



BUREAU OF SCHOOL IMPROVEMENT

Date: January 17, 2007

School: R. C. Bannerman Learning Center

School District: Clay County Schools

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	x No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	xx No changes in instructional staff have taken place since the last report. <input type="checkbox"/> There are no instructional vacancies at this time. <input type="checkbox"/> All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	Bannerman Learning Center teachers meet weekly to discuss strategies that may make a difference with a needy child. While these meetings are informal, it is a time for the teachers to share techniques and support each other in their efforts in dealing with difficult children. The Behavior Resource Teachers lead these meetings and utilize a wide variety of resources that may help, with Foundations Training being our major resource.
EXTENDED LEARNING OPPORTUNITIES	Many of the teachers at Bannerman are engaged in workshops offered throughout the county as well as course work to add to their individual certificates.

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark:								
Name of Assessment Used: Oral Reading Fluency								
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+		33%		0%	33%			
Level 2		67%		0%	67%			
Level 1		0%		100%	100%			
Grade 8								
% meeting high standards Level 3+		57%		0%	57%			
Level 2		29%		29%	0%			
Level 1		14%		71%	57%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Bannerman is the Alternative School for Clay County—our population is constantly changing. We are using the ORF selection that was provided by the state (PMRN) for our progress measurement assessment.

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MATHEMATICS

Curriculum Area/Benchmark:								
Name of Assessment Used:								
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 8								
% meeting high standards Level 3+	22%			58%	36%			
Level 2	17%			7%	10%			
Level 1	61%			58%	3%			
Grade 10								
% meeting high standards Level 3+	36%			33%	3%			
Level 2	36%			17%	19%			
Level 1	29%			50%	21%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Baseline data was provided by the 2005-2006 FCAT data. Progress reports are from FCAT practice texts.

The Intensive Math Instructors at Bannerman utilize the diagnostic test in both the Florida: Preparing for FCAT Mathematics/ Grade 8 and 10 to establish a mathematical plan for their students.

The text identifies the strands in which a student tests poorly, and provides remediation practice and skills that focus on that strand. Cross reference to the student FCATSTAR data helps to make the practice special and individual for each student enrolled in this class.

Mid Year Report is due January 25th

WRITING

Type of Essay: Writing to Explain								
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 8								
% meeting high standards: Score 3.5+	46%			0%	46%			
Score: 2-3	53%			56%	3%			
Score: NS- 1.5	0%			44%	44%			
Grade 10								
% meeting high standards: Score 3.5+	82%			29%	53%			
Score: 2-3	18%			57%	39%			
Score: NS- 1.5	0%			14%	14%			
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

Baseline data came from FCAT scores for the 2005-2006 school year and FCAT Writes. Progress Report Data was collected from the Clay Writes Writing to Explain selection for 8th and 10th grade students.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark:								
Name of Assessment Used:								
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 8								
% meeting high standards Level 3+	4%			48%	40%			
Level 2	12%			14%	2%			
Level 1	84%			44%	40%			
Grade 11								
% meeting high standards Level 3+	25%			25%	0%			
Level 2	13%			50%	37%			
Level 1	62%			25%	37%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Baseline data was compiled from the 2005-2006 FCAT administered at Bannerman last year.

The newly adopted texts for Science from Glencoe/McGraw-Hill and Holt, Rinehart, and Winston provide FCAT Prep tests that the Bannerman Science teacher has found to be useful for use as a pre and post exam. Data for the January Progress report was collected thru this method.

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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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