

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Adams School has consistently scored above the state and district averages on the ISAT in the area of mathematics. Our percent of students who meet/exceed standards was at 91% in 2002, 93.2% in 2003, 94.7% in 2004, 96.4% in 2005, 90% on 2006 and 100% in 2007. Our reading scores for 2006 were 83% meeting/exceeding standards while our most recent scores in 2007 were 93% of our students meeting or exceeding the state standards and the district scores was at 79% and the state at 73% for third grade students.

On the Stanford Achievement Test, our district standardized assessment, our first grade students scored 4.8 NCE's higher, 4.7 NCE's lower in second grade and 5.4 NCE's higher in third grade for reading comprehension when compared to students from the previous year. Our first grade class from 2006 had an average growth of 0.1 NCE's as second graders showing a gain of a little over one year's growth. Our second grade class from 2006 had an average decline of 0.4 NCE's showing a little less than one year's growth. Stanford scores indicate 92% our first grade students, 83% of our second grade students, and 92% of our third grade students are at/above the national 50th percentile in reading comprehension. All scores are above our district averages. As far as the area of mathematics our historical data shows that our current second graders have shown an average growth of one year however, our third graders have declined 2.2 NCE's from second to third grade.

All of our standardized scores indicate we are doing well in all grade levels in comparison to our district and state averages. However, we continue to set goals at a building level in the area of literacy and mathematics to make sure we continue to focus on growth each year at every grade level.

Our greatest focus in literacy is to increase the percentage of students demonstrating proficiency in reading comprehension skills. In kindergarten, our goal is for students to apply word analysis and vocabulary skills to comprehend literacy selections at an independent reading level appropriate for kindergarten—approximately guided reading level D. In first grade, we will work to increase student's competency in reading functional reading passages. In second grade, our goal is to increase reading comprehension through the utilization of retelling and developing inferencing, visualization and predicting skills. In third grade, our goal is to increase the percentage of third graders demonstrating proficiency in reading comprehension on the ISAT assessment from 73% to 80%.

In mathematics, we will increase student achievement through focusing on a guaranteed curriculum for all students. We specifically will focus on increasing student mastery of measurement and geometric shapes. Some of the activities and strategies that staff will use to meet this goal include: daily practice activities such as investigating line segments, rays and lines, measuring angles of geometric shapes, estimating the perimeter of shapes, constructing polygons and measuring polygons. All of these activities include teacher modeling and class discussion.