BUREAU OF SCHOOL IMPROVEMENT

Date: January 25, 2007
School: Clay High
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	☒ No changes in instructional staff have taken place since the last report. ☐ There are no instructional vacancies at this time. ☐ All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	No Changes in Teacher Mentoring Activities have taken place since the last report.
EXTENDED LEARNING OPPORTUNITIES	No Changes in Extended Learning Opportunities have taken place since the last report.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Reading								
	Name of Assessment Used: MAZE								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
READING	Grade	9th grade							
	% meeting high standards Level 3+								
	Level 2	22							
	Level 1	16							
	Grade	10th							
	% meeting high standards Level 3+								
	Level 2	20							
	Level 1	17							
	Grade	11th							
	% meeting high standards Level 3+								
	Level 2	22							
	Level 1	20							

Enter narrative here.   The MAZE test was administered in September to all level one and two students in Reading classes. The MAZE test measures fluency, comprehension and vocabulary knowledge at grade level. The numbers are the average words correct known by the various levels measured. 9th grade level one students are at a high risk (seriously below grade level and in need of substantial intervention) while all other grades and levels tested out at a medium risk (moderately below grade level and in need of substantial intervention)   The next MAZE administration data will be available before the end of January and we expect to see averages increase towards grade level.

0-16- High Risk – Seriously below grade level and in need of substantial intervention
17-27- Medium Risk – Moderately below grade level and in need of substantial intervention
28+ - Low Risk: At grade level

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MATHEMATICS	Curriculum Area/Benchmark: Math									
	Name of Assessment Used: FCAT Practice Math test in January									
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change	
	Grade	9th								
	% meeting high standards Level 3+	72%								
	Level 2	16%								
	Level 1	12%								
	Grade	10th								
	% meeting high standards Level 3+	60%								
	Level 2	27%								
	Level 1	13%								
	Grade									
	% meeting high standards Level 3+									
	Level 2									
	Level 1									

Enter narrative here. All 9th and 10th grade Math students completed the practice FCAT math test at the beginning of January. Student scores were calculated using the following method:

Level 3+ = 80% or better
Level 2   = 60-79
Level 1   = 59 and below

The 9th and 10th grade math teachers appreciated the practice test as it has highlighted areas of the sunshine state standards students are struggling with at this point in time.

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WRITING	Type of Essay: Combined (Expository and Persuasive) Clay Writes 10th grade

Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade	August	November						
% meeting high standards: Score 3.5+	82%	80%						
Score: 2-3	17%	19%						
Score: NS- 1.5	1%	1%						
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here. The Clay Writes test was administered by the 10th grade English teachers in August and in November. There was a drop in % meeting high standards 3.5 and above due to misunderstanding of the prompt on the November test. The misunderstanding has proved to be a valuable teaching tool to the 10th grade English teachers in student preparation for the Florida FCAT WRITES test in February.

Mid Year Report is due January 25th

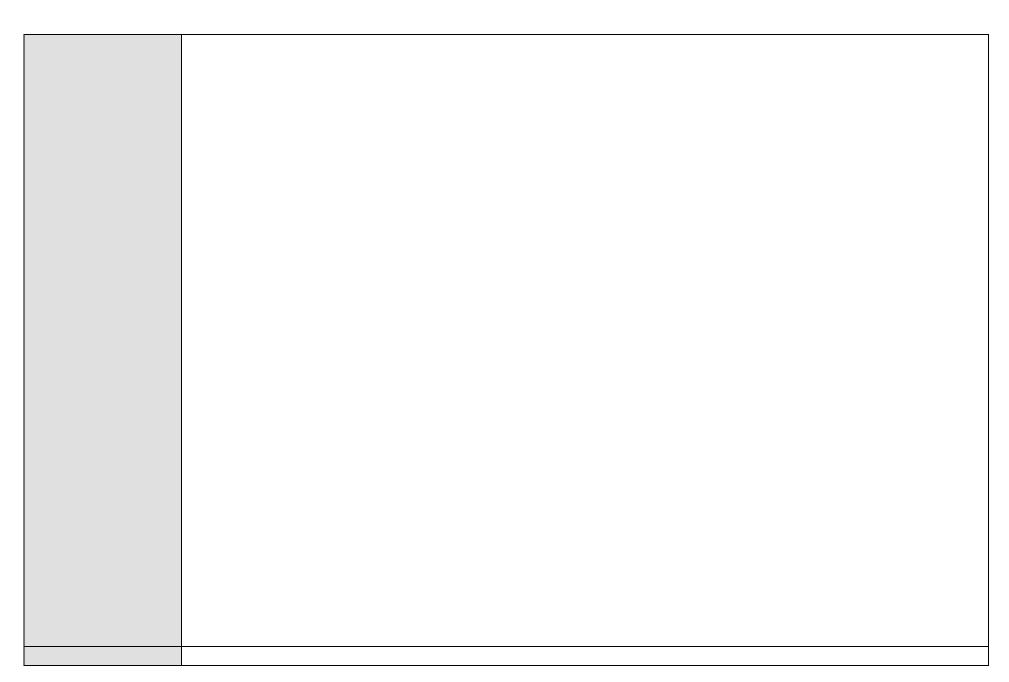| SCIENCE	Curriculum Area/Benchmark: Science 11th grade								
	Name of Assessment Used: FCAT Practice Science test								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade	December							
	% meeting high standards Level 3+	20%							
	Level 2	25%							
	Level 1	55%							
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Enter narrative here. An FCAT Practice Science test was used for baseline data for the 11th grade science classes. Science teachers are discouraged by students not taking the test serious as it does not affect their grades or graduation status. Science teachers are collaborating on how to address this issue. Meanwhile, FCAT prep science materials are being utilized across the science curriculum and science tutoring is being offered after school daily.

Level 3+- 80% or better
Level 2 – 79-60
Level 1 – 59 and below

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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.

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