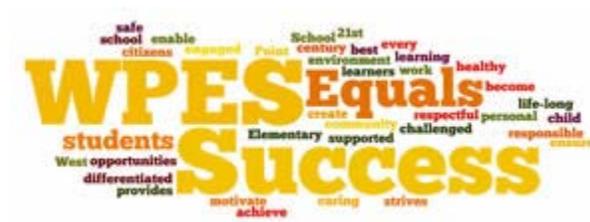


NY/VA/PR District
West Point Elementary School

School Improvement Status Report 2011-2012



West Point Elementary School

Principal: Nadine Sapiente

EXECUTIVE SUMMARY

The Department of Defense Education Activity (DoDEA) Community Strategic Plan (CSP) contains the strategic direction for the school years 2006-2012. The CSP provides a road map for maintaining DoDEA in the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

The *NY/VA/PR* district ensures all schools maintain DoDEA's CSP and AdvancED Accreditation by meeting standards for quality schools, engaging in continuous school improvement (CSI), and demonstrating quality assurance through internal and external review.

In pursuit of improved student achievement and AdvancEd Accreditation, *West Point Elementary School* created a Continuous School Improvement Plan (CSIP) specifying its CSI Goals:

CSI Goal 1- All students will increase reading comprehension by analyzing and applying information read as measured by selected system-wide and local assessments.

CSI Goal 2- All students will increase written communication skills to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments.

To meet its CSI Goals, *West Point Elementary* implemented the following interventions:

Intervention for Goal 1: Students will use graphic organizers across the curriculum to improve reading comprehension.

Intervention for Goal 2: Students will use a variety of activities to learn the traits, assess writing, and to increase written communication skills clearly and effectively across the curriculum.

REPORT OVERVIEW

The purpose of the End of the Year School Improvement Status Report (SISR) is for *West Point Elementary* to do the following:

- Examine change in student academic performance by comparing current school year data with the schools' Continuous School Improvement (CSI) baseline data.
- Utilize data to make decisions on (1) the effectiveness of interventions; (2) modifications or updates to interventions; (3) determining staff development needs; and (4) the quality or fidelity of implementation processes.
- Develop and maintain a data management system to facilitate the updating of the school CSI profile.

Included in the SISR are the CSI goals, interventions, strategies, assessments, measures, data analysis, next steps in the CSI process and recommendations for future action.

SISR 2011-2012

This section presents an analysis of student performance; it divides the material into several sub-sections. The first sub-section describes the school's goals stated in terms of student outcomes. Sub-section 2 identifies the interventions and strategies the school used to increase student performance. The next section describes the particular assessments and measures that *West Point Elementary* uses to evaluate progress toward achieving the CSI Goals.

GOALS AND INTERVENTION(S)

CSI Goal 1- All students will increase reading comprehension by analyzing and applying information read as measured by selected system-wide and local assessments.

To meet its CSI Goals, *West Point Elementary* implemented the following interventions:

Intervention for Goal 1: Students will use graphic organizers across the curriculum to improve reading comprehension.

ASSESSMENTS AND MEASURES

West Point Elementary School used the below listed assessments to measure progress toward meeting Goal 1.

Standardized Assessments

1. TerraNova, Reading SubTest, 3rd Edition

Local Assessments

1. Reading Street Baseline
2. BAS
3. SRI

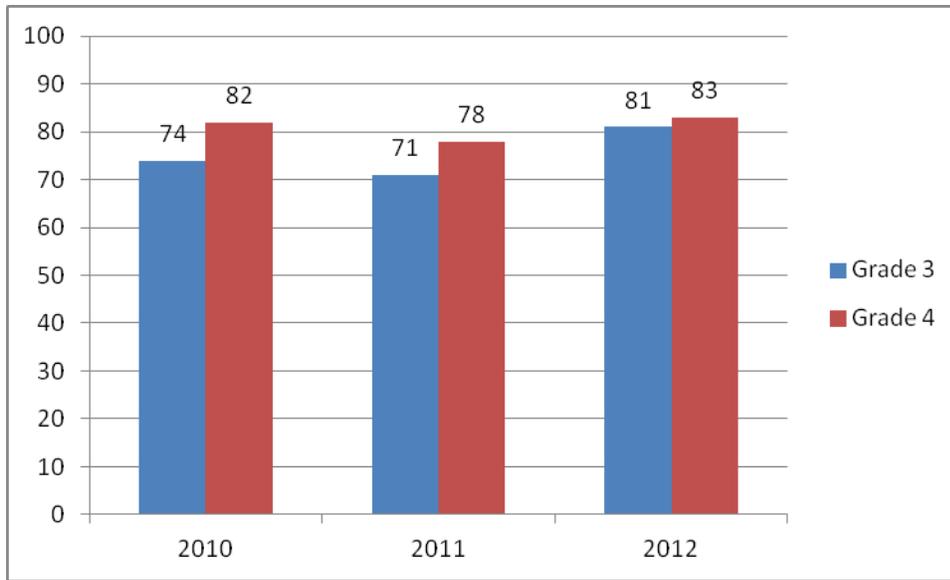
DATA ANALYSIS

The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*” for a particular school year.

INDICATOR OF SUCCESS

Success is measured by a meaningful increase in the percent of students performing “At or Above Standard”. DoDEA has set a goal of having at least 75% of students scoring at or above standard.

**Figure 1: Percent of Students Performing “At and Above Standard” (top two quarters)
TerraNova, Third Edition Reading**



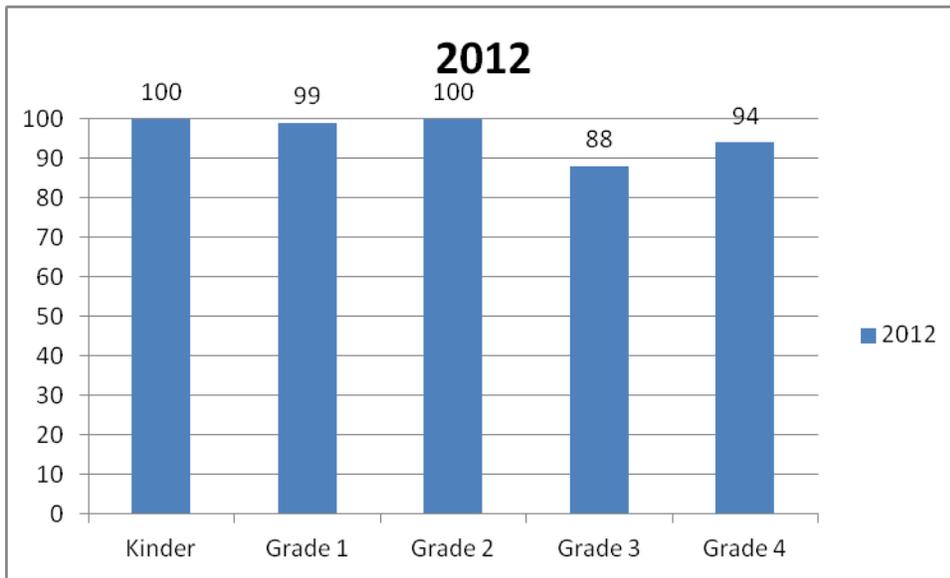
CSI Goal 1: Assessment 1

Figure 1 shows data from the *Terra Nova, Third Edition* Reading test for years 2010-2012. The vertical axis represents the proportion of *West Point Elementary School* students performing above the national median (50th percentile) "At or Above Standard" (top two quarters), on this assessment. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, Grade 3 experienced a 6 point increase in the percentage of students scoring at or above standard and Grade 4 experienced a 1 point increase in same.

**Figure 2: Percent of Students Performing “At or Above Standard” (High Mastery)
Reading Street baseline**



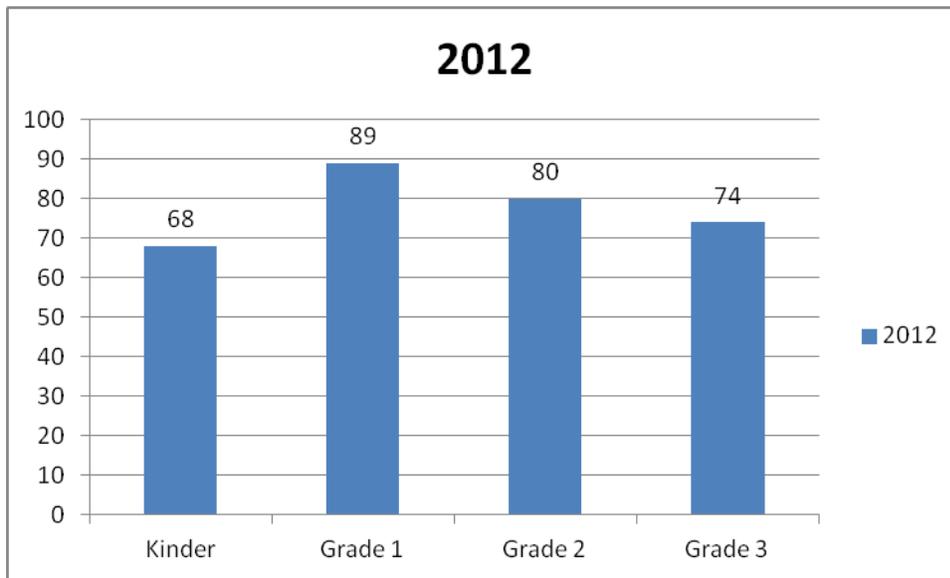
CSI Goal 1: Assessment 2

Figure 2 shows data from the Reading Street baseline assessment for year 2012. The 2012 data will serve as the baseline year for the assessment. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

2012 serves as the baseline year for this particular assessment.

Figure 3: Percent of Students Performing “At or Above Standard” (High Mastery) BAS



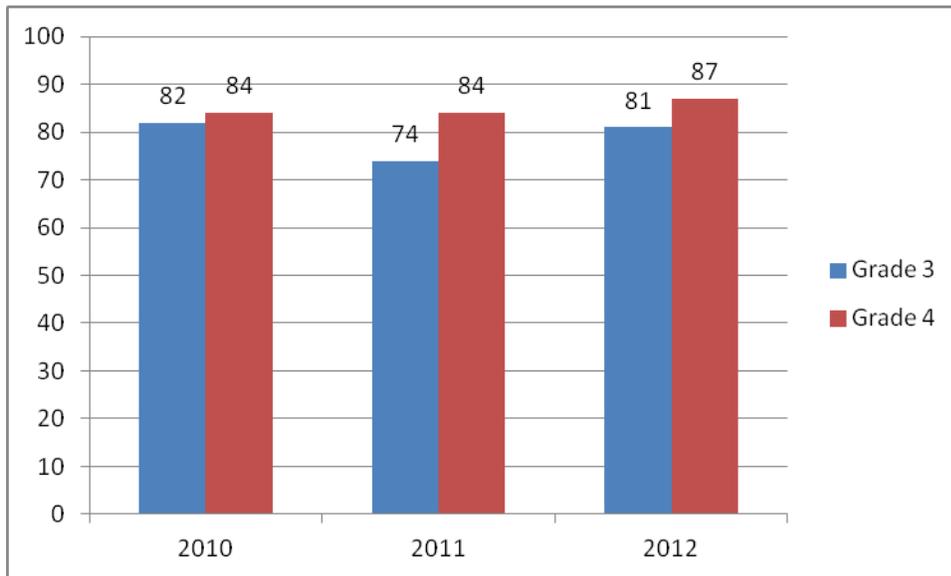
CSI Goal 1: Assessment 3

Figure 3 shows data from the BAS for 2012. BAS replaced DRA DoDEA wide. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

PreK and 4th grade students do not take BAS. All data for 2012 is baseline data for this assessment.

Figure 4: Percent of Students Performing “At or Above Standard” (High Mastery) SRI



CSI Goal 1: Assessment 4

Figure 4 shows data from the SRI for 2010- 2012. The vertical axis represents the percentage of students performing “At Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

Only 3rd and 4th grade students take the SRI. 3rd grade students experienced a 1 point drop in the percentage of students at or above standard between 2010-2012 and 4th grade experienced a 3 point increase during the same time period.

GOALS AND INTERVENTION(S)

CSI Goal 2- All students will increase written communication skills to write clearly and effectively across the curriculum as measured by selected system-wide and local assessments.

Intervention for Goal 2: Students will use a variety of activities to learn the traits, assess writing, and to increase written communication skills clearly and effectively across the curriculum.

ASSESSMENTS AND MEASURES

West Point Elementary School used the below listed assessments to measure progress toward meeting Goal 2.

Standardized Assessments

2. TerraNova Language Subtest, 3rd Edition.

Local Assessments

4. Locally developed school-wide writing prompt

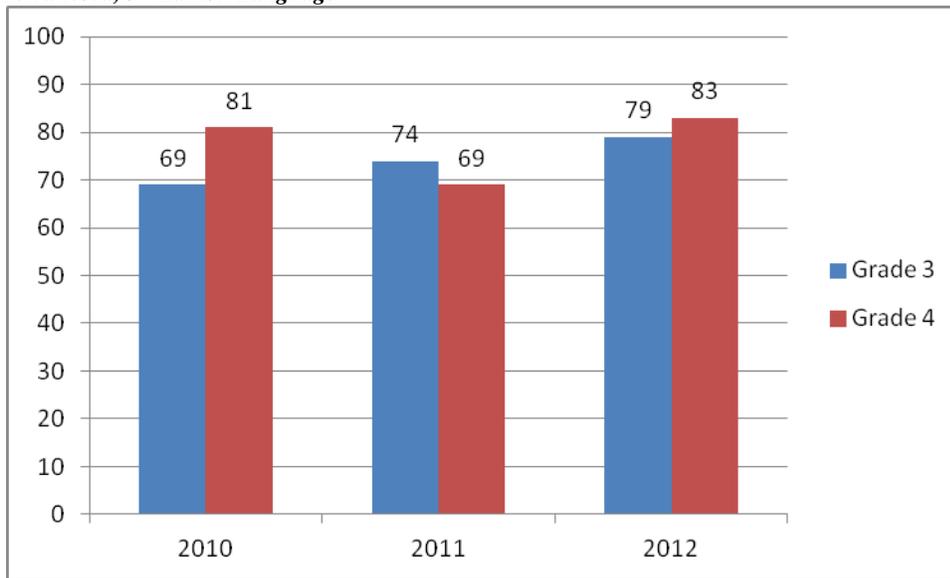
DATA ANALYSIS

The analysis measures the changes in student achievement by number of students at or above standard on the various selected assessments year over year. The analysis is displayed in a set of bar graphs where each set of bar graphs represents the percentage of students scoring “*At Standard or Above*” for a particular school year.

INDICATOR OF SUCCESS

Success is measured by a meaningful increase in the percent of students performing “At or Above Standard”. DoDEA has set a goal of having at least 75% of students scoring at or above standard.

Figure 5: Percent of Students Performing “At or Above Standard” (High Mastery)
Terra Nova, 3rd Edition Language



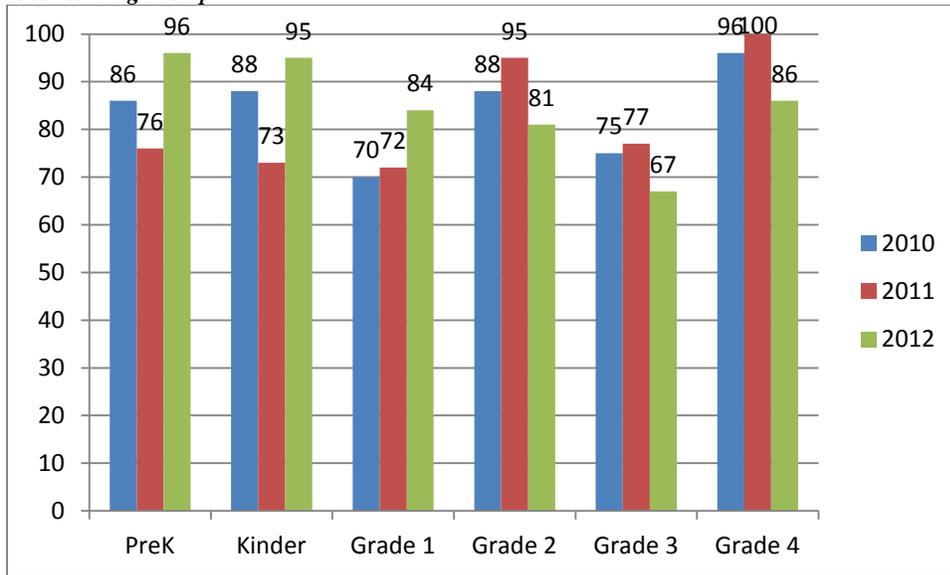
CSI Goal 2: Assessment 1

Figure 5 shows data from the *Terra Nova, Third Edition Language* test. The vertical axis represents the proportion of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, Grade 3 had a 10 point increase in the percentage of students scoring at or above standard. Grade 4 experienced a 2 point increase in the percentage of students scoring at or above standard.

**Figure 6: Percent of Students Performing “At or Above Standard” (High Mastery)
Local Writing Prompt**



CSI Goal 2: Assessment 2

Figure 6 shows data from the local writing assessment. The vertical axis represents the proportion of students performing “At or Above Standard”. Comparing the height of the bars to each other within each cluster shows the amount of annual change in the level of student performance across grade levels.

STATEMENT OF FINDINGS

From 2010 to 2012, PreK students gained 10 points in the percentage of students scoring at or above standard. Kindergarten students experienced a 7 point increase and 1st graders gained by 14 points. 2nd grade lost 7 points in the percent of kids scoring at or above standard, 3rd grade lost 8 points and 4th grade lost 10 points.