



# BUREAU OF SCHOOL IMPROVEMENT

Date: January 16, 2007

School: Orange Park Junior High

School District: Clay

REQUIREMENTS	<b>PROGRESS TOWARD MEETING REQUIREMENTS</b> Report progress toward meeting accountability requirements in the appropriate cells below
<p>HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p><input type="checkbox"/> No Changes in Administration have taken place since the last report.</p>
<p>HIGHLY QUALIFIED TEACHERS</p>	<p><input type="checkbox"/> Since the last report there have been three changes to the teaching staff at OPJH. Mr. Robert Renfro, a long-term sub, has filled the vacancy of one reading position. He holds the middle-grades integrated curriculum certificate and is in the process of completing his reading endorsement. Ms. Aspen Walker has been hired on a temporary contract to fill the second reading vacancy. Ms. Walker holds her certification in Mathematics, however, has completed competency 2 of the reading endorsement. Mr. Eric Burke has been hired to fill a vacant mathematics position. Mr. Burke is certified in mathematics.</p> <p><input type="checkbox"/> There are no instructional vacancies at this time.</p> <p><input type="checkbox"/> There are 13 teachers who are considered "out of field" and are in the process of updating their certifications for ESOL, and the Reading Endorsement.</p>

Mid Year Report is due January 25<sup>th</sup>

TEACHER MENTORING ACTIVITIES	Orange Park Junior High School is continuing with its mentoring activities—by continuing to meet in departmental learning communities. Mentors observe and monitor their mentee’s classroom management, lesson planning and their timely completion of the TIPS program.
EXTENDED LEARNING OPPORTUNITIES	Orange Park Junior High School offers Saturday School to those students who have had failures in the first semester. OPJH also offers after-school tutoring, and Saturday FCAT tutoring as well.

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READING

Curriculum Area/Benchmark: Reading/Language Arts								
Name of Assessment Used: Achieve Testing								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 8								
% meeting high standards Level 3+	66%	66%	0	68%	2%			
Level 2	24%	24%	0	22%	2%			
Level 1	10%	10%	0	10%	0%			
Grade 7								
% meeting high standards Level 3+	66%	66%	0	68%	2%			
Level 2	24%	24%	0	22%	2%			
Level 1	10%	10%	0	10%	0%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

A baseline assessment was given in October. The baseline assessment showed that 66% of our 7 & 8<sup>th</sup> graders displayed mastery in the Reading/Language Arts Strands of the FCAT. The assessment was re-administered in December prior to the Winter Break. The second assessment showed an overall increase in performance to 68% mastery. However, it was noted that the second assessment, while similar in format to the first, was more challenging. A third and final assessment will be given at the end of January, prior to FCAT.

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MATHEMATICS

Curriculum Area/Benchmark: Mathematics								
Name of Assessment Used: Achieve Testing								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade 8								
% meeting high standards Level 3+	44%	44%	0%	40%	-4%			
Level 2	28%	28%	0%	30%	-2%			
Level 1	28%	28%	0%	30%	-2%			
Grade 7								
% meeting high standards Level 3+	44%	44%	0%	40%	-4%			
Level 2	28%	28%	0%	30%	-2%			
Level 1	28%	28%	0%	30%	-2%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

A baseline assessment was given in October. The baseline assessment showed that 44% of our 7 & 8<sup>th</sup> graders displayed mastery in the Mathematics Strands of the FCAT. The assessment was re-administered in December prior to the Winter Break. The second assessment showed an overall decrease in performance to 40% mastery. However, it was noted that the second assessment, while similar in format to the first, was more challenging. A third and final assessment will be given at the end of January, prior to FCAT.

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WRITING

Type of Essay: Persuasive and Expository								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
<b>Grade 8</b>								
% meeting high standards: Score 3.5+	80%	80%	0	90%	10%			
Score: 2-3	15%	15%	0	4%	11%			
Score: NS- 1.5	5%	5%	0	1%	4%			
<b>Grade 7</b>								
% meeting high standards: Score 3.5+	80%	80%	0	90%	10%			
Score: 2-3	15%	15%	0	4%	11%			
Score: NS- 1.5	5%	5%	0	1%	4%			
<b>Grade</b>								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

Students participated in the Clay Writes Assessment. The first assessment was administered in September. The second assessment was administered in November.

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SCIENCE

Curriculum Area/Benchmark: Science								
Name of Assessment Used: Achieve Testing								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
<b>Grade 8</b>								
% meeting high standards Level 3+	35%	35%	0	41%	6%			
Level 2	43%	43%	0	30%	13%			
Level 1	22%	22%	0	29%	-7%			
<b>Grade 7</b>								
% meeting high standards Level 3+	35%	35%	0	41%	6%			
Level 2	43%	43%	0	30%	13%			
Level 1	22%	22%	0	29%	-7%			
<b>Grade</b>								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

A baseline assessment was given in October. The baseline assessment showed that 35 of our 7 & 8<sup>th</sup> graders displayed mastery in the Science Strands of FCAT. The assessment was re-administered in December prior to the Winter Break. The second assessment showed an overall increase in performance to 41% mastery. However, it was noted that the second assessment, while similar in format to the first, was more challenging. A third and final assessment will be given at the end of January, prior to FCAT.

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School wide Improvement Updates	
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\*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.

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