



BUREAU OF SCHOOL IMPROVEMENT

Date: JANUARY 19, 2007

School: FLEMING ISLAND HIGH SCHOOL

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	There are 11 teachers teaching out of field.
TEACHER MENTORING ACTIVITIES	<p>The following activities have been undertaken since the beginning of the school year, for beginning teachers:</p> <ul style="list-style-type: none"> • 2 days before school, a tour of the school, ½ workshop on classroom management and ½ workshop on effective instruction • The day before school started in preplanning Mr. Roberts showed a motivational video and gave pep talk • Brief touch base meeting each month • End of first 9 weeks social how are you doing? • YAY! You survived the first half of the year party

Mid Year Report is due January 25th

EXTENDED
LEARNING
OPPORTUNITIES

- 3 computer labs utilized at 83%
- National Honor Society tutoring three days a week
- Math Honor Society tutoring
- Saturday FCAT study sessions in math and English from September to January
- Expanded sessions in January and February led by a mixture of ESE and regular education teachers
- FCAT review sessions after school in January and February
- Individual teacher tutoring before and after school
- Florida Virtual High School FCAT/SAT/ACT review programs
- Annual science fair
- FCAT Explorer in all 9th and 10th grade English classes
- The "Soar High Summer Camp" for rising 9th graders who have demonstrated poor performance on the 8th grade FCAT Summer Band Camp
- Media center is open after school each day of the week and offers student access to several online databases, including Grolier Online, eLibrary, SIRS, and Destiny.

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READING

Curriculum Area/Benchmark:								
Name of Assessment Used: ORF								
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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Intensive reading program has paid dividends. Many students successfully passed the reading FCAT in September, 2006 ORF assessment has been utilized and data available around February 5, 2007 for the January period.

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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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Department-wide FCAT activity once a month
 FCAT activities weekly in Algebra II and lower
 FCAT type questions included on all math tests
 Separate progress reports have been sent home in math
 Saturday FCAT tutoring is ongoing

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WRITING

Type of Essay: Clay Writes								
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 9								
% meeting high standards: Score 3.5+	82% *	81% **	-1%					
Score: 2-3	15	16	+6%					
Score: NS- 1.5	3	3	0					
Grade 10								
% meeting high standards: Score 3.5+	84% *	82% **	-2%					
Score: 2-3	12	15	+20%					
Score: NS- 1.5	4	3	-25%					
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

* based on Clay Writes given Aug 29, 2006

** based on Clay Writes given Nov 14, 2006

Small changes are attributed to topic by the English department. Not seen as a trend at this time.

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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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

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School wide Improvement Updates	School safety continues to poll high as a concern on surveys. SAC has approved expenditure for security gate around courtyard to deter vandalism and increase safety at school after hours.
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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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