



BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: Green Cove Springs Junior High

School District: Clay

REQUIREMENTS	<p align="center">PROGRESS TOWARD MEETING REQUIREMENTS</p> <p>Report progress toward meeting accountability requirements in the appropriate cells below</p>
<p align="center">HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p>x No Changes in Administration have taken place since the last report.</p>
<p align="center">HIGHLY QUALIFIED TEACHERS</p>	<p>x No changes in instructional staff have taken place since the last report.</p> <p><input type="checkbox"/> There are no instructional vacancies at this time.</p> <p><input type="checkbox"/> All teachers are certified and teaching in-field.</p>
<p align="center">SCHOOL MATCH ACTIVITIES</p>	
<p align="center">TEACHER MENTORING ACTIVITIES</p>	<p>Peer teachers have been assigned to all Beginning Teachers and National Board Certified Teachers have been assigned as mentors as well.</p>
<p align="center">EXTENDED LEARNING OPPORTUNITIES</p>	

Progress reports are due October 26th, January 25th, and April 26th

READING	Curriculum Area/Benchmark: Reading								
	Name of Assessment Used: Reading Oral Fluency and Comprehension Progress Monitoring (ORF/MAZE)								
	Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
	Grade 7								
	% meeting high standards Level 3+	exempt							
	Level 2	ORF 119 MAZE 24							
	Level 1	ORF 94 MAZE 17							
	Grade 8								
	% meeting high standards Level 3+	exempt							
	Level 2	ORF 132 MAZE 26							
	Level 1	ORF 103 MAZE 19							
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
Data for 2 nd Progress Monitoring was not available for this deadline. The DOE deadline for this Data is February 9.									

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MATHEMATICS

Curriculum Area/Benchmark: Math								
Name of Assessment Used: FCAT Standards Teacher Made Pretest								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7								
% meeting high standards Level 3+	61			67	6			
Level 2	19			20	1			
Level 1	20			13	7			
Grade 8								
% meeting high standards Level 3+	72			75	3			
Level 2	18			20	2			
Level 1	10			5	5			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

The entry level scores on the teacher made test were consistent with the entry level scores of the students from the May, 2006 FCAT. The mid-year results show that students are making progress on the FCAT tested standards for their grade levels. However, it is felt that more consideration needs to be given to evaluating progress of Intensive Math Students.

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WRITING

Type of Essay: Clay Writes – Baseline was Expository 2 nd Clay Writes was Persuasive								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7								
% meeting high standards: Score 3.5+	72			91	19			
Score: 2-3	24			7	17			
Score: NS- 1.5	3			1	2			
Grade 8								
% meeting high standards: Score 3.5+	80			84	4			
Score: 2-3	17			14	3			
Score: NS- 1.5	3			2	1			
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

When the individual scores were evaluated in the 7th grade there was a 73% increase, a 9% decrease and 17% maintained their score level. When the 8th grade scores were evaluated 41% increase, 27% decrease and 31% maintained. The data reflects what occurred on the district writing prompts. But it is comparing Expository to Persuasive. Several of the language arts teachers express concern about the persuasive prompt. The language arts teachers felt that the persuasive prompt was more difficult for to students to relate to.

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SCIENCE	Curriculum Area/Benchmark: Science								
	Name of Assessment Used: Teacher made test of SSS tested in grade 8								
	Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
	Grade 7								
	% meeting high standards Level 3+	45			47	2			
	Level 2	25			24	1			
	Level 1	30			29	1			
	Grade 8								
	% meeting high standards Level 3+	48			56	8			
	Level 2	36			28	10			
	Level 1	16			16	0			
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Enter narrative here.								
	The %change does not reflect the differences of individual students accurately. The has been an increase in ESOL population that had not had much science in previous grades coupled with the difficulty in understanding the English language, their test scores did not show much improvement, however individual assessments of their knowledge indicates that they have increased their understanding of science.								

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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.