Key:

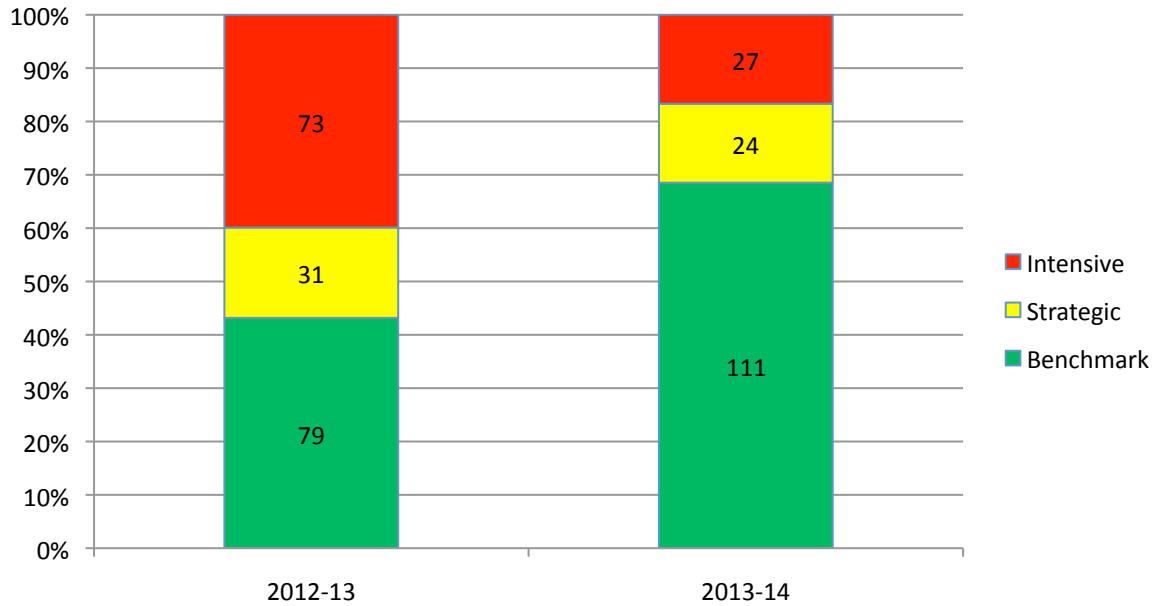
Beginning	23*	← Recommended Benchmark Goal
	14	← Cut Point for Risk

*Predominant measure at each period in terms of SAT10 prediction.

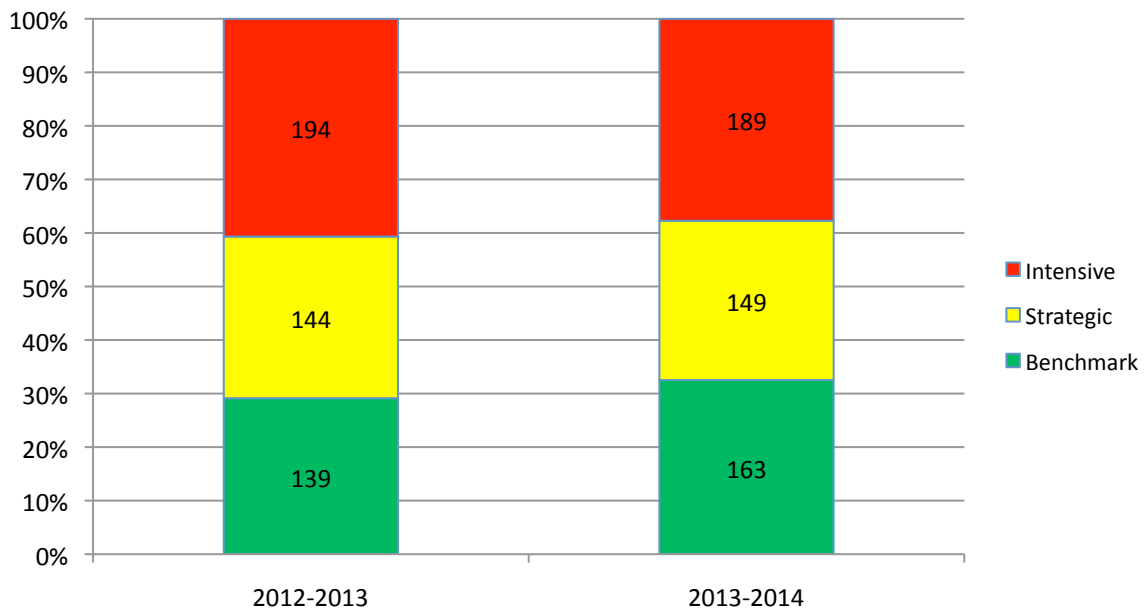
FSF: First Sound Fluency
 LNF: Letter Naming Fluency
 NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds
 NWF-WWR: Nonsense Word Fluency - Whole Words Read

Daze: Daze Adjusted Score
 RTF: Retell Fluency
 ORF-A: Oral Reading Fluency- Accuracy
 ORF-WRC: Oral Reading Fluency- Words Read Correctly

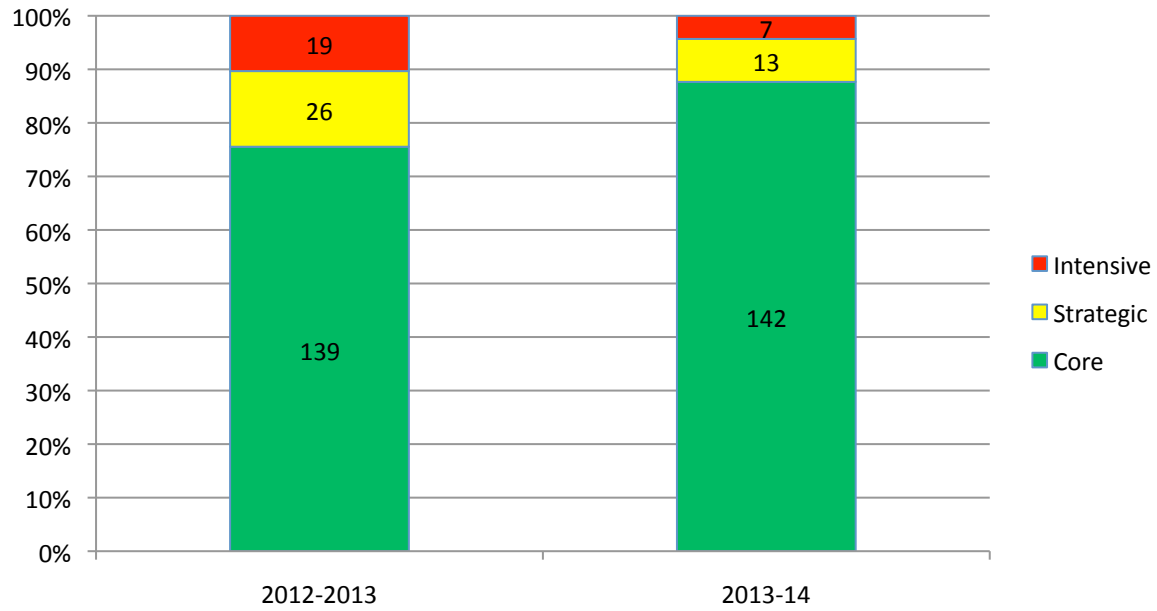
DIBELS NWF: Spring Recommended Goals - Kindergarten



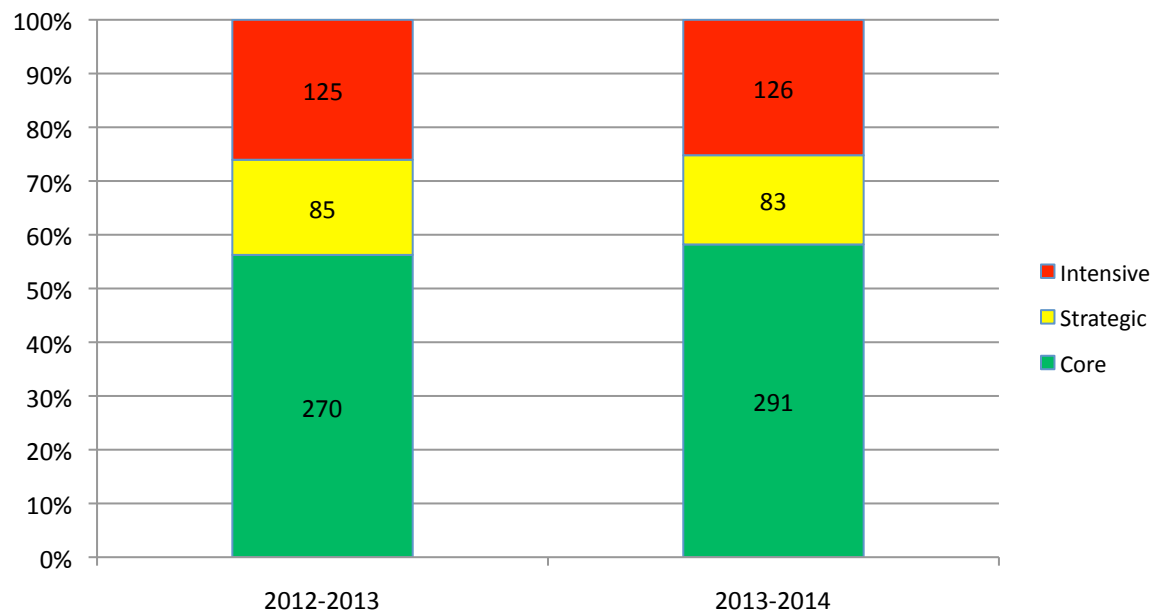
DIBELS ORF: Spring Recommended Goals - Grades 1-3



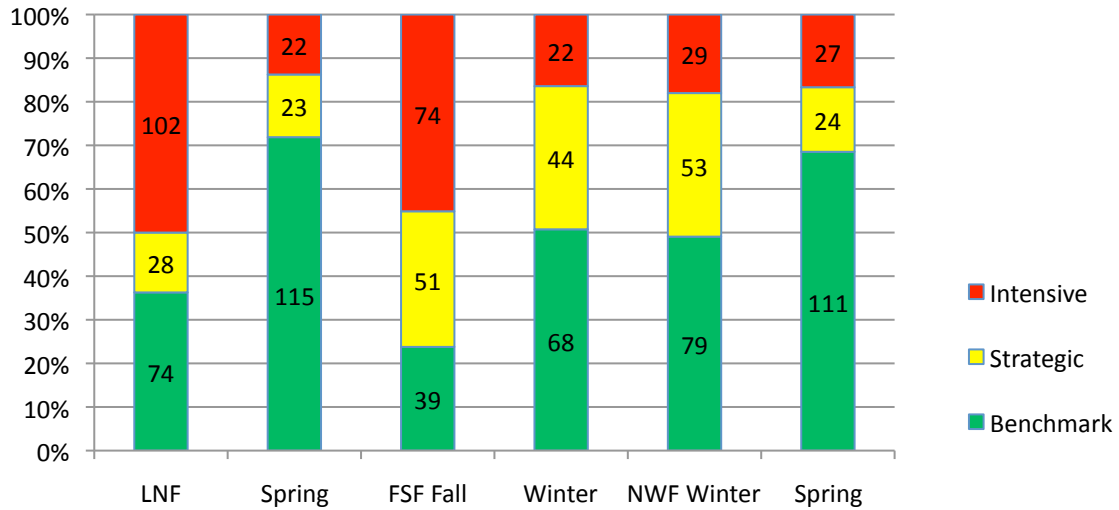
DIBELS NWF: Spring National DIBELS Percentile (NDP) - Rodgers



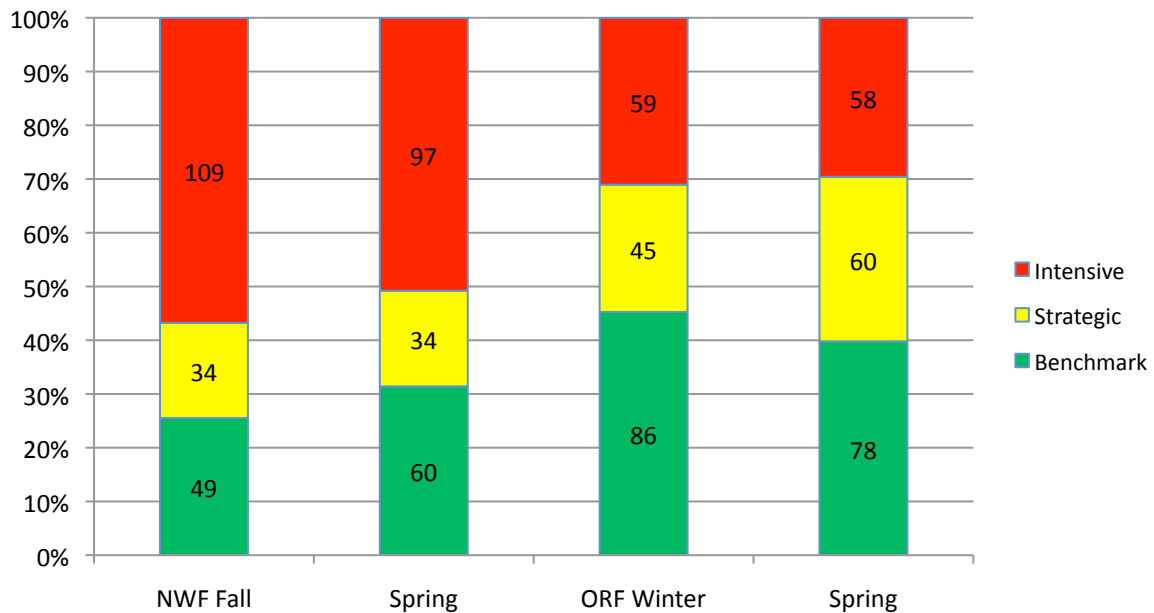
DIBELS ORF: Spring National DIBELS Percentile (NDP) - Bullock



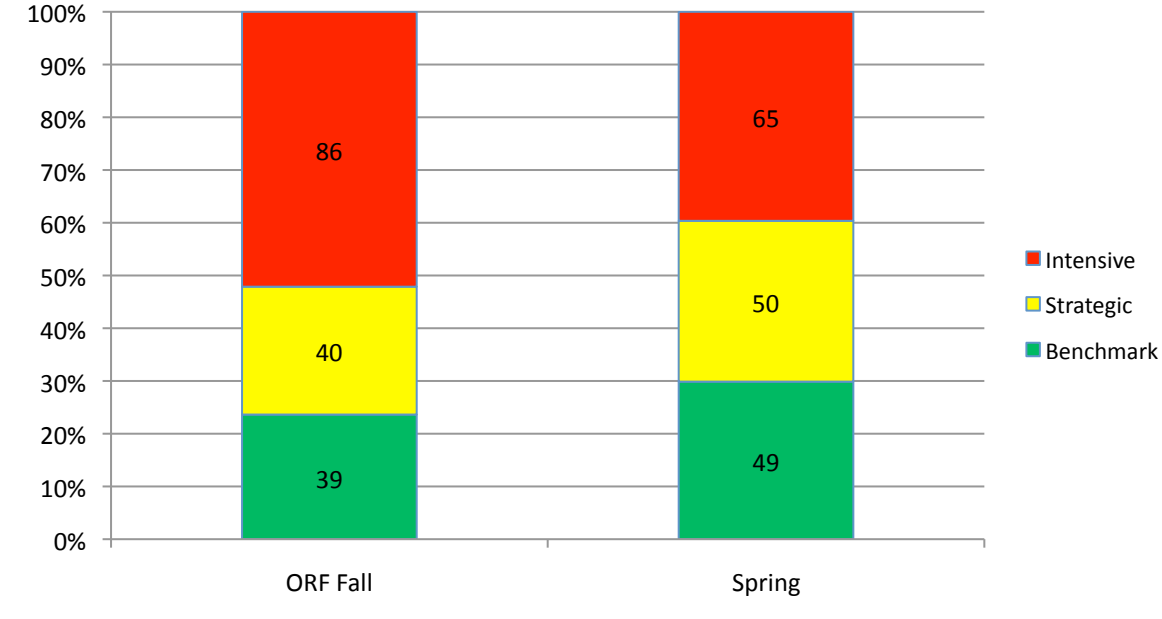
DIBELS Growth: Kindergarten Recommended Goals



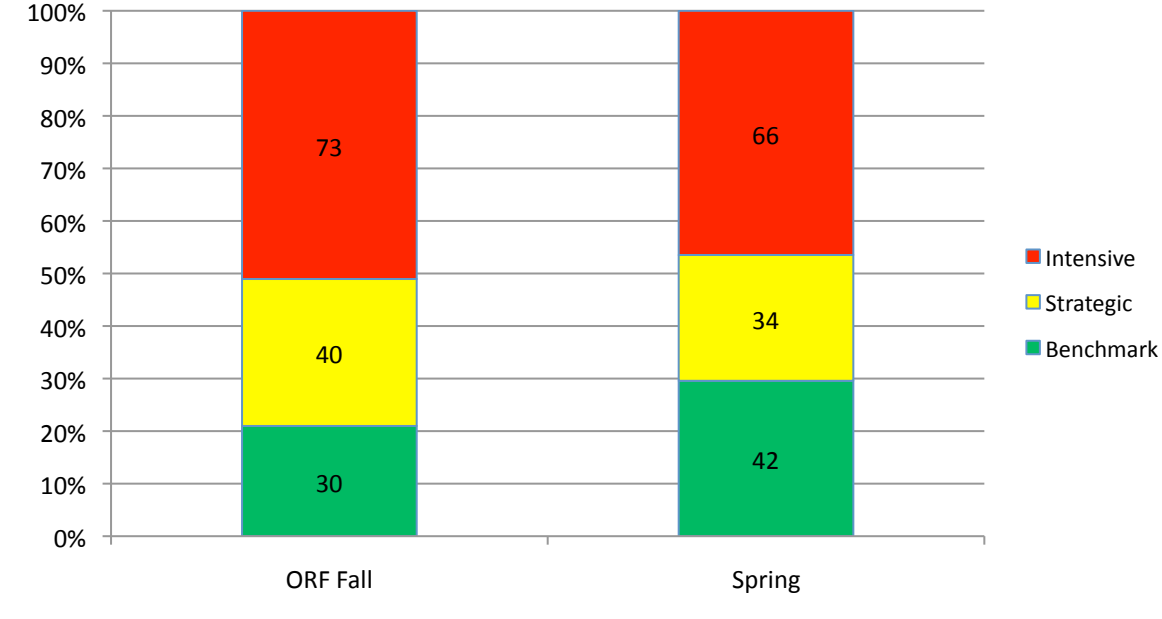
DIBELS Growth: Grade 1 Recommended Goals



DIBELS Growth: Grade 2 Recommended Goals



DIBELS Growth: Grade 3 Recommended Goals



Mathematics Initiatives

Everyday Mathematics is a research-based, data-driven program that has been developed through the University of Chicago. The program makes frequent use of manipulatives to facilitate the modeling of mathematical concepts, thus promoting the development of children's thinking. Everyday Mathematics also focuses on inquiry-based learning. This helps to ensure that students are able to *apply* mathematical concepts in everyday contexts. Through a comprehensive approach to differentiating instruction, Everyday Math provides a variety of ways to help students and teachers manage different backgrounds, learning styles and pacing needs. This includes the use of cooperative learning activities, small group lessons and math games to help students acquire language, communication and social interaction skills. The routines and algorithms used to complete computation and to problem solve spiral throughout the curriculum and are regularly revisited.

Formative Assessments & Data Review

- All students are assessed via EM benchmarks three times each year. This information is utilized on report cards and during data review meetings.
- In order to fulfill the requirements set forth on the new Common Core Standards, all students are assessed on basic addition & subtraction facts. This information is utilized during data review meetings and to develop best practices.

Teacher Supports & Collaboration

- Supply cross-curricular math related texts for use during the literacy block
- Release time is given to new staff to observe lessons and routines in more experienced teachers classrooms
- New Staff workshops on districtwide EM protocol and routines.
- Collaboration with classroom teachers to co-teach or share a demo lesson when needed

Ongoing Student Activities

- Kindergarten students participate in our monthly weather data reports, acting as TV weather reporters giving the school landmark data information.
- 100th Day of School activities

Community Outreach & Math Game Nights

- A Family Math Game Night for all Pre-K & Kindergarten families took place in October.

Grade Reporting

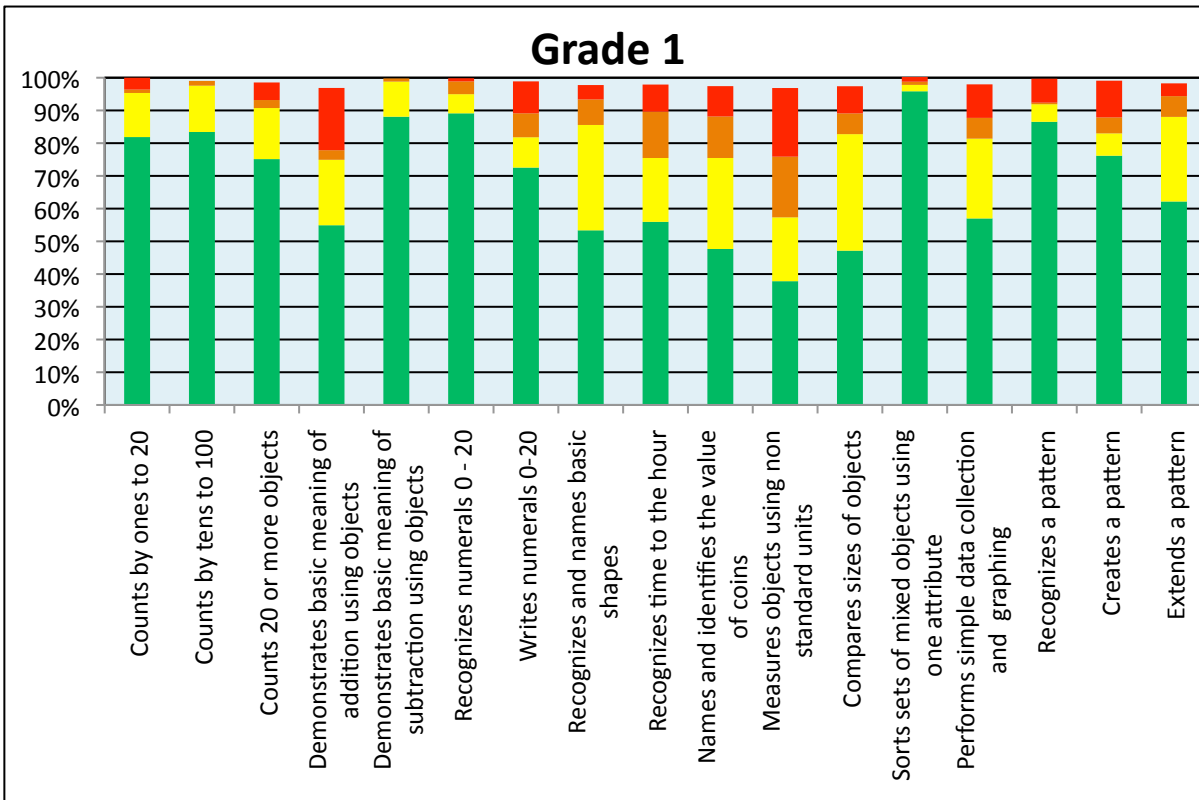
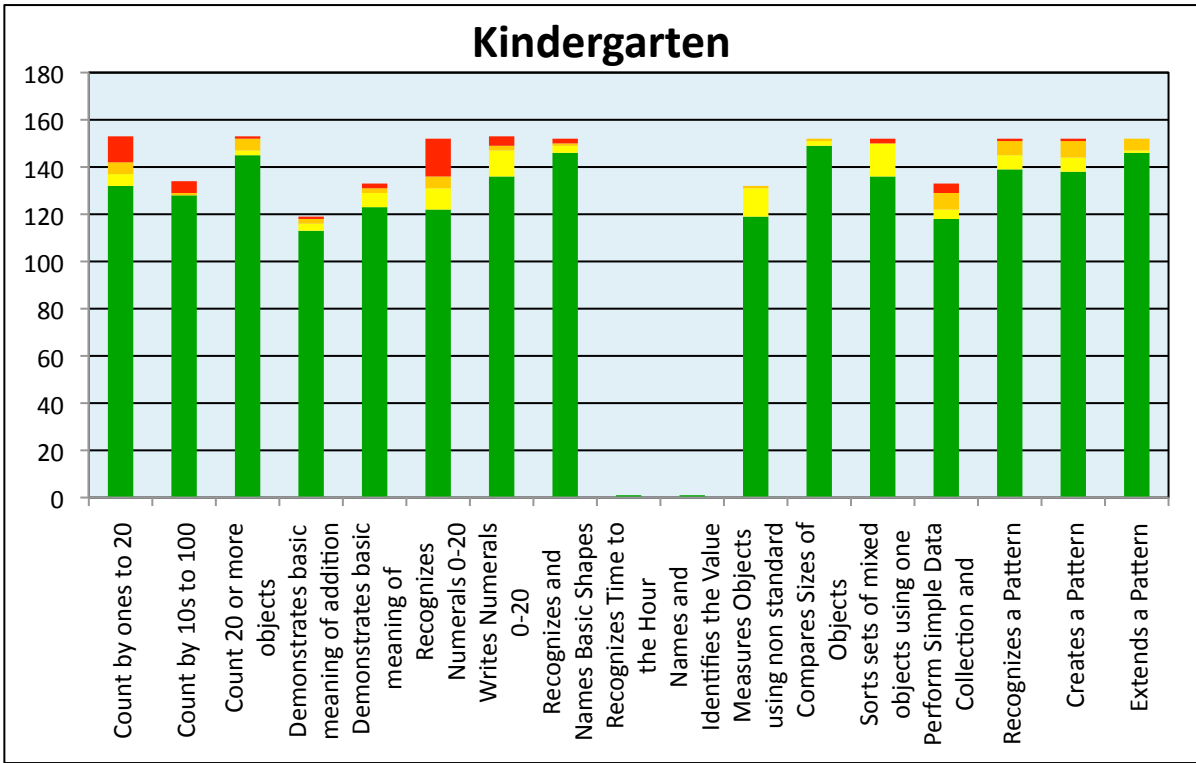
Kindergarten report cards at Rodgers are utilized to communicate student achievement to parents and to inform future instruction. This information is also presented at staff meetings. During that time the faculty and administration review areas of strength and weakness with the goal of developing best practices.

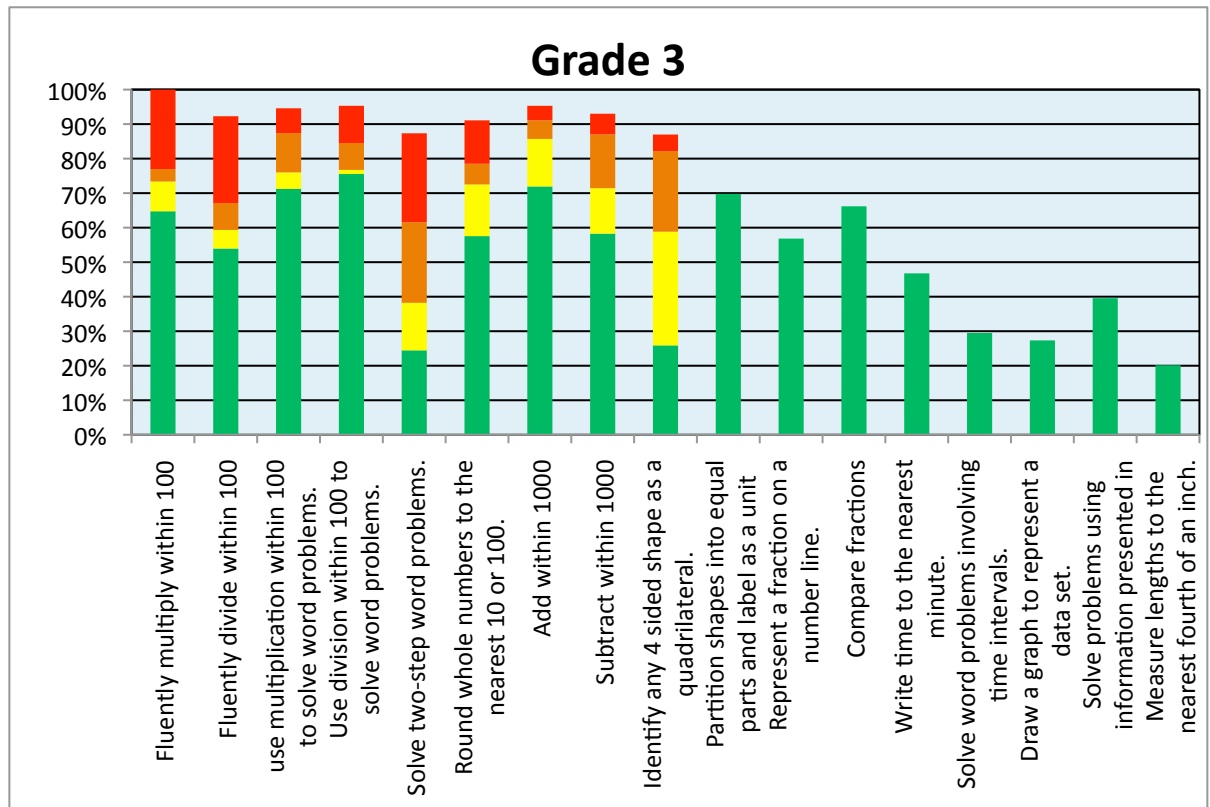
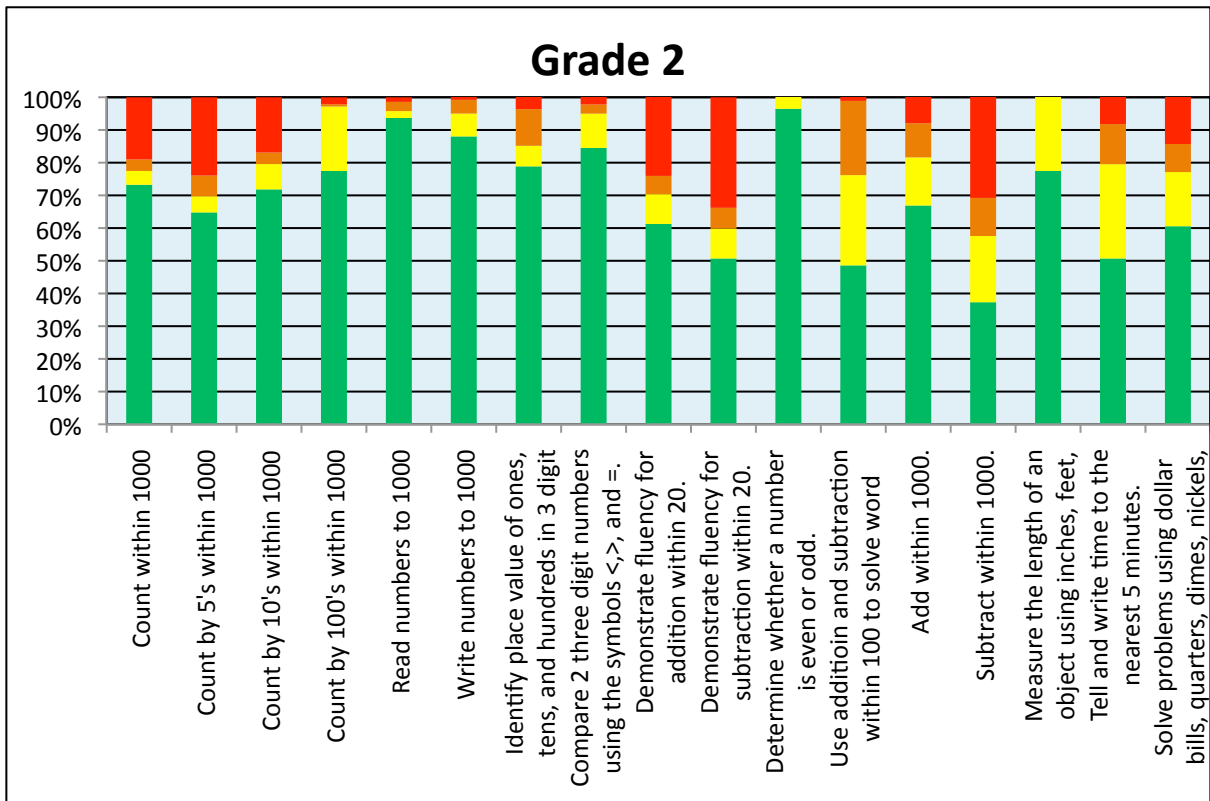
The report card categories are standard-based which allows us to do a full item analysis of our students as see what specific skills should be a focus for instruction. The Mathematics skills defined on the Rodgers report card include the following:

- Count by ones to 100
- Counts by tens to 100
- Counts 20 or more objects
- Demonstrates basic meaning of addition and using objects
- Demonstrates basic meaning of subtraction using objects
- Recognizes numerals 0 – 20
- Writes numerals 0 – 20
- Recognizes and names basic shapes
- Recognizes time to the hour
- Names & identifies the value of coins
- Measures subjects using non-standard units
- Compares sizes of objects
- Sorts sets of mixed objects
- Sorts sets of mixed objects using various attributes
- Performs simple data collection and graphing
- Recognizes a pattern
- Creates a pattern
- Extends a pattern

Student progress toward each standard is defined as:

P	Proficient
D	Developing
E	Emerging
C	Area of Concern
X	Not Introduced





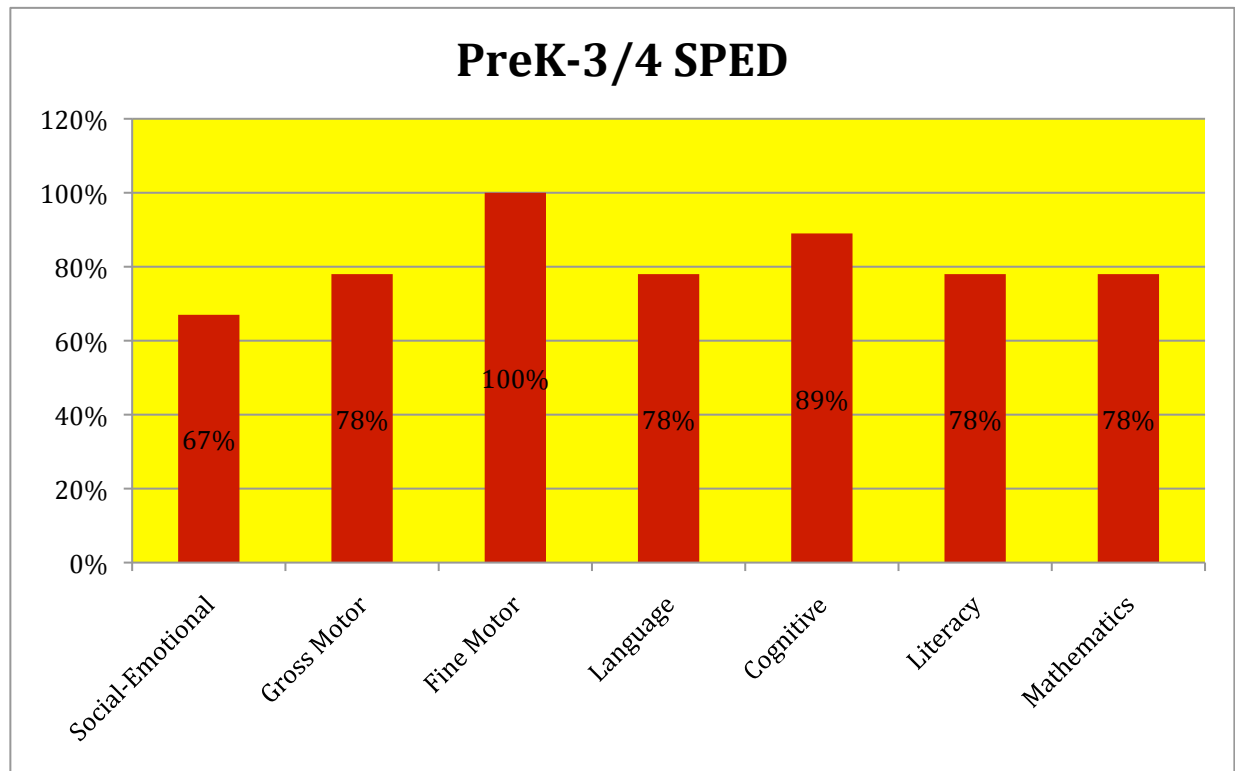
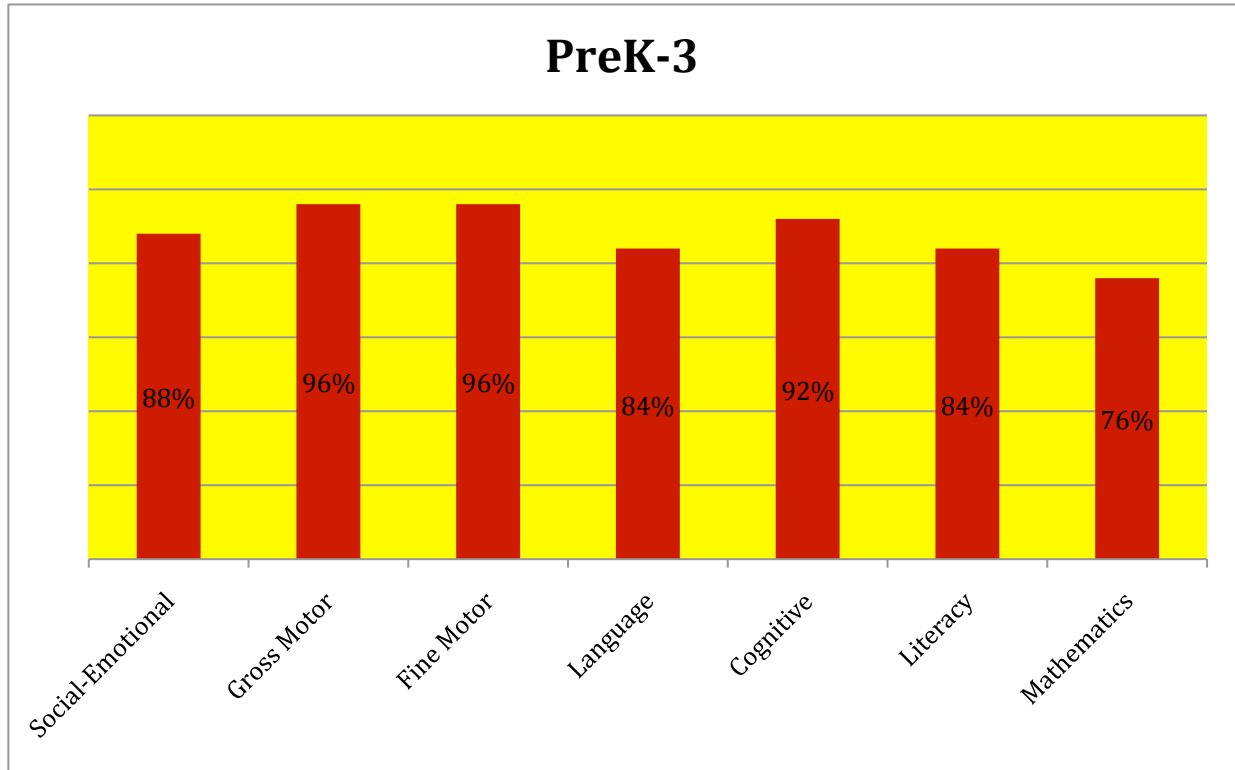
Rodgers Recommendations:

- Develop independent activities for the math block that are differentiated, rigorous and engaging. This will include the integration of standard-based math activities.
- Continue to provide students with opportunities to practice addition & subtraction facts. In addition to working with manipulatives and games, students should receive direct instruction similar to that of our FUNdations routines – quick, daily drills with math facts will help to improve student autonomy in this area.
- Further align the current EM Benchmarks to the Common Core.

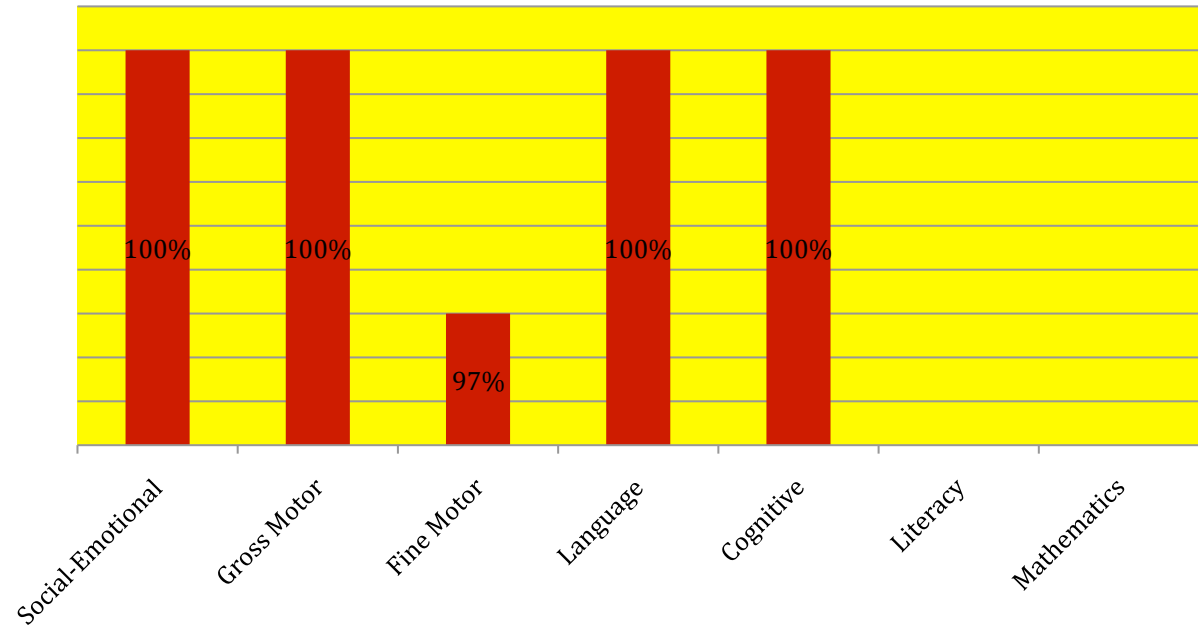
Bullock Recommendations:

- Monitor the integrity of the instructional schedule via formal/informal walkthroughs to ensure small group instruction takes place daily.
- Regular one-on-one data review meetings with the faculty (3 times/year, minimum)
- Develop independent activities for the math block that are differentiated, rigorous and engaging. This will include the integration of standard-based math activities.

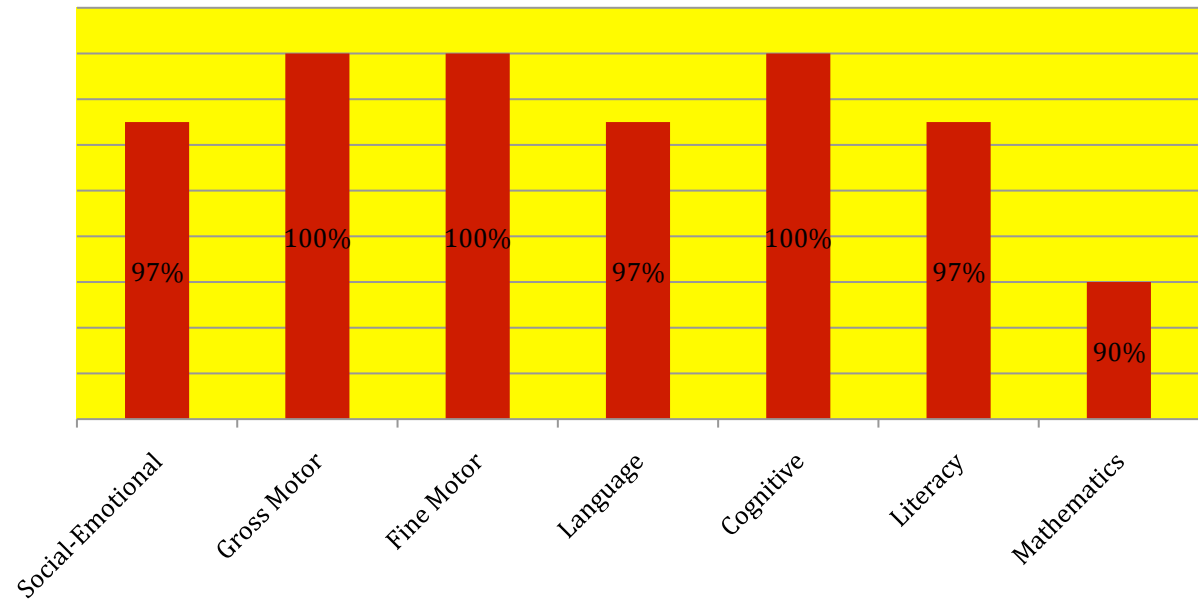
Performance Data by Class: PreK-3 – Grade 3



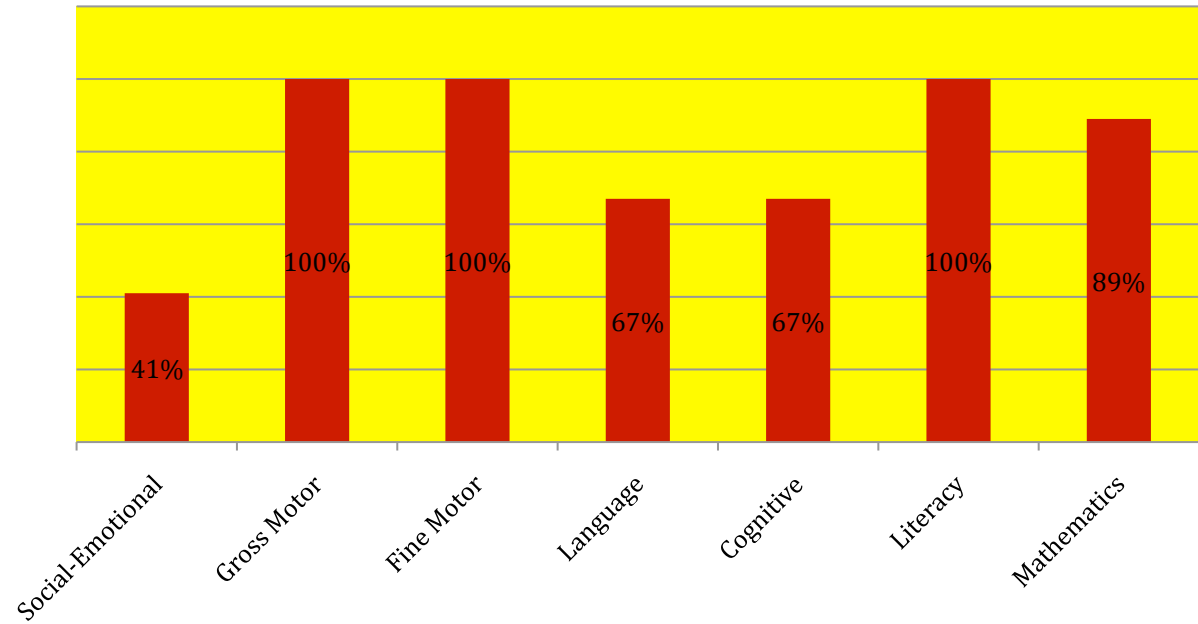
PreK-4: Class #1



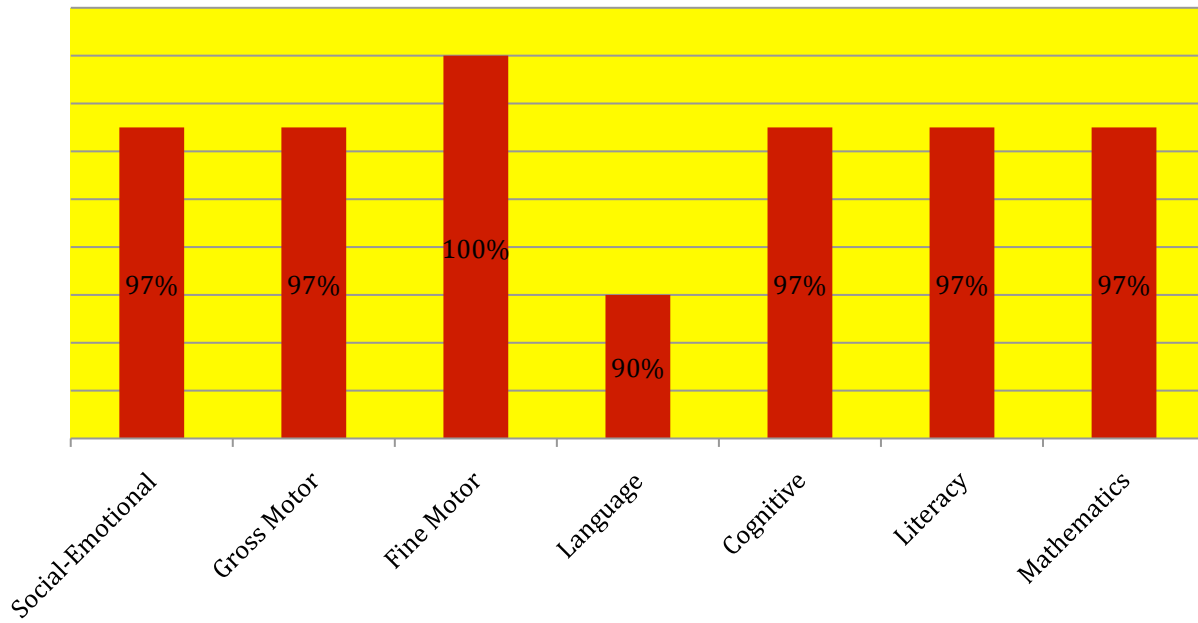
PreK-4: Class #2



PreK-4: Class #3



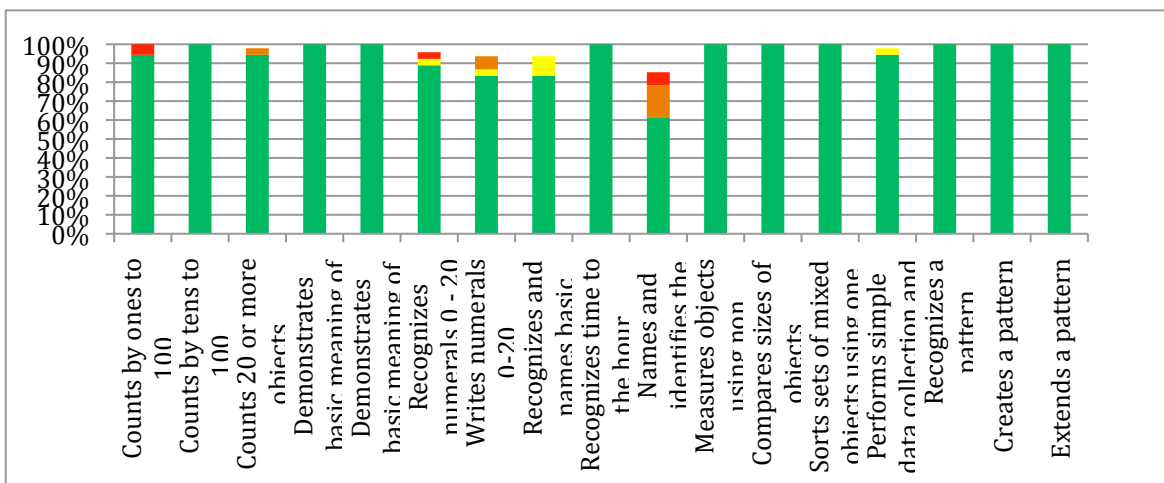
PreK-4: Class #4



Kindergarten 1



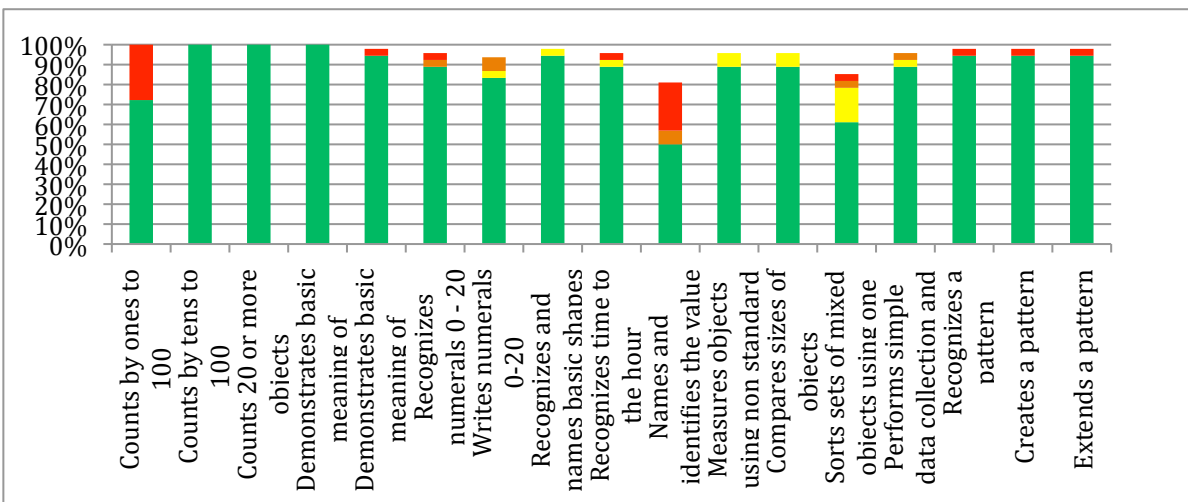
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
0	0	22	11	24	28	0	36	34	24	0
15	11	58	36	57	25	0	51	70	24	7
22	23	58	58	44	37	0	70	69	29	0
0	13	42	47	55	16	0	48	59	30	0
12	29	44	70	16	44	0	80	63	38	14
0	6	56	55	51	47	0	66	56	41	13
8	24	55	45	49	28	10	63	59	48	17
4	0	56	61	51	34	0	82	71	50	15
11	45	60	73	62	32	0	84	73	54	18
14	43	55	53	58	32	2	75	67	55	18
13	7	50	37	53	19	0	70	57	60	21
0	11	58	52	48	31	0	90	76	68	17
0	5	60	67	56	37	0	71	74	71	24
0	14	60	83	56	32	8	84	74	72	23
13	32	60	68	65	51	8	72	67	78	27
13	30	60	77	72	65	5	84	76	78	25
27	22	60	52	64	48	13	71	75	90	25
8	23	60	54	65	57	20	80	69	100	35
32	30									
10.1	19.4	54.1	55.5	52.6	36.8	3.7	70.9	66.1	56.1	16.6



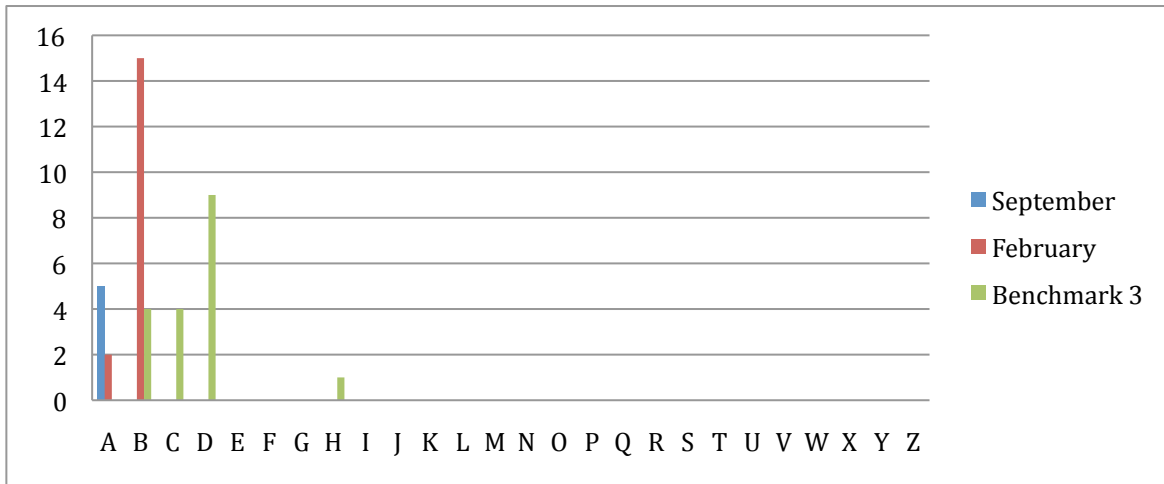
Kindergarten 2



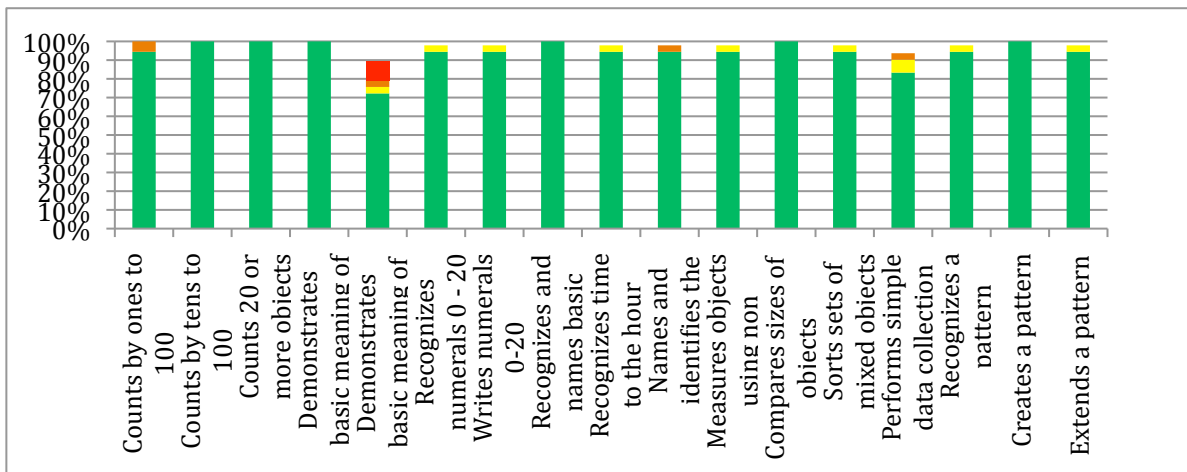
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6	9	21	39	27	28	0	64	36	16	0
0	4	14	16	7	8	0	43	34	26	0
29	31	58	51	45	31	4	64	62	33	10
0	10	34	47	15	33	0	51	50	44	7
0	19	40	56	39	24	4	70	58	44	1
0	11	41	49	44	33	0	63	38	47	15
36	47	57	57	39	37	10	79	40	56	17
17	24	60	63	42	23	6	70	56	56	18
19	37	32	58	57	34	10	64	50	57	20
0	0	46	50	45	28	0	75	51	57	19
19	17	60	54	61	51	18	62	64	61	20
2	21	52	67	34	48	17	74	53	74	26
15	22	54	70	53	33	10	83	52	76	26
0	31	45	54	46	46	16	64	52	77	24
31	27	58	67	50	48	14	75	48	78	26
19	31	41	52	54	29	1	67	52	86	24
28	47	60	95	63	48	11	106	62	94	33
42	56	50	71	58	90	31	84	58	135	46
2	0	47	19	9	2	0				
13.9	23.4	45.8	54.5	41.5	36.5	8.0	69.9	50.9	62.1	18.4



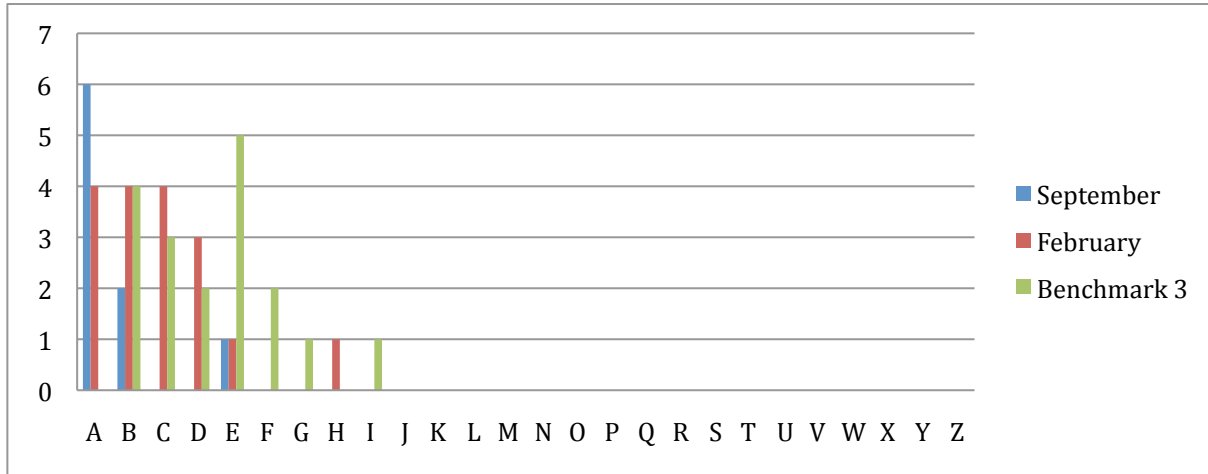
Kindergarten 3



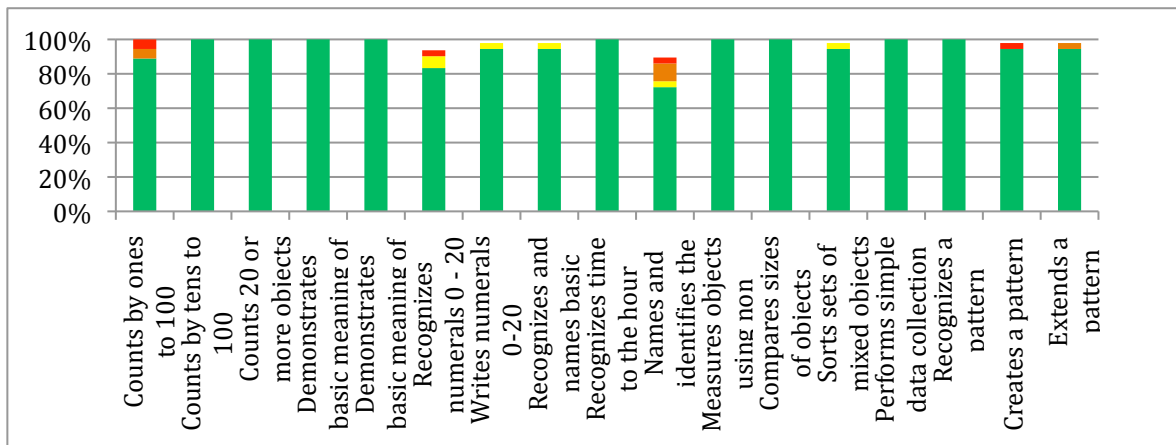
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
16	23	41	58	43	39	0	62	51	30	8
23	15	37	46	32	30	0	67	54	33	11
0	1	54	60	23	47	0	81	40	37	11
4	18	46	51	27	26	0	60	38	38	10
0	0	47	49	32	46	0	62	35	41	3
34	36	58	84	42	42	1	67	58	44	14
6	23	56	63	49	33	0	74	54	51	17
8	33	46	45	30	25	0	58	45	54	17
7	31	45	57	40	30	3	70	47	57	15
15	18	56	77	36	35	0	79	55	61	15
29	35	60	56	28	41	6	56	41	62	22
							74	63	71	24
2	31	49	66	40	48	1	85	66	75	23
33	42	60	73	58	62	22	71	65	83	29
14	9	58	67	42	62	22	79	68	95	32
24	42	58	75	50	42	8	79	65	98	33
6	17	45	64	48	59	19	68	64	110	35
18	36	57	66	44	87	27	70	54	135	45
4	2									
13.5	22.9	51.4	62.2	39.1	44.4	6.4	70.1	53.5	65.3	20.2



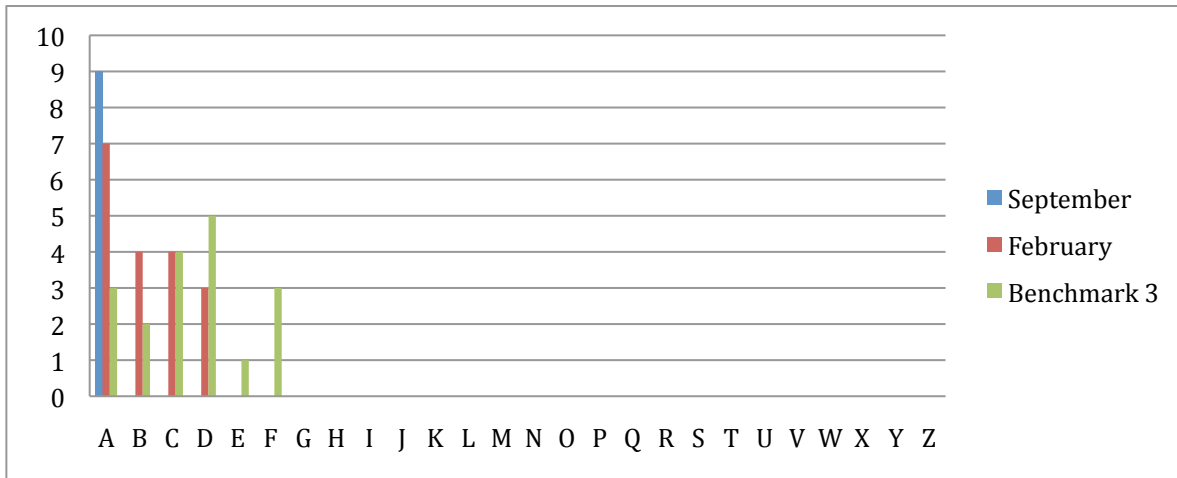
Kindergarten 4



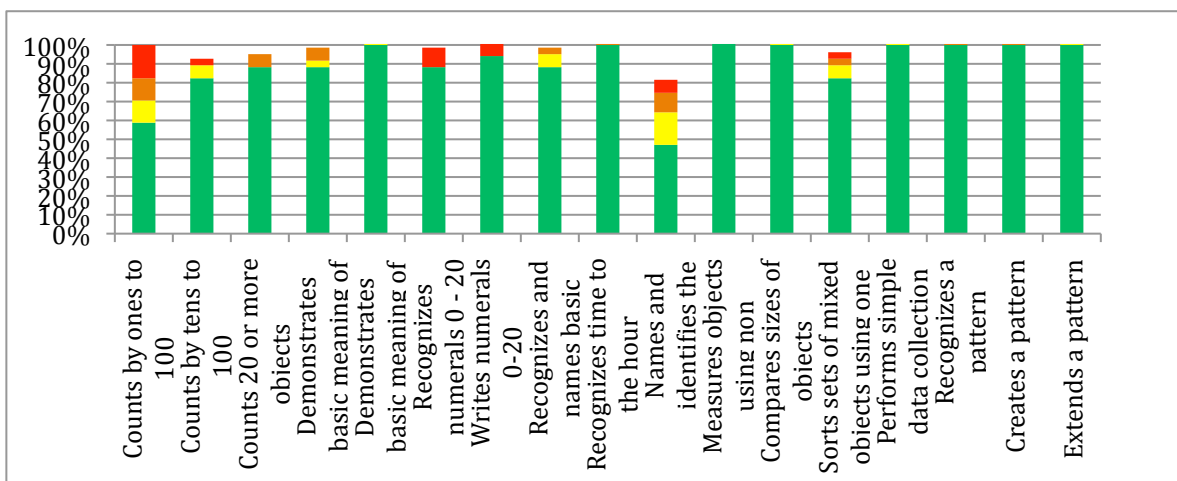
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
0	5	17	48	7	27	0	59	48	29	0
13	10	38	40	51	34	0	63	56	32	3
17	15	47	45	50	34	0	63	73	36	11
0	10	39	44	49	29	0	60	71	36	5
2	6	12	42	11	20	0	76	27	37	3
18	13	56	50	58	35	0	60	63	40	11
0	1	52	49	54	35	0	76	69	41	11
22	29	55	60	62	43	15	67	65	44	15
1	1	46	48	19	30	0	70	68	45	9
0	0	20	26	21	19	0	65	20	45	2
29	37	52	68	60	43	3	72	60	52	18
28	32	54	58	62	26	6	65	70	54	13
							84	62	57	7
16	36	48	55	49	38	0	74	53	61	15
13	20	48	54	57	50	17	75	63	66	22
19	33	55	73	62	42	14	75	73	79	22
26	40	60	82	67	126	44	84	68	140	47
37	80	58	97	51	121	39	108	47	141	48
6	12									
13.7	21.1	44.5	55.2	46.5	44.2	8.1	72.0	58.7	57.5	14.6



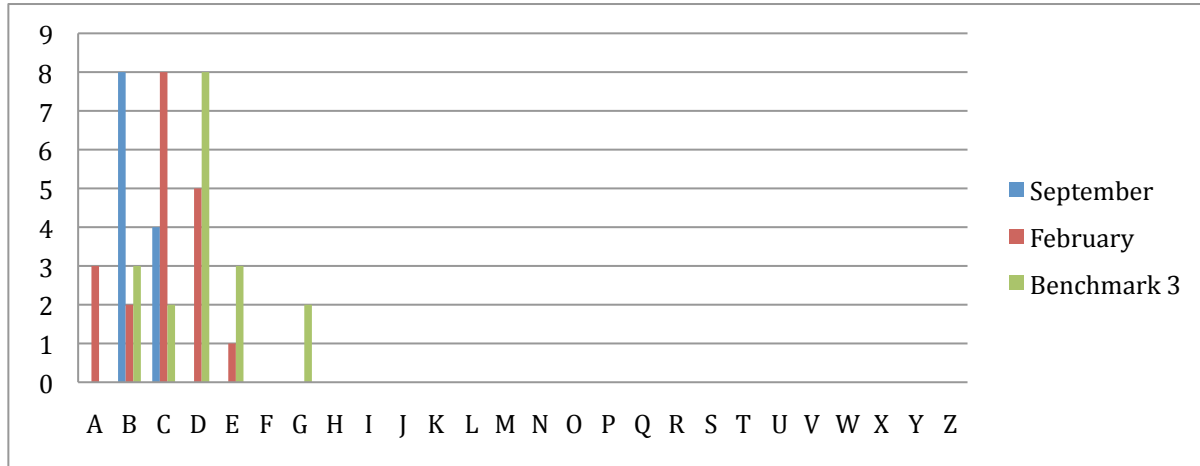
Kindergarten 5



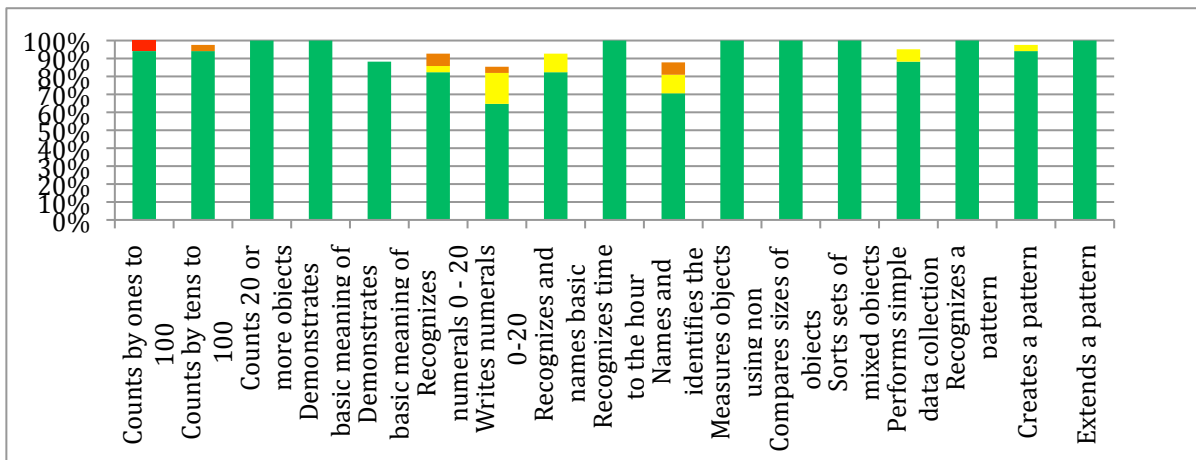
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
15	40	55	75	49	39	9	70	53	0	0
35	31	55	110	46	67	23	86	0	0	0
11	2	27	14	32	9	0	30	40	17	0
0	0	15	19	9	6	0	36	45	17	0
0	0	31	23	37	10	0	46	51	22	1
0	0	33	33	7	19	0	56	30	23	0
14	14	44	51	48	31	1	60	50	27	5
17	19	24	32	37	34	0	51	53	37	0
2	36	48	80	40	43	0	70	55	40	14
0	11	47	61	35	28	0	71	52	42	14
0	12	39	59	32	31	2	65	47	52	8
0	14	52	80	39	36	2	77	66	57	14
4	19	35	86	40	32	11	97	44	64	22
		37	48	34	16	0	85	55	83	29
		58	80	40	43	2	96	80	94	32
16	13	44	56	35	43	11	92	70	94	33
22	38	50	82	44	53	14	79	70	116	40
37	67	53	100	51	54	17	88	67	142	49
0	2									
11.9	20.1	41.5	60.5	36.4	33.0	5.1	69.7	51.6	51.5	14.5



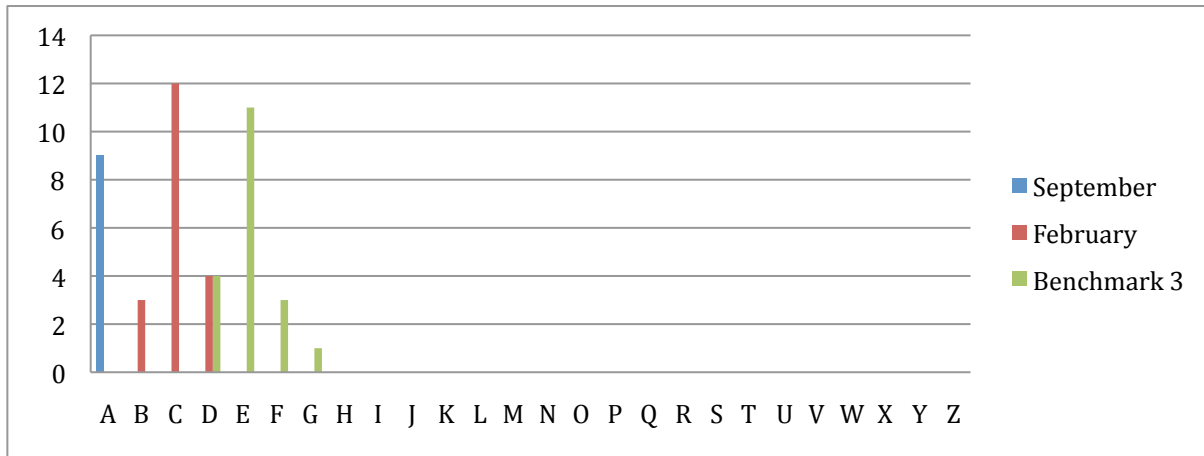
Kindergarten 6



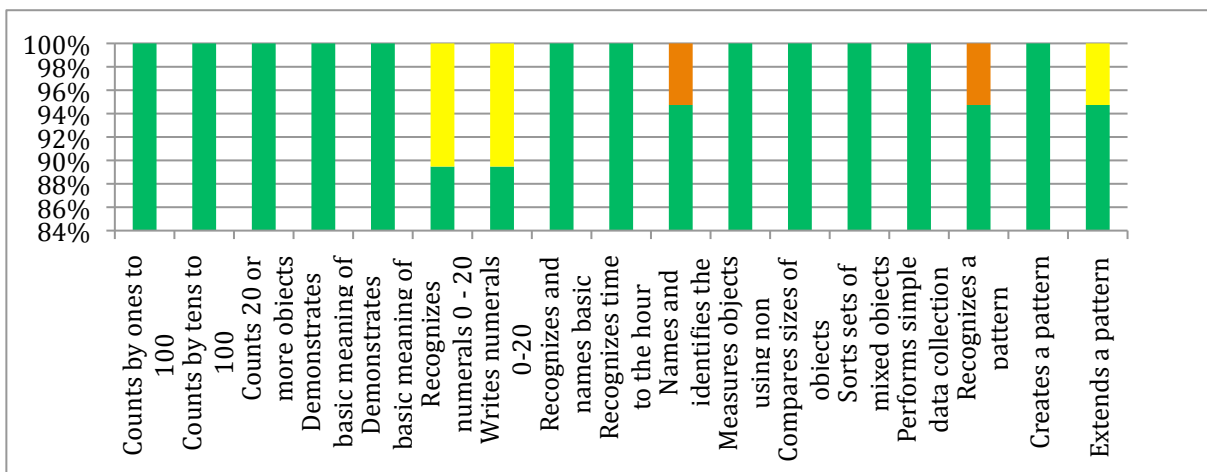
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
0	6	28	30	25	13	0	40	44	26	0
25	5	54	53	37	23	0	58	51	32	0
17	8	52	37	39	24	0	43	58	34	1
10	24	32	48	30	22	0	60	49	35	0
12	53	20	52	13	22	0	66	20	37	0
34	48	49	57	59	29	2	61	73	38	8
4	0	24	54	25	25	0	62	45	39	0
12	21	45	43	54	31	0	55	63	40	4
21	22	39	54	58	33	0	63	63	43	6
15	24	46	62	44	36	0	68	59	43	14
17	40	46	74	48	57	0	84	62	44	11
18	35	55	53	55	38	6	61	67	44	11
12	43	53	65	44	27	1	75	64	45	11
16	39	49	58	49	25	1	65	57	47	7
25	52	57	66	60	34	0	78	63	48	17
20	47	46	68	43	42	0	75	66	68	13
29	44	57	85	55	92	25	101	63	136	48
36	50	51	87	63	70	28	96	77	143	50
28	34	52	73	56	27	9				
18.5	31.3	45.0	58.9	45.1	35.3	3.8	67.3	58.0	52.3	11.2



Kindergarten 7



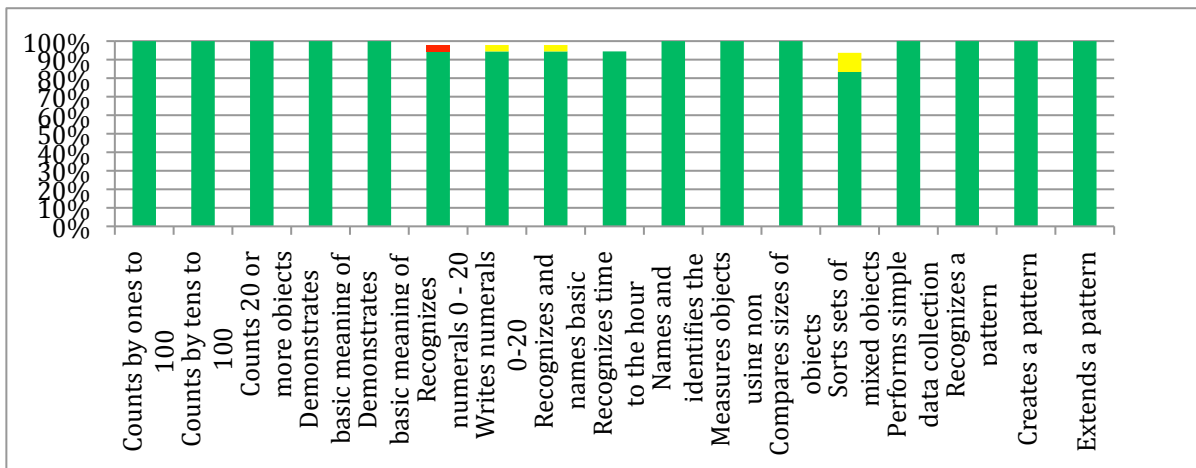
Beginning		Middle						End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR	
17	16	32	36	44	16	0	41	69	28	1	
0	9	8	27	4	18	0	49	61	37	5	
0	0	31	38	33	31	0	54	65	39	14	
21	31	37	38	54	19	1	65	66	40	10	
0	15	34	45	58	32	4	64	70	41	12	
0	19	38	27	11	25	0	55	14	44	5	
0	22	21	56	51	22	4	62	63	44	7	
18	20	43	34	47	23	6	68	66	48	16	
4	28	41	67	50	41	10	98	72	49	12	
17	25	53	55	58	29	8	62	74	49	12	
18	4	42	37	55	33	8	56	63	51	16	
14	29	45	50	53	40	14	65	50	51	16	
18	26	60	56	69	33	9	68	76	53	14	
31	24	34	63	50	30	8	64	70	53	7	
0	4	29	43	58	27	8	58	66	54	16	
0	19	55	50	71	37	13	69	73	62	20	
28	24	46	69	57	51	17	72	72	111	35	
10.6	18.1	39.6	46.0	49.0	28.6	5.8	62.2	63.5	48.8	12.6	



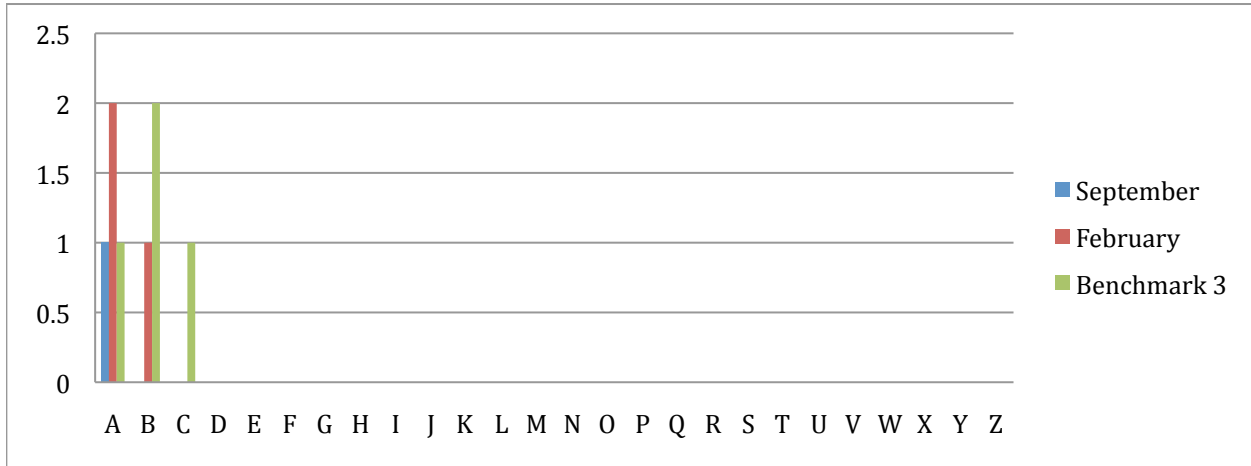
Kindergarten 8



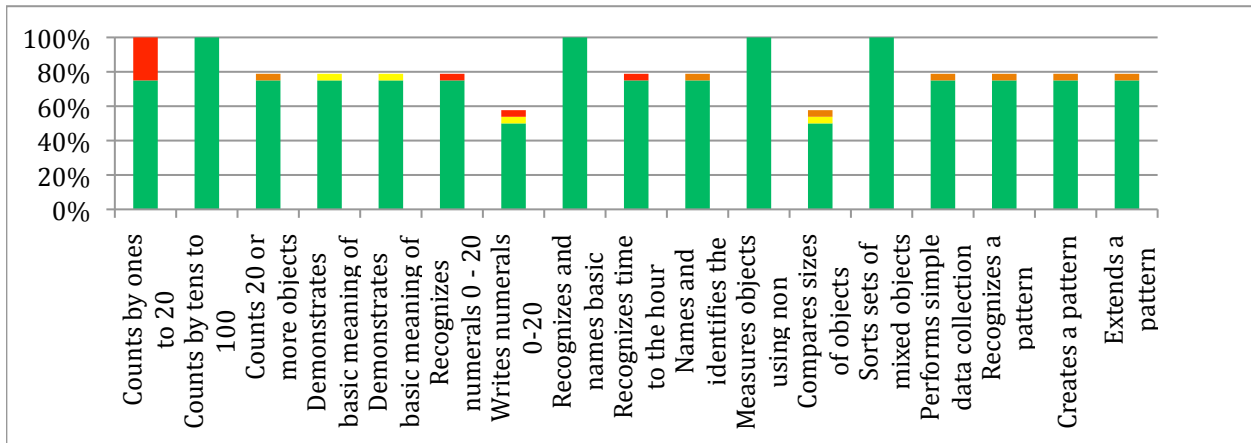
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
0	0	27	33	31	18	0	46	67	28	9
0	26	46	39	62	25	9	49	70	31	11
		51	37	58	18	2	44	48	33	10
5	16	60	54	61	32	8	51	53	33	10
0	13	18	48	12	20	0	70	73	38	10
0	5	45	55	14	25	0	76	78	45	16
26	40	57	69	58	32	8	82	62	48	17
17	28	54	58	68	34	8	72	69	53	18
23	28	44	53	57	30	9	72	70	56	19
29	9	60	58	70	29	10	68	70	57	20
20	24	60	47	76	34	11	66	80	60	21
14	6	50	42	51	27	5	58	66	65	23
6	23	58	69	67	33	11	65	79	66	22
17	13	49	65	72	38	11	74	74	68	23
38	24	44	65	63	63	18	70	77	107	37
15	35	57	91	62	98	32	70	77	109	36
8	45	59	85	76	46	15	100	74	126	44
28	46	60	75	69	55	21	74	64	137	48
22	41									
15.6	24.3	49.9	57.9	57.1	36.5	9.9	67.1	69.5	64.4	21.9



Kindergarten 9



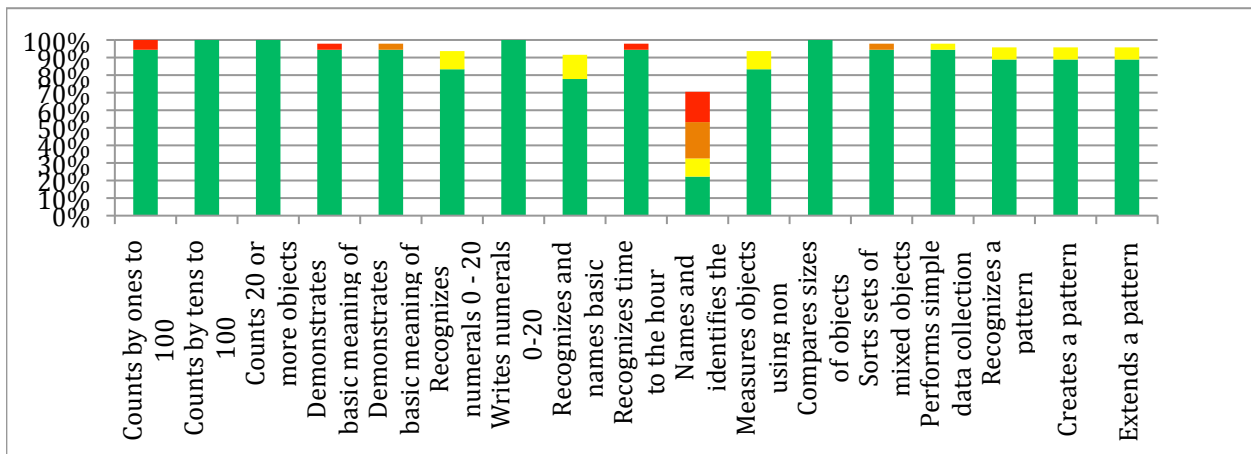
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
0	0	0	2	0	0	0	11	6	4	0
0	4	0	14	2	2	0	33	17	14	1
0	7	16	26	6	6	0	40	24	24	6
16	30	38	58	20	54	17	72	33	106	37
4.0	10.2	13.5	25.0	7.0	15.5	4.2	39.0	20.0	37.0	11.0



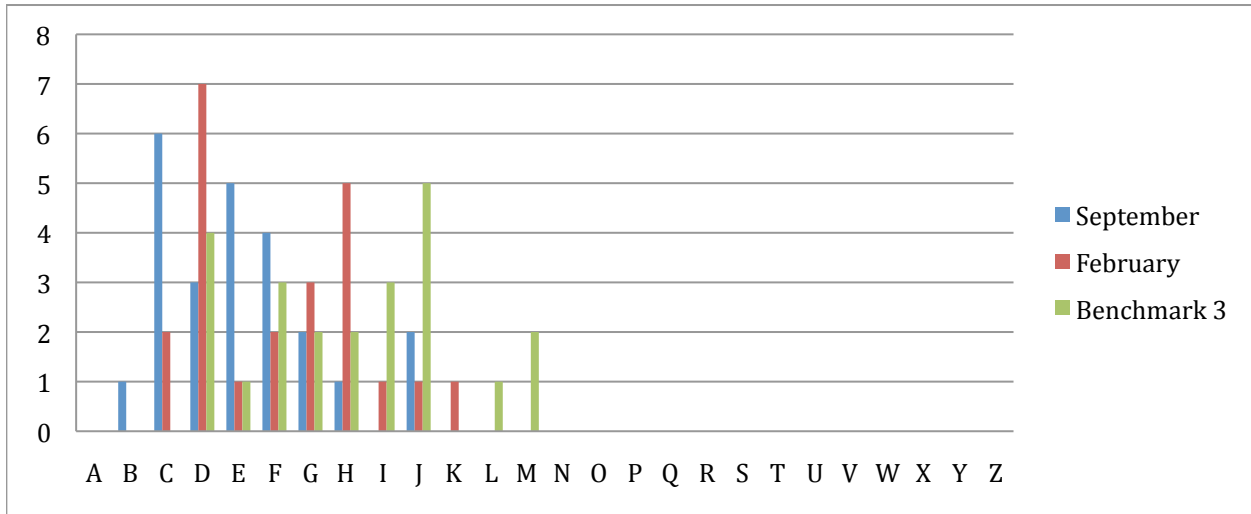
Kindergarten 10



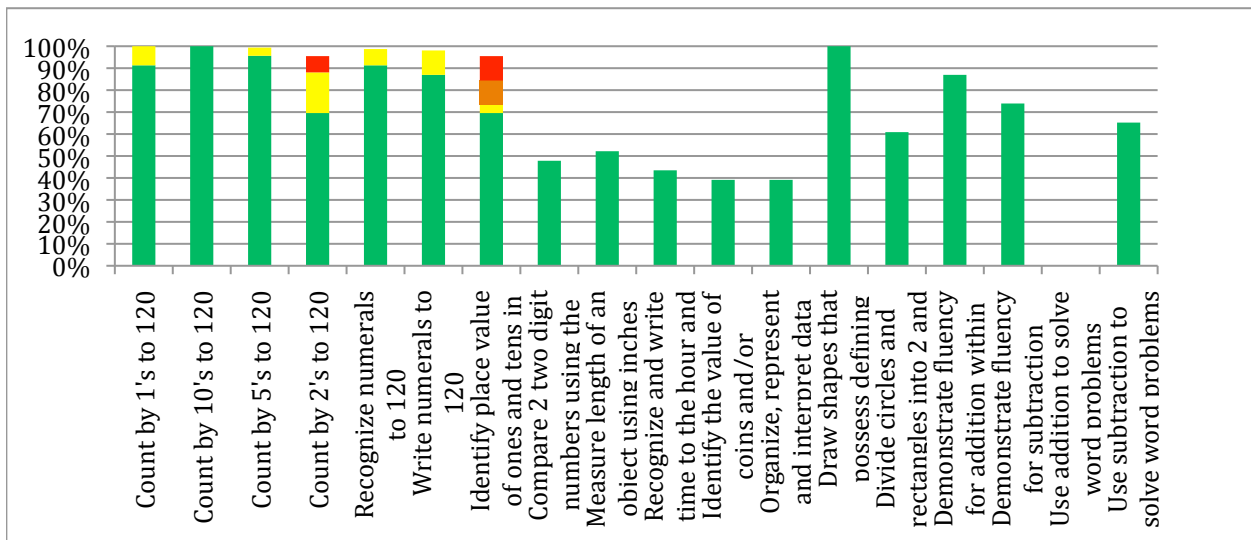
Beginning		Middle					End			
FSF	LNF	FSF	LNF	PSF	NWF-CLS	NWF-WWR	LNF	PSF	NWF-CLS	NWF-WWR
11	15	40	43	30	23	0	59	44	26	4
0	1	24	17	8	24	0	68	20	42	0
26	17	46	47	54	34	11	57	54	44	11
24	31	57	62	46	46	0	68	54	46	11
27	31	50	58	46	30	8	81	57	47	14
							90	67	50	17
28	28	48	44	49	44	0	60	59	51	14
17	28	60	32	50	39	13	64	65	51	11
16	36	40	71	40	37	4	78	59	55	2
21	5	56	52	65	45	5	64	70	56	9
34	24	40	58	25	57	20	65	47	56	14
21	24	48	44	44	21	0	71	50	60	0
28	34	58	59	52	42	5	77	59	62	15
34	44	57	66	47	33	1	78	60	64	12
32	38	50	60	44	39	6	82	63	74	21
25	36	47	92	60	77	32	110	61	137	45
12	32	40	69	41	32	7	92	50	142	49
40	82	60	100	59	108	31	110	63	143	46
22.0	28.2	48.3	57.3	44.7	42.2	8.4	76.3	55.7	67.0	16.4



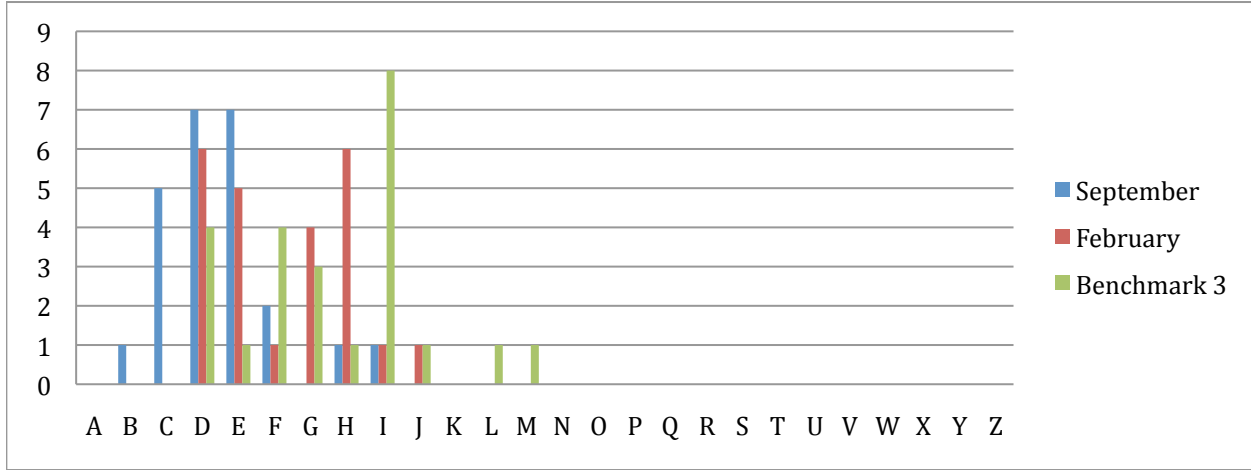
Grade 1 – Class #1



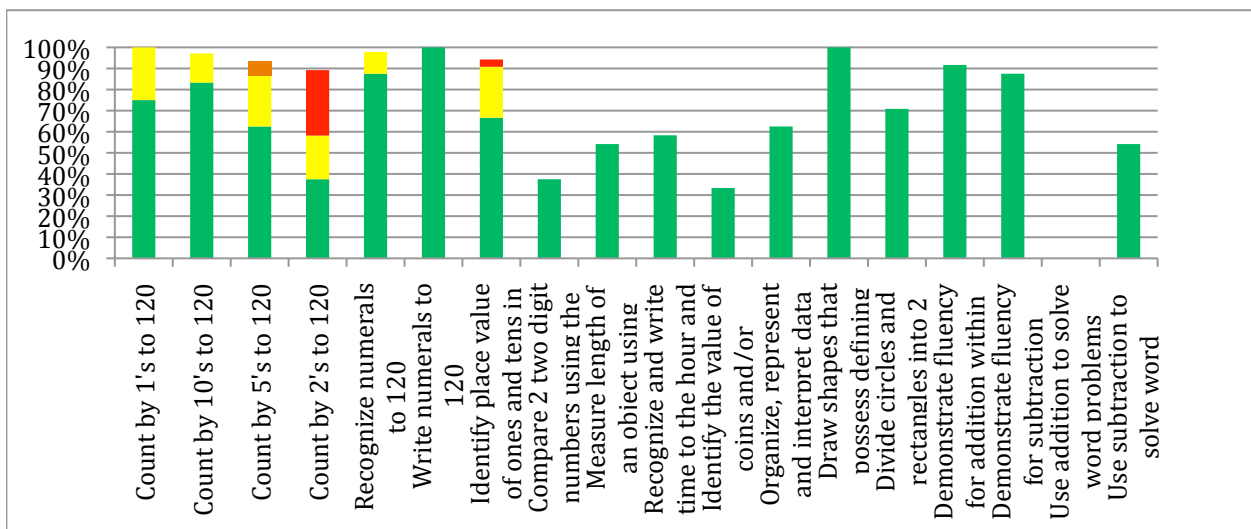
Beginning				Middle				End							
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
27		15	1	19	2	4	31%			27	3	9			
30		24	8	30	0	9	50%			57	4	12	63%		
29		15	0	20	0	12	60%			31	0	25	76%		
22		17	0	28	8	20	77%			25	1	28	78%		
43		28	0	46	6	12	55%			59	11	29	74%		
41		14	0							39	5	35	85%		
53		26	0							51	8	37	86%		
43		25	4	27	1	14	70%			67	4	38	84%		
43		54	12	49	12	23	79%			66	17	41	93%		
29		15	0	68	22	34	85%			88	29	46	92%		
38		32	2	60	17	24	80%			86	27	51	94%		
54		30	1	40	7	25	78%			59	14	59	94%		
34		20	0	40	3	30	86%			56	10	66	96%		
48		37	0	26	1	16	80%			47	10	66	96%		
56		33	7	74	24	38	93%			119	41	71	96%		
46		20	3	44	10	33	87%			96	23	80	98%		
57		64	18	67	14	47	94%			79	18	82	98%		
62		39	5	66	19	83	99%			117	41	96	94%		
50		82	23	71	11	49	86%			77	15	97	96%		
38		54	14	132	43	63	97%			140	47	97	100%		
62		74	20	116	38	88	99%			138	46	103	99%		
50		48	9	123	39	91	96%			141	48	112	91%		
37		33	0	104	34	102	98%			140	49	130	99%		
50		32	2												
43.4	0.0	34.6	5.4	59.2	14.6	39.3	80%	0.0	0.0	78.5	20.5	61.3	90%	0.0	0.0



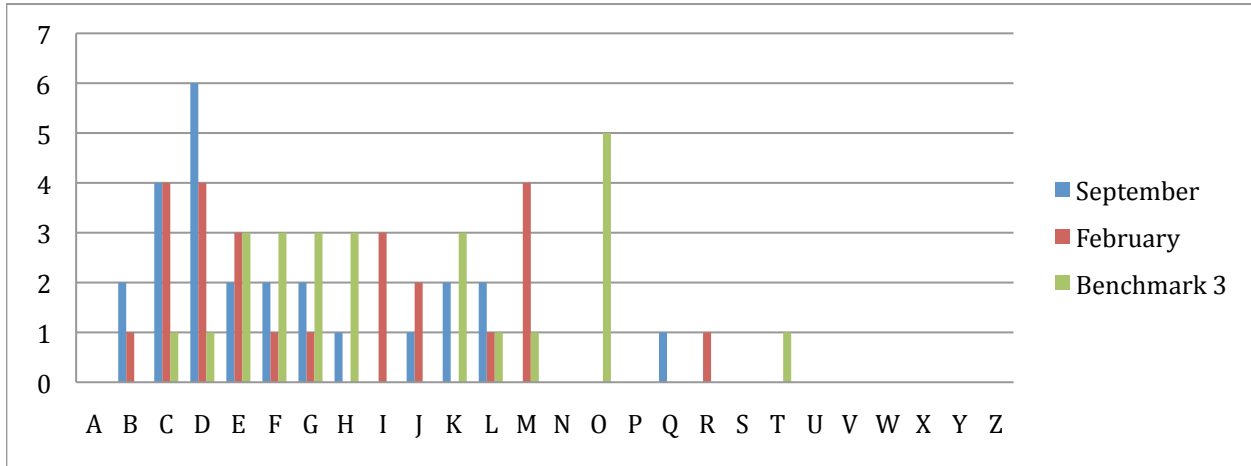
Grade 1 – Class #2



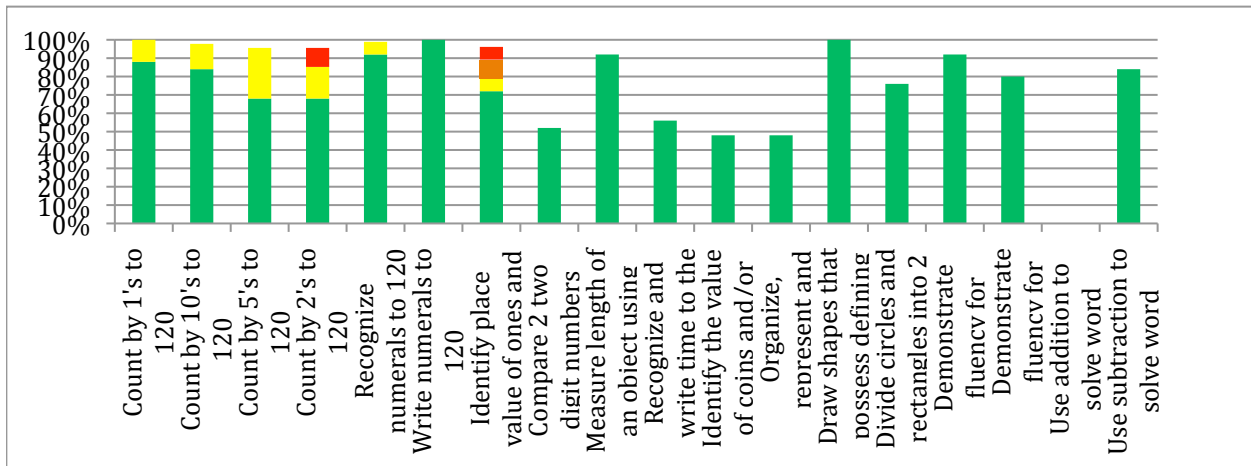
Beginning				Middle				End							
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
28		30	10	33	11	10	83%			59	8	22	81%		
37		18	5	37	12	15	86%			42	13	24	86%		
38		15	1	33	3	21	78%			47	15	27	84%		
40		24	6	42	14	23	90%			58	19	27	90%		
38		25	3	59	19	11	58%			56	19	27	93%		
52		7	0	37	9	24	89%			37	9	31	79%		
39		26	6	79	25	38	90%			70	24	32	89%		
25		23	6	51	15	20	80%			79	24	32	86%		
47		21	3	56	19	20	87%			56	15	36	92%		
46		20	4	42	14	19	76%			54	16	38	88%		
34		12	2	30	8	21	81%			47	11	38	95%		
28		21	6	59	20	30	87%			91	31	38	97%		
41		13	0	63	21	17	89%			66	15	42	95%		
39		19	4	40	14	28	93%			108	37	49	98%		
66		52	13	69	23	42	88%			63	20	64	97%		
42		39	10	36	10	37	90%			83	29	67	90%		
46		28	6	46	13	38	93%			93	28	68	99%		
35		18	2	33	9	26	90%			101	32	69	97%		
52		25	1	76	22	38	90%			91	30	80	97%		
64		38	10	71	23	81	90%			125	41	72	99%		
42		27	7	48	15	42	89%			111	37	75	97%		
50		41	10	44	14	50	98%			73	25	78	100%		
52		70	22	105	35	51	98%			75	25	83	100%		
24		25	5							142	49	97	100%		
41.9	0.0	26.5	5.9	51.5	16.0	31.2	86%	0.0	0.0	76.1	23.8	50.2	93%	0.0	0.0



Grade 1 – Class #3



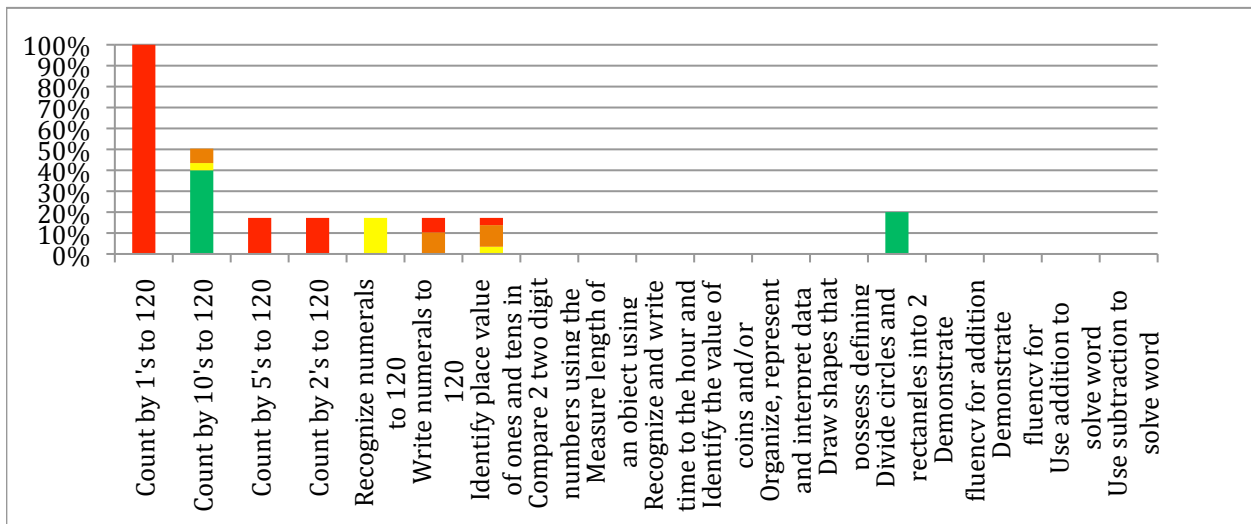
Beginning				Middle				End							
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
16		8	0	21	2	8	67%			30	4	9	50%		
33		14	1	33	11	9	47%			45	9	9	45%		
46		26	0	21	2	11	48%			38	10	16	67%		
29		14	0	36	9	17	57%			39	7	28	70%		
30		10	0	24	4	23	70%			56	13	39	85%		
37		38	0	31	7	26	74%			63	17	41	89%		
48	32	24	0	54	1	15	79%			81	23	43	88%		
48		40	0	58	1	23	77%			83	23	44	90%		
44		28	0	66	17	23	68%			86	21	46	84%		
60		31	9	46	14	33	73%			59	12	47	89%		
49		25	0	35	6	23	74%			59	12	47	89%		
33		27	0	35	9	23	70%			54	13	54	92%		
47		24	0	23	4	25	68%			74	19	63	91%		
32		43	4	76	21	37	82%			108	29	65	93%		
35		32	5	77	31	53	91%			84	28	73	99%		
59		60	0	80	23	47	85%			110	34	77	95%		
49		40	9	60	20	68	96%			78	23	79	96%		
51		51	7	91	28	84	100%			128	44	89	99%		
74		97	30	128	43	81	99%			101	32	96	98%		
84		131	37	138	45	86	99%			141	48	98	99%		
59		65	0	127	43	106	100%			143	50	104	99%		
66		97	25	138	47	110	99%			142	49	113	99%		
81		62	17	92	27	125	97%			143	50	138	98%		
64		143	50	143	50	162	100%			107	36	170	99%		
37		41	5	126	36	79	99%			143	50	190	99%		
48.4	32.0	46.8	8.0	70.4	20.0	81.9	81%	0.0	0.0	87.8	26.2	71.1	88%	0.0	0.0



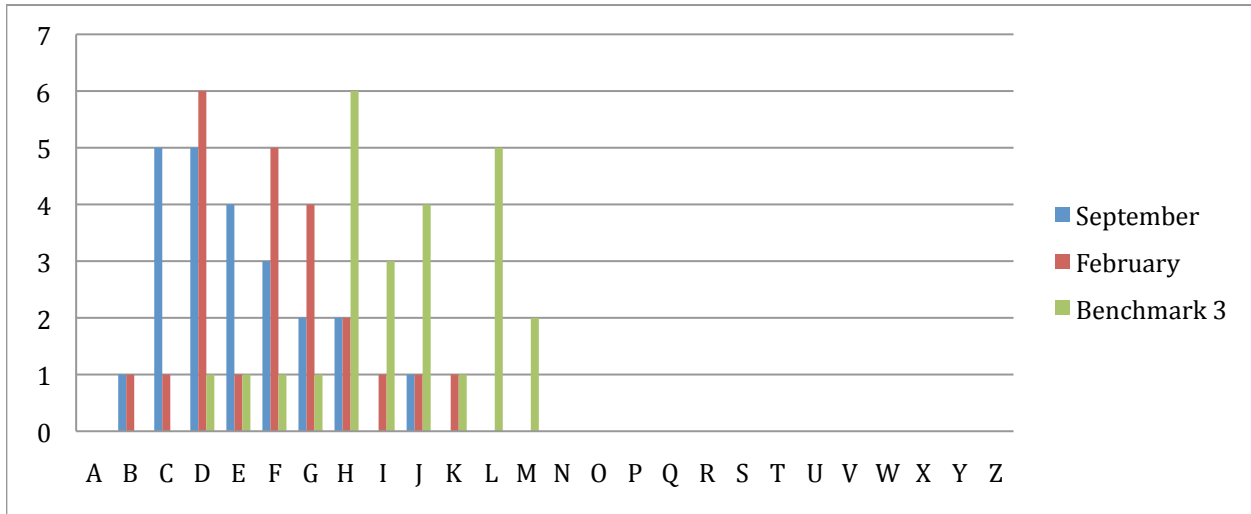
Grade 1 – Class #4



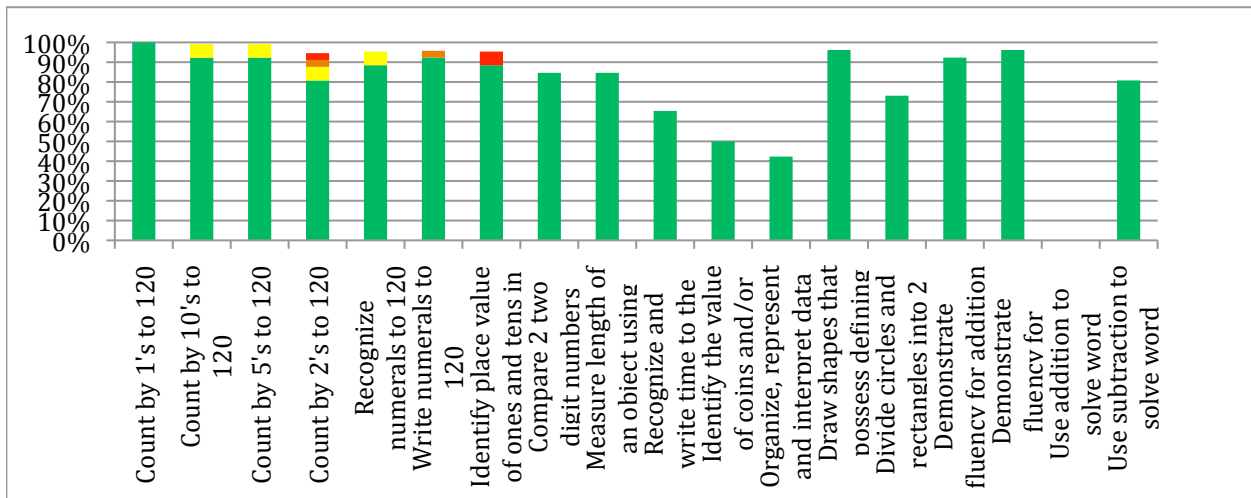
Beginning				Middle						End					
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
11		3	0	2	4	0				13	0	0			
				0	0	0				8	0	0			
15		4	0	16	9	2	14%			17	0	0			
				0	0	0				13	0	0			
11		0	0	9	0	3	21%			21	1	3	75%		
12.3	0.0	2.3	0.0	5.4	2.6	1.0	18%	0.0	0.0	14.4	0.2	0.6	75%	0.0	0.0



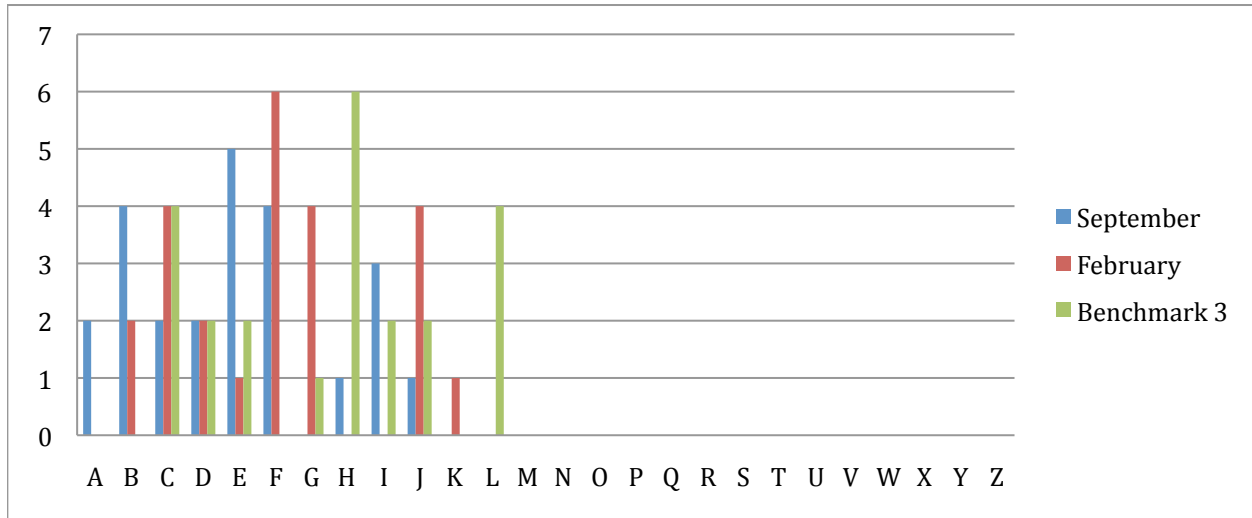
Grade 1 – Class #5



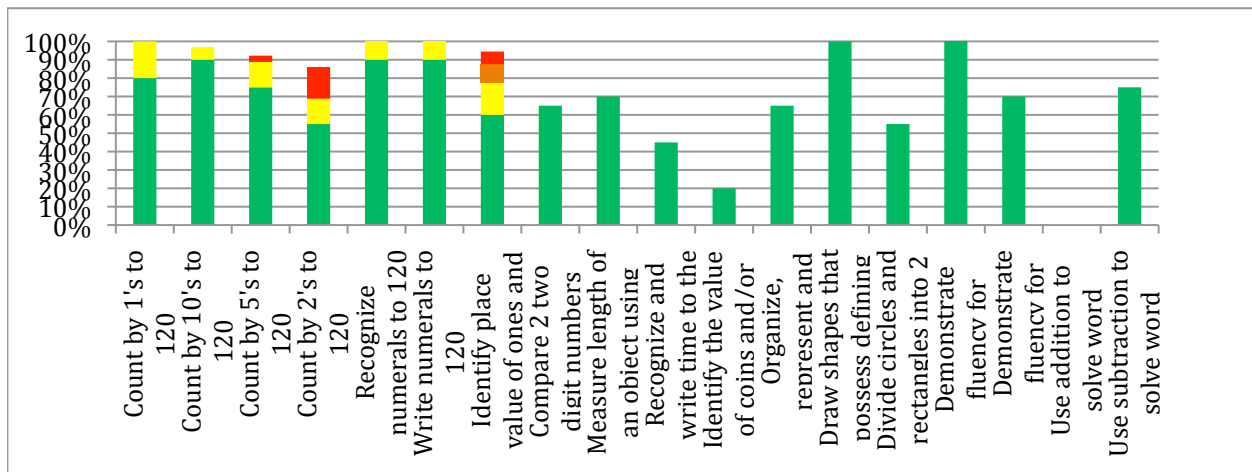
Beginning				Middle						End					
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
27		18	5	8	2	28	85%			35	4	25	86%		
23		6	1	30	7	7	54%			45	3	32	78%		
18		2	0	39	8	11	83%			9	3	42	79%		
32		6	1	29	10	31	80%			23	2	44	79%		
32		10	3	14	4	23	92%			57	4	49	75%		
24		17	3	44	15	24	73%			48	2	53	77%		
25		20	5	46	13	39	87%			41	1	59	74%		
29		8	1	28	7	3	43%			59	2	59	76%		
21		25	8	65	19	31	80%			17	2	59	76%		
38		17	2	40	12	27	84%			61	1	72	75%		
48		19	4	56	19	14	78%			69	1	74	77%		
43		19	4	97	34	35	95%			39	1	75	75%		
46		38	12	76	22	65	97%			74	1	81	75%		
55		45	16	64	22	40	89%			75	1	84	75%		
69		32	8	78	20	27	84%			63	1	84	75%		
40		40	13	85	27	55	95%			89	2	90	74%		
27		29	8	67	26	47	98%			76	1	96	74%		
46		70	24	112	39	62	97%			53	1	104	74%		
69		54	17	131	39	59	97%			80	1	115	75%		
54		37	14	133	44	70	93%			78	0	134	74%		
43		98	9	98	33	121	97%			82	1	137	74%		
50		57	25	105	36	84	97%			103	0	139	74%		
59		0	0							107	1	141	75%		
30		13	3							136	1	143	74%		
39.0	0.0	26.0	7.8	63.5	20.2	43.0	87%	0.0	0.0	95	1	143	74%	0.0	0.0



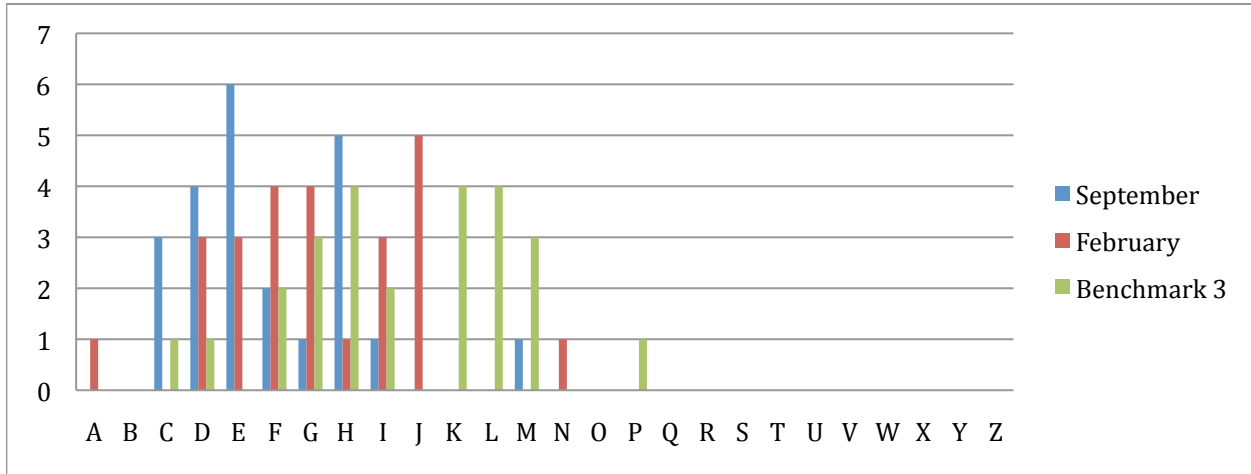
Grade 1 – Class #6



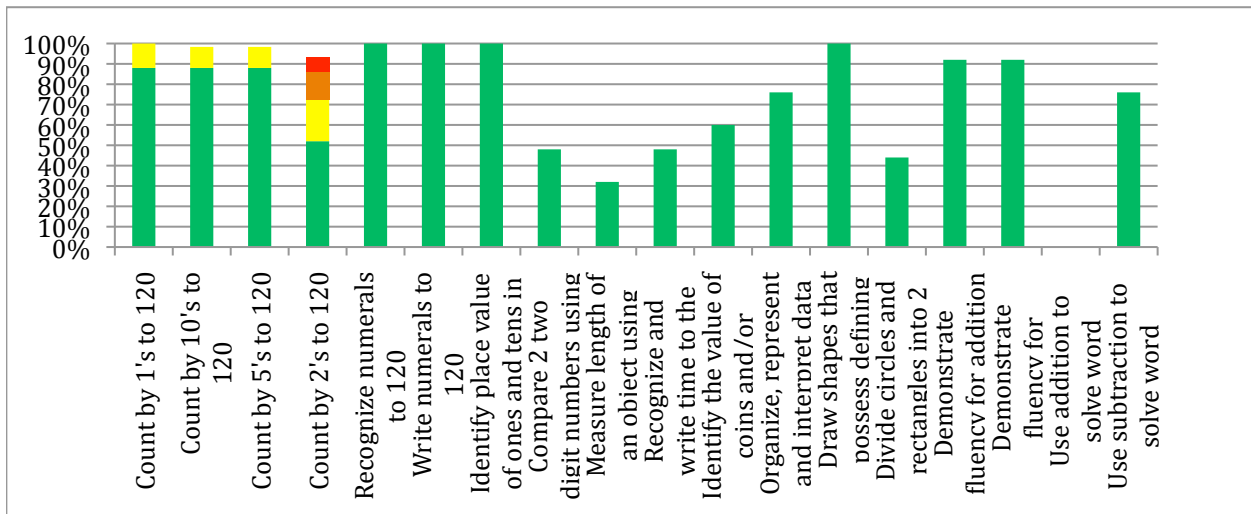
Beginning				Middle				End							
LNf	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
27		14	1	30	1	8	50%			46	0	6	40%		
10		7	0	32	0	0				28	4	8	47%		
20		0	0	32	9	7	58%			23	7	9	64%		
26		6	2	15	0	10	63%			31	10	12	63%		
24		25	7	41	7	14	70%			52	13	14	67%		
32		40	10	34	9	17	71%			74	19	28	76%		
25		21	6	22	10	16	67%			51	16	31	80%		
45		25	7	23	6	18	82%			59	21	38	95%		
41		19	3	24	6	22	81%			62	22	39	95%		
41		30	9	78	26	7	78%			84	33	54	93%		
45		25	7	48	13	38	90%			52	16	54	95%		
41		28	9	60	16	53	91%			97	32	59	95%		
59		21	6	41	13	28	88%			99	34	61	98%		
23		35	1	40	12	45	94%			97	34	62	95%		
65		68	19	100	35	63	98%			126	45	77	99%		
49		52	17	108	37	53	95%			104	35	83	95%		
51		35	12	47	16	75	99%			82	25	84	99%		
57		50	17	85	29	58	95%			107	43	87	100%		
49		83	27	105	35	86	99%			129	45	94	100%		
60		84	28	129	45	82	99%			143	50	96	99%		
66		66	21	109	37	57	97%			123	41	98	99%		
54		54	18	104	37	86	100%			136	44	101	100%		
34		25	0	25	9	10	59%								
41.0	0.0	35.3	9.9	57.9	17.7	37.1	83%	0.0	0.0	82.0	26.8	54.3	86%	0.0	0.0



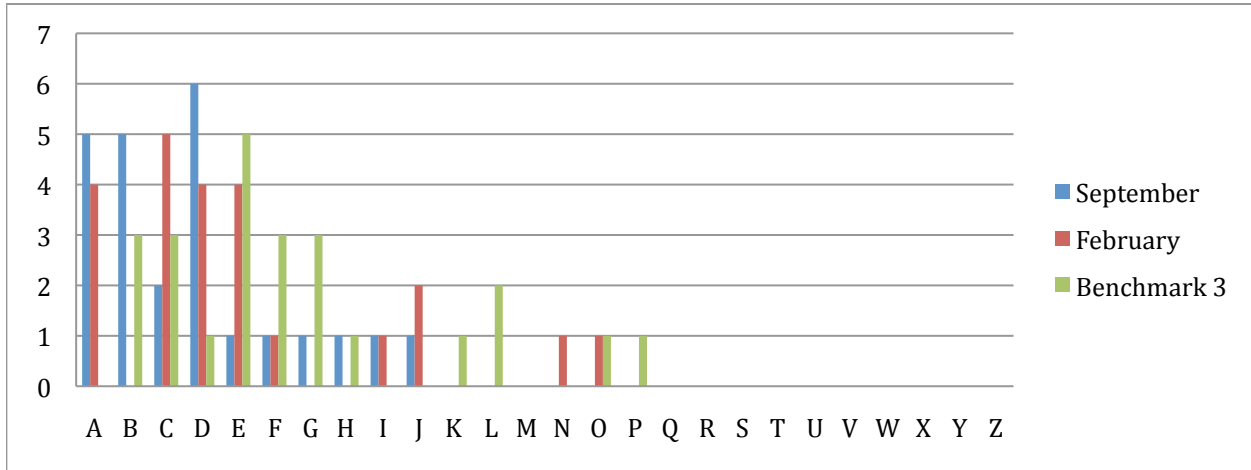
Grade 1 – Class #7



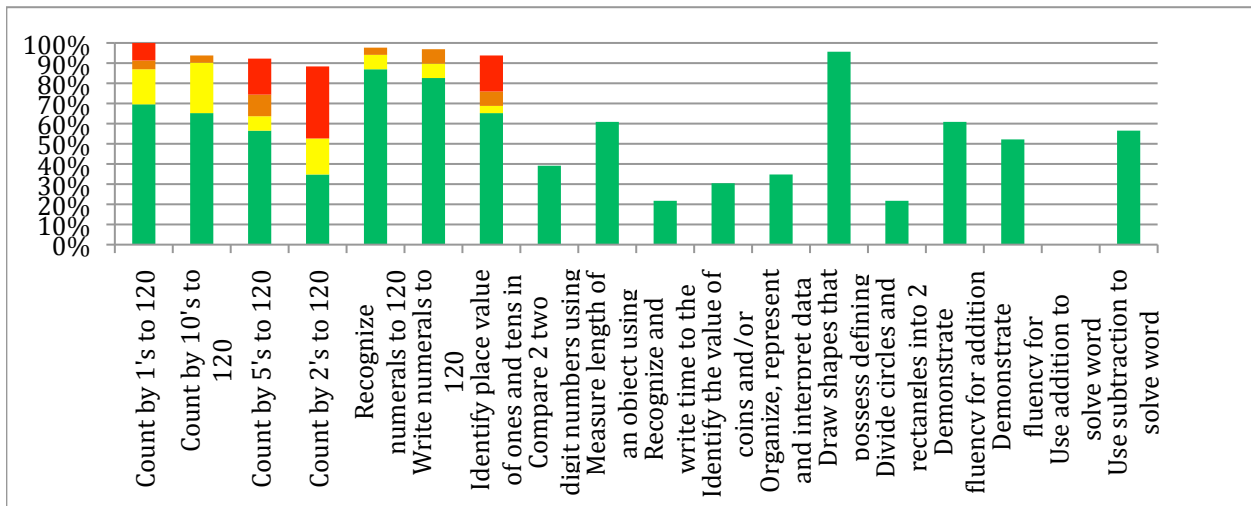
Beginning				Middle				End							
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
44		24	0	48	2	13	54%			49	0	14	93%		
37		23	1	53	7	19	76%			57	1	21	62%		
19		28	0	60	12	15	65%			66	15	37	90%		
				52	2	26	76%			82	21	40	87%		
55		26	0	57	0	23	77%			80	19	41	91%		
45		40	2	44	9	26	87%			62	11	43	96%		
43		33	0	47	9	25	81%			60	19	50	94%		
47		32	2	57	5	26	90%			59	9	56	97%		
57		28	6	49	7	32	78%			65	8	60	94%		
44		20	1	48	3	42	89%			76	21	64	94%		
46		53	7	83	25	61	98%			84	22	65	96%		
42		27	3	37	14	37	90%			100	35	71	99%		
45		40	2	63	20	55	96%			131	44	83	100%		
37		23	2	42	6	43	91%			89	30	91	50%		
59		48	6	73	23	58	95%			63	10	94	99%		
67		52	7	97	29	59	97%			116	41	100	100%		
47		51	14	88	29	71	99%			143	50	101	100%		
47		70	20	84	26	65	94%			137	50	102	99%		
58		39	2	58	11	72	96%			65	42	105	94%		
49		45	13	93	27	74	97%			72	21	106	98%		
72		43	1	79	21	85	97%			128	41	107	99%		
60		73	21	128	43	115	99%			132	45	120	100%		
68		38	5	104	31	68	97%			143	50	126	100%		
49		54	11	76	21	94	100%			143	50	126	100%		
				9	0	0				125	43	132	100%		
49.4	0.0	39.6	5.5	65.2	15.3	48.2	88%	0.0	0.0	96.2	27.9	78.2	93%	0.0	0.0



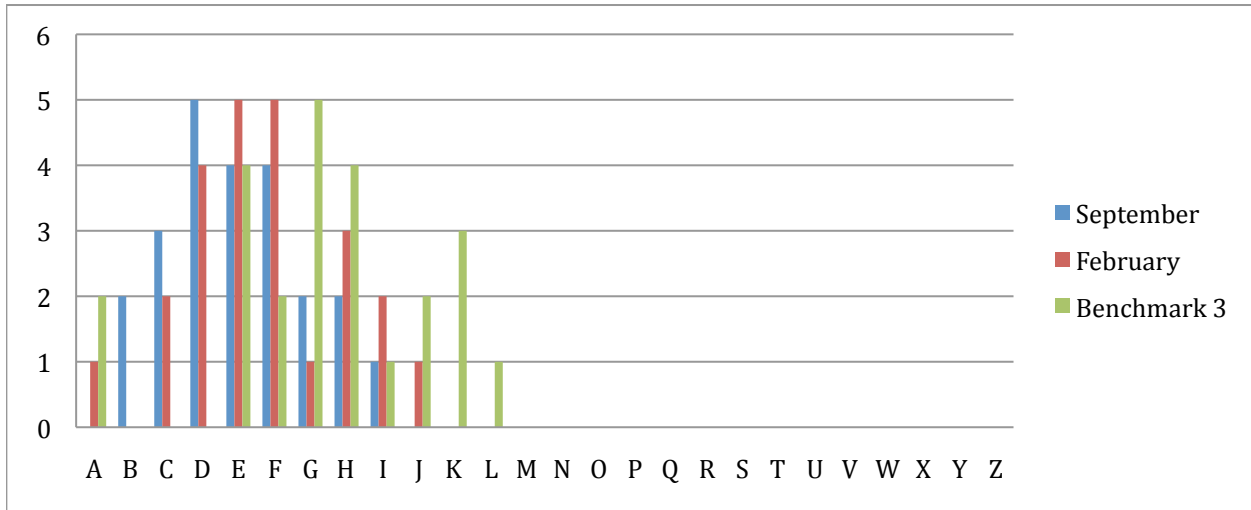
Grade 1 – Class #8



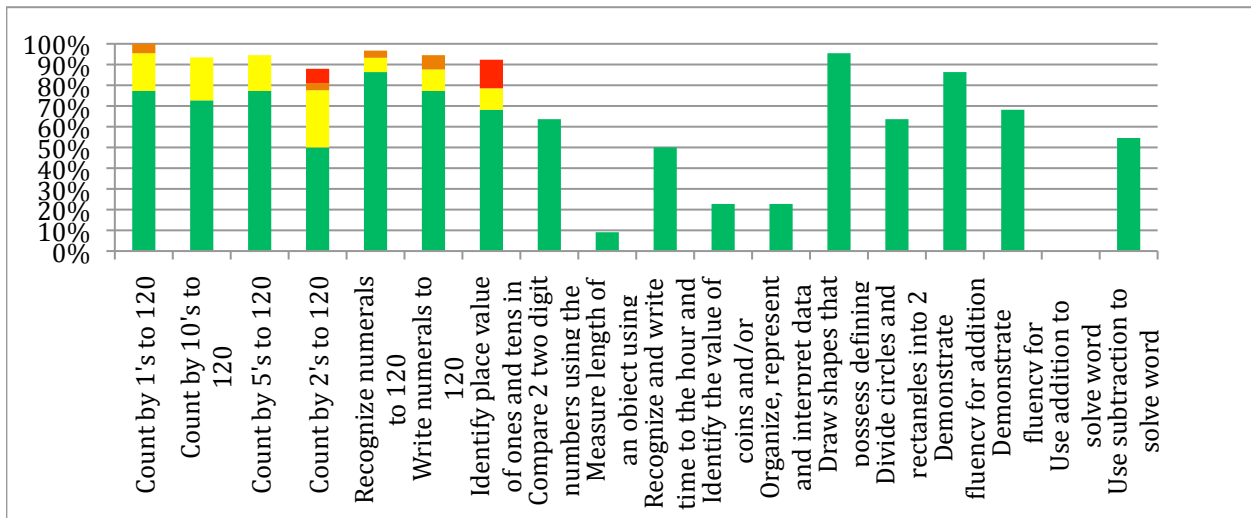
Beginning				Middle				End							
LNF	PsF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
8		2	0	12	0	3	27%			14	2	1	10%		
15		2	0	21	5	15	65%			28	3	6	30%		
47		23	5	18	6	7	50%			57	19	16	59%		
15		2	0	20	7	7	41%			41	12	17	63%		
29		19	3	28	5	19	68%			22	5	19	66%		
40		16	1	23	6	26	74%			25	1	21	70%		
29	37	17	2	28	5	19	53%			28	7	25	74%		
25		31	0	18	3	9	59%			48	7	25	69%		
33		15	0	16	3	19	59%			57	18	26	72%		
38		10	2	30	10	13	54%			26	5	26	79%		
37		18	4	40	12	23	72%			52	10	28	74%		
36		16	1	74	26	31	82%			69	28	30	77%		
16		4	0	18	1	15	63%			37	11	30	79%		
										30	6	32	82%		
										21	6	32	82%		
32		11	4	32	6	23	72%			51	13	33	80%		
17		17	9	32	4	24	75%			41	5	52	84%		
42		12	0	27	5	34	81%			37	7	64	94%		
61		31	7	57	20	42	89%			73	25	65	93%		
42		21	6	74	26	31	82%			120	42	70	97%		
59		62	16	89	29	81	100%			96	32	73	99%		
68		101	32	143	50	103	100%			143	50	123	100%		
47		41	0	138	45	108	99%			142	49	128	100%		
65		116	37	143	50	99	100%			143	50	130	100%		
30		21	2												
49		22	2	29	10	21	78%								
36.7	37.0	26.2	5.5	48.3	14.2	33.6	71%	0.0	0.0	58.4	17.2	44.7	76%	0.0	0.0



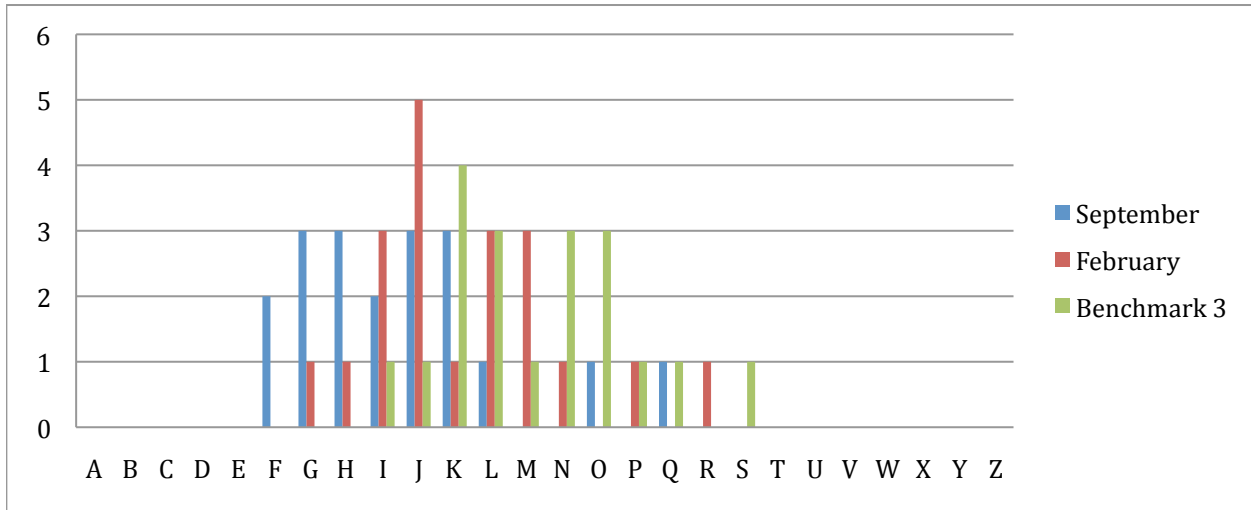
Grade 1 – Class #9



Beginning				Middle				End							
LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality
8		2	0	12	0	3	27%			14	2	1	10%		
15		2	0	21	5	15	65%			28	3	6	30%		
47		23	5	18	6	7	50%			57	19	16	59%		
15		2	0	20	0	7	41%			41	12	17	63%		
29		19	3	28	5	19	68%			22	5	19	66%		
40		16	1	23	6	26	74%			25	1	21	70%		
29	37	17	2	28	5	19	53%			28	7	25	74%		
25		31	0	18	3	9	56%			48	7	25	69%		
33		15	0	16	3	19	56%			57	18	26	72%		
38		10	2	30	10	13	54%			26	5	26	79%		
37		18	1	40	12	23	72%			52	10	28	74%		
36		16	1	74	26	31	82%			69	28	30	77%		
16		4	0	18	1	15	63%			37	11	30	79%		
32		11	4	32	6	23	72%			30	6	32	82%		
17		10	9	32	4	24	75%			21	6	32	82%		
42		12	0	27	5	34	81%			41	13	33	80%		
61		31	7	57	20	42	89%			51	5	52	84%		
42		21	6	74	26	31	82%			37	7	64	94%		
59		62	16	89	29	81	100%			42	25	65	93%		
68		101	32	143	50	103	100%			73	25	65	93%		
47		41	0	138	45	108	99%			120	42	70	97%		
65		116	37	143	50	99	100%			96	32	73	99%		
30		21	2							143	50	130	100%		
49		22	2	29	10	21	78%								
36.7	37.0	26.2	5.5	48.3	14.2	33.6	71%	0.0	0.0	58.4	17.2	44.7	76%	0.0	0.0



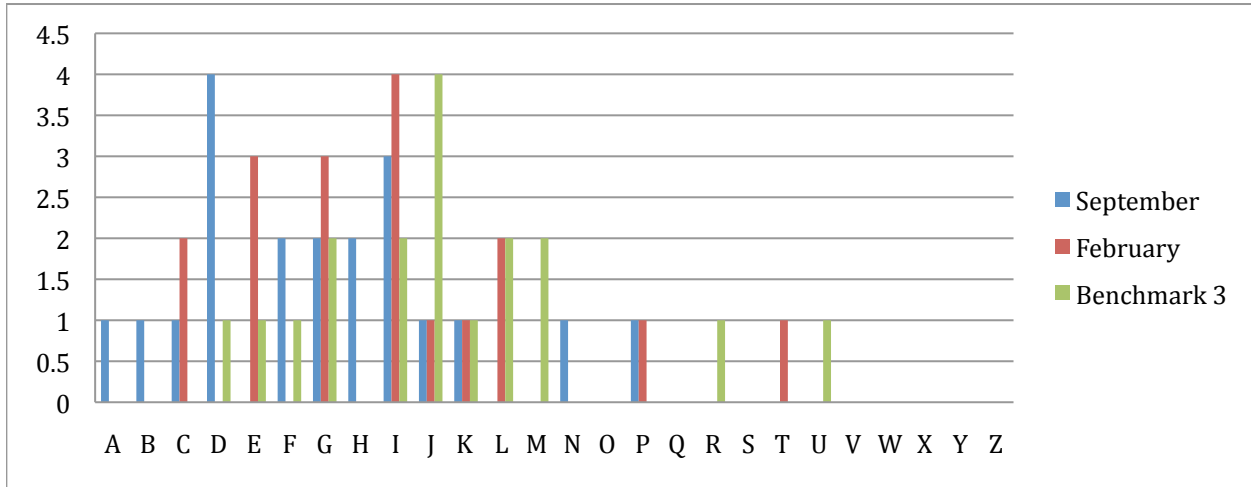
Grade 2 – Class #1



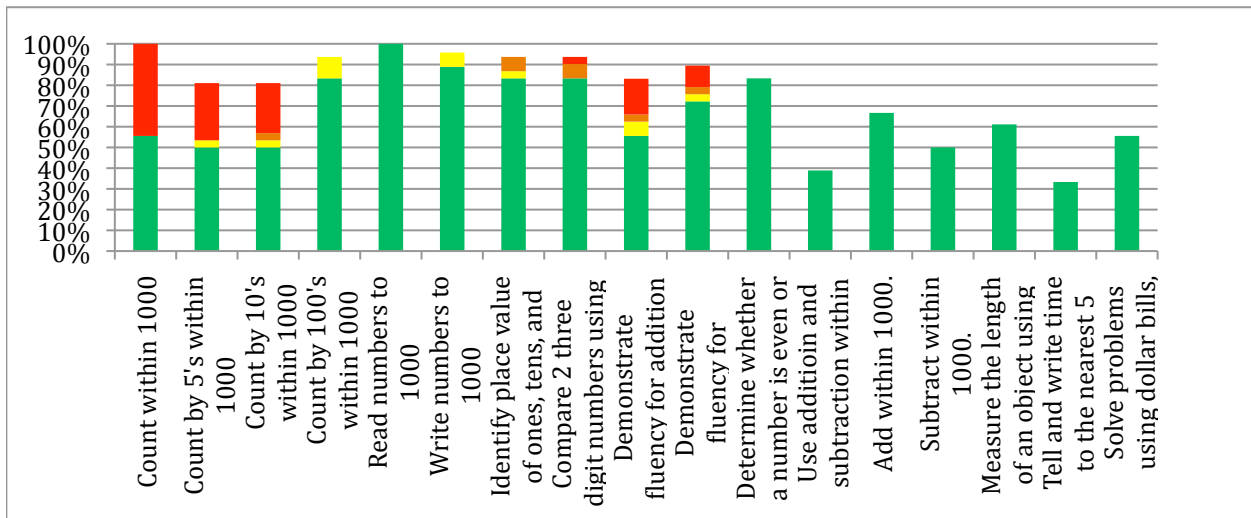
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
24	3	18	78%			22	85%			34	89%		
43	10	43	93%			57	95%			67	96%		
74	22	53	82%			60	92%			68	97%		
50	17	45	92%			62	97%			75	95%		
77	26	69	96%			64	96%			76	96%		
96	31	59	98%			91	97%			83	94%		
33	4	54	89%			74	93%			85	92%		
86	26	52	93%			79	94%			86	95%		
74	13	62	95%			74	96%			97	96%		
67	21	53	88%			75	97%			98	96%		
43	1	59	95%			79	98%			107	96%		
53	18	72	96%			96	99%			108	100%		
61	21	53	98%			102	99%			110	100%		
91	30	63	91%			74	100%			112	99%		
69	23	84	97%			102	96%			119	98%		
67	23	92	100%			96	98%			119	99%		
143	50	131	100%			136	100%			156	98%		
94	33	141	97%			130	100%			172	98%		
						151	99%			183	100%		
						110	97%						
						63	97%						
66.4	19.6	65.1	93%	0.0	0.0	85.6	96%	0.0	0.0	101.5	97%	0.0	0.0



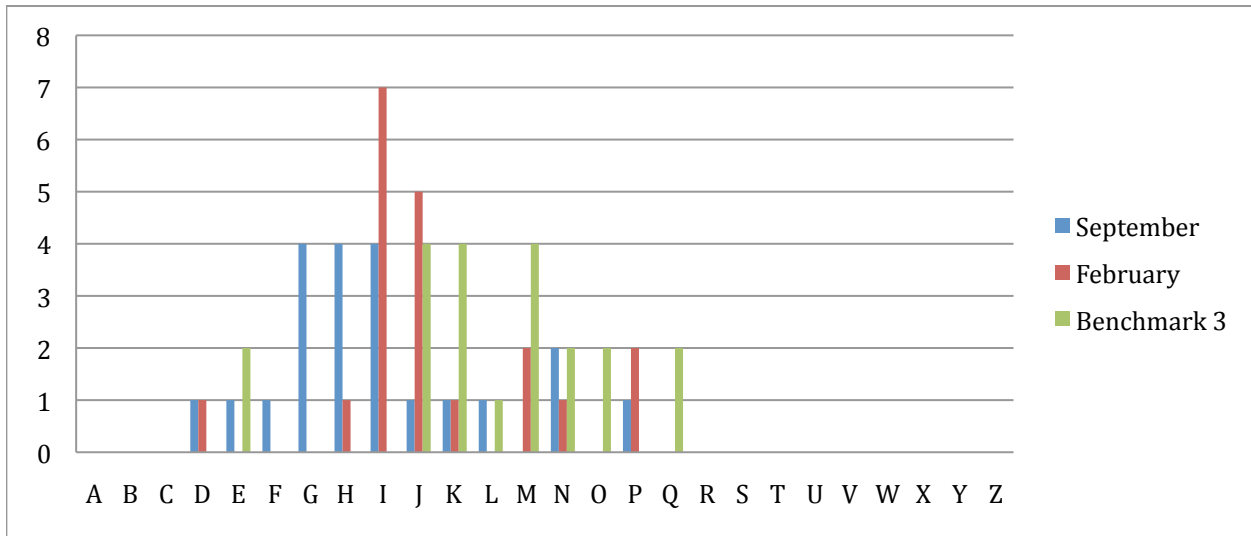
Grade 2 – Class #2



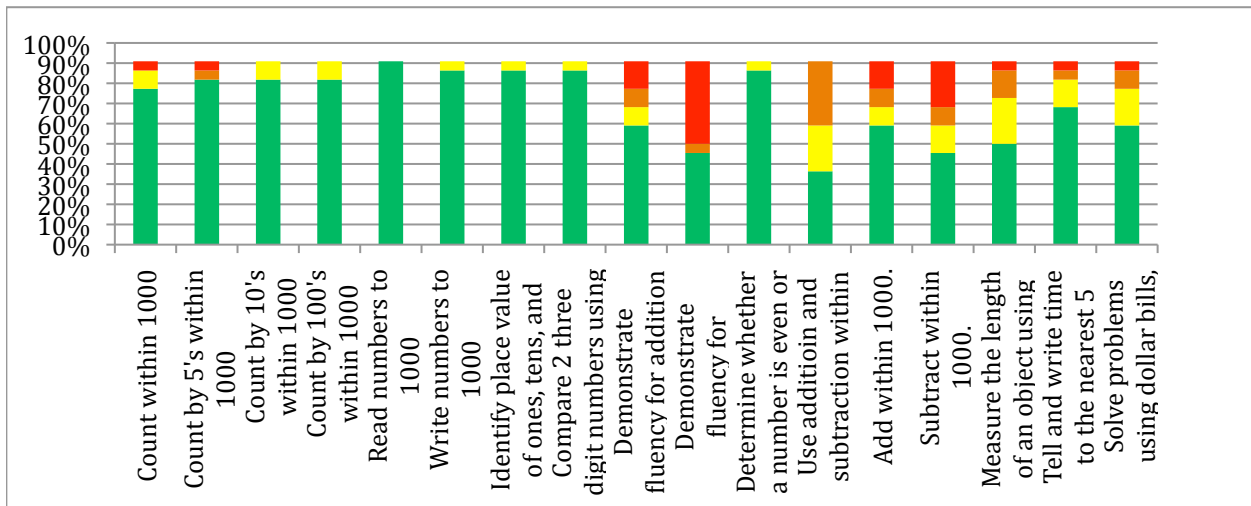
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
7	0	2	20%			8	53%			10	56%		
10	0	2	22%			8	47%			13	59%		
21	3	9	53%			18	78%			18	75%		
10	0	3	27%			8	50%			20	71%		
14	0	3	25%			20	74%			24	69%		
20	0	18	75%			30	79%			41	85%		
64	16	40	93%			59	97%			64	97%		
23	3	36	90%			39	93%			67	96%		
24	2	46	90%			61	95%			69	96%		
31	6	26	81%			46	92%			73	99%		
66	18	66	99%			74	97%			91	98%		
14	2	55	93%			72	96%			94	99%		
36	4	64	93%			76	97%			96	99%		
52	10	52	90%			65	94%			98	99%		
85	26	57	95%			85	98%			102	99%		
56	16	49	91%			97	98%			138	99%		
64	15	176	98%			158	99%			187	100%		
141	48	196	98%			182	100%			202	100%		
59	20	57	97%			75	100%						
41.9	9.9	50.4	75%	0.0	0.0	62.2	86%	0.0	0.0	78.2	89%	0.0	0.0



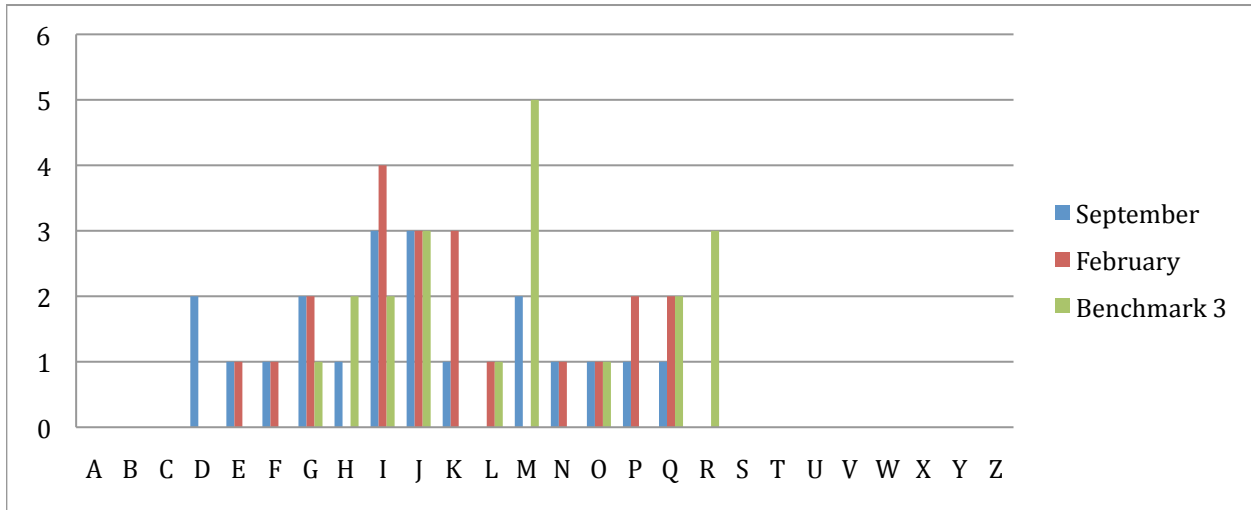
Grade 2 – Class #3



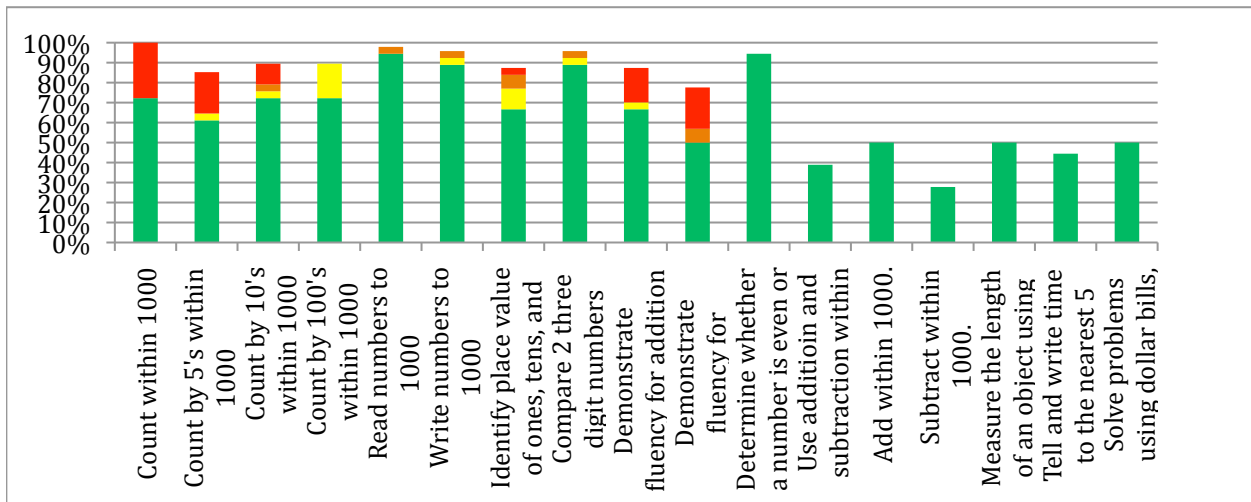
Beginning				Middle				End					
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
26	0	3	27%			17	77%			18	69%		
28	3	22	81%			39	91%			21	78%		
41	6	27	87%			35	90%			48	92%		
28	5	28	80%			48	96%			56	92%		
108	34	59	97%			46	94%			66	97%		
105	31	67	97%			68	99%			67	96%		
51	7	49	86%			67	99%			82	98%		
17	2	51	89%			62	94%			84	100%		
62	17	49	92%			78	98%			88	97%		
92	24	55	93%			52	96%			91	97%		
17	3	66	96%			75	83%			96	98%		
22	6	27	87%			75	99%			104	100%		
67	15	48	92%			72	95%			105	100%		
65	16	72	99%			78	98%			111	90%		
87	26	108	97%			93	99%			120	99%		
143	50	112	99%			116	97%			124	100%		
70	19	54	93%			123	100%			127	99%		
45	11	63	93%			72	97%			131	96%		
94	33	151	100%			83	98%			135	98%		
23	0	25	78%			160	100%			170	100%		
33	7	20	77%										
50	17	42	95%										
57.9	15.1	54.5	88%	0.0	0.0	73.0	95%	0.0	0.0	92.5	95%	0.0	0.0



Grade 2 – Class #4

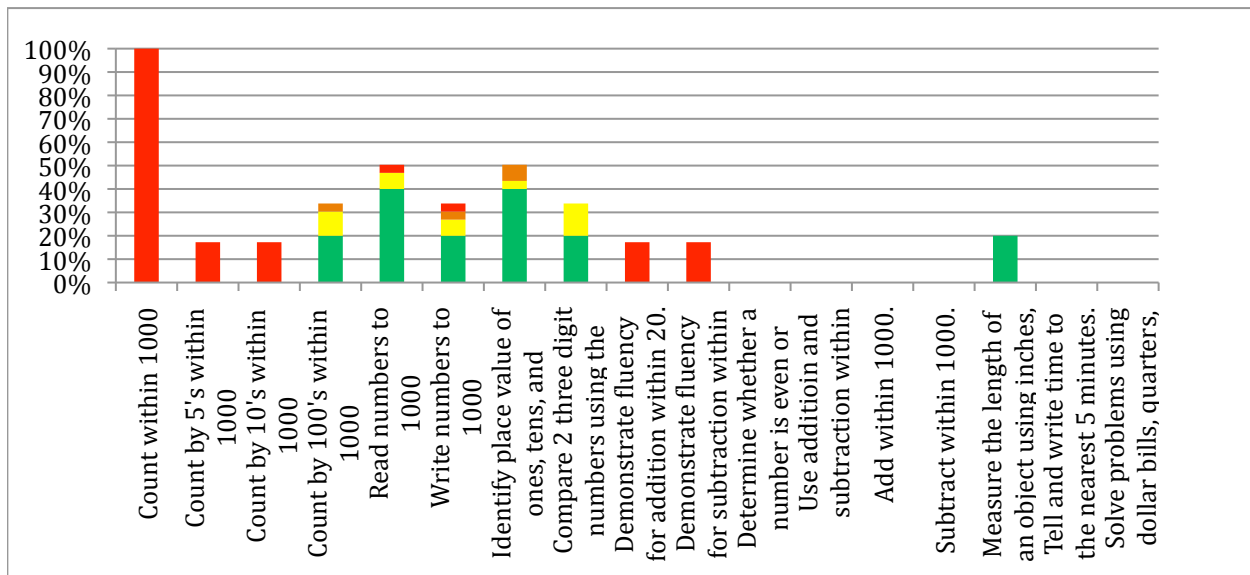


Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
39	12	12	63%			19	66%			30	79%		
49	14	33	83%			29	85%			44	90%		
10	1	23	82%			48	89%			44	85%		
48	15	22	85%			34	83%			46	87%		
29	8	29	83%			34	87%			47	90%		
70	21	39	93%			57	95%			66	97%		
93	27	49	84%			79	95%			92	97%		
74	20	52	75%			71	89%			97	86%		
37	11	60	94%			76	95%			106	97%		
26	3	67	94%			90	99%			108	97%		
80	26	101	98%			82	96%			115	97%		
85	25	85	92%			123	90%			132	98%		
97	30	72	99%			104	98%			135	95%		
125	44	101	98%			118	96%			136	97%		
95	32	116	97%			137	99%			160	97%		
125	41	118	100%			149	100%			179	98%		
143	50	197	99%			126	100%			180	100%		
38	1	1	13%			210	98%			239	98%		
87	30	66	94%			26	79%						
71.1	21.6	65.4	86%	0.0	0.0	85.3	92%	0.0	0.0	108.7	94%	0.0	0.0

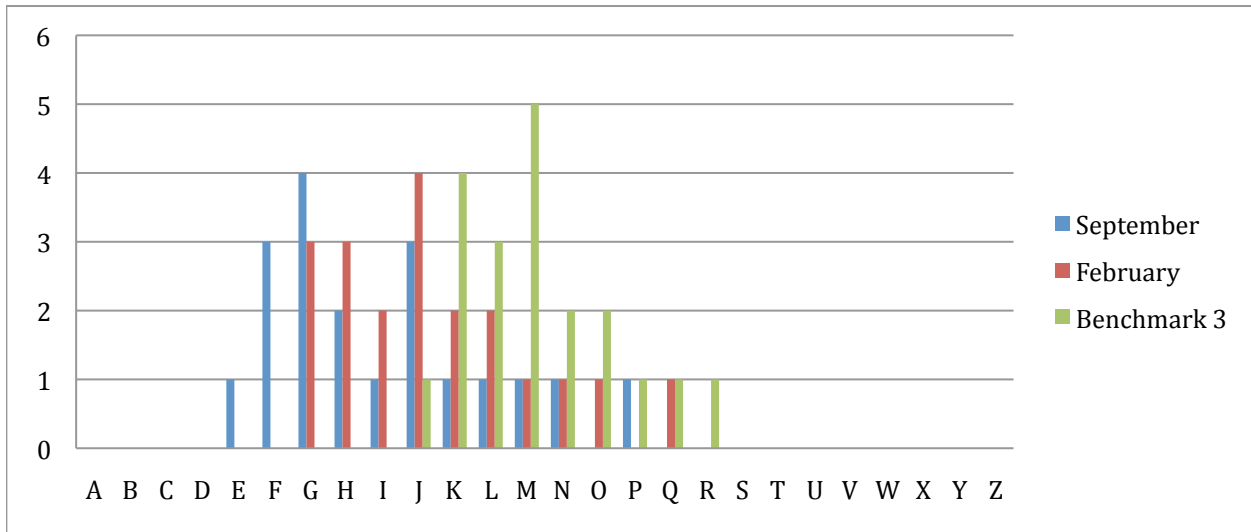




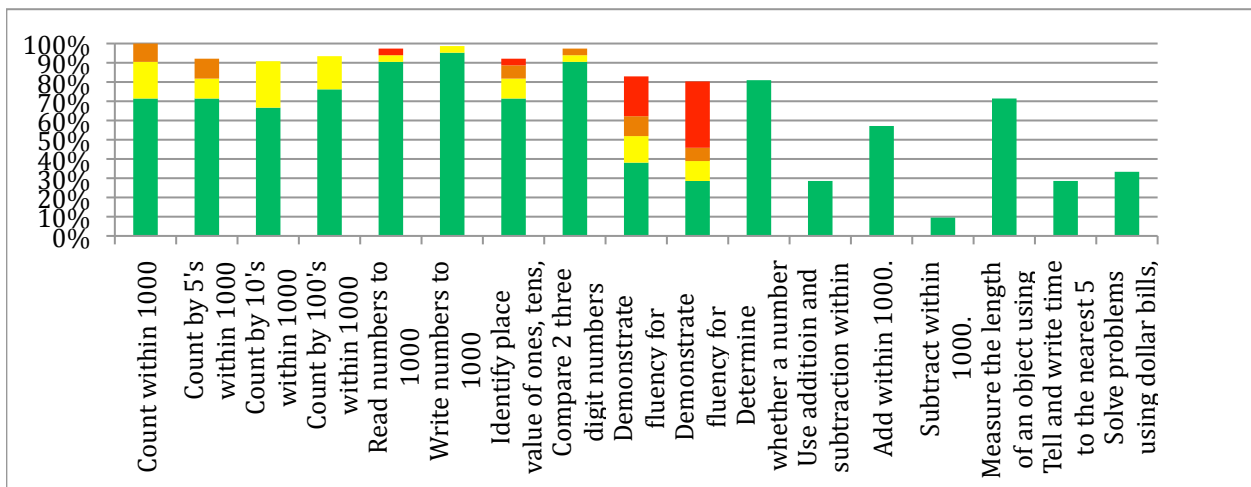
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
18	0	2	40%			6	50%			0			
10	0	4	33%			15	28%			8	50%		
5	0	2	20%			0				9	60%		
8	1	2	25%			6	60%			10	77%		
24	4	5	33%			6	45%			13	68%		
13.0	1.0	3.0	30%	0.0	0.0	9	45%	0.0	0.0	18	72%	0.0	0.0
13.0	1.0	3.0	30%	0.0	0.0	7.2	46%	0.0	0.0	9.7	65%	0.0	0.0



Grade 2 – Class #7



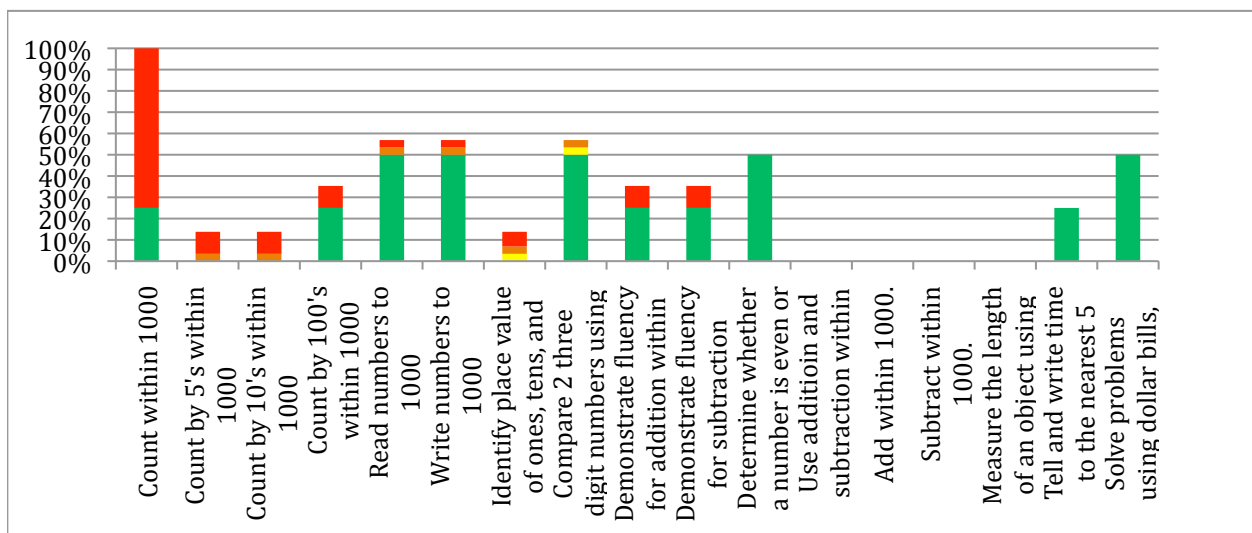
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
32	10	24	77%			30	88%			47	96%		
42	14	25	78%			36	86%			49	94%		
47	14	24	92%			35	83%			50	94%		
43	14	37	93%			52	87%			54	96%		
33	6	45	98%			55	92%			68	100%		
45	14	42	98%			70	95%			76	100%		
47	14	39	91%			64	94%			77	97%		
86	25	59	98%			69	93%			85	99%		
43	9	50	85%			82	99%			86	100%		
64	22	65	96%			78	96%			94	100%		
62	22	69	96%			73	100%			98	99%		
117	39	66	96%			90	99%			100	100%		
53	17	62	98%			73	99%			106	97%		
139	48	97	100%			114	99%			109	100%		
139	48	112	98%			114	99%			119	100%		
122	42	82	100%			121	99%			119	100%		
51	18	109	98%			124	98%			120	100%		
43	10	109	98%			137	96%			121	100%		
143	50	142	99%			128	100%			147	100%		
						168	100%			183	99%		
20	6	19	73%										
68.5	22.1	63.9	93%	0.0	0.0	85.7	95%	0.0	0.0	95.4	99%	0.0	0.0



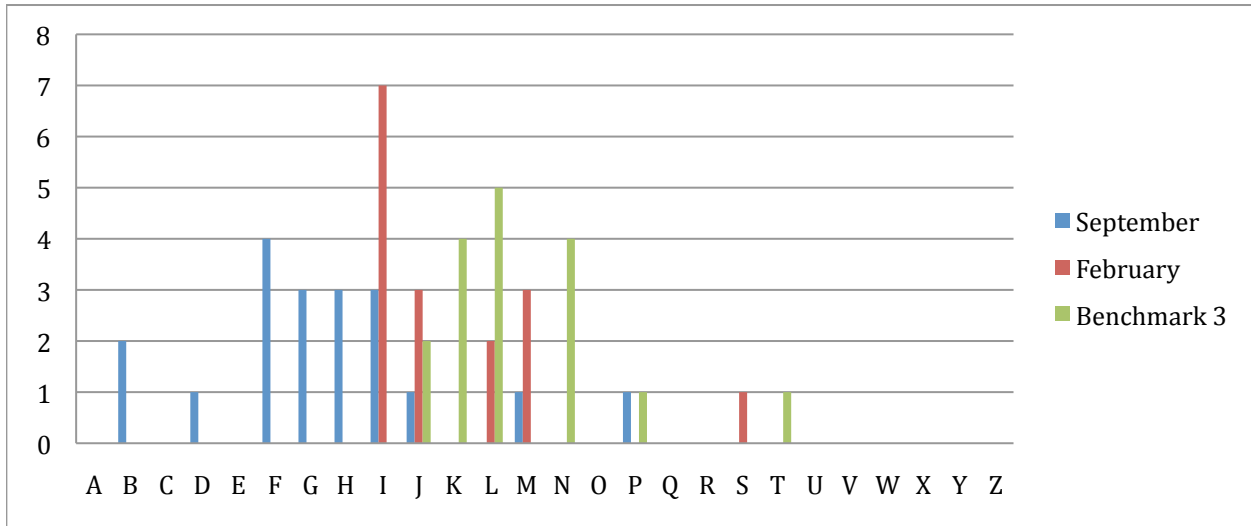
Grade 2 – Class #8



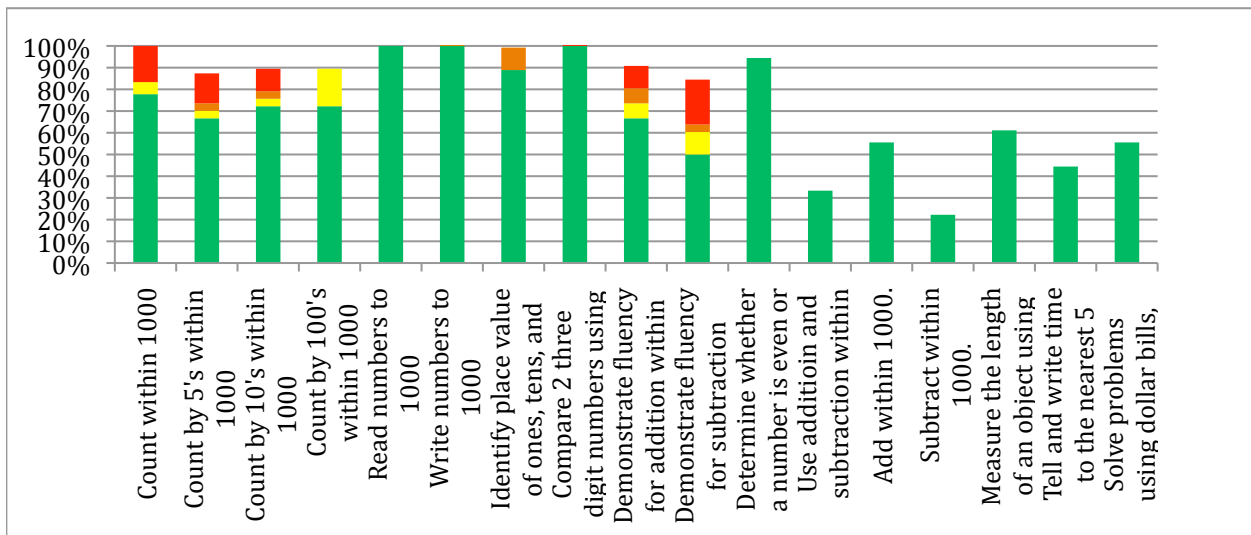
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
										15	71%		
13	2	5	31%			10	50%			16	67%		
35	0	7	35%			29	88%			43	90%		
21	21	43	98%			74	99%			76	99%		
12	1	5	45%			10	56%						
20.2	6.0	15.0	52%	0.0	0.0	30.8	73%	0.0	0.0	37.5	82%	0.0	0.0



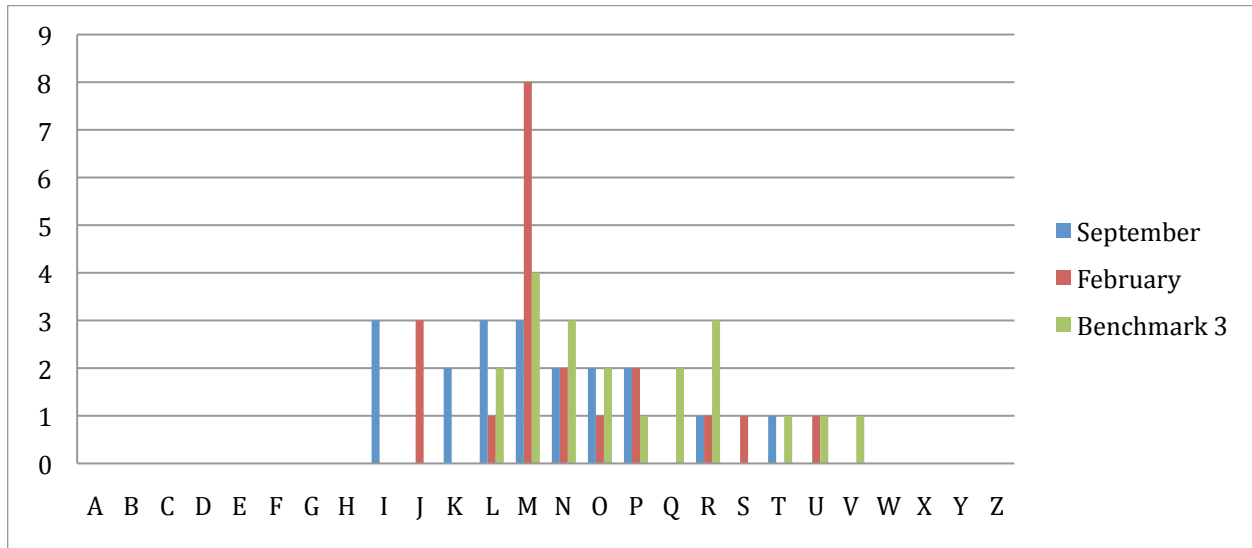
Grade 2 – Class #10



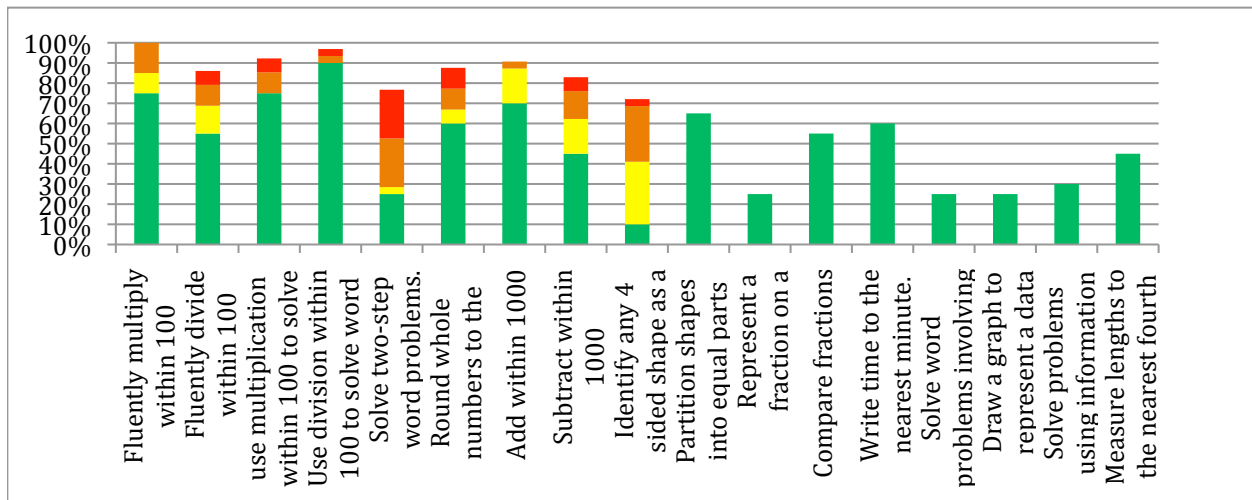
Beginning						Middle				End			
NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality	DORF Score	DORF Accuracy	Retell	Retell Quality
41	8	14	70%			25	83%			35	90%		
44	15	31	94%			42	95%			41	98%		
41	4	26	90%			38	93%			50	94%		
27	5	35	90%			46	94%			56	93%		
44	10	18	62%			37	88%			57	95%		
62	18	32	91%			42	93%			61	97%		
39	11	32	84%			39	87%			66	99%		
63	21	27	84%			38	90%			67	99%		
86	28	65	98%			80	100%			92	100%		
31	9	59	95%			72	97%			98	99%		
29	6	60	88%			71	95%			101	99%		
										105	100%		
99	33	68	94%			79	99%			109	99%		
50	14	87	98%			131	98%			117	99%		
91	32	104	100%			123	100%			126	99%		
85	29	81	99%			106	100%			157	100%		
72	22	104	98%			152	99%			162	100%		
51	4	103	100%			102	99%						



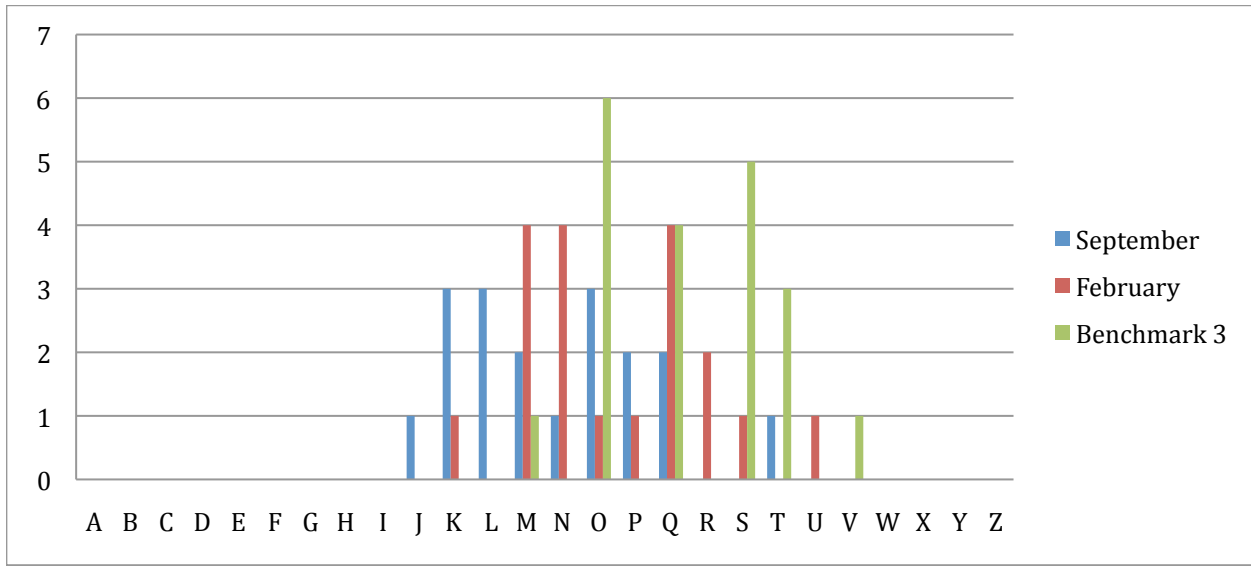
Grade 3 – Class #1



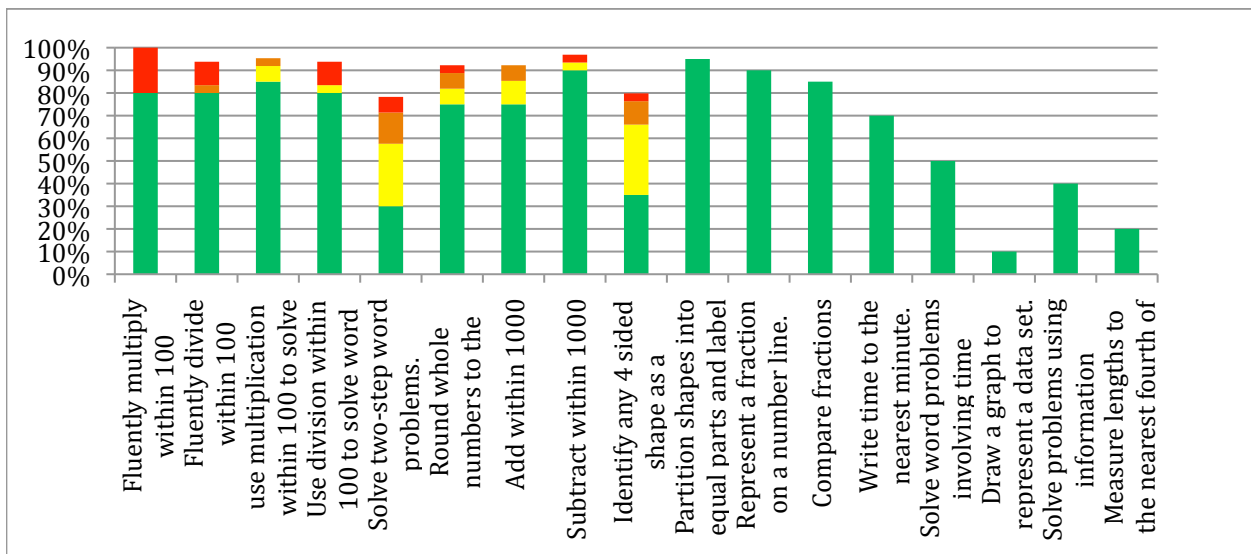
Beginning				Middle				End						
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
31	78%			0	40	87%			6	43	91%			11
25	76%			3	37	88%	7		5	47	92%			10
45	85%			4	57	89%			10	57	89%			14
35	83%			7	53	90%			3	68	97%			15
48	89%			0	61	91%			5	71	96%			6
45	90%			3	66	94%	8		8	76	93%			13
44	88%			4	63	97%			2	80	94%			14
74	95%			5	85	93%			9	88	95%			6
					73	99%			14	91	99%			16
75	94%			11	100	94%			15	106	95%			15
79	92%			6	93	98%			14	108	97%			26
75	96%			12	88	98%		1	13	108	97%			17
99	95%			12	88	99%	11		11	111	99%			22
99	97%			10	105	98%			12	118	99%			15
94	98%			7	93	100%			15	118	100%			12
100	97%			10	124	96%			11	133	99%			20
101	95%			7	110	99%			14	134	99%			28
83	97%			12	119	99%			20	146	99%			22
151	99%			23	179	100%			21	148	99%			30
110	99%			17	122	100%			13	155	100%			31
74.4	92%	0.0	0.0	8.1	87.8	95%	8.7	1.0	11.1	100.3	96%	0.0	0.0	17.1



Grade 3 – Class #3



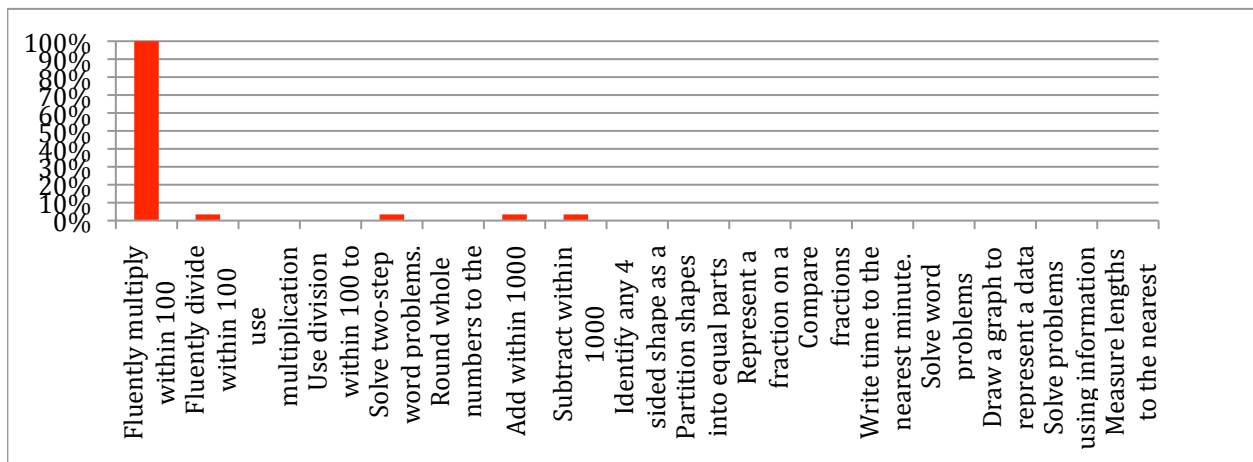
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
28	64%			2	41	82%			7	58	89%			11
22	67%			0	48	86%			4	63	88%			3
51	91%			5	62	97%			5	77	96%			11
51	89%			9	87	100%			9	99	99%			34
71	99%			7	78	100%			8	101	97%			23
73	99%			9	84	99%			12	101	100%			22
75	89%			11	102	94%			12	112	96%			11
80	100%			2	92	100%			15	117	100%			22
79	99%			16	107	100%			13	118	99%			23
99	93%			8	111	99%			10	128	99%			21
97	97%			12	119	100%			18	131	100%			23
79	96%			8	84	99%			21	131	98%			19
88	96%			12	114	100%			5	135	100%			22
56	98%			16	105	100%			19	135	100%			26
77	97%			5	102	100%			8	149	100%			24
112	96%			12	133	100%			10	152	100%			22
112	97%			12	131	99%			16	153	100%			28
122	96%			10	167	100%			10	169	100%			25
142	100%			21	192	100%			24	208	100%			41
					164	100%			26	215	99%			26
79.7	93%	0.0	0.0	9.3	106.2	98%	0.0	0.0	12.6	127.6	98%	0.0	0.0	21.9



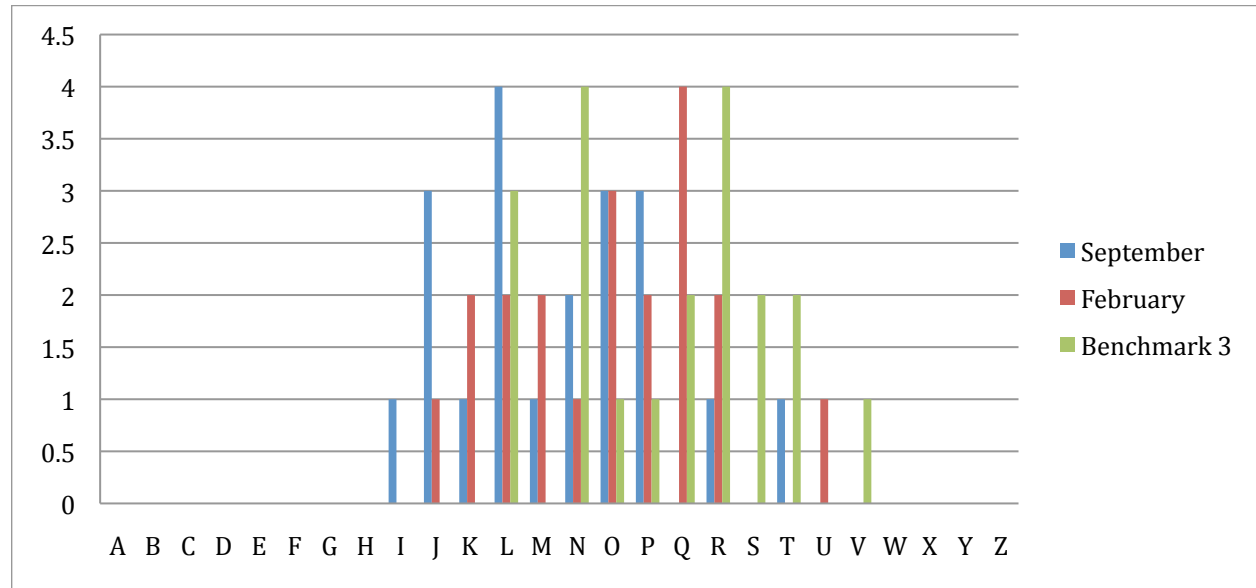
Grade 3 – Class #4



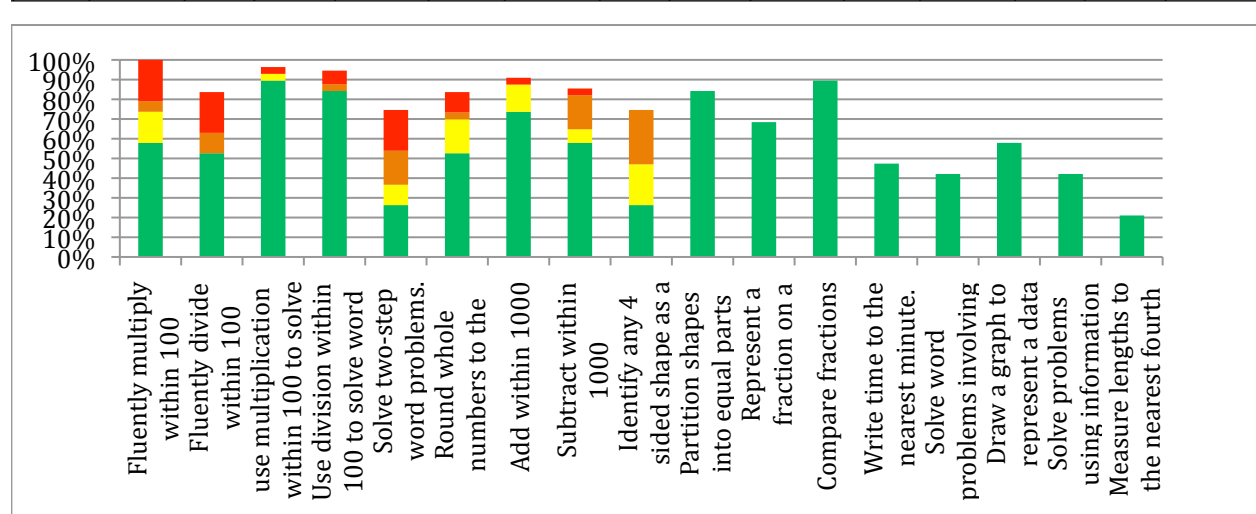
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
6	67%			0	6	86%			0	12	92%			2
6.0	67%	0.0	0.0	0.0	6.0	86%	0.0	0.0	0.0	12.0	92%	0.0	0.0	2.0



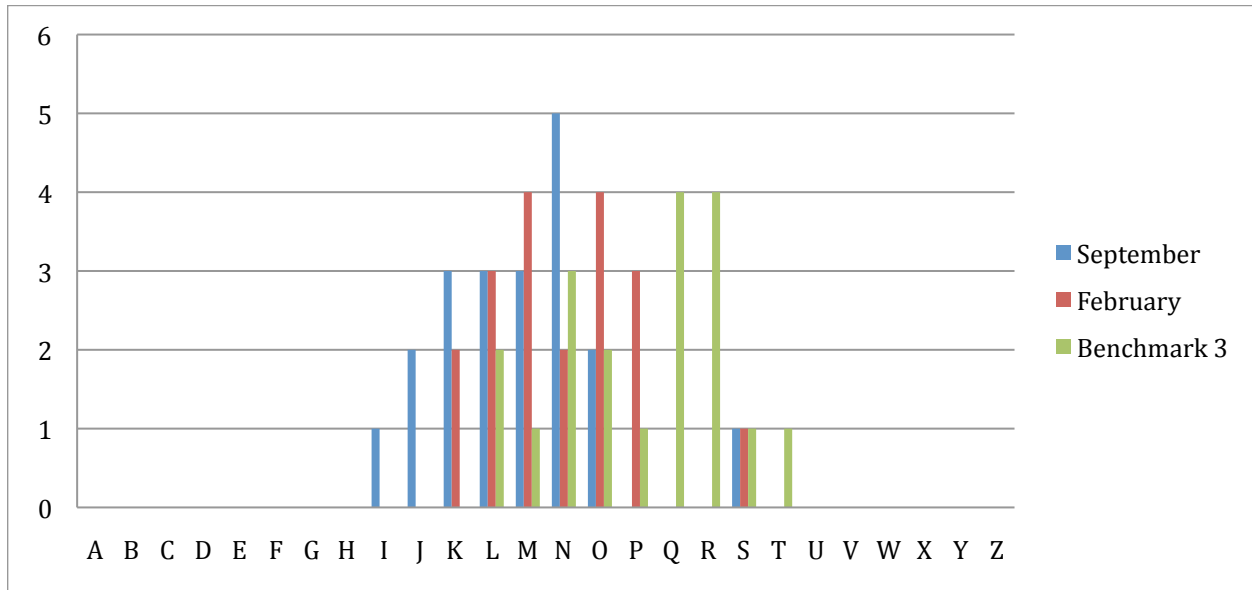
Grade 3 – Class #5



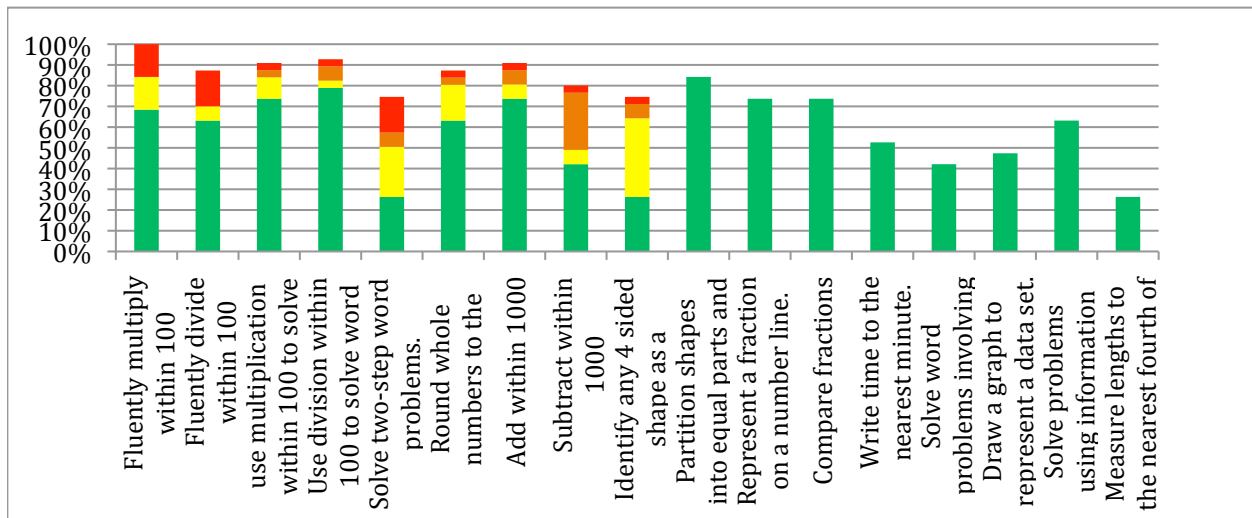
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
30	77%			3	38	90%			1	54	90%			12
45	87%			3	46	90%			3	66	92%			9
48	89%			2	67	74%			8	68	77%			13
56	98%			0	70	97%			9	68	97%			14
30	81%			2	54	98%			5	72	97%			11
80	96%			7	104	100%			11	97	96%			22
66	80%			3	71	96%			12	97	96%			14
78	95%			5	88	98%			11	98	100%			18
74	97%			2	78	98%			8	98	85%			8
72	91%			2	71	96%			11	102	99%			11
117	99%			13	98	98%			13	103	98%			20
73	95%			7	86	97%			20	110	84%			18
78	100%			9	132	98%			10	120	98%			18
70	99%			6	105	100%			9	121	98%			23
101	98%			5	110	92%			12	125	98%			14
86	98%			9	100	100%			15	134	100%			21
79	94%			10	108	100%			14	140	89%			19
133	99%			13	148	99%			21	148	100%			21
134	99%			5	141	99%			22	176	99%			32
76.4	93%	0.0	0.0	5.7	94.2	96%	0.0	0.0	11.3	105.1	94%	0.0	0.0	16.7



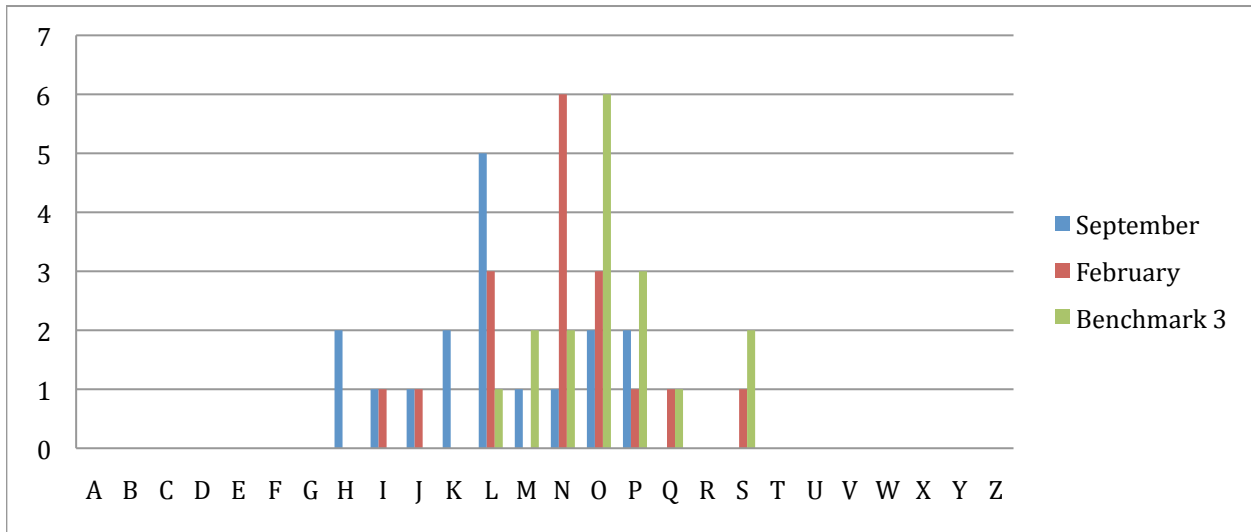
Grade 3 – Class #6



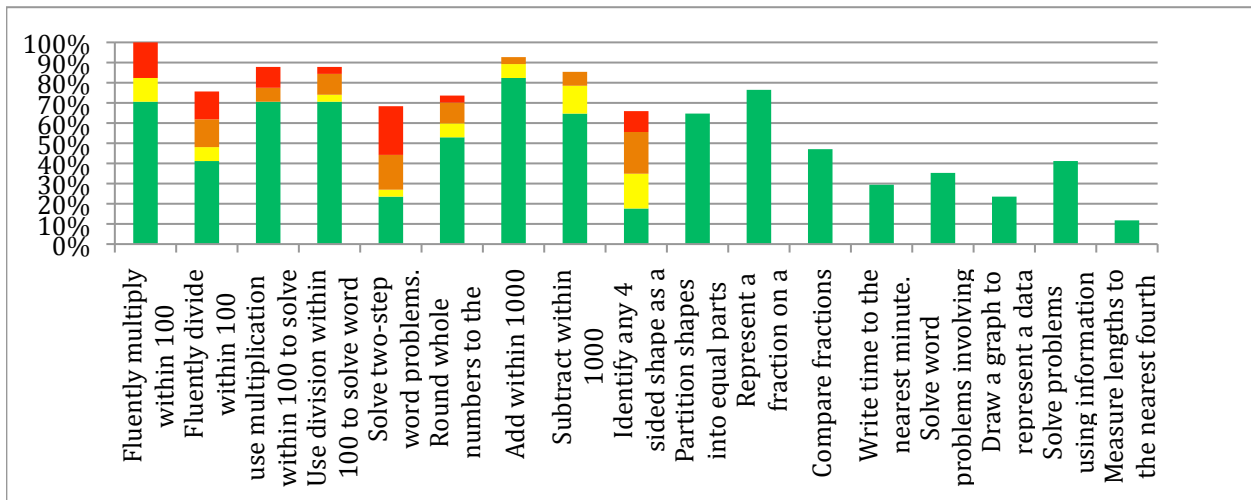
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
35	88%			3	48	87%			7	57	100%			11
33	83%			9	49	94%			2	63	100%			8
52	74%			9	60	94%			4	66	99%			12
37	84%			18	50	93%			6	71	96%			6
61	95%			11	81	100%			12	94	99%			17
77	97%			11	89	99%			12	98	100%			14
73	100%			5	92	95%			6	99	100%			17
76	97%			12	73	99%			7	101	99%			18
61	94%			3	78	99%			7	109	97%			24
57	95%			5	93	100%			13	110	100%			21
72	97%			14	91	99%			21	111	100%			20
78	96%			14	109	98%			18	114	100%			25
66	93%			14	109	96%			7	119	98%			15
96	99%			18	96	99%			21	128	98%			26
67	100%			2	94	100%			12	128	100%			25
82	99%			11	107	100%			16	134	100%			22
108	96%			18	120	100%			11	140	100%			39
104	100%			15	142	99%			21	146	100%			31
169	100%			19	155	100%			25	245	100%			28
78.7	94%	0.0	0.0	11.1	91.4	97%	0.0	0.0	12.0	112.3	99%	0.0	0.0	19.9



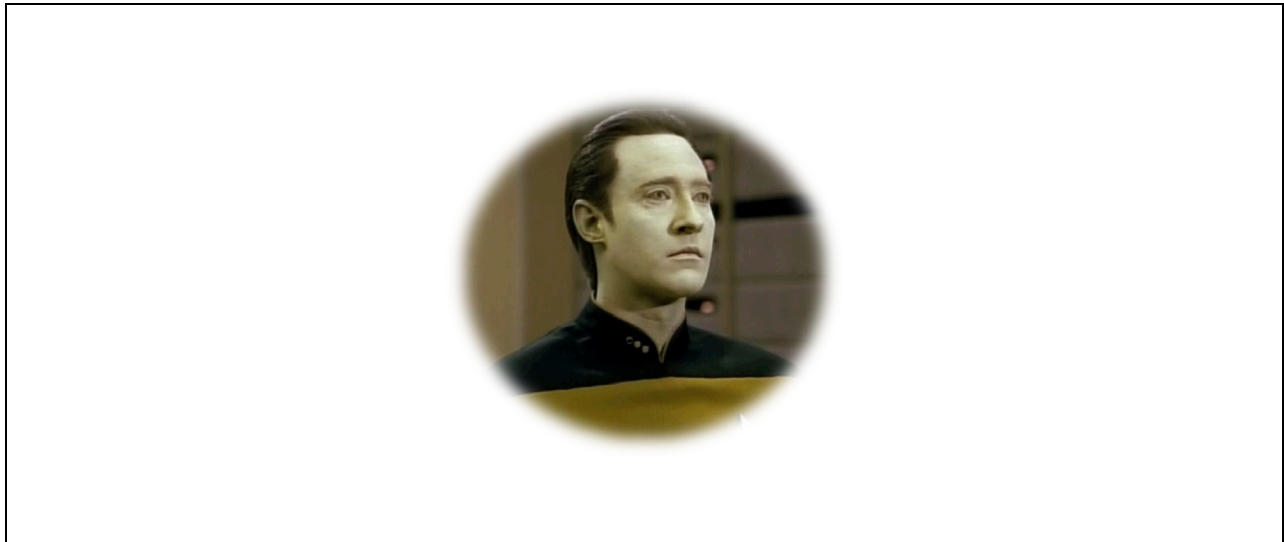
Grade 3 – Class #7



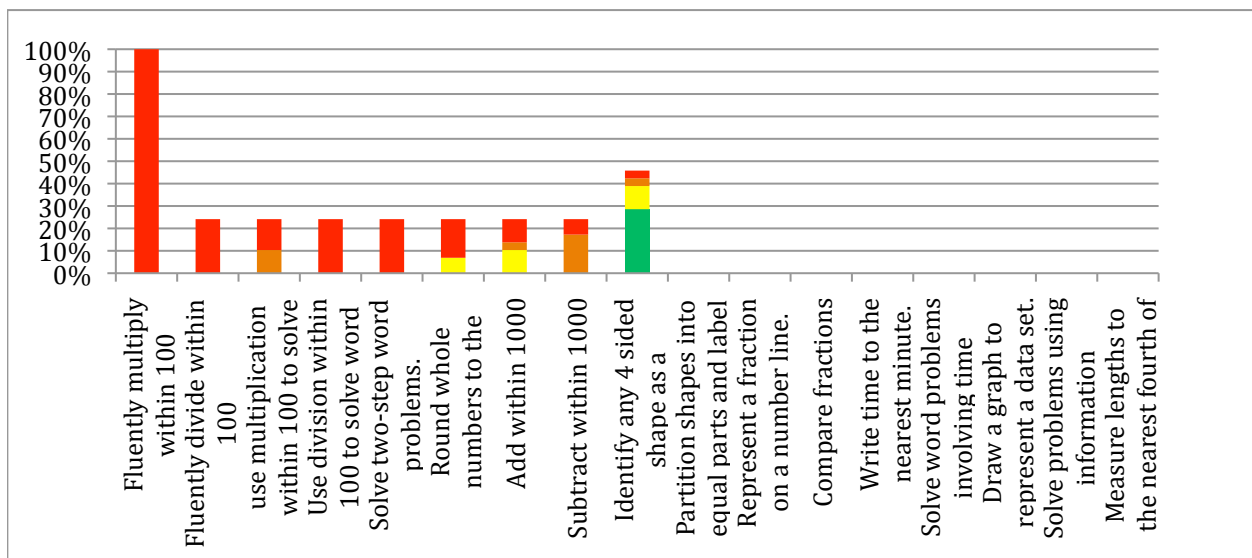
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
12	71%			1	17	74%			6	26	90%			7
39	93%			3	44	86%			3	59	97%			8
35	97%				52	98%			6	63	98%			14
36	90%			0	41	93%			2	70	99%	1		12
40	95%			0	49	94%			3	71	96%			15
31	82%			6	40	95%			6	72	97%			16
42	91%			7	49	89%			7	75	100%			23
62	97%			4	74	94%			10	83	99%			33
35	97%			0	51	98%			5	85	99%			15
56	98%			9	51	96%			6	88	99%			10
104	100%			7	107	100%			9	101	100%			31
75	99%			7	84	99%			8	107	100%	31	1	31
77	100%			6	85	100%			10	109	100%			28
58	92%			2	76	100%			6	110	99%			29
97	99%			9	112	89%			18	112	100%			37
144	100%			13	147	99%			31	127	99%			36
117	99%			14	113	100%			8	127	99%			30
32	82%			6										
60.7	93%	0.0	0.0	5.5	70.1	94%	0.0	0.0	8.5	87.4	98%	31.0	1.0	22.1



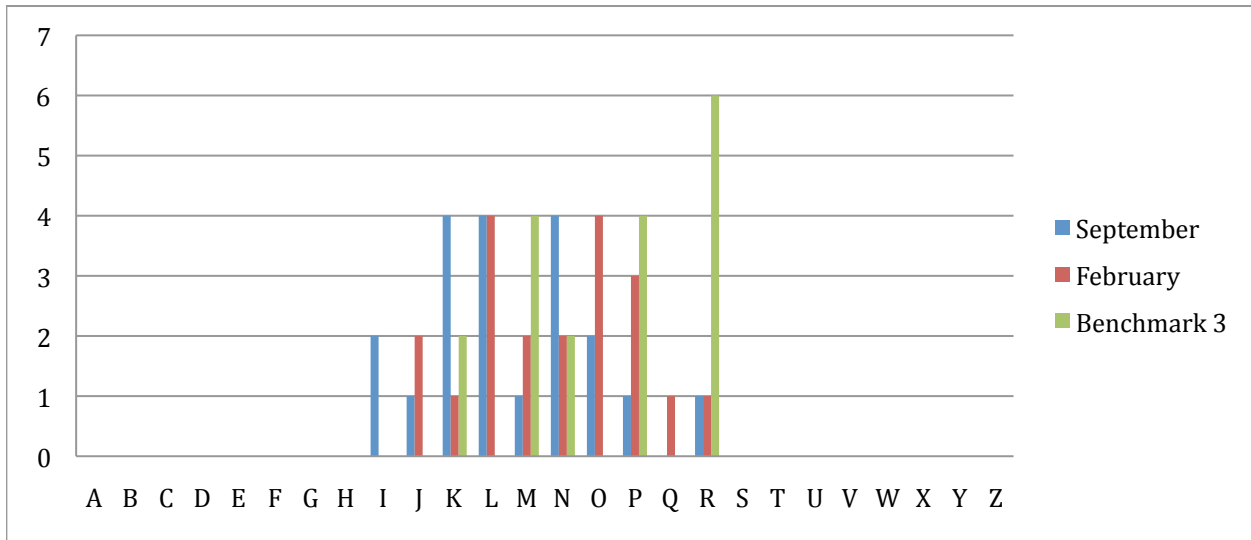
Grade 3 – Class #8



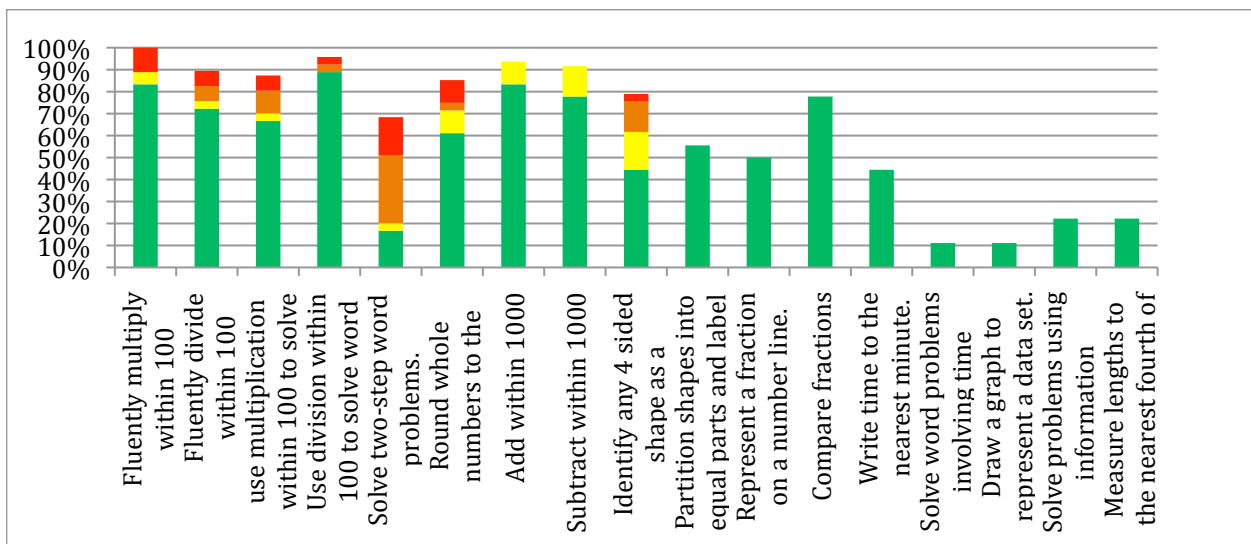
Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
4	33%			0	16	67%			0	11	52%			0
14	67%			7	24	86%			1	18	69%			2
8	62%			0	20	77%			0	42	82%			0
										43	84%			7
40	95%			2	45	94%			1	50	98%			6
80	94%			3	81	100%			6	121	98%			13
13	54%			0										
26.5	68%	0.0	0.0	2.0	37.2	85%	0.0	0.0	1.6	44.7	81%	0.0	0.0	4.1



Grade 3 – Class #9



Beginning					Middle					End				
DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted
10	48%			2	22	81%			3	29	83%			
39	93%			5	63	93%			3	54	92%			
41	84%			0	58	91%			5	60	95%			
34	83%			5	50	83%			6	63	89%			
41	82%			4	68	89%			6	65	92%			
48	89%			8	64	91%			5	72	91%			
66	90%			6	66	93%			5	76	96%			
57	89%			10	75	99%			8	84	94%			
66	96%			5	73	94%			8	95	98%			
71	97%			11	89	99%			11	96	98%			
80	98%			13	103	97%			13	98	99%			
72	91%			11	81	100%			13	100	96%			
85	98%			11	83	98%			7	108	98%			
55	98%			5	103	97%			13	116	100%			
78	96%			10	106	100%			15	124	98%			
85	98%			17	96	99%			17	130	98%			
106	98%			13	120	100%			11	141	100%			
										160	99%			
										164	99%			
64.6	91%	0.0	0.0	8.1	80.7	95%	0.0	0.0	9.2	96.6	96%	0.0	0.0	0.0



Basic Skills Instruction (BSI)

Basic Skills Instruction (BSI) is designed for those students that need remediation in Language Arts/Literacy (LAL). Requirements for eligibility include below level performance in our LAL standardized testing (i.e. DIBELS, LBD Benchmarks, Sight Word Assessments, etc.). The Basic Skills program is a push-in program. Identified students needing LAL assistance are placed in flexible groups within the classroom setting based on skills and needs.

Students can be given a waiver to be dismissed from the program at any time during the school year. The criterion for exiting a student includes:

- Guided Reading levels increase to grade level equivalents (GLE)
- DIBELS scores increase to GLE's
- Classroom performance improves to GLE as reflected by report card grades
- Classroom teacher and BSIP teacher recommend a waiver
- Parents request a waiver and academic progress supports the request

BSI Year-to-Year Comparisons

	11-12	12-13	13-14
# of Students Serviced	32	28	50
# of Students Exited	11		
# of Students Moved	1	4	0

BSI Demographics Report

	Male	Female	Total
African American	12	11	23
Asian			
Caucasian	10	5	25
Hispanic	4	6	10
Total	26	22	58

BSI Programming Report

Personnel	1 full-time BSI Teacher/1 part-time BSI Teacher
Programming	A variety of push-in support for LAL including, but not limited to Orton-Gillingham, FUNdations, LLI and guided reading strategies/materials.
Implementation	Push-in

Rodgers Recommendations:

- BSI teacher will continue to meet with the principal to discuss program components, student progress, and instructional strategies
- BSI teacher and classroom teacher(s) will monitor student progress to ensure that students are matched to programs and strategies appropriately
- BSIP teacher will continue to attend meetings to participate in the discussion of instructional strategies and best practices
- Reevaluate the manner in which students are exited from the program in light of the new DIBELS Next recommended Goals.

Bullock Recommendations:

- Monitor the integrity of the instructional schedule via formal/informal walkthroughs to ensure small group instruction takes place daily.
- Monitor the integrity of the instruction via formal/informal walkthroughs to ensure that FUNdations & the LLI are being used with integrity.
- Regular one-on-one data review meetings with the faculty (3 times/year, minimum)
- Collaboration with the BSI staff to ensure that each caseload is manageable.

Intervention & Referral Services (I&RS & PIRT)

The function of the Intervention & Referral Services Team is to provide assistance and intervention strategies to classroom teachers who request assistance for a student with behavior and/or academic concerns. The Intervention & Referral Services Team suggests alternative strategies that the teacher can implement in the classroom to help the student. The team consists of several members with distinct roles and responsibilities. The roles are Coordinator, Facilitator, Case Liaison, Recorder, and Time Keeper. Each member is actively involved in the discussions and problem solving to meet the needs of the student and teacher. Meetings may consist of the following professionals as needed: Administration, Child Study Team member, School Counselor, Literacy Coach, ESL Teacher, Special Education Teacher, Math Coach, and the Classroom Teacher. Speech Therapists, Occupational Therapists or the building Nurse may also be called in as needed. Parents are notified via letter and phone call encouraging them to attend all meetings.

When a student is referred to I&RS/PIRT, an initial meeting date is scheduled and parents are notified. A Case Liaison is assigned to the teacher and child. The Case Liaison works with the teacher in securing the necessary academic and/or behavioral data to facilitate further discussion, assists the teacher with interventions prior to the meeting, observes the student to gain information and collect data, and possibly administer assessments. The initial meeting is used to identify the problem and develop an intervention plan with measurable objectives. A follow-up meeting is scheduled approximately 6 weeks after the initial meeting. In the meantime, the intervention plan is implemented. The teacher and Case Liaison work on gathering data and assessing the intervention plan. A full report of progress and next steps to be taken are made at the follow-up meeting.

Yearly Comparison of I&RS/PIRT Referrals

Grade	2010-2011	2011-2012	2012-2013	2013-14
PK	3	9	7	7
K	14	17	15	12
Total	17	26	22	19

Demographics

	Male	Female	Total
African American	6	4	10
Asian	0	0	0
Caucasian	4	2	6
Hispanic	1	2	3
Total	11	8	19

I&RS Referral Information

- 6% of the Rodgers population was referred to I&RS
- 9% of the Rodgers male population was referred to I&RS
- 5% of the Rodgers female population was referred to I&RS
- 11% of the Rodgers African American population was referred to I&RS
- 4% of the Rodgers Caucasian population was referred to I&RS
- 12% of the Rodgers Hispanic population was referred to I&RS
- 16% of the students referred to I&RS were referred to Child Study Team
- 0% of the students referred to I&RS were direct referrals to Child Study Team
- 0% of the students referred to I&RS were parent referrals to Child Study Team

Rodgers Recommendations:

- Continue to provide support for classroom teacher to assist in the implementation of recommended intervention strategies
- Provide monthly collaboration time for the Case Liaison and the referring teacher in order to provide assistance for implementing recommended I&RS interventions
- Encourage teachers to be more diligent in progress monitoring and in the collection of baseline data/interventions.
- Provide PD for the specific teams and faculty on program implementation & data collection procedures.

Bullock Recommendations:

- Ongoing collaboration with the I&RS team and faculty to ensure all interventions are measurable and observable.
- Begin to align data review & collection practices to the RTI framework.
- Encourage teachers to be more diligent in progress monitoring and in the collection of baseline data/interventions.

English as a Second Language (ESL) Programming

The goal of Glassboro's English as a Second Language program is for English Language Learners (ELL) to use English in order to achieve academic success in all content areas. Adequate growth in the area of language acquisition is determined by meeting or exceeding the Annual Measurable Achievement Objectives (AMAO) as set by the NJ Department of Education.

The Instructional Setting

All ESL programming at the J. Harvey Rodgers School consists of pullout, small group instruction. During this time, our ELL students receive explicit instruction to support both literacy and oral language development in English. Additionally, the ESL Specialist monitors student progress throughout all areas of the curriculum to ensure that adequate supports and/or coaching is provided for the classroom teacher.

ELL students are encouraged to participate in the complete spectrum of activities offered in the district for socialization and the development of individual interests. The ESL teachers ensure that the ELL student, the family, the school, the classroom teachers, and the available services are fully integrated. These services include but will not be limited to providing interpreters and opportunities for parents to participate in their children's learning.

This approach to teaching ELL students further supports the district's philosophy that education is a continuous process which must prepare each child to meet life's situations with confidence and skills. The entire staff works as a team to implement best practices to develop linguistic and cultural sensitivity.

The NJ Core Curriculum Content Standards, the goals and expectations from the Teachers of English to Speakers of Other Languages (TESOL) standards, the NJ English Language Standards and No Child Left Behind (NCLB) mandates serve as the basis of our program design and implementation.

Assessing Comprehension & Communication in English State to State for English Language Learners (ACCESS for ELL's)

From <http://www.wida.us/>

ACCESS for ELL's stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The grade level clusters include Pre-K/K, 1-2, 3-5, 6-8, and 9-12. There are five content areas of the standards. The first is called social and instructional language, which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts, math, science, and social studies.

For each grade level, then, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six English language proficiency levels.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL). Level 7 is used for students who are native English speakers or who have never been designated as ELL. Within each combination of grade level, content area, and language domain, there is a PI at each of the five points on the proficiency ladder, and the sequence of these five PIs together describe a logical progression and accumulation of skills on the path to full proficiency.

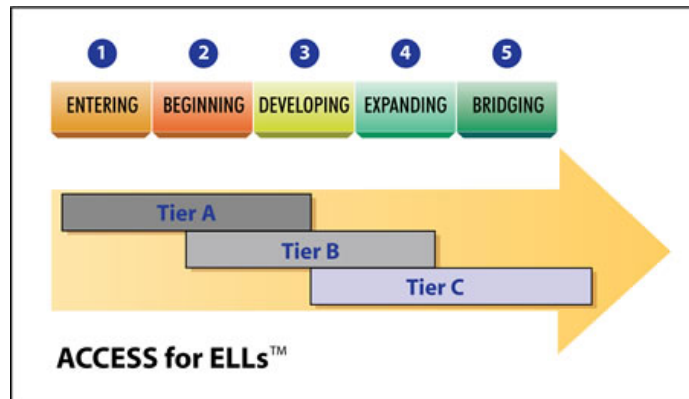
Drawn from the PIs, the ACCESS for ELL's incorporates all five standards and English language proficiency levels in sections that correspond to the four domains. The target administration times for each section of the test are:

1. Listening: 20-25 minutes, machine scored
2. Reading: 35-40 minutes, machine scored
3. Writing: Up to 1 hour, rater scored
4. Speaking: Up to 15 minutes, administrator scored

The goal of the ACCESS for ELL's test is to allow students to demonstrate their level of proficiency through the PIs. However, there are far too many PIs altogether to present to any single test taker. A test with questions assessing each and every PI would be far too long to fit in any reasonable testing session. For any particular child, some of the questions on a comprehensive test might be dismissively easy, making it boring, while others would be exactly hard, making it frustrating. It is important to avoid both possibilities to achieve a reliable test.

ACCESS for ELL's Overview: Tiers

The solution to making the test appropriate to each individual was to present the test items in 3 tiers for each grade level: A, B, and C. The following chart shows how the different tiers map to the English language proficiency levels.



You can see from this test design that the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale.

Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELL's test works as intended, it is necessary to place each student into the tier that best matches his or her English language proficiency level. The decision as to where the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests. The W-APT screener test yields a composite score, which indicates which tier a child should be placed in for the ACCESS test, however, that score should be supported by additional criteria for tier selection.

The ACCESS for ELL's test battery is a collection of assessment instruments administered to all ELL students across all grades and all proficiencies. Each test form consists of a set of thematic folders, or parts, each of which contains three to six test items. The test is arranged in this way to give students a context for the items they are presented with and to minimize the cognitive leaps they have to make in transitioning from math items to language arts items to science items, and so on.

Each test instrument takes particular aim at a certain grade level cluster and range of proficiencies, but each also has to align with all the other instruments in the battery. That is, they each measure a certain segment of a common academic English proficiency measurement scale. To do this successfully, some of the items on any single test are shared among certain other tests. They are "carried over" between grade level clusters and tiers as complete thematic folders. Each Tier-A form, with the exception of the grades 1-2 form, has two thematic folders from the grade level below it. Similarly, each Tier C form contains two thematic folders from the grade level above it. For example, the grade 3-5 Tier A test shares certain items with the 1-2 Tier C and 3-5 Tier B test forms. Likewise, the 6-8 Tier C forms borrows items from 6-8 Tier B and 9-12 Tier A. It might be argued that asking a child to respond to questions for which he or she has no preparation on one hand or for which he or she is overqualified makes those items unfair indicators.

However, in fact, this configuration provides just the kind of confirmatory evidence needed for equating all the forms to the common measurement scale. In this way, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

Entry & Exit Criteria on W-APT/ACCESS

http://www.nj.gov/education/bilingual/ells/score/entry_exit.htm

The WIDA-ACCESS Placement Test (W-APT) is an adaptive test that can gauge students' proficiency up to and beyond level 5 of the WIDA ELP Standards. Like ACCESS for ELL's, there are five grade level clusters (Kindergarten, 1-2, 3-5, 6-8, and 9-12). Unlike the ACCESS for ELL's, the test administrator completes all scoring of the W-APT on site. All sections of the test are scored as the test is administered. After completion of the Speaking, Listening, Reading and Writing, the Test Administrator will use the instructions on the scoring sheet to calculate the students' overall Proficiency Level.

Grades 1-12

The regulation mandating the use of multiple criteria for identifying and exiting students from language assistance programs services is still required. For students in grades 1 through 12, a W-APT proficiency level of 4.5 or higher is recommended for exiting a program if multiple criteria support the decision.

Kindergarten

The Kindergarten test is organized into parts (A through E), each progressively more difficult. If the student successfully completes a part (e.g., A) they move on to the next part. The score sheet indicates the criteria for successful completion and will indicate how far the student progresses in the adaptive administration. For example to successfully complete part D of the Listening and Speaking exam, a student must answer at least 3 questions correctly in Part A, 3 questions correctly in Part B, 3 questions correctly in Part C, and 4 questions correctly in Part D.

The W-APT may be used to help determine eligibility of a kindergarten student for language assistance or to help identify when a student is able to exit a language assistance program. Eligibility may be determined at any time during the school year. However, the Reading and Writing sections of the W-APT test are only appropriate during the second half of the Kindergarten year.

For example, eligibility for language assistance program services for a student tested in September is contingent on students NOT successfully completing any Parts A, B, and C of the Listening and Speaking Test. If a student is tested in February, the student will take the Listening and Speaking, Reading and Writing tests. If the student does not successfully complete the appropriate parts in any one of the three tests, the student is eligible for language assistance. Districts should consider other indicators in making their placement decision.

To exit a language assistance program a student is expected to meet the criteria in all three test sections. The following chart demonstrates the standards for program entry and exit in kindergarten:

	Eligibility for Language Assistance Kindergarten		Exit Language Assistance
Test Section	Administered Before January 1 of the School Year	Administered After January 1 of the School Year	Administered at the End of Kindergarten
Listening and Speaking	Does not successfully complete parts A, B, C, and D	Does not successfully complete parts A, B, C, and D OR	Successfully complete parts A, B, C, and D AND answer at least 3 questions correctly in Part E AND
Reading		Does not successfully complete parts A, B, and C OR	Successfully complete parts A, B, C, and D AND
Writing		Does not successfully complete parts A, B, and C	Successfully complete parts A, B, C, and D

ACCESS Scores and Proficiency Levels

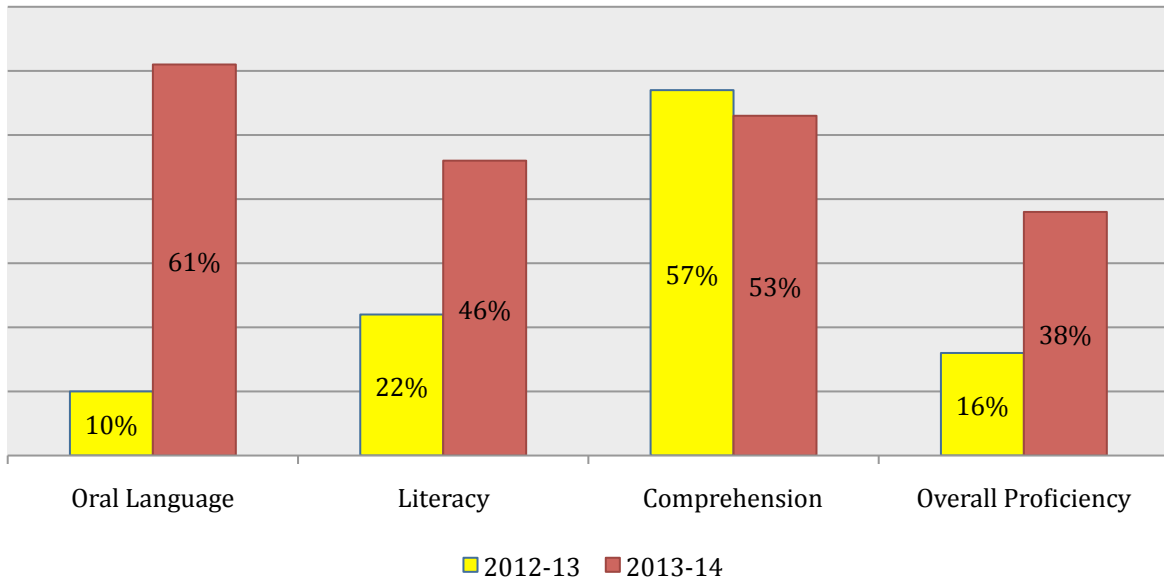
Student results are reported in three ways: as raw scores, scale scores, and English Language Proficiency (ELP) levels. Scores are reported for each of the four language domains and in several composites, as listed below. Students receiving a 4.5 Overall Proficiency are eligible to exit, provided the decision is support by multiple measures of data.

- Listening Oral Language (Listening 50%, Speaking 50%)
- Speaking Literacy (Reading 50%, Writing 50%)
- Reading Comprehension (Listening 30%, Reading 70%)
- Writing Overall (Listening 15%, Speaking 15%, Reading 35%, Writing 35%)

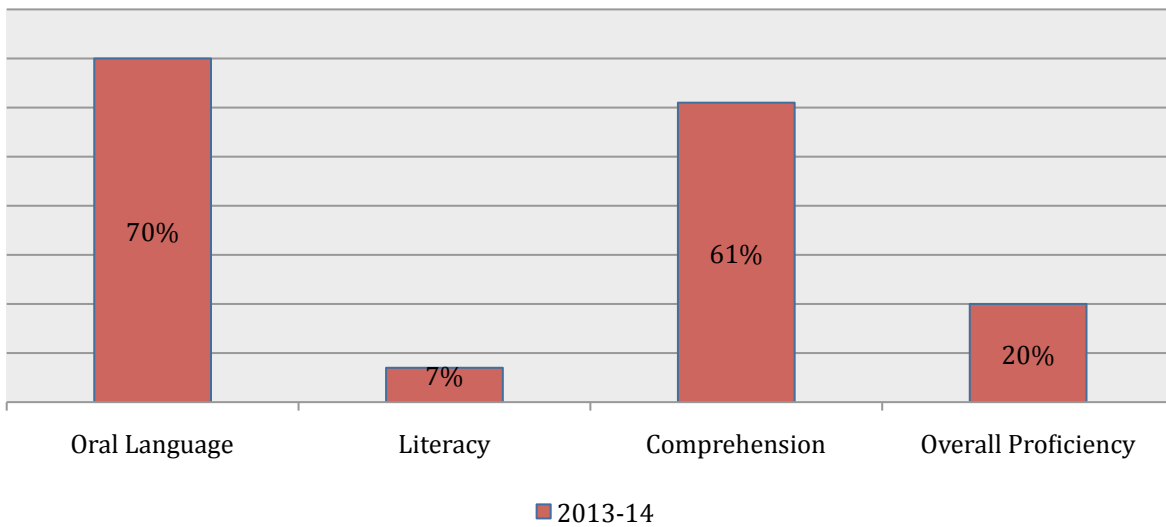
ACCESS Results

Year	Tier/Cluster	# Of Students Tested	# Of Students Eligible to Exit
2011-2012	Kindergarten	18	2
2012-2013		22	3
2013-2014	Kindergarten	13	5
	Tier A, Cluster 1-2	11 (8/3)	0
	Tier B, Cluster 1-2	30 (11/19)	12 (7/5)
	Tier C, Cluster 1-2	0	0
	Tier A, Cluster 3-5	0	0
	Tier B, Cluster 3-5	8	3
	Tier C, Cluster 3-5	0	0
Totals		49	18

WIDA ACCESS for ELL's Student Proficiency: Kindergarten



WIDA ACCESS for ELL's Student Proficiency: Grades 1-3



Annual Measurable Achievement Objective (AMAO) Calculations

Under Title III, Part A, Section 3122(a) of the Elementary and Secondary Education Act (ESEA), the New Jersey Department of Education (NJDOE) is required to develop three Annual Measurable Achievement Objectives (AMAO's) which represent the annual achievement targets for English language learners. Title III-funded districts are accountable for English language learners' development and attainment of English proficiency while meeting State academic content and achievement targets.

AMAO 1 relates to making annual increases in the number or percentage of children making progress in learning English. Progress is defined as a specific increase in the scale score points on the ACCESS for ELL's test. **AMAO 2** relates to annual increases in the number or percentage of children attaining English proficiency by the end of each school year. **AMAO 3** relates to meeting annual yearly progress (AYP) by the limited English proficient (LEP) subgroup at the district level.

AMAO Indicators	2014 Standards	Bullock Results
<u>AMAO 1</u> : Progress	59 % of students will increase 0.5 composite proficiency level or more on the ACCESS for ELLs test (10 or more scale points).	MET : 84% of our ELL population showed adequate growth on the ACCESS.
<u>AMAO 2</u> : Attainment	5% of students in language assistance programs for less than one year through four years will attain a 4.5 composite score on the ACCESS for ELL's test. 50% of students in language assistance programs for 5 years or more will attain a 4.5 composite score on the ACCESS for ELL's test.	MET : 20% of our ELL population (less than 1 year – 4 years) attained a 4.5 composite score on the ACCESS. N/A
<u>AMAO 3</u> : District performance for the LEP subgroup	Includes district progress target for LEP subgroup in math, LAL and participation rate in each of those assessments. It also includes an additional indicator of attendance or graduation rate.	District Progress Targets : The ELL Population at Bullock does not count as a subgroup since there is less than 30 students in Grade 3 Participation MET : Our ELL population met the required 95% proficiency rate. AMAO 3: MET

The AMAO 2 targets include two cohorts: students that have been in a language assistance program up to four years, and those that have been in a program five or more years. In order to meet AMAO 2, districts must meet both cohorts

Rodgers Recommendations

- ELL staff will attend grade level meetings rather than ELL meetings with the goal of stretching students more effectively and keeping up with grade level initiatives and assessments. This will facilitate a greater degree of alignment in practices between general education rooms and ELL rooms.
- ESL staff will attend data review meetings with the goal of stretching students more effectively and keeping up with grade level initiatives and assessments. This will facilitate a greater degree of alignment in practices between general education rooms and ELL rooms.
- ESL staff will continue provide teaching staff with strategies and best practices for effectively working with the ELL student in the regular classroom.
- Begin to explore a push-in model for ESL students in order to further integrate ESL strategies into the curriculum.

Bullock Recommendations:

- Begin to develop push-in instructional routines based on literacy learning where students interact deeply with their peers and texts. This will require changes to placement & scheduling.
- Establish systemic collaborative routines with the goal of further aligning instructional practices between the ESL Specialist and the Classroom Teacher.
- ESL staff will attend data review meetings with the goal of stretching students more effectively and keeping up with grade level initiatives and assessments. This will facilitate a greater degree of alignment in practices between general education rooms and ELL rooms.

Schoolwide PBIS Report

From <http://www.pbis.org/school/default.aspx>

What is Schoolwide PBIS?

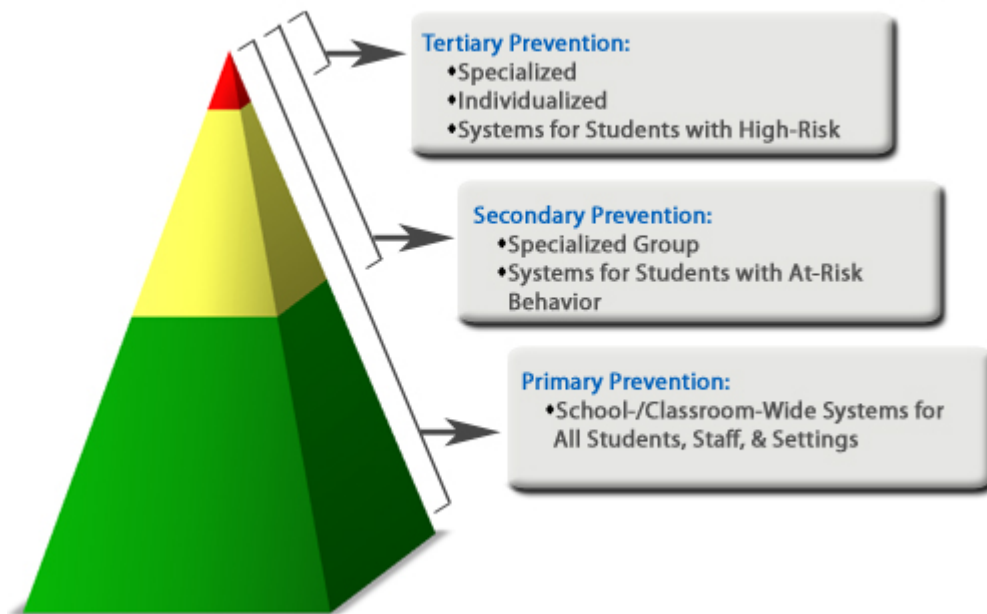
Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, one-size fits all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

Continuum of School-Wide Instructional & Positive Behavior Support



Why is it so important to focus on teaching positive social behaviors?

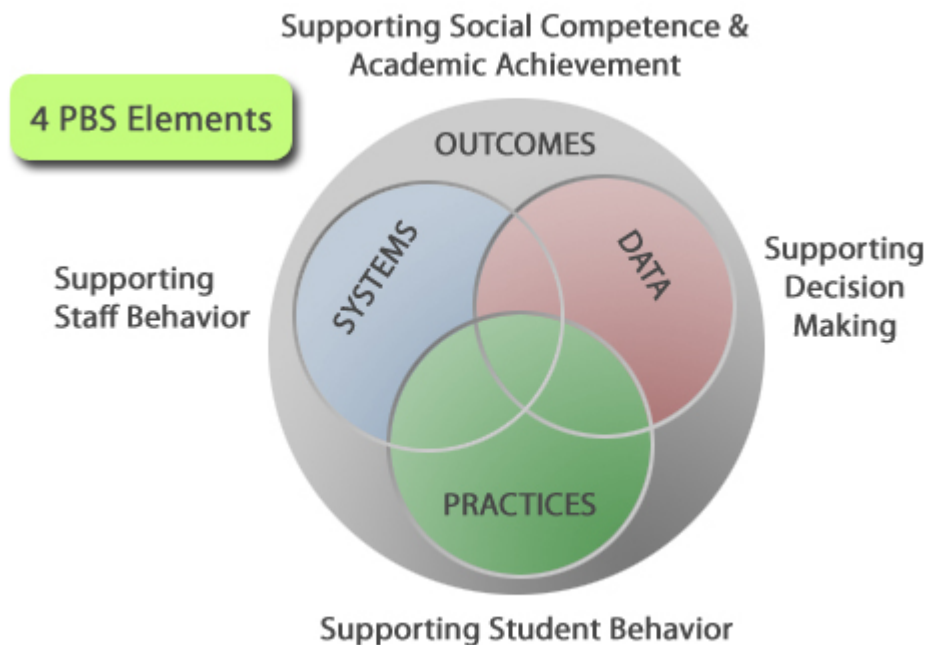
Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a more positive approach, as opposed to waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)

- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

The Bulldog Buddies Program

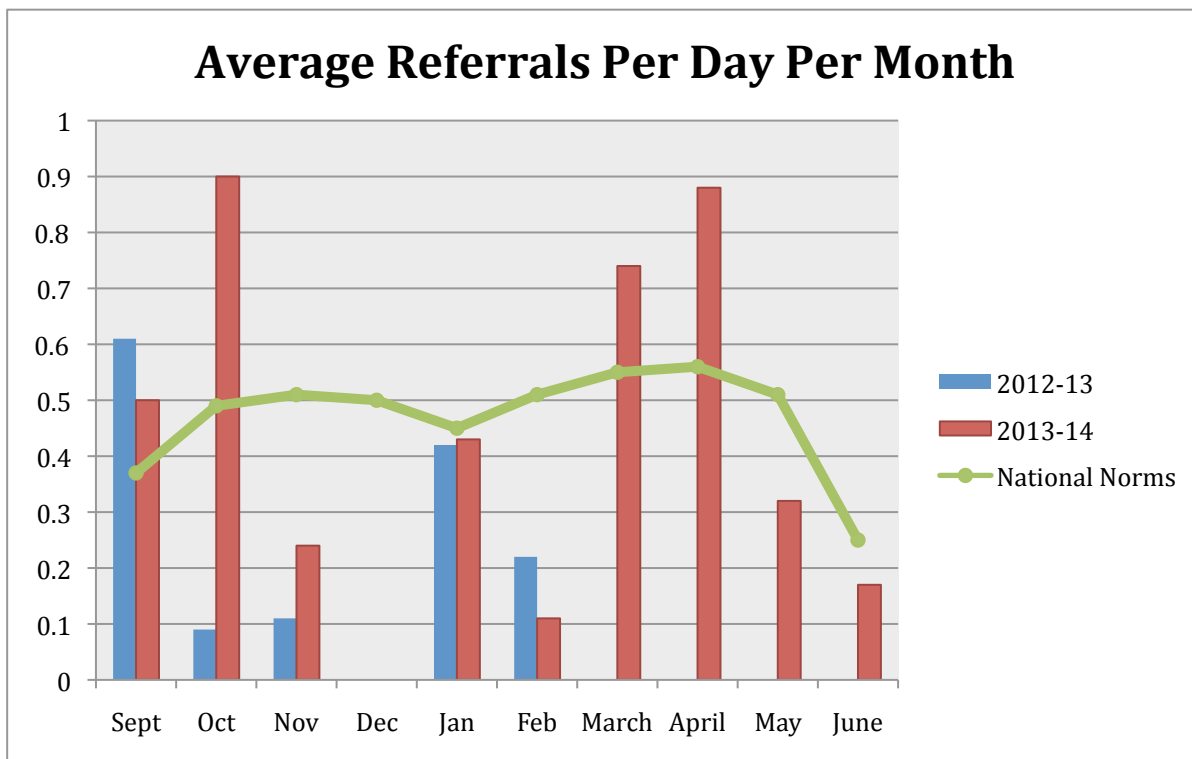
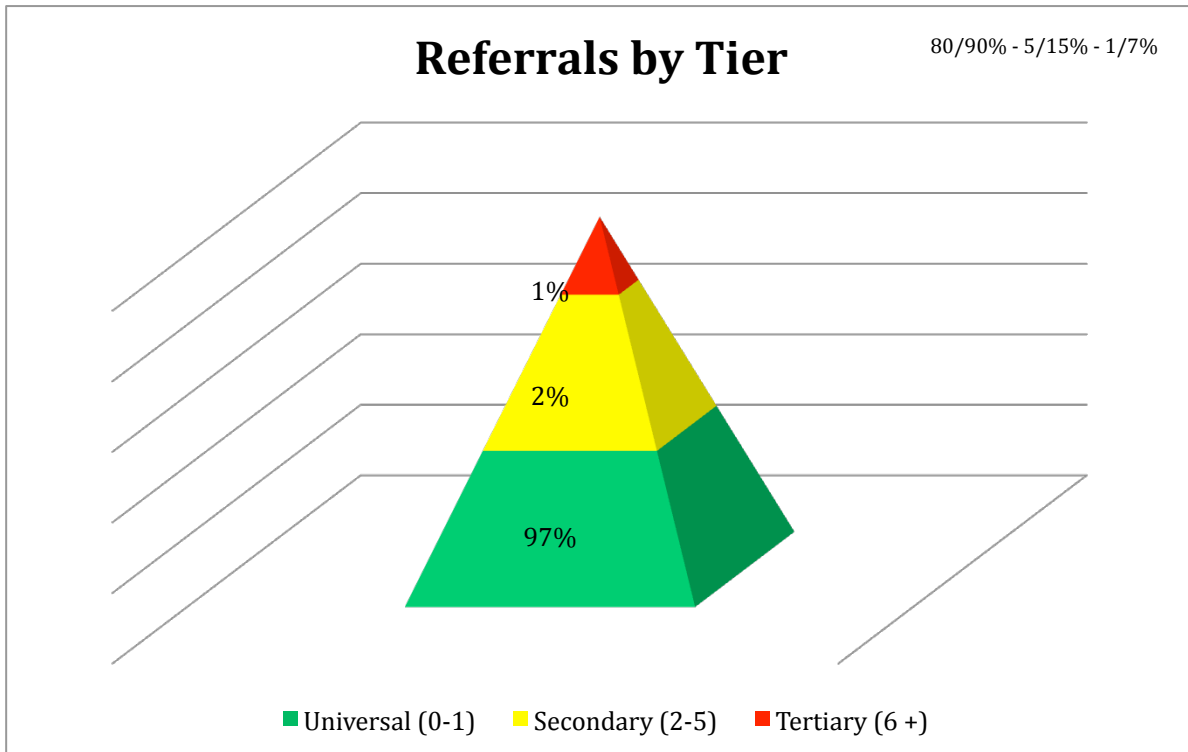
Through the Bulldog Buddies program, teachers and staff address the school-wide and specific setting behavioral expectations for all students who attend our school. Character Education and bullying lessons focus on ways students can handle situation that might possibly lead to problems. The Administration & Bulldog Buddies Committee continue to work with the school community and staff to find solutions to reduce discipline infractions. Our goal is to develop proactive supports that will enable our students to be successful in all areas of the school environment.

The Rodgers School has successfully completed our first year with the Bulldog Buddies School-wide Positive Behavior Support (PBS) System. The faculty has successfully implemented a *Universal Program* and has begun to utilize a *Secondary Program* (CICO Program) on a smaller scale. We have also collected our first round of behavioral data that includes what is known as *The Big 5*:

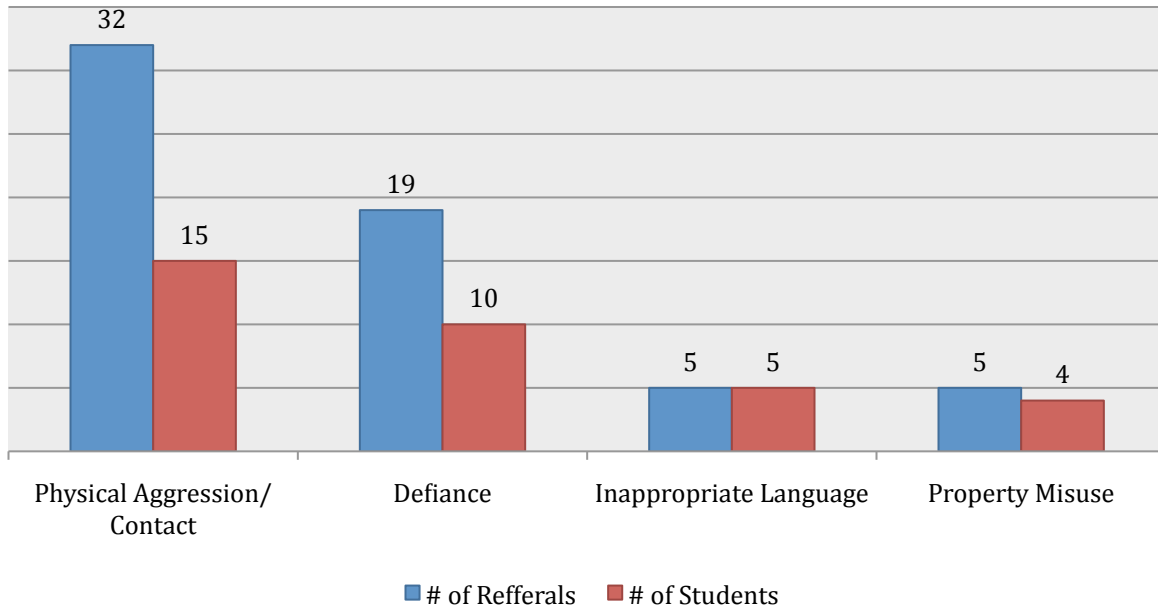
1. Average # of Referrals Per Day Per Month
2. Referrals by Behavior
3. Referrals by Time
4. Referrals by Location
5. Referrals by Student

To assist with the PBS model the Bulldog Buddies Committee continues to institute initiatives to deal with all student behaviors in a proactive manner. This has included the Check-in/Check-out Program and Universal Rewards, in addition to our regular character education initiatives (such as the Student of the Month Program).

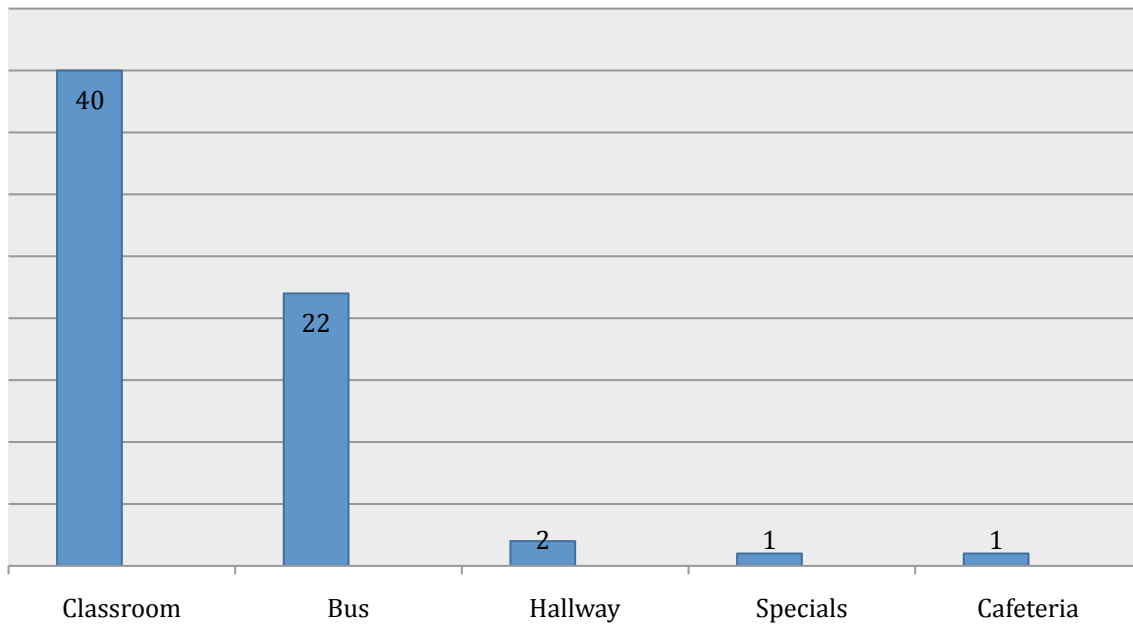
Behavioral Data

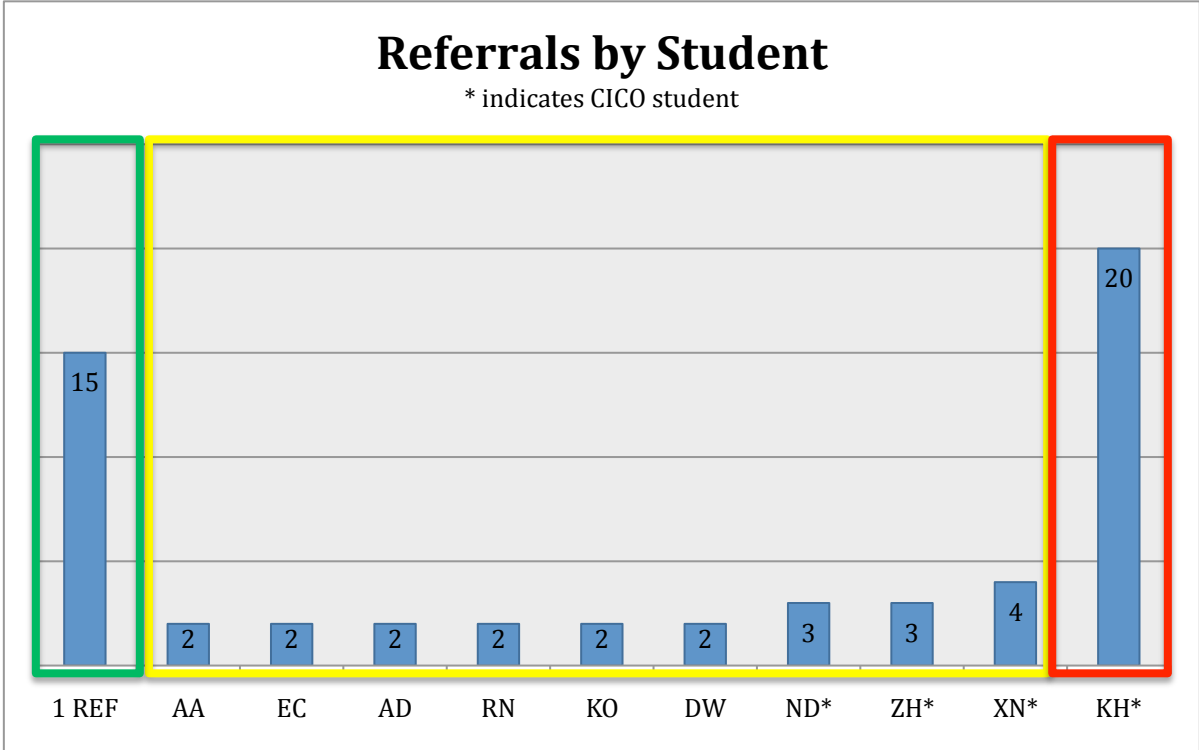
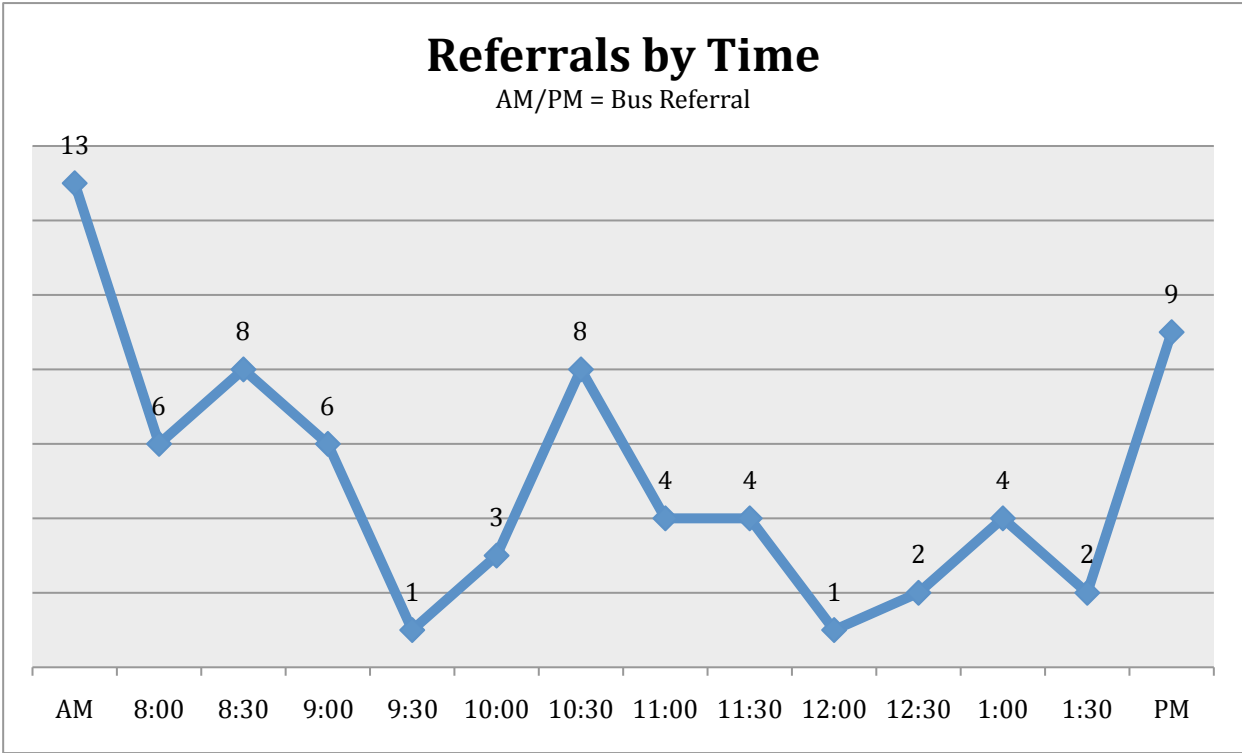


Referrals by Behavior



Referrals by Location





Rodgers Recommendations:

- The first month of school will set the tone for the remainder of the year. Teachers will teach routines, procedures and expectations daily. This practice will be revisited more frequently – after winter break & spring break.
- Continuation of Bulldog Biscuit ticket distribution coupled with positive praise statements will be expected of all staff. As a result of our growth this past year, ticket distribution will be monitored and reviewed by the team periodically.
- Continue to decrease the number of ODR's and I&RS/PIRT/CST referrals by providing new/additional intervention options for teachers.
- Provide proactive teacher support as they deal with behaviors from all three tiers.
- Begin a dialog about the overrepresentation of minority students in our behavioral reports.

Bullock Recommendations:

- The first month of school will set the tone for the remainder of the year. Teachers will teach routines, procedures and expectations daily. This practice will be revisited more frequently – after winter break & spring break.
- Continuation of Bulldog Biscuit ticket distribution coupled with positive praise statements will be expected of all staff. As a result of our growth this past year, ticket distribution will be monitored and reviewed by the team periodically.
- Begin systemic implement and review of ODR's and I&RS/PIRT/CST referrals by the building committee.
- Provide proactive teacher support as they deal with behaviors from all three tiers.

Counseling Services

This year was once again filled with new programs and ideas, collaboration between teachers and staff, and a positive and dynamic school climate. This year, anti-bullying was addressed again through classroom presentations and assemblies. The school year opened with an inspiring and exciting “Jubilee” Assembly. The School Counselor presented push-in classroom lessons, and small group peer mediation sessions were held to address any ongoing conflicts among students.

Counseling services were provided to all students requiring social or emotional support as a related service on their IEP, as well as students who were referred by parents or teachers. Students were seen individually or in groups, with some of the group topics as follows: anger management, social skills, self-esteem, and conflict resolution. Crisis counseling is also provided when necessary; we had a greatly reduced incidence of crisis intervention, which added to our peaceful and positive school climate.

The Bulldog Buddies program continues to broaden character education with refresher activities to cement skills, and numerous school-wide incentives and rewards. Students continue to be motivated and excited by the program, and the data we are collecting reinforces our goal of reducing discipline referrals and improving climate. The CICO program was continued at Rodgers and was facilitated by the Principal, to address our “second tier” students. The program was successful in helping to manage behavior and will continue again next year at Bullock.

Bullying Prevention Programs

Bulldog Buddies School Wide Behavior Program: The implementation of this program addresses expectations for treating people with respect and responsibility. These words are repeated frequently throughout the day to reinforce the concept that bullying is not acceptable behavior. Students are rewarded using tickets and incentives. Although this program does not specifically address bullying the expectations lead to behavior that promotes respect towards others.

Character Education: The program involves choosing a “character trait of the month” which comes from The Pillars of Character. There is a bulletin board created for each month’s word as well as teacher packets, which contain classroom activities and lessons for the month. This is integrated into our morning announcement routines as a daily reminder to students each morning.

Star Student (Student of the Month): Each month teachers choose a student in their classroom who exemplifies the Pillars of Character. The chosen students become role models for others by having their name and picture posted on the Star Student bulletin board.

Other Activities

1. Parent workshops are held throughout the year.
2. The guidance counselor provides lessons and activities for grades K – 3.
3. Parent Packet is sent home each year with pertinent information about bullying. Information is also available via the district website.
4. There are also assemblies scheduled that have to do with bullying, character education and respect.

School Narrative & Culture Report

Both Rodgers & Bullock proudly offer diverse and expansive opportunities for our Pre-K through 3rd Grade students. It is our goal to provide each student with a comprehensive academic and social foundation that will enable them to meet the challenges of the new millennium. All programming has been designed to meet the requirements of NCLB and are aligned to the Common Core Standards.

The faculty provides its students with the latest research based, data driven best practices in education. Our Kindergarten Language Arts Literacy program is built upon the foundations of Balanced Literacy and takes place within an uninterrupted, 90-minute LAL block. Daily instruction consists of Shared Reading, Guided Reading and Independent Literacy Stations, as well as a daily 45-minute Writer's Workshop.

Literacy instruction is maintained consistently from classroom to classroom; however, daily lessons and activities are regularly differentiated to fit the needs and ability levels of each student. This can be observed through the use of flexible groupings, independent activities, and literacy stations. Individual student achievement is closely monitored and data is continuously collected through the use of the Fountas/Pinnell Benchmark System and the DIBELS Assessment, progress monitoring and running records. This, combined with collaboration among grade level members and our Literacy Coach, allows the faculty to proactively address student needs.

Everyday Math has brought fun back into learning for our students and their teachers! Our children are expected to master mathematical skills and concepts but often not the first time the skills are introduced. The concepts and skills are taught in repeated fashion, which begins with concrete, "hands-on" experiences. Students study important concepts over consecutive years through a variety of instructional strategies. Each grade level builds upon and extends the previously taught concepts and skills so that children can approach a new challenge with a firmly established foundation. Our Math Coach consistently brings renewed energy and enthusiasm to the program and provides support to staff, students, and parents.

The Creative Curriculum has helped our Pre-K faculty address the social/emotional and academic needs of our youngest students during our 1/2 day Pre-Kindergarten programming.

Creative Curriculum balances teacher-planned and child-initiated learning, emphasizing responsiveness to children's strengths, interests, needs, and learning styles. It helps teachers plan and implement content-rich, developmentally appropriate programs that support active learning and promote children's progress in all developmental areas that include social, emotional, cognitive and physical development.

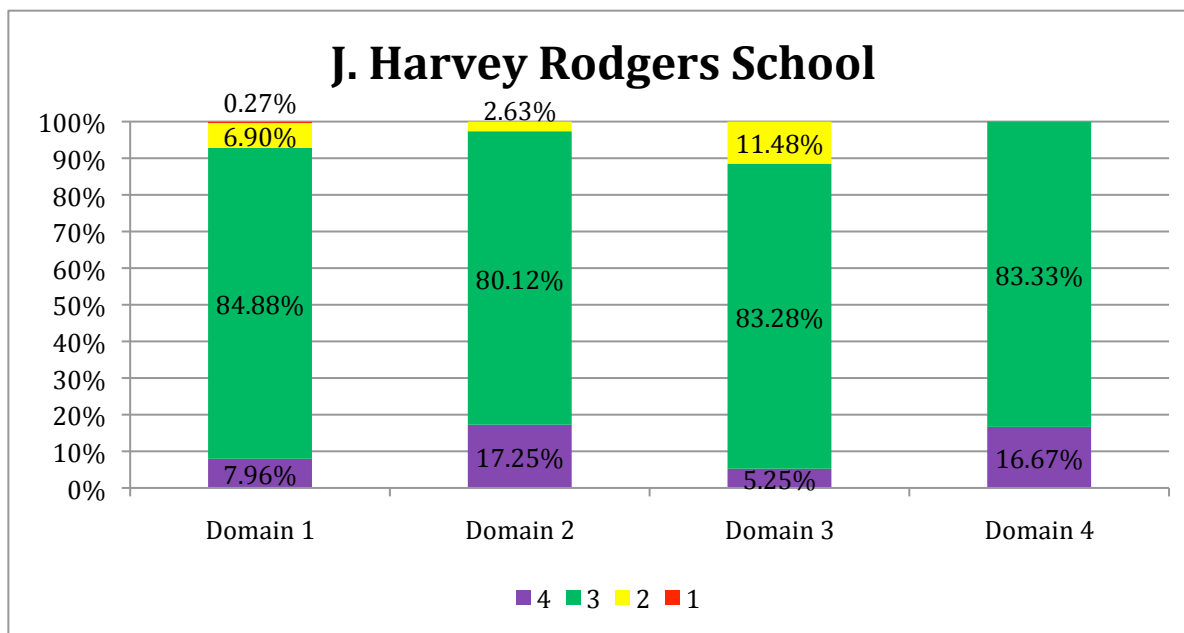
Literacy instruction in the Creative Curriculum classroom focuses on creating an environment and experiences that inspires children to read and write. This includes: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, comprehension, and books and other texts. The Pre-K faculty also builds upon children's interests to promote mathematics learning as well, with the goal of assisting students to fully understand mathematical concepts and skills through application.

In order to accommodate the needs of all students, we provide many ancillary programs as well. This includes push-in Basic Skills support for Language Arts, English as a Second Language (ESL) programming, and an Extended Year program for our Special Education students. Students at risk (academic and/or behavioral) are serviced through the Intervention & Referral Services Team (I&RS). This team identifies intervention strategies and best practices for teachers to use with the referred students. If it is found that the strategies are not successful a student may be referred to the Child Study Team for further testing.

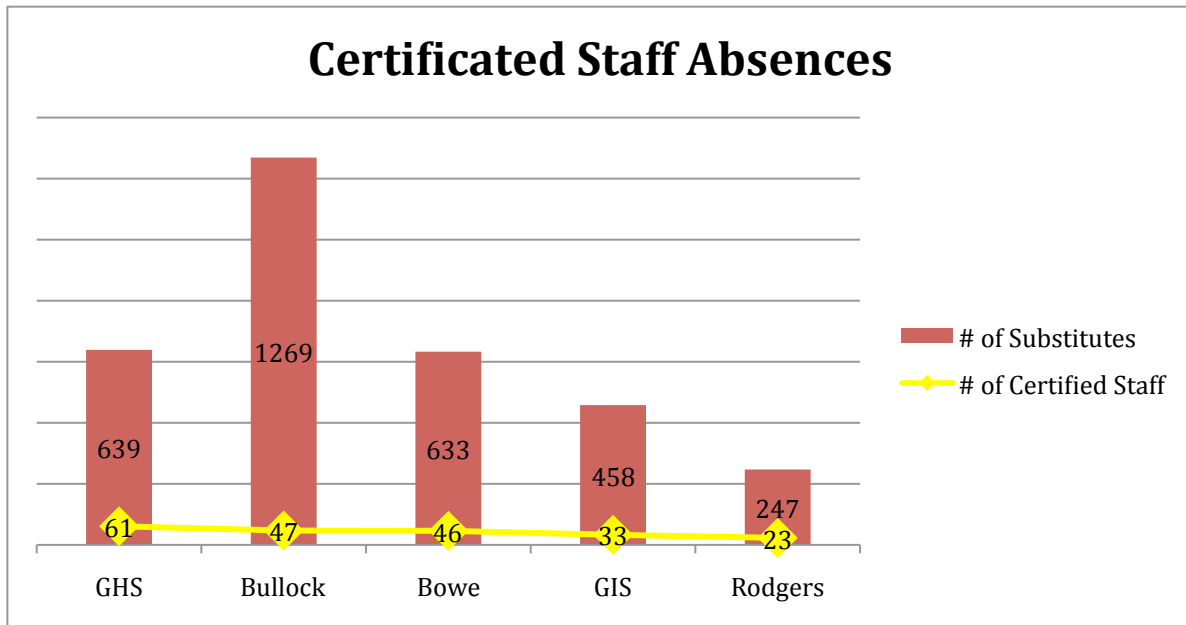
You will also find active, child-centered character education programming based on Schoolwide Positive Behavior Support (PBS) to ensure the behavioral success of all students. Through this program, we continue to address the emotional and social needs of our students through a variety of activities. This includes the selection of a Student of the Month from every classroom and opportunities for positive reinforcement through the Bulldog Buddies program.

Parents and families also play an active role as members of our educational community. Our PTO meets monthly to discuss any schoolwide issues and to plan fundraising activities that will benefit our students. Parents regularly volunteer to assist staff, dispense fundraiser items, chaperone field trips, assist at the Scholastic Book Fair, or help out at class parties. Family Participation Nights also happen regularly, and are well attended. Activities include Math Game Nights, Family Dances, Movie Nights, and Family Literacy Nights just to name a few!

Teachscape Aggregate Report



Substitute Usage Report



Bullock Recommendations:

- Communicate with the SLT to develop ways to lower our percentages. This will include a decrease in the number of “release days” that are typically granted.

Rodgers PLC Activities & Events:

- Regular Data Review Meetings – *Including literacy data & SGO data*
- Ongoing peer coaching with amongst grade level partners and with LAL/Math Coaches. This included a planned Monthly Collaboration Sub.
- Ongoing Book Studies:
 - Comprehension through Conversation (Nichols)
 - The Continuum of Literacy Learning (Fountas & Pinnell)
 - F&P Literacy Beginnings
 - Weekly “Curriculum Corner” articles
 - <https://www.facebook.com/curriculumcorner2014>
 - <http://thecurriculumcorner.wordpress.com/>
 - https://twitter.com/r_taibi
- Ongoing Professional Development
 - F&P Continuum
 - Danielson’s FFT & Teachscape
 - Creative Curriculum GOLD

Rodgers Recommendations:

- Continue to hold data review meetings
- Continue with book studies, including Literacy Beginnings, and Creative Curriculum (5th Edition).
- Continue with “in-house” PD opportunities that will include Danielson’s FFT, Teachscape, SGO’s and I&RS/PIRT.

Bullock Recommendations:

- Implement consistent routines for data collection & review.
- Establish consistent routines for Schoolwide PBIS – *This will include another round of training for the staff at some point in the year.*
- PLC Book Studies & Ongoing Professional Development
 - Debbie Diller – *Literacy Work Stations*
 - Lucy Calkins – *Writer’s Workshop*