



Presentation to the Board of Education

J.W. Chorley Elementary School

October 6, 2011





Enrollment

As of October 5, 2011



645 Students – an increase of 134 students

53% Hispanic – increase of 13%

24% Black - decrease of 1%

20% White – decrease of 12 %

3% Asian – no change

Qualifies for Free and/or Reduced Lunch: 77.5%

Increase of 21.5% since the 2005/2006 School year

Enrollment Continued

- o 26 Students with Disabilities
 - o 4% of Total Population
- o 137 English Language Learners
 - o 21% of Total Population



Average Class Size



Kindergarten

17 Sections

20 Students



First Grade

15 Sections

22 Students

Mixed Elementary Class: Kindergarten/Grade 1

2 Sections

Instructional Staff

1 Principal

1 Assistant Principal

33 Classroom Teachers



3 Bilingual Teachers
4 Dual Language Teachers
2 ESL Classroom Teachers
2 Special Education teachers



3 PE Teachers
2 Music teachers
1 Inclusion Teacher
2 Speech Teachers
1 Math Interventionist

2 Art Teachers
1 Library Media Specialist
2 ESL Teachers
2 Reading Interventionists
20 Teaching Assistants

1 Literacy Coach



Identification Status

J.W. Chorley is a

**School in Good
Standing**

2 School Accountability

School **JOHN W CHORLEY SCHOOL**
School ID **44-10-00-01-0003**

District **MIDDLETOWN CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)

Accountability Measures 6 of 6 Student groups making AYP in English language arts
✓ Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
Accountability Groups							
All Students (248:245)	✓	✓	100%	✓	123	115	
Ethnicity							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (56:56)	✓	✓	100%	✓	138	109	
Hispanic or Latino (129:127)	✓ SH	✓	100%	✓ SH	109	113	20 118
Asian or Native Hawaiian/Other Pacific Islander (5:5)	-	-	-	-	-	-	-
White (57:56)	✓	✓	100%	✓	139	109	
Multiracial (0:0)	-	-	-	-	-	-	-
Other Groups							
Students with Disabilities (17:17)	-	-	-	-	-	-	-
Limited English Proficient (48:60)	✓ SH	✓	100%	✓ SH	92	108	20 103
Economically Disadvantaged (189:186)	✓	✓	100%	✓	116	114	
Final AYP Determination	✓ 6 of 6						
Non-Accountability Groups							
Female (132:129)			100%		129	113	
Male (116:116)			100%		117	112	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓ SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **JOHN W CHORLEY SCHOOL**
School ID **44-10-00-01-0003**

District **MIDDLETOWN CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)

Accountability Measures 6 of 6 Student groups making AYP in mathematics
✓ Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12	
Accountability Groups								
All Students (249:246)	✓	✓	100%	✓	133	130		
Ethnicity								
American Indian or Alaska Native (1:1)	-	-	-	-	-	-		
Black or African American (57:57)	✓	✓	100%	✓	133	124		
Hispanic or Latino (129:127)	✓ SH	✓	100%	✓ SH	123	128	20	131
Asian or Native Hawaiian/Other Pacific Islander (5:5)	-	-	-	-	-	-		
White (57:56)	✓	✓	100%	✓	150	124		
Multiracial (0:0)	-	-	-	-	-	-		
Other Groups								
Students with Disabilities (17:17)	-	-	-	-	-	-		
Limited English Proficient (48:60)	✓ SH	✓	100%	✓ SH	103	123	20	113
Economically Disadvantaged (190:187)	✓ SH	✓	100%	✓ SH	128	129	20	135
Final AYP Determination	✓ 6 of 6							
Non-Accountability Groups								
Female (132:129)			100%		129	128		
Male (117:117)			100%		138	127		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓ SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
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Building Inquiry Team

- The Building Inquiry Team is a team comprised of many of the stake holders in the building.
- Members of the Inquiry Team are also on the Literacy Team so pertinent information is shared between the two teams.



Building Inquiry Team

The role of the Inquiry Team is to review the assessment data within the building then formulate strategies to maintain or increase student achievement.



Schedule of Inquiry & Literacy Team Meetings

- o Each Month the Inquiry Team will meet on the third Tuesday of the month.
- o The meetings are held in the library at J.W. Chorley from 2:30 to 3:30.
- o The Literacy Team meets on the third Wednesday of each month.
- o The meetings are also held in the library at J.W. Chorley from 3:30 to 4:30.



Action Plan Key Priorities

English Language Arts

- Everyone will utilize the Literacy Framework daily.
- Each teacher will use effective small group, differentiated instruction.
- Teachers will use and analyze formal and informal assessment to drive instruction.
- Teachers will increase use of non-fiction so there is a 50/50 balance in the classroom.
- Increase writing in the classroom.
- Teachers will focus on comprehension (text based).

Action Plan Key Priorities

Literacy Skills Across the Curriculum

- Increase use of non-fiction text other than a textbook.
- More persistence and rigor with reading and writing.
- Expand vocabulary.

Action Plan Key Priorities

Mathematics

- Focus on the use of the mini-lesson.
- Use of small group differentiated instruction – Guided Math.
- Consistent vocabulary.
- Teacher use of the MAPs and Quarterlies data to drive instruction.
- Using the scope and sequence as your curriculum yet familiarizing yourself with the new CCSSM.

Action Plan Key Priorities

- Maintain a 95 % or better student attendance rate .
- Response to Intervention implementation within the building.
- Increase of parent involvement/engagement within the building during the school day.
- Continue to teach and model the Peace Builder philosophy.

Assessment Data

Currently in the testing period. Concludes October 14th for Benchmark Assessments.

Benchmark Data

Kindergarten

Level 1 8%
Level 2 16%
Level 3 24%
Level 4 50%
Proficient 74%

Grade1

Level 1 21%
Level 2 9%
Level 3 15%
Level 4 54%
Proficient 69%



Assessment Data Cont.

Currently in the testing period. Concludes October 14th for the MAPs (Measures of Academic Progress).

MAPS Data

Kindergarten

Level 1 13%
Level 2 25%
Level 3 28%
Level 4 34%
Proficient 62%



Grade1

Level 1 18%
Level 2 21%
Level 3 33%
Level 4 27%
Proficient 60%



Student Achievement in the Content Areas

Extended Learning Time

Affords opportunities for the children to read
and write rigorously in the content areas:

- ❖ Science
- ❖ Social Studies



Professional Development as Outlined in the CEP Plan

- o Faculty Meetings
- o Grade Level Meetings
- o DATA Meetings: Individual and group
- o Jane E. Pollock Book Club
- o Literacy Framework Classes
- o Consistent Feedback from Administration and Literacy Coach.



Parent Engagement/Involvement

- o Bring your Kids to K Day
- o Parent Orientation
- o Open House
- o PTO Meetings and Activities
 - o Career Week
- o Classroom Volunteers
 - o 21 BOE approved volunteers in 2010-2011
 - o Goal: 45 volunteers for 2011-2012





New at Chorley



- o Dual Language program in Grade 1.
- o Data Wall
- o Added to our book inventory grade appropriate literature to support the initiative to increase use of Non-Fiction in the classroom by 50%.