

# Virginia Department of Education



## DATA ANALYSIS QUARTERLY REPORT

AVAILABLE TO ALL SCHOOLS

**High School  
Data Analysis Quarterly  
Report  
School Year 2009-2010**

SCHOOL \_\_\_\_\_ DIVISION \_\_\_\_\_

# Data Analysis Quarterly Report

## Submissions Dates

Indicate with a check here and throughout the document the report that is being submitted.

<b>Part I. School Profile</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part II. Trend Data</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part III. Review of Current Data</b>	<input type="checkbox"/> <b>October 15, 2009</b>
<b>Part IV. Quarterly Report</b>	<input type="checkbox"/> <b>First Quarter November 30, 2009</b>
	<input type="checkbox"/> <b>Second Quarter February 8, 2010</b>
	<input type="checkbox"/> <b>Third Quarter March 31, 2010</b>
	<input type="checkbox"/> <b>Fourth Quarter June 30, 2010</b>

Name of School: \_\_\_\_\_ Division: \_\_\_\_\_

### Signatures

Principal: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

SIP Chairperson: \_\_\_\_\_

Parent Representative: \_\_\_\_\_

Division Contact: \_\_\_\_\_

**Virginia Department of Education  
Office of School Improvement**

**Rationale for Quarterly Reporting of Academic Performance**

The quarterly report focuses the attention of school and central office personnel as well as outside technical assistance providers on the frequent and formal analysis of data as a primary means of addressing the academic deficiencies of the school. The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding, to study the school improvement process. The book *Restructuring and Substantial School Improvement, edited by Herbert J. Walberg*, has been a major resource. This book can be found on the Internet at <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>, and contains the follow excerpts:

Changing and Monitoring Instruction by Herbert J. Walberg

Formative assessment should be continuing to determine the extent to which instruction is effective. Frequent testing allows teachers to monitor each student's progress to determine the need for re-teaching and extending learning time. Test results and monitoring of classroom teaching practices are useful in determining what best helps students attain proficiency. If tests and classroom observations indicate that a particular method of teaching appears ineffective, another method should be chosen.

Align formative testing and informal evaluation with state standards.

District and school staff can form work groups, organized by grade level and possibly by subject much like those described above, to develop practical classroom assessments to measure weekly or monthly progress of students (Walberg, 2006; Walberg, Haertel, & Gerlach-Downie, S., 1994). Teachers and administrators can gear their efforts in part on the results of such formative tests.

Employ quick feedback from classroom tests to evaluate progress.

Many psychological studies (Brophy, 1999; Cawelti, 2004; Walberg, 2006) show that immediate or quick feedback streamlines learning. It can help prevent learners from practicing the wrong things, and it can reward students for accurate responses, mental and physical skills, solid knowledge acquisition, deep understanding, and critical thinking. Such assessment can quickly inform teachers about which students are falling behind. Unless their problems are remedied, they fall farther and farther behind because they have not mastered the prerequisites for advanced understanding.

Monitor class and group progress with respect to standards mastery.

Just as teachers can inform themselves about individual student progress, they can become knowledgeable about their class as a whole and about NCLB categories of students such as Asians, Blacks, and Hispanics; special education; and free and reduced lunch (Chubb, 2005; Paik, 2007; Taylor, 2006). Of course, the collective progress of individual students determines the schools' aggregated group progress toward meeting Adequate Yearly Progress. If some groups are making inadequate progress, it behooves staff to concentrate more resources on them [...].

**Focusing on Data Analysis from John Hopkins University: Keeping Students on a Graduation Path**

This study focused on the practical, conceptual, and empirical foundations of an early identification and intervention system for middle-grades schools to combat student disengagement and increase graduation rates in our nation's cities. Many students in urban schools become disengaged at the start of the middle grades, which greatly reduces the odds that they will eventually graduate. The study uses longitudinal analyses—following almost 13,000 students from 1996 until 2004—to demonstrate how four predictive indicators reflecting poor attendance, misbehavior, and course failures (mathematics and reading) in sixth grade can be used to identify 60% of the students who will not graduate from high school.

# PART I. SCHOOL PROFILE 2009-2010

(DUE: OCTOBER 15, 2009)

## Part I. A: School Demographic Information

\_\_\_ Grade Range \_\_\_ School Membership \_\_\_ Title I Schoolwide Program or \_\_\_ Title I Targeted Assistance School

\_\_\_ Number and \_\_\_ Percentage of Minority Students \_\_\_ Number and \_\_\_ Percentage of Limited English Proficient Students

\_\_\_ Number and \_\_\_ Percentage of Students with Disabilities \_\_\_ Number and \_\_\_ Percentage of Students Identified as Disadvantaged

\_\_\_ Total Minority Students, Limited English Proficient Students, Students with Disabilities, Disadvantaged

## Part I. B: No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Status

School's 2009-2010 NCLB Adequate Yearly Progress (AYP) Status Based on 2008-2009 Assessments

Made AYP (2008-2009 Benchmarks: Reading 81%; Mathematics 79%)  Did Not Make AYP

Check also if AYP was made through Safe Harbor.

This school is in Title I School Improvement. Year  1  2  3

## Part I. C: Standards of Accreditation Warned Status

This school is currently warned based on 2008-2009 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

This school was warned based on 2007-2008 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

This school was warned based on 2006-2007 Standards of Learning assessments in the following subject area(s):

English/Reading  Mathematics  Science  History

# PART II: THREE-YEAR TREND DATA

((DUE: OCTOBER 15, 2009))

## Part II. A. IMPROVE STUDENT ACHIEVEMENT

### Standards of Learning Test Results

Number Passing (P) /Number Tested (T) and Percent Passing (P) (WITHOUT Remediation Recovery)

School Year	EOC English/Reading	EOC English/Writing	EOC Algebra I	EOC Geometry	EOC Algebra II	EOC U.S. History	EOC World History I	EOC World History II	EOC World Geography
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P	#P/#T %P

(continued)

School Year	EOC Earth Science	EOC Biology	EOC Chemistry	Accreditation & AYP Status
<b>2006-2007</b>	#P/#T %P	#P/#T %P	#P/#T %P	
<b>2007-2008</b>	#P/#T %P	#P/#T %P	#P/#T %P	
<b>2008-2009</b>	#P/#T %P	#P/#T %P	#P/#T %P	

### Work Keys (Writing) Results

Number Passing/Number Tested & Percent Passing

School Year	Work Keys Writing
<b>2006-2007</b>	#P/#T %P
<b>2007-2008</b>	#P/#T %P
<b>2008-2009</b>	#P/#T %P

**Adequate Yearly Progress and Accreditation Three-Year History**

School Year	AYP Status	Accreditation Status
<b>2006-2007</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned
<b>2007-2008</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied
<b>2008-2009</b>	<input type="checkbox"/> Made AYP <input type="checkbox"/> Did Not Make AYP _____ This school is in what year of improvement?	<input type="checkbox"/> Accredited <input type="checkbox"/> Warned <input type="checkbox"/> Conditionally Accredited <input type="checkbox"/> Accreditation Denied

**SAT Average (Mean) Scores**

Class	Verbal	Math	Composite
<b>2007</b>			
<b>2008</b>			
<b>2009</b>			

**SAT Scores**

**Number and Percent of Graduating Seniors Scoring 500 or Higher**

Class	Critical Reading	Math	Writing
<b>2007</b>	# / %	# / %	# / %
<b>2008</b>	# / %	# / %	# / %
<b>2009</b>	# / %	# / %	# / %

**Number and Percent of Students Enrolled  
AP, Dual Enrollment, Career and Technical Education, and Licensure Programs**

School Year	Advanced Placement	Dual Enrollment	Career / Technical Education	Licensure
2006-2007	# / %	# / %	# / %	# / %
2007-2008	# / %	# / %	# / %	# / %
2008-2009	# / %	# / %	# / %	# / %

**Graduation by Diploma Rate**

**Number and Percent of Senior Class who Graduate, by Diploma Type**

School Year	Number Enrolled	Standard	Advanced Studies	Modified Standard	Certificates
2006-2007		# / %	# / %	# / %	# / %
2007-2008		# / %	# / %	# / %	# / %
2008-2009		# / %	# / %	# / %	# / %

**Graduation by Number Who Graduate in Four Years**

**Number and Percent of Students who Graduate in Four Years**

School Year	Number Enrolled	Number Graduated in 4 Years	Percent
2006-2007			
2007-2008			
2008-2009			

## Retention Data

### Number/Percent of Students Retained Based on Grade Level Enrollment

School Year	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2006-2007	# / %	# / %	# / %	# / %
2007-2008	# / %	# / %	# / %	# / %
2008-2009	# / %	# / %	# / %	# / %

## Part II. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT

## Discipline Referral Data

### Number and Percent of Students Involved vs Student Enrollment

Type of Discipline (Include students with manifestation hearings.)	2007 - 2007	2007-2008	2008-2009
Out of School Suspensions	# / %	# / %	# / %
In-School Suspensions/Detention/Special In-School Programs	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %
Placed in Alternative School	# / %	# / %	# / %

## PART II. C. INCREASE ATTENDANCE RATE

## Percent of Attendance

School Year	School Attendance Rate	Teacher Attendance (Teachers Missing More Than Three Days)
2006-2007	%	%
2007-2008	%	%
2008-2009	%	%

**PART III:**  
**REVIEW OF SPRING 2009 DISAGGREGATED DATA**  
 (OR OTHER MOST CURRENT DATA)  
 ((DUE: OCTOBER 15, 2009))

**PART III. A. IMPROVE STUDENT ACHIEVEMENT**

**Spring 2009 Student Performance Data**  
**No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report**  
 (Include VGLA and VAAP)

Subgroup	NCLB Area	Number Not Tested	Total Number of Students	Percent Not Tested
All Students	English Performance			
	Math Performance			
Black	English Performance			
	Math Performance			
Hispanic	English Performance			
	Math Performance			
White	English Performance			
	Math Performance			
Disabilities	English Performance			
	Math Performance			
Disadvantaged	English Performance			
	Math Performance			
Limited Eng. Proficient	English Performance			
	Math Performance			
(OAI) Give Graduation Rate _____ %				

**Spring 2009 Participation Data**  
**No Child Left Behind – From Adequate Yearly Progress (AYP) Current Year Report**

Subgroup	NCLB Area	Number Not Tested	Total Number of Students	Percent Not Tested
All Students	English Participation			
	Math Participation			
Black	English Participation			
	Math Participation			
Hispanic	English Participation			
	Math Participation			
White	English Participation			
	Math Participation			
Disabilities	English Participation			
	Math Participation			
Disadvantaged	English Participation			
	Math Participation			
Limited Eng. Proficient	English Participation			
	Math Participation			

**Spring 2009 SOL Performance by Test and Selected Subgroups**

<b>Group</b>	<b>EOC English /Reading</b>	<b>EOC English/ Writing</b>	<b>EOC Algebra I</b>	<b>EOC Geometry</b>	<b>EOC Algebra II</b>	<b>EOC U.S. History</b>	<b>EOC World History I</b>	<b>EOC World History II</b>	<b>EOC World Geography</b>
General Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Special Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Alternative Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing

(Continued)

Group	EOC Earth Science	EOC Biology	EOC Earth Chemistry	8 <sup>th</sup> Grade English	8 <sup>th</sup> Grade Math
General Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	N/A	N/A
Special Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	N/A	N/A
Alternative Education	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	NA	NA
EOC Retake Students	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	N/A	N/A
Students Who Failed Test Last Year	# Tested # Passing % Passing	# Tested # Passing % Passing	# Tested # Passing % Passing	N/A	N/A
Remediation Recovery	N/A	N/A	N/A	# Tested # Passing % Passing	# Tested # Passing % Passing

### Verified Credits

Class	Membership	3 Verified Units	4 Verified Units	5 Verified Units	6+ Verified Units
Current 12 <sup>th</sup> Grade		# & % of Students	# & % of Students	# & % of Students	# & % of Students
Current 11 <sup>th</sup> Grade		# & % of Students	# & % of Students	# & % of Students	# & % of Students
Current 10 <sup>th</sup> Grade		# & % of Students	# & % of Students	# & % of Students	# & % of Students
Current 9 <sup>th</sup> Grade		# & % of Students	# & % of Students	# & % of Students	# & % of Students

**Number of Virginia Substitute Evaluation Program (VSEP) Participants**

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Number of VSEP Students				

**PART III. B. PROMOTE A SAFE AND NURTURING ENVIRONMENT**

**Discipline Infractions by Grade Level for General Education  
School Year 2008-2009**

Discipline Infraction	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Out of School Suspensions	# / %	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %	# / %
Students Who Failed Test Last Year	# / %	# / %	# / %	# / %

**Discipline Infractions by Grade Level for Special Education  
School Year 2008-2009**

Discipline Infraction (Include Students with manifestation Hearings)	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Out of School Suspensions	# / %	# / %	# / %	# / %
In School Suspensions/Detention	# / %	# / %	# / %	# / %
Discipline Panel Hearings	# / %	# / %	# / %	# / %
Alternative Program	# / %	# / %	# / %	# / %
Students Who Failed Test Last Year	# / %	# / %	# / %	# / %

**PART III. C. PROVIDE SUPPORT FOR SCHOOL PLANNING**

**Funding Available to School During 2009-2010 That Supports the School Improvement Plan  
(Including Restructuring/Alternative Governance Activities)**

**For schools in improvement status, list the major initiatives supported with School Improvement funding.**

<b>Grant</b>	<b>Total Funding</b>	<b>List Each Primary Use of Funds</b>	<b>Amount Per Initiative</b>

**PART III. D. ENHANCE CAPACITY-BUILDING THROUGH PROFESSIONAL DEVELOPMENT**

**Number & Qualifications of Staff  
School Year 2009-2010**

<b>Staff Members</b>	<b>Total Number of Staff</b>	<b>Highly Qualified</b>	<b>Provisional</b>
Classroom Teachers (General Education)		# / %	# / %
Classroom Teachers (Special Education)		# / %	# / %
Guidance Counselors		# / %	# / %
Library Media Specialists		# / %	# / %
Title I Teachers		# / %	# / %
Other Resource Teachers		# / %	# / %
Instructional Assistants		# / %	# / %

**Title I Staffing  
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

**Special Education Staffing  
School Year 2009-2010**

Type of Staff	Name	Assignment		
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach
		<input type="checkbox"/> Pull-out	<input type="checkbox"/> In-class Collaboration	<input type="checkbox"/> Teacher/Coach

# PART IV: QUARTERLY UPDATE REPORT

DUE DATES:

FIRST QUARTER: NOV. 30, 2009

SECOND QUARTER: FEB. 8, 2010

THIRD QUARTER: MARCH 31, 2010

FOURTH QUARTER: JUNE 30, 2010

## PART IV. A. STUDENT ACHIEVEMENT 2009-2010

### Distribution of Grades

#### End-of-Course

Quarters	EOC English/Reading		EOC English/Writing		EOC Algebra I		EOC Geometry		EOC Algebra II	
<input type="checkbox"/> 1	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 2	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

□ 3	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	
□ 4	A	#	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students		Total Students	

### End-of-Course

(continued)

Quarters	EOC U.S. History		EOC World History I		EOC World History II		EOC World Geography	
□ 1	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
□ 2	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	

<input type="checkbox"/> 3	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	
<input type="checkbox"/> 4	A	#	A	#	A	#	A	#
	B	#	B	#	B	#	B	#
	C	#	C	#	C	#	C	#
	D	#	D	#	D	#	D	#
	F	#	F	#	F	#	F	#
	Total Students		Total Students		Total Students		Total Students	

### VSEP Portfolio Monitoring

**First Quarter**

	Grade 9		Grade 10		Grade 11		Grade 12	
Number of VSEP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P	#	P

**Second Quarter**

	Grade 9		Grade 10		Grade 11		Grade 12	
Number of VSEP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P	#	P

**Third Quarter**

	Grade 9		Grade 10		Grade 11		Grade 12	
Number of VSEP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P	#	P

**Fourth Quarter**

	Grade 9		Grade 10		Grade 11		Grade 12	
Number of VSEP Students from Part III (#) vs Number of Portfolios on Pace (P)	#	P	#	P	#	P	#	P

**English Language Proficiency (ELP)  
School Year 2009-2010  
Measure of Progress**

**Indicate the number of students at each level of English language proficiency per quarter.**

**Level Designations:**

**ELP = English Language Proficiency; M = Mastery; PM = Post Mastery**

Quarter	ELP 1	ELP 2	ELP 3	ELP 4	M1	M2	PM 1	PM2
<input type="checkbox"/> 1								
<input type="checkbox"/> 2								
<input type="checkbox"/> 3								
<input type="checkbox"/> 4								

**PART IV. B. MONITOR STUDENT ATTENDANCE**

**2009-2010 Number of Students by the Identified Areas**

Quarter	Subgroup	Membership				Attendance				Tardiness				More Than 5 Absences			
		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<input type="checkbox"/> 1	General Education																
	Special Ed/504 Plan																
	Alternative Education																
	Students Who Failed Test Last Year																
<input type="checkbox"/> 2	General Education																
	Special Ed/504 Plan																
	Alternative Education																

	Students Who Failed Test Last Year																
<input type="checkbox"/> 3	General Education																
	Special Ed/504 Plan																
	Alternative Education																
	Students Who Failed Test Last Year																
<input type="checkbox"/> 4	General Education																
	Special Ed/504 Plan																
	Alternative Education																
	Students Who Failed Test Last Year																

**2009-2010 Quarterly Transience Report: Inter- and Intra-Division Transfers**

<b>Quarter</b>	<b>Grade Level</b>	<b>No. "In"</b>	<b>No. "Out"</b>
<input type="checkbox"/> 1	9 <sup>th</sup>		
	10 <sup>th</sup>		
	11 <sup>th</sup>		
	12 <sup>th</sup>		
<input type="checkbox"/> 2	9 <sup>th</sup>		
	10 <sup>th</sup>		
	11 <sup>th</sup>		
	12 <sup>th</sup>		
<input type="checkbox"/> 3	9 <sup>th</sup>		
	10 <sup>th</sup>		
	11 <sup>th</sup>		
	12 <sup>th</sup>		
<input type="checkbox"/> 4	9 <sup>th</sup>		
	10 <sup>th</sup>		
	11 <sup>th</sup>		
	12 <sup>th</sup>		

**PART IV. C. PROMOTE A SAFE AND NURTURING ENVIRONMENT**

**2009-2010 Infractions**

<b>Quarter</b>	<b>Discipline Infraction</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<input type="checkbox"/> 1	General Education	# / %	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %	# / %
<input type="checkbox"/> 2	General Education	# / %	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %	# / %
<input type="checkbox"/> 3	General Education	# / %	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %	# / %
	Students Who Failed Test Last Year	# / %	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %	# / %
<input type="checkbox"/> 4	General Education	# / %	# / %	# / %	# / %
	Special Ed/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %	# / %
	Alternative Education	# / %	# / %	# / %	# / %

Quarter	Discipline Infraction	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
	Students Who Failed Test Last Year	# / %	# / %	# / %	# / %

**PART IV. D. REPORT ON LONG-TERM SUBSTITUTES**

**2009-2010 Long-Term Substitutes**

**First Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Second Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Third Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**Fourth Quarter**

Grade Level	Subject / Course	Total Number of Substitutes	Number Highly Qualified	Percentage

**PART IV. E. REPORT ON STAFFING AND TEACHER ABSENCES**

**2009-2010 Teacher Absences**

Quarter	Number of Teachers Absent More Than Three Days			
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<input type="checkbox"/> 1				
<input type="checkbox"/> 2				
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				

**2009-2010 Professional Staffing Changes**

**Number of Teaching Staff Per Grade (N) vs. Number of Departures (D)**

Quarter	Teaching Staff Changes (Teacher Departures)			
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<input type="checkbox"/> 1	N/D	N/D	N/D	N/D
<input type="checkbox"/> 2	N/D	N/D	N/D	N/D
<input type="checkbox"/> 3	N/D	N/D	N/D	N/D
<input type="checkbox"/> 4	N/D	N/D	N/D	N/D

**PART IV. F. REPORT ON NUMBER OF CLASSROOM OBSERVATIONS**

**2009-2010 Classroom Observations**

**(Do not include walk-throughs.)**

Quarter	Number of Teacher Observations				Number of Teacher Observations with Follow-up Conferences			
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<input type="checkbox"/> 1								
<input type="checkbox"/> 2								
<input type="checkbox"/> 3								
<input type="checkbox"/> 4								

**PART IV. G. INCREASE PARENT AND COMMUNITY INVOLVEMENT**

**2009-2010 Parent & Community Engagement**

Quarter	Type of Engagement	Number Involved
<input type="checkbox"/> 1	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 2	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 3	PTA Membership	
	Volunteers In School	
<input type="checkbox"/> 4	PTA Membership	
	Volunteers In School	

**Part IV. H. Report on Meeting Summary**

**2009-2010 Meeting Summary**

**Choose only one meeting for which to consistently report data. Example: School Alternative Governance Meeting.**

<b>Quarter</b>	<b>Number of Restructuring /School Improvement Meetings Convened This Quarter</b>	<b>Average Length of Meeting</b>	<b>Total Hours Met This Quarter</b>	<b>Average Number of Participants Per Meeting Each Quarter</b>
<input type="checkbox"/> 1				
<input type="checkbox"/> 2				
<input type="checkbox"/> 3				
<input type="checkbox"/> 4				

## PART IV. I. NEXT STEPS

(The boxes expand.)

### **FIRST QUARTER: DUE: NOVEMBER 30, 2009**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **SECOND QUARTER: DUE: FEBRUARY 8, 2010**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **THIRD QUARTER: DUE: MARCH 31, 2010**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

### **FOURTH QUARTER: DUE : JUNE 30, 2010**

1. Based on an analysis of data in this quarterly report, what are the three (3) most critical aspects of teaching and learning that need to be modified in this school?
2. Correspondingly, what “fixes” will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the three areas?

**Acknowledgement of the Richmond City Public Schools**

The Virginia Department of Education commends the Richmond City Public Schools for recognizing the importance of formative assessments and embodying its study in a document entitled *Charting the Course*. It further thanks the school system for allowing the Virginia Department of Education to borrow from the concept.