BUREAU OF SCHOOL IMPROVEMENT

Date: January 25, 2007
School: Clay Hill Elementary
School District: Clay

REQUIREMENTS	**PROGRESS TOWARD MEETING REQUIREMENTS** Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	☒ No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	The following changes have taken place since August : Lindsey Avery was replaced by Jennifer Roach on 10/25/06, Brianna Tucker was replaced by Vicki Hickman 8/31/06, and Angela Divell was replaced by Elizabeth Simms 9/11/06. ☒ There are no instructional vacancies at this time. ☐ All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	Two book studies have been completed at this time. A study of Ron Clark's *Essential 55* and Larry Bell's *12 Powerful Words.* In addition, our school hosted a math in-service for 3rd – 6th grade teachers featuring Julie Teague. Many mini-workshops have been given by veteran CHE teachers & district Title 1 Curriculum Specialists. Peer teachers are in place for new alternative certification teachers.
EXTENDED LEARNING OPPORTUNITIES	STAR tutoring in the SuccessMaker Lab had 18 students attend for the afternoon session of tutoring from October 16 to December 14. In addition the SuccessMaker Lab is open mornings before school and has an average of 18 students each morning. Our Winter Session of tutoring has begun for students in grades 2-6 and currently has 62 students enrolled.

Mid Year Report is due January 25th

READING	Curriculum Area/Benchmark: Reading								
	Name of Assessment Used: K-2nd Report Card Grades and 3-6th SuccessMaker Data								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade K-2								
	% meeting high standards (SAT10 50th percentile & above)	68%	N/A		70%	+2			
	Grade 3-6th								
	% meeting high standards Level 3+	71%	N/A		54%	-17			
	Level 2	19%			33%	+14			
	Level 1	10%			13%	+3			

Based on report card data for the first and second nine weeks, **70%** of K-2 students are at or above grade level. According to the Stanford 10 for 2005-2006 Kindergarten: 62% scored above the 50th percentile on the Stanford 10. First grade: 68% scored above the 50th percentile on the Stanford 10. Second grade: 74% scored above the 50th percentile on the Stanford 10 for a K-2 Average of **68%** of K-2 students scoring at or above grade level.

According to the 2005-2006 FCAT: Third grade: 88% scored level 3 or higher on the FCAT SSS reading. Fourth grade: 71% scored level 3 or higher on the FCAT SSS reading. Fifth grade: 59% scored level 3 or higher on the FCAT SSS reading. Sixth grade: 65% scored level 3 or higher on the FCAT SSS reading for a 3rd - 6th average of **71%** of students scoring at or above grade level. Based on current SuccessMaker Data **54** of 3rd-6th students are at or above grade level in Reading. **30% of ESE** students have reached their target level in reading, and **59% of economically disadvantaged** have also reached their target level in reading.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Math								
	Name of Assessment Used: : K-2nd & 6th Report Card Grades and 3-5th SuccessMaker Data								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
MATHEMATICS	Grade K-2								
	% meeting high standards (SAT10 50th percentile & above)	63%			74%	+11			
	Grade 3rd-5th								
	% meeting high standards Level 3+	69%			57%	-12			
	Level 2	29%			21%	-8			
	Level 1	12%			22%	+10			
	Grade 6th								
	% meeting high standards Level 3+	48%			63%	+15			
	Level 2	21%			37%	+16			
	Level 1	31%			0%	-31			

2005-2006 Florida Stanford 10 Math data indicated the following performance levels for K-2 at CHE:
• Kindergarten: 50% scored above the 50th percentile on the Stanford 10.
• First grade: 66% scored above the 50th percentile on the Stanford 10.
• Second grade: 74% scored on or above grade level on the Stanford 10.
Based on the data above 63% of K-2nd grade students were at or above grade level. Current report card data shows that 74 % of students in grades K-2 are at or above grade level. This indicates an increase of **11%.**

2005-2006 Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Math data indicated the following performance levels for 3rd-6th grades at CHE:
• Third grade: 83% scored level 3 or higher on the FCAT math.
• Fourth grade: 77% scored level 3 or higher on the FCAT math.
• Fifth grade: 48% scored level 3 or higher on the FCAT math.
• Sixth grade: 48% scored level 3 or higher on the FCAT math.
Based on the data above, 69% of 3rd-5th grade students were at or above grade level. Current SuccessMaker data reflects **57%** of 3rd-5th grade students are at or above grade level. This indicates a decrease of 12%. Based on 2006 FCAT Math Data **48% of sixth grade** students were at or above grade level. According to report card grades from the first and second nine weeks **63% of sixth grade** students are at or above grade level.
Based on SuccessMaker Data **28% of ESE** 3rd-5th grade students are at their target level and **50% of economically disadvantaged students** 3rd-5th grade students have reached their target.

Mid Year Report is due January 25th

WRITING	Type of Essay: Narrative								

Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade 4th								
% meeting high standards: Score 3.5+	74%	N/A		61%	-13			
Score: 2-3	25%			38%	+13			
Score: NS- 1.5	1%			1%	0			

2005-2006 Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Writing data indicated the following performance levels for fourth grade students at CHE:
Fourth grade: 91% scored level 3 or higher on the FCAT Writes. 74% scored level 3.5 or higher on the FCAT Writes.
According to the November Clay Writes Data **61%** of 4th grade students scored at or above a 3.5 and **39%** scored at least a 2.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark: Science

Name of Assessment Used: Semester Average on Report Card Grades

Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade 5th								
% meeting high standards Level 3+	49%			53%	+4			
Level 2	32%			47%	+15			
Level 1	18%			0%	-18			

2005-2006 Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards Science data indicated the following performance levels for fifth grade students at CHE:
Fifth grade: 49% scored level 3 or higher on the FCAT Science.

Current report card data shows that **53%** of students in grade 5 are at or above grade level in science. This indicates an increase of 4%.

Mid Year Report is due January 25th

School wide Improvement Updates	

*Baseline Data: baseline data is compared to current assessment data to calculate changes in student performance. Data used should measure the same skills or benchmarks as assessments given earlier in the school year.

**Comparable Data: using valid and reliable assessment items and administered regularly(monthly or quarterly) by the district or school to the same students, measuring the same benchmarks, using the same test item specifications with the same degree of difficulty.)

Directions for Using the Data Chart

1. Insert the curriculum area and/or benchmark assessed.
2. Insert the name of the assessment used.
3. Insert the grade levels assessed.
4. Insert the assessment data in the appropriate column for the reporting period.
5. Enter a narrative explaining the data in the space provided under the data table. The space will expand as needed to accommodate the length of the narrative.

Mid Year Report is due January 25th