

BUREAU OF SCHOOL IMPROVEMENT

Date: January 23, 2007

School: Ridgeview High School

School District: Clay County School Board

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	No changes in the Administrators at Ridgeview High School have taken place since the 2006 ~ 2007 School Improvement Plan was completed.
HIGHLY QUALIFIED TEACHERS	Kathryn Kelly has been replaced by Peggy Simpson in the Culinary Arts Academy (Math: 5 – 9 / Temp)
TEACHER MENTORING ACTIVITIES	<p>There are several Mentoring Activities in place at Ridgeview High School. These include:</p> <p>National Board Certification Alternative Certification Program TIP-Plus TIP</p>
EXTENDED LEARNING OPPORTUNITIES	<p>There are many Extended Learning Opportunities at Ridgeview High School. These include:</p> <p>FCAT Tutoring: Level I/II students and ALL Intensive Reading and Math students National Honor Society: Tutoring offered after school Monday through Thursday Ninth Grade Academy: Tutoring offered after school Monday and Thursday</p>

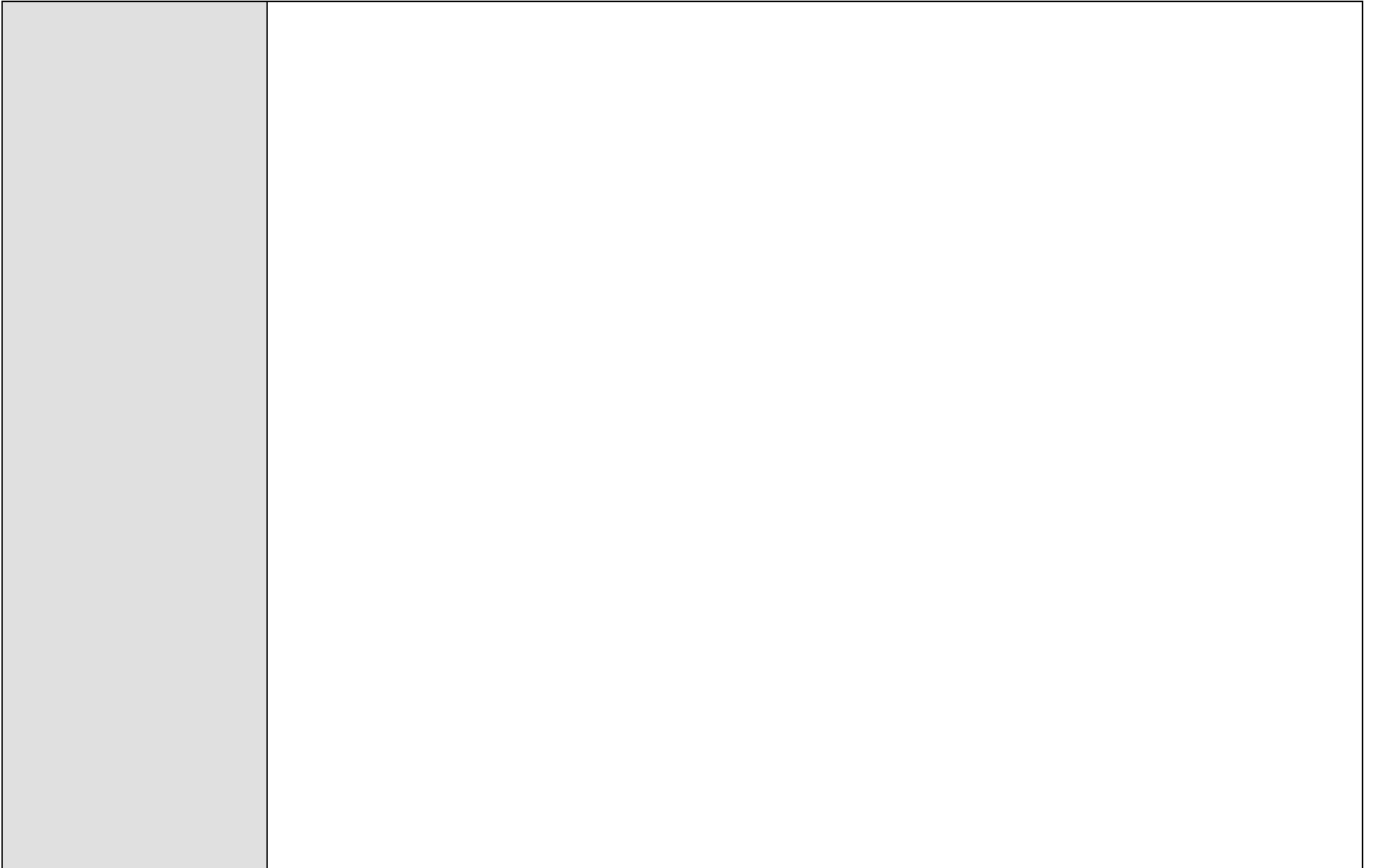
Mid Year Report is due January 25th

	READING	Curriculum Area/Benchmark:							
		Name of Assessment Used: Progress Monitoring Tests (State-mandated for students w/ FCAT Reading levels 1 and 2)							
		Grade Assessed	Baseline Data	1 st Prog. Report-Sept.	% Change	2 nd Prog. Report-Jan.	% Change	3 rd Prog. Report-Apr.	% Change
		Grade 9 th (147)							
		Level 2	51%	HR: 10% MR: 37% LR: 53%					
		Level 1	38%	HR: 19% MR: 52.5% LR: 28.5%					
		FCAT N/A	11%	HR: 7% MR: 37% LR: 56%					
		Grade 10 th (112)							
		Level 2	29%	HR: 7.5% MR: 29.5% LR: 63%					
		Level 1	64%	HR: 22% MR: 40% LR: 38%					
		FCAT N/A	7%	HR: 7.25% MR: 60.5% LR: 32.25%					
		<p>This information is derived from the data from our Intensive Reading students, who make up the lowest quartile of our student population. The baseline data is their most recent FCAT Reading scores. The progress report data is based on their performance on the state Progress Monitoring Tests that all level 1 and 2 students must complete three times during the 2006-2007 school year. The scores are reported as performances as either low risk, moderate risk, or high risk (please see attached score sheets).</p> <p>Overall, these results indicate that 75% of our lowest quartile students are considered low-risk, 25 % are considered moderate risk, and 0% are considered high-risk groups who scored in the high-risk category.</p>							

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	READING	Curriculum Area/Benchmark:							
		Name of Assessment Used:							
		Grade Assessed	Baseline Data	1 st Prog. Report-Sept.	% Change	2 nd Prog. Report-Jan.	% Change	3 rd Prog. Report-Apr.	% Change
		Grade 11 th (148)							
		Level 2	26%	HR: 1% MR: 26% LR: 73%					
		Level 1	71%	HR: 10.5% MR: 35.5% LR: 54%					
		FCAT N/A	3%	HR: 25% MR: 25% LR: 50%					
		Grade 12 th (33)							
		Level 2	15%	HR: 0% MR: 20% LR: 80%					
		Level 1	82%	HR: 17% MR: 40.5% LR: 42.5%					
		FCAT N/A	3%	HR: 0% MR: 0% LR: 100%					
		<p>This information is derived from the data from our Intensive Reading students, who make up the lowest quartile of our student population. The baseline data is their most recent FCAT Reading scores. The progress report data is based on their performance on the state Monitoring Tests that all level 1 and 2 students must complete three times during the 2006-2007 school year. The scores are reported as performances as either low risk, moderate risk, or high risk (please see attached score sheets).</p> <p>IMPORTANT NOTE: Using the information gleaned from the recent FCAT Reading retake results (in September) for the 2006-2007 school year, we can also include that 43% of our 11th graders and 42% of our 12th graders passed this retake session.</p>							

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MATHEMATICS	Curriculum Area/Benchmark: Algebra/Geometry - Various								
	Name of Assessment Used: "Ridgeview Solves"								
	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 th								
	% meeting high standards Level 3+	59%	67%	+8%					
	Level 2	18%	19%	+1%					
	Level 1	23%	15%	-8%					
	Grade: 10 th								
	% meeting high standards Level 3+	65%	69%	+4%					
	Level 2	15%	20%	+5%					
	Level 1	20%	10%	-10%					
	<p>Ridgeview High School (RHS) used composite FCAT Mathematics Test data from the 2005 ~ 2006 School Year for baseline data. This provided a comprehensive set of data based on Sunshine State Standards.</p> <p>The RHS Math Department created a sample test named "Ridgeview Solves", which contained 17 questions. It is expected that the scores on the actual (February) Mathematics FCAT will exceed the scores from 2005 ~ 2006 test.</p> <p>Through the continued implementation of Mathematics Strategies, all RHS students will continue to show improvement on future tests. Additional focus has been given to our Level I and Level II students as well as areas which fell below established goals. See Extended Learning Opportunities for specific programs.</p>								

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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 th								
	% meeting high standards: Score 3.5+	39%	54%	+15%					
	Score: 2-3	52%	34%	-18%					
	Score: NS- 1.5	9%	12%	+3%					
	Grade 10 th								
	% meeting high standards: Score 3.5+	66%	78%	+12%					
	Score: 2-3	32%	19%	-13%					
	Score: NS- 1.5	2%	3%	+1%					
	<p>Ridgeview High School (RHS) is following the new Clay County Curriculum alignment and writing strategies for 9th and 10th grade students. NOTE: Data is based on the administration of the Clay Writes prompts and resulting scores. Thus, the two types of essays are not the same.</p> <p>Through the continued implementation of Writing Strategies, all RHS students will continue to show improvement on future tests. Additional focus has been given to our Level I and Level II students as well as areas which fell below established goals. See Extended Learning Opportunities for specific programs.</p>								

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SCIENCE

Curriculum Area/Benchmark: Various								
Name of Assessment Used: FCAT Science Sample Test								
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: 11 th								
% meeting high standards Level 3+	50%	38%	-12%					
Level 2	32%	34%	+2%					
Level 1	18%	28%	+10%					

Ridgeview High School (RHS) used composite FCAT Science Test data from the 2005 ~ 2006 School Year for the baseline data. This provided a comprehensive set of data based on Sunshine State Standards.

As the above data highlights, scores declined from baseline data. Reasoning behind this phenomenon is that many students don't take practice tests seriously, resulting in lower scores than would have been expected. Additionally, the sample test only contained 15 questions. It is expected that the scores on the actual (February) Science FCAT will exceed the scores from 2005 ~ 2006 test.

Through the continued implementation of Science Strategies, RHS students will show improvement on future tests. Additional focus has been given to our Level I and Level II students as well as areas which fell below established goals. See Extended Learning Opportunities for specific programs.

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School wide
Improvement Updates

Ridgeview High School (RHS) Administrators, Faculty, Staff and Students continue “*Living the Plan*” as highlighted in the 2006 ~ 2007 School Improvement Plan.

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