

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY
PROGRAM
2008 – 2009 SCHOOL
IMPROVEMENT PLAN**

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

**Dr. Frances Haithcock,
Chancellor**
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

**School Name: CHARLES W. DUVAL
ELEMENTARY SCHOOL**

District Name: Alachua

Principal: Dr. Leanetta McNealy

SAC Chair: Ms. Diane Phillips

Superintendent: Dr. W.D. Boyd, Jr.

Date of School Board Approval:

**VISION/MISSION/BELIEF
STATEMENTS**

Note: Required for Title I

VISION STATEMENT

THE CHARLES W. DUVAL ELEMENTARY SCHOOL FAMILY IS DEDICATED TO EXCELLENCE IN EDUCATION THROUGH A WELL-ROUNDED CURRICULUM AND THE COOPERATIVE TEAMWORK FOR ALL. TOWARD THAT END, WE BELIEVE THAT OUR STUDENTS ARE UNIQUE AND THAT OUR SCHOOL SHOULD OFFER EACH CHILD AN OPPORTUNITY TO DEVELOP A HEALTHY SELF-CONCEPT AND A POSITIVE ATTITUDE TOWARD THEIR PEERS AND ALL ADULTS IN THEIR SCHOOL ENVIRONMENT.

WE ENCOURAGE POSITIVE VALUES AND DEMOCRATIC ATTITUDES TOWARD SOCIETY, APPRECIATION OF BEAUTY IN ALL ITS ASPECTS, AND

INDEPENDENCE FOR FUTURE LIFE SITUATIONS. CHARLES W. DUVAL ELEMENTARY CURRICULUM MUST EMPHASIZE THE BASIC FUNDAMENTALS OF EDUCATION. THIS EMPHASIS SHALL BE BASED ON A SYSTEM OF CONTINUOUS EVALUATION TO MEET THE INDIVIDUAL NEEDS OF EACH CHILD.

SCHOOL MISSION

CHARLES W. DUVAL ELEMENTARY, UTILIZING THE FINE ARTS, WILL ACTIVELY ENGAGE ALL STUDENTS IN READING AND IN THE USE OF THEIR HANDS, HEARTS, AND MINDS TO PURSUE ACADEMIC EXCELLENCE AND PERSONAL GROWTH BOTH IN AND THROUGH THE ARTS.

SCHOOL PROFILE DEMOGRAPHICS

Ethnicities:

Black 94.2%

White 1.5%

Hispanic .4%

Mixed 3.9%

Asian 0%

Free/Reduced Lunch: 83.3%

Exceptional Student Education (ESE): 19.7%

Gifted: 5%

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Highly Qualified Certified Administrators

Dr. Leanetta Cosby McNealy, Principal

- Ph.D. 2003 Florida Agricultural and Mechanical University (Educational Leadership)
 - Ed.S. 1980 University of Florida (Curriculum and Instruction)
 - M.Ed. 1976 University of Florida (Curriculum and Instruction)
 - B.S. 1970 Florida Agricultural and Mechanical University (Elementary Education)
 - 13 years as an elementary principal
 - 2 years as a teacher on special assignment for Title 1 District office assisting teachers and administrators at all schools identified as Title 1
 - 6 ½ years as a Curriculum Resource Teacher assisting K-5 classroom teachers and resource teachers
- 15 years as a classroom teacher, grades 1-5. Three of these years was with students identified as Title 1 students in a self-contained classroom setting.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

High Quality, Highly Qualified Teachers

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in in-service training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most in-service training.”

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

We are offering additional academic instruction to increase the achievement of non proficient students. Title I funds will provide summer school for lowest quartile students.

School Wide Improvement Model

Note: Required for Title I

School Wide Improvement Model

Duval Elementary is using FCIM which is an evidence-based and performance driven schoolwide improvement model that encompasses the following components: Data disaggregation and analysis, instructional focus calendars, tutorial and enrichment, maintenance activities, and monitoring.

NCLB Public School Choice

Note: Required for Title I

Duval Elementary has notified all parents of the public school choice options available to them as required by NCLB. All parents notifications were sent by U.S. Mail and were available in both English and Spanish. Notifications complied with FDOE timelines.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Duval Elementary accesses all kindergarteners with FLKRS to determine student readiness.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Duval Elementary's beginning teachers are mentored through assigned district mentors. Beginning teachers will meet with mentors not less than two times per week. A list of the mentor/mentee partners is attached to this section.

[Show Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Extended Day Enrichment Program (EDEP) provides after-school tutoring with volunteers from the University of Florida.

Summer program is available for 3rd grade students identified as needing remediation.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** 72% of all students grades 3-5 scored a level 3 or above on the Reading portion of the FCAT Test. 73% made learning gains. 89% of the lowest quartile made gains. We will continue to increase our learning gains percentage with an emphasis on our ESE subgroup.

***Objective:** 70 % of students will score at or above proficiency levels in reading as determined by state and federal guidelines.

***Strategies:**

- * Students will maintain instruction in Success for All (SFA), a school-wide 90-minute uninterrupted split block level reading program.
- During SFA, students will be monitored for reading fluency by utilizing timed fluency readings. Students in need of remediation will receive targeted support.
- Students in grades 2-5 will utilize FCAT Explorer and FOCUS, which provides practice in FCAT reading comprehension. Students in the lowest 25% receive extra support through tutoring and daily intensive academic interventions.
- Students will participate in DAR and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which are reading diagnostic, and progress monitoring management systems.
- Based on benchmark testing (Ontrack) and the FCIM model tutoring will be provided in reading during the day for students who are working below grade level using SFA Fast Track Phonics, FCRR Interventions, Macmillan Triumphs, and SRA Early Interventions in Reading.
- Utilize Resource teachers for the development and implementation of arts-infused lessons.
- Implementation of the inclusion model allows teachers to provide accommodations for students with disabilities.
- Integration of thematic units into the fine arts program to broaden students' interests.
- Offer Extended day tutoring in reading will be provided for students in 3rd, 4th, and 5th grade with the lowest quartile targeted.
- Extended school year will be offered for students needing reading remediation. The lowest quartile will be targeted.
- Through the partnership with the University of Florida, teacher fellows will attend monthly professional development meetings.
- Reading award

- recognition programs will be continued during the school year.
- Provide stipends and/or release time for curriculum planning.
- Increase content area books in both the media center and classroom libraries.
- Reading Leadership Team will explore additional comprehensive research-based reading program.

- *Evaluation:** Using a variety of diagnostic materials: Benchmark testing
McMillian McGraw-Hill Dibels FCAT AYP Performance Standards
- *Evidence-based Program(s):** MacMillan McGraw Hill Treasures
- *Professional Development:** John Hopkins University facilitator will maintain updated training in Success For All for teachers and staff. Bi-monthly faculty meetings for Kindergarten, Roots and Wings teachers will be used for support, to convey necessary information and for staff development provided by the reading coach/SFA facilitator in the five areas of reading. District In-services for the new MacMillan McGraw Hill Treasures series.

Budget:

Description of Resources	Funding Source	Available Amount
MacMillan-McGraw Hill Treasures	District	\$0.00
Success for All	Title I	\$5,000.00
		Total: \$5,000.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
SFA	Title I	\$2,000.00
MacMillan McGraw Hill Treasures	District	\$0.00
		Total: \$2,000.00
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,000.00

***Non-Highly Qualified Instructors:**

All Kindergarten – fifth grade classroom teachers and ESE teachers are highly qualified instructors of reading.

End of Reading Goal

Goal: Mathematics

***Note:** Required for Title I
 Scroll down for school data

***Needs Assessment:** There has been an increase in students meeting standards, 65% to 71%. We will continue to work with students to increase the percentage of students making learning gains.

***Objective:** All subgroups will meet or exceed performance standards in math as measured by state and federal guidelines. Seventy percent of students will score at or above proficiency levels on the mathematic portion of the FCAT.

***Strategies:**

- Calendar Math will be used in the third and fourth grade classrooms
- Targeted 3rd, 4th, and 5th grade students will attend extended day math tutoring using Florida Comprehensive Assessment Test Sunshine State Standards as the guide. The lowest quartile will be targeted.
- Integration of thematic units into the fine arts-infused lessons will broaden students’ interests and heighten their academic achievement.
- Students in grades 1-5 will receive at least 60 minutes of daily math instruction. Problem solving will be the emphasis.
- Teachers will administer benchmark tests (Ontrack). Data from these assessments will be used to guide instruction and remediation.
- Provide stipends and/or release time for curriculum planning.
- Extended school year (ESY) will be offered for students needing math remediation. The lowest quartile will be targeted.
- Teachers to provide accommodations for students with disabilities using the inclusion model.
- Meaningful experiences and field trips will be provided to enhance students’ awareness of their involvement

and integration in their environment and community. • Through the partnership with the University of Florida, teacher fellows will attend monthly professional development meetings. • Math instruction will be differentiated based on student level. • Remediation and enrichment sessions will be conducted according to the FCIM model. • Tutors and ESE Teachers will work with the classroom teachers to help students obtain mastery of Math standards.

***Evaluation:** The FCAT gains will be analyzed by disaggregating data. Faculty will use a variety of diagnostic assessment materials: Harcourt Assessment and Benchmark tests (Ontrack) to assess and monitor student progress in math.

***Evidence-based Program(s):** Harcourt Math and Calendar Math

***Professional Development:** District Math Training Differentiated Math Instruction Professional Development Calendar Math Training Kegan Strategies Training

Budget:

Description of Resources	Funding Source	Available Amount
Harcourt Math	District	\$0.00
Calendar Math	Title I	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Calendar Math Training	Title I	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

***Non-Highly Qualified Instructors:**

All Kindergarten – fifth grade classroom teachers and ESE teachers are highly qualified instructors of Math.

End of Mathematics Goal

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** 95% of our fourth grade students scored 3.5 or above on the FCAT Writing Test. Teachers have expressed a need to work with kindergarten, first and second grade students in writing.

***Objective:** The school will maintain 90% or higher scoring at proficiency in writing. All subgroups met adequate yearly progress in writing.

***Strategies:**

- Teachers will maintain writing folders and matrices which will be reviewed by the CRT/Principal at least three times during the academic year.
- Relevant writing experiences will be integrated into the content area and fine arts.
- Implementation of the inclusion model to provide accommodations for students with disabilities.
- Integration of thematic units into the fine arts-infused lessons will broaden students' interests and heighten their academic achievement.
- Provide extended day tutoring for targeted 4th graders.
- Provide meaningful experiences and field trips to enhance students' awareness of their involvement and integration in their environment and community.
- Provide stipends and/or release time for curriculum planning.
- Through the partnership with the University of Florida, teacher fellows will attend monthly professional development meetings.
- Monthly writing meetings will be held with grade levels to monitor writing progress. Teachers will receive writing training from the PDA Company.

***Evaluation:** There will be a comparison of the writing scores of the first and third writing prompts in grades first through fifth. Students will show a rubric score increase of at least one-half percentage point. There will be a comparison of the writing scores of the first and third writing prompts in grades first through fifth. Students will show a rubric score increase of at least one-half percentage point. There will be a comparison of the percentage of students scoring a 3.5 or higher on the 2008-2009 FCAT Writing to the percentage of students scoring a 3.5 or higher on

the 2007-2008 FCAT Writing. A one percentage point increase will be achieved in students scoring 3.5 or higher in the 2008-2009 school year than the 2007-2008 school year.

***Evidence-based Program(s):**

***Professional Development:** Teachers will maintain a high level of knowledge in teaching and scoring Writing. Teachers will be trained in Duval's Writing Program and Rubric Scoring. Professional Development will also be offered by Professional Development Associates (PDA).

Budget:

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
PDA Writing Consultant	Title I	\$5,250.00
		Total: \$5,250.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,250.00

End of Writing Goal

Goal: Science

*Note: Required for Title I
 Scroll down for school data

***Needs Assessment:** Sixty One percent of students in grade 5 met high standards in science on the FCAT. We will continue to work with students to increase the percentage meeting high standards in science.

***Objective:** Sixty percent of students in grades 3-5 will score 70% or better on end of unit science tests.

***Strategies:** * Participation of science instruction for all students. * Integration of science across the curriculum to broaden students' interests and provide opportunities to reinforce science knowledge and skills. * Provide stipends and/or release time for curriculum planning and on-going professional development in science. * Implement the utilization of supplemental science resource texts and materials. * A pre and post test in Science will be administered to students. * Science representatives from each team will meet to plan science curriculum. * Science resource teacher will meet monthly with grade level teams. * Engaging science activities will be modeled at Best Practices Meetings. * Guest speakers will be invited to present in classrooms. * Each grade level will visit the science lab weekly for at least one semester in grades 1-5. * Data from the OnTrack District Testing will be disaggregated and analyzed for grade 5 Science to further remediate and enrich student instruction. * The FCIM model will be used for grade 5 science. * Collaboration with the University of Florida will continue with student lessons and inquiry.

***Evaluation:** The students in grades 1-5 will be given end-of-year/term science test. Fifth grade students will be given Science benchmark testing (Ontrack).

***Evidence-based Program(s):** Scott Foresman Science

***Professional Development:** On-going in-service programs and workshops facilitated by the district and UF.

Budget:

Description of Resources	Funding Source	Available Amount
Scott Foresman Science	District	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
FCAT Explorer	District	\$0.00

Total: \$0.00		
Description of Resources	Funding Source	Available Amount
District In-services	District	\$0.00
Total: \$0.00		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

***Non-Highly Qualified Instructors:** NA

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:** Teacher and parent input indicate a need for increased parental involvement

***Objective:** To increase parent participation to help students achieve high standards and serve as a bridge between the home, school and community. The school will provide opportunities for involving parents and guardians as active partners in achieving school improvement and educational accountability.

***Strategies:**

- Provide a parent room that is well stocked with games, toys, videos, books and supplies for parent and student usage.
- Distribute the parent involvement plan and school compact to parents at the annual Title 1 meeting.
- Host workshops/clinics in the Parent Resource Center and other designated community locations.
- Recruit a homeroom parent for each class
- Communicate with parents, utilizing various means including (but not limited to) parent/teacher conferences, progress reports, newsletters, and phone calls. This communication should include two positive communications within the 1st 9 weeks of school that are documented.
- Completion of a communication folder for each student in the class including academic as well as

behavioral information for that instructional week. •Invite parents to attend all performances through principal phone homes, fliers, and newsletters. •Parents will complete workshop evaluation forms at the completion of every workshop in order to determine the effectiveness of workshops.

- *Evaluation:** 1. Document the specific type workshops. Evaluation forms indicate 50% of participants agree that the suggested topics were addressed. We will provide at least 3 workshops suggested by parents and/or teachers. 3. Evaluation forms will be distributed at the conclusion of each workshop. The suggestions from the evaluation forms will be compiled and used as a guide in future planning.
- *Evidence-based Program(s):** Success For All Parent Involvement Model.
- *Professional Development:** Responsive classroom training will be offered in August of 2008.

Budget:

Description of Resources	Funding Source	Available Amount
Success For All	Title I	\$1,729.00
		Total: \$1,729.00
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Responsive Classroom	Title I	\$2,000.00
		Total: \$2,000.00
Description of Resources	Funding Source	Available Amount
Home School Liasion	Title I	\$0.00
		Total: \$0.00
		Final Total: \$3,729.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment: Our school's percentile ranking is currently at 34%.

Objective: Our school's ROI percentile ranking will increase.

Strategies: Strategies to improve annual learning gains: * Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. * Identify lowest quartile students early and provide additional assistance through remediation. * Provide strategies to parents for their student's academic improvement through parent conferences and meetings. * Continue to provide high quality teacher professional development and monitor its implementation. Strategies to lower the cost per weighted full time equivalent (FTE) student: * Reallocate school resources to better implement teaching, learning, and class-size mandates. * Purchase evidence-based materials and use them effectively. * Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves. * Utilize school and district in-service training.

Evaluation: The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

Evidence-based

Program(s):

Professional

Development:

End of Return on Investment Goal

ADDITIONAL GOALS

No Additional Goals were submitted for this school

FINAL BUDGET

Goal	Description of Resources	Funding Source	Available Amount
Reading	MacMillan-McGraw Hill Treasures	District	\$0.00
Reading	Success for All	Title I	\$5,000.00
Mathematics	Harcourt Math	District	\$0.00
Mathematics	Calendar Math	Title I	\$0.00
Science	Scott Foresman Science	District	\$0.00
Parental Involvement	Success For All	Title I	\$1,729.00
			Total: \$6,729.00
Goal	Description of Resources	Funding Source	Available Amount
Science	FCAT Explorer	District	\$0.00
			Total: \$0.00
Goal	Description of Resources	Funding Source	Available Amount
Reading	SFA	Title I	\$2,000.00
Reading	MacMillan McGraw Hill Treasures	District	\$0.00
Mathematics	Calendar Math Training	Title I	\$0.00
Writing	PDA Writing Consultant	Title I	\$5,250.00
Science	District In-services	District	\$0.00
Parental Involvement	Responsive Classroom	Title I	\$2,000.00
			Total: \$9,250.00
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Home School Liasion	Title I	\$0.00
			Total: \$0.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

The School Advisory Council meets monthly to review and discuss the SIP, school matters, upcoming events and additional topics of concern.

SAC Members

Members

- 1) Leanetta McNealy, Principal
- 2) Dianne Phillips, SAC Chair
- 3) Lynda Harris, Teacher
- 4) Jacquely Christian, Teacher
- 5) Sharon Humbarger, Teacher
- 6) LillieMarie Harvey, Teacher
- 7) Lue Ann Jenkins, Parent
- 8) Sabrina Peoples, Parent
- 9) Lula Maxwell, Parent
- 10) Daphanie Daniels, Parent
- 11) Tony Williams, Parent

- 12) Dr. Nancy Hardt, Community Member
- 13) Patricia Sullivan, Community Member
- 14) Clarence Kelly, Community Member
- 15) Phyllis Benjamin, School Support Personnel

IMPLEMENTATION EVALUATION

Implementation Evaluation

The School Improvement Plan was implemented as designed. The emphasis was on teachers providing explicit, effective instruction. Teachers were required to document SSS in lesson plans as well as posting them in the classrooms. Teachers utilized the SSS benchmarks as a guide for instruction and evaluated student progress based on benchmark mastery. Students would be reassessed on non-mastered benchmarks (Ontrack). Students would also be given cumulative assessments to monitor maintenance of benchmarks.

Administration visited classrooms daily to monitor implementation of benchmark-driven instruction. Teachers were given feedback or instruction during the regularly scheduled Principal meetings. Principal meetings are designed to facilitate communication between administration and teachers.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2										Alachua CHARLES W. DUVAL ELEMENTARY SCHOOL 0021																
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)					Read: 241		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).										This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	67	Y	64	Y			Y			NA	45	33	NA	44	36	NA	71	NA	67	NA	NA	
WHITE		N		N		N		N			N			N		NA			N		N		N		N	

		A		A		A		A		A					A		A		A				
BLACK	100	Y	100	Y	67	Y	62	Y		Y			NA	48	33	NA	45	38	NA	72	NA	66	NA
HISPANIC		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA
ASIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	62	Y		Y			NA	47	33	NA	47	38	NA	69	NA	66	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA			NA			NA			NA		NA		NA
STUDENTS WITH DISABILITIES	100	Y	100	Y	55	N	45	N		NA			NA	75	45	Y	64	55	Y	71	NA	55	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2				Alachua CHARLES W. DUVAL ELEMENTARY SCHOOL 0021			
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)		Read : 274 Math : 274	2006-2007 School Grade ¹	B	Did the School make Adequate Yearly Progress ?	NO	
This section shows the percent tested and performance for each group used to determine				This section shows the		This section shows the	

AYP (Parts a and c ²).										improvement for each group used to determine AYP via safe harbor (Part b ²).				percent of students "on track" to be proficient used to determine AYP via the growth model.														
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007
TOTAL ⁴	99	Y	99	Y	55	Y	56	Y			Y			NA	40	47	NA	48	44	NA	52	NA	67	NA	NA	NA	NA	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA			NA			NA		NA
BLACK	99	Y	99	Y	52	Y	55	N			Y			NA	43	50	NA	50	45	Y	49	NA	66	NA	NA	NA	NA	NA
HISPANIC		NA		NA		NA		NA			NA			NA			NA	33		NA			NA			NA		NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA			NA			NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA			NA			NA		NA
ECONO	1	Y	1	Y	5	Y	5	N			Y			N	4	4	NA	4	4	N	50	N	65	Y				

	06 / N	06 / N	06 / N	06 / N	05 / N	06 / N	05 / N	06 / N	05 / N	06 / N	05 / N	06 / N	05 / N	06 / N	05 / N	06 / N	05 / N	06 / N
TOTAL ⁴	100	Y	100	Y	58	Y	52	Y			Y			NA		NA		NA
WHITE		NA		NA		NA		NA			NA			NA		NA		NA
BLACK	100	Y	100	Y	56	Y	50	Y			NA			NA		NA		NA
HISPANIC		NA		NA		NA		NA			NA			NA		NA		NA
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	51	Y			NA			NA		NA		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		NA		NA
STUDENTS WITH DISABILITIES	100	Y	100	Y	35	N	34	N			NA			NA		NA		NA

SCHOOL GRADE DATA

Alachua School District CHARLES W. DUVAL ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards	72%	71%	95%	61%	299	Writing and Science: Takes into account the % scoring

(FCAT Level 3 and Above)						3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	79%			152	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	89% (YES)	95% (YES)			184	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					635	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District CHARLES W. DUVAL ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points	

					Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	65%	85%	8%	227	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	74%			137	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	81% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					505	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

**CHARLES W. DUVAL ELEMENTARY SCHOOL
2005-2006**

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	61%	95%	226	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	70%	69%		139	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)			73	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				438	
Percent Tested = 100%					Percent of eligible students tested
School Grade				A	Grade based on total points, adequate progress, and % of students tested