

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Steven Largo (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pine View School for the Gifted (As it should appear in the official records)

School Mailing Address 1 Python Path (If address is P.O. Box, also include street address)

Osprey, FL 34229 City State Zip Code+4 (9 digits total)

Tel. (941) 486-2001 Fax (941) 486-2042

Website/URL www.sarasota.k12.fl.us Email steve_largo@sarasota.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Ms. Wilma Hamilton (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sarasota County Tel. (941) 927-9000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Frank Kovach (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 25 Elementary schools
 9 Middle schools
 N/A Junior high schools
 12 High schools
- *46 TOTAL *Includes charter and alternate schools.

2. District Per Pupil Expenditure: 6,626
- Average State Per Pupil Expenditure: \$5,207

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 15 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

2002=2003 as of March 2003

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total	
K	N/A			7	74	138	212	
1	N/a			8	88	92	180	
2	46	40	86	9	56	75	131	
3	69	63	132	10	75	68	143	
4	72	76	148	11	60	68	128	
5	67	100	167	12	54	43	97	
6	102	114	216	Other				
			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>87.6</u> | % White |
| <u>1.3</u> | % Black or African American |
| <u>3.1</u> | % Hispanic or Latino |
| <u>5.2</u> | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| <u>2.8</u> | % Mixed |
| | 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.85 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

2002-2003

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	1671
(5)	Subtotal in row (3) divided by total in row (4)	.0185
(6)	Amount in row (5) multiplied by 100	1.85

8. Limited English Proficient students in the school: $\frac{1}{25}$ %
 Total Number Limited English Proficient
 Number of languages represented: 12
 Specify languages: Russian, Chinese, Spanish, Ukranian, Vietnamese, Portuguese, Punjabi (Indian), Arabic, Czech, Iranian, Thai, Gujalai (Indian)

9. Students eligible for free/reduced-priced meals: 4.7 %
78 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{100}{1640}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>41</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>3</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	_____
Classroom teachers	<u>82</u>	<u>2</u>
Special resource teachers/specialists	<u>11</u>	_____
Paraprofessionals	_____	_____
Support staff	<u>32</u>	_____
Total number	<u>128</u>	_____

12. Student-“classroom teacher” ratio: 25.2 Elementary 23.2%, Middle 25.8%, High 26.7
13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	91%	86.1%	85.2%	85.9%	89.4%
Daily teacher attendance	91.7%	91.8%	91.3%	92.4%	91.7%
Teacher turnover rate	1% **	1% ***	0%	0%	0%
Student dropout rate H. S.	1%	0%	0%	0%	2%
Student drop-off rate*	2%	1%	2%	1%	1%

*Entire School – This reflects the number of students moving out of county or transferring to another school in the district. **Due to pregnancy. ***Relocation

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of

September 2002.

Graduating class size	<u>115</u>
Enrolled in a 4-year college or university	<u>94</u> %
Enrolled in a community college	<u>3</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u>1</u> %
Unknown	<u> </u> %
Total	100 %

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Pine View School, which was established in 1969 as the Sarasota County Public School District's full time gifted program, is located in Osprey, Florida. The mission of Pine View School is to provide a qualitatively different learning environment which nurtures a passion for intellectual curiosity, encourages risk-taking, independence, innovation, and is committed to a tradition of academic excellence and social responsibility. Currently there are over 100 faculty and staff members, and a student enrollment of approximately 1670 in grades 2-12. This small learning community provides an environment for children to excel. Because of their long-term commitment from elementary, through middle and through high school the teachers and staff have a real vested interest in the students. It is somewhat like weaving a beautiful piece of cloth to watch student's experience the interconnections of the various disciplines at each grade level. The vertical curriculum through each of the disciplines provides both breadth and depth for the successful learner. As students progress through the grades there is no loss of academic growth as students transition from elementary to middle and middle to high school. Teachers work together between grade levels, school levels, and departments continuously fine tuning their instruction to ensure all objectives are clearly met by their students.

Analysis of the test data over a several year period has provided the ability for teachers to recognize both strengths and weakness in the sub tests of reading and math. This enables instructors to deliver a more customized instruction for the individual student, and to allow students across the grade level to increase academic growth. Each summer over the past few years teachers have been able to work together for a few days to plan for the following school year. This also has helped teachers to better maximize the instruction for the 180 school days. Instructors spend very little time on review. Another real positive benefit of the increased analysis of data, over the past few years, has been the revelation that our program has provided greater academic growth for economically disadvantaged students than any other school in our school district.

Social responsibility to the local community and the world also plays an important part of the education of a Pine View student. By encouraging students to support various charitable organizations in the community to working with the Florida State Parks tracking bromeliads suffering damage from a rare insect infestation, organizing the "Special Olympics" competitions each year or developing a program to help children less fortunate have access to more books. Students are encouraged to think of someone or need in the community other than their own, thus developing responsible citizens for the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. The narrative for Question I of Part IV contains (a) a brief explanation of state tests, (b) a description of the students excluded from the program (which students, how many, the reasons for the exclusion, and how they are assessed must be described), and (c) if data are disaggregated, the reasons for any disparities among subgroups. (one page)

a) The Florida Comprehensive Assessment Test (FCAT) is a test developed in Florida to measure student achievement of the Sunshine State Standards (SSS) for reading, mathematics and writing. The test is one measure of how much students have learned and how prepared they are for more challenging work.

The standards tested on FCAT were developed by NSC Pearson/Florida Department of Education to identify the knowledge and skills students should achieve as they move from grade to grade. The A+ Plan for Education established an annual assessment of student learning in grades three through ten as well as regular reports to parents. This report provides parents with independent information about the achievement and learning gains of their students. The FCAT Norm-Referenced Test, by Harcourt Educational Measurement/Florida Version SAT9, measures the achievement on a test that was given to a national sample of students throughout the nation.

b) There were no students excluded from the testing program.

c) There were no statistically different disparities within school subgroups.

For Public and Private Schools

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

A Pine View team annually reviews the school data from the district office. This includes the tests required by the State of Florida and optional testing offered from the District. Our students traditionally do very well on the State testing. Therefore, we do additional testing at a higher level offered by the District to maximize student growth. This enables our data analysis team to review assessment information with grade level teams in both reading and math. The team looks for overall strengths and weakness of each grade level and the individual needs of students at each grade level. This provides a three-prong approach to planning instruction. One, we focus on the needs of the lower performing 25% of students and two, the overall needs of the total grade level. Thirdly, because of our vertical teaming in both reading and math weaknesses in student performance at grade levels can be addressed earlier; even projections can be made by utilizing the data collection over the last eight years.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Testing data on each student is mailed to the parents, this includes a breakdown of the sub tests and a sample of their child's written response to one of the performance based tests. To encourage ownership for their own learning Pine View students are also provided access to any additional assessments administered in class so the student can chart his/her own growth. This includes a reading comprehension test both pre and post and various math tests in number sense, algebraic thinking and geometry grades 2-8.

The community, which includes the Sarasota County School District and the State of Florida, communicate the school data through their web sites. This data provides information about the whole school as well as individual grades (2-12).

3. Describe in one-half page how the school will share its successes with other schools.

Pine View will continue to participate in state and national conferences to communicate our strategies for success. The administration has and will continue to welcome interested school teams to visit Pine View. In the past we have had visits from other states and countries as well as other school districts in Florida.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Pine View offers an accelerated differentiated curriculum college preparatory program that encourages higher level skills with emphasis on thinking and problem solving. All courses incorporate the important skills of creative expression, critical thinking, research methods, self-awareness, and oral and written communications. The curriculum offers foreign language as well as a strong humanities program for all students from the second grade through high school.

Beginning at grade two foreign language (exploratory) is offered (Spanish grades 2-3, French grades 4-5). Students at grade 6 choose either French or Spanish in preparation for Spanish I or French I by grade 8. Both French and Spanish are offered through level IV in addition to AP French and Spanish.

The humanities program provides instruction through Advanced Placement Drawing Portfolio, Advanced Placement Studio Art 2 Dimensional, Advanced Placement Studio Art 3 Dimensional, Advanced Placement Music Theory, Chorus through level VI, Orchestra and Sinfonia through level VI and Drama through level III.

The social studies department offers the following AP Courses: U.S. History, Macroeconomics, Microeconomics, European History, Art History, U.S. Government and Human Geography. The English department offers both Advanced Placement English Language and Literature. The science department offers Advanced Placement Biology Chemistry and Physics B & C and the math department offers courses through Calculus AB and BC.

The curriculum is seamless to maximize academic growth. This has been accomplished by vertical teaming from elementary through high school. Opportunities are provided for the teaching staff to have on going discussions and curriculum writing each summer to fine tune the delivery of instruction. This minimizes any loss of academic growth from elementary to middle school and middle to high school. Pine View staff has a vested interest in their students.

Students are provided with opportunities for interaction with each other, for searching areas of interest through the externship program and for project development.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

The essential components of Pine View School's elementary reading curriculum have been developed independently of any one textbook but meet the standards and objective required by the State of Florida. The teaching staff uses a variety of resources including Houghton Mifflin elementary reading, William & Mary (Journeys & Destination, Literary Reflections and Persuasion) published by Kendall Hunt, trade books, and writing texts. This plan was developed because Pine View is committed to differentiation the curriculum and instruction in order to provide multiple approaches to learning for our student population.

(Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The Pine View English Department is a collegial Vertical Team, grades 6-12, that develops and

coordinates the scope and sequence of a differentiated curriculum. Sequential grammar, vocabulary, literature and writing components are designed and implemented to meet the needs of a gifted student population. Multiple learning styles and higher level critical thinking skills are emphasized. The reading scores of the Florida Comprehensive Assessment State test (FCAT) are reviewed on an annual basis and teachers develop strategies to improve reading comprehension and sub-test scores. Teachers particularly pay attention to scores in the lower range in order to provide opportunities for students to improve.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The social studies scope and sequence at Pine View grades 2-12 is designed to clearly instill the school's mission to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility for students. This "voyage to discovery" is accomplished by providing grade 2 students with a strong anchor for understanding their community, grades 3-5 students study the various sections of the United States, the continents, the State of Florida and colonial America. The middle school curriculum for grade 6 includes in depth studies of ancient civilizations, particularly Mesopotamia, Greece, Rome, middle ages and the Renaissance; grade 7 emphasizes world geography, grade 8 colonial America through the 20th Century. Grade 9 looks at World Cultures with particular emphasis on Islam, Christianity, Judaism and the ancient cultures of India, Africa, Japan, and China. Grade 10 students study AP European History and Art History. Grades 11 and 12 study U.S. History, American Government, Economics both Macro and Micro, comparative politics and human geography. Throughout each course the curriculum is designed to provide a challenging environment for students to better understand their responsibility to their community and the world at large. Teachers have continuous opportunities for discussion and articulation through vertical teaming.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Pine View's practitioners of differentiation use a variety of instructional methods in order to improve instruction. Emphasis is placed on teaching concepts, principles and understanding. Each grade level reviews the testing results of the state tests and the school district's tests, which are available to the school at above grade level in reading and math. Teachers of all disciplines at each grade level then analyze the data in order to address the needs of their students. Instruction is planned at the same time to meet the state standards and objectives for their particular discipline. In other words, the needed skill improvement is embedded in the instruction not taught as an isolate or "teaching to the test". It is not uncommon for the science and social studies teachers to lend support for the language arts teachers if students need support to improve reading comprehension, reference skills or to compare and contrast. In cases of low scores in the math subtests of data analysis, the social studies teachers will emphasize interpretation of charts and graphs during social studies instruction to instill understanding and application. This mode of operation has developed over a period of years because the school has provided opportunities for teachers to work together as a team and department in order to develop strong connections to support students at their grade level. Because Pine View has elementary, middle and high school students on one campus additional support is provided to students in elementary and middle and new students in high school who need extra help in math and reading. The upper class students participate in the "Scholars to Scholars Program" which provides for tutoring students during

lunch, before and after school and in the classrooms.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Over the years the professional development program at Pine View has been designed to take into consideration teacher, grade level, and department input through surveys and meetings. Every effort has been made to customize staff development to meet the needs of the teaching staff and at the same time expose teachers to new initiatives recommended by the district's curriculum and instruction department and the school based administrators. The goal is to improve student achievement. Initiatives such as peer coaching, team building, understanding assessment data, technology training, process analysis, improving questioning strategies, literature circles, study groups and continuous quality improvement for providing teachers support in delivering a differentiated curriculum. The curriculum designed to provide on-going assessment and adjustment does not happen overnight. It takes continuous support and encouragement for teachers to participate in staff development in order to become flexible and open to change.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 Test Florida Comprehensive Assessment Test (FCAT) Reading

Edition/publication year 1988 Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____ Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels	No Child Left Behind Achievement Standards
Level 5	Advanced
Level 3-4	Proficient
Level 2	Basic
Level 1	Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 3

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	Not			
At or Above Proficient	99%	Tested			
At Advanced	26%	FCAT			
Number of students tested	122				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	73%				
State Mean Score					
At or Above Proficient	59%				
State Mean Score					
At Advanced	5%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 3

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	Not			
At or Above Proficient	99%	Tested			
At Advanced	30%	FCAT			
Number of students tested	122				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	79%				
State Mean Score					
At or Above Proficient	59%				
State Mean Score					
At Advanced	5%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (d) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded

Percent excluded

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%	100%	99%		
At or Above Proficient	96%	97%	96%		
At Advanced	29%	27%	21%		
Number of students tested	153	127	124		
Percent of total students tested	100%	97%	100%		
Number of students excluded - absent	0	4	1		
Percent of students excluded	0%	3%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	70%	69%	67%		
State Mean Score					
At or Above Proficient	55%	53%	48%		
State Mean Score					
At Advanced	5%	7%	4%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (f) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded

Percent excluded

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	Not			
At or Above Proficient	96%	Tested			
At Advanced	14%	FCAT			
Number of students tested	152				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded					
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	74%				
State Mean Score					
At or Above Proficient	50%				
State Mean Score					
At Advanced	4%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (g) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (h) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 5

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%				
At or Above Proficient	98%				
At Advanced	35%				
Number of students tested	139				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded					
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	72%				
State Mean Score					
At or Above Proficient	54%				
State Mean Score					
At Advanced	4%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (i) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (j) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test (FCAT) MATH

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 5

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	99%	100%		
At or Above Proficient	99%	91%	97%		
At Advanced	40%	16%	16%		
Number of students tested	139	153	116		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	1	1	0		
Percent of students excluded	9%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	75%	73%	74%		
State Mean Score					
At or Above Proficient	48%	48%	46%		
State Mean Score					
At Advanced	6%	6%	5%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (k) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (l) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 6

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%				
At or Above Proficient	96%				
At Advanced	32%				
Number of students tested	206				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	70%				
State Mean Score					
At or Above Proficient	52%				
State Mean Score					
At Advanced	5%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (m) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (n) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded

Percent excluded

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 6

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%				
At or Above Proficient	98%				
At Advanced	40%				
Number of students tested	207				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	65%				
State Mean Score					
At or Above Proficient	43%				
State Mean Score					
At Advanced	5%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (o) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (p) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 7

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 7

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%				
At or Above Proficient	97%				
At Advanced	39%				
Number of students tested	182				
Percent of total students tested	99%				
Number of students excluded - absent	2				
Percent of students excluded	1%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	71%				
State Mean Score					
At or Above Proficient	50%				
State Mean Score					
At Advanced	5%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (q) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (r) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 7

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 7

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%				
At or Above Proficient	99%				
At Advanced	55%				
Number of students tested	183				
Percent of total students tested	100%				
Number of students excluded - absent	1				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	67%				
State Mean Score					
At or Above Proficient	46%				
State Mean Score					
At Advanced	7%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (s) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (t) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded

Percent excluded

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 8

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%	100%	100%		
At or Above Proficient	96%	100%	99%		
At Advanced	34%	30%	60%		
Number of students tested	176	179	187		
Percent of total students tested	100%	98%	100%		
Number of students excluded - absent	1	4	0		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	71%	70%	68%		
State Mean Score					
At or Above Proficient	45%	43%	39%		
State Mean Score					
At Advanced	3%	4%	1%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (u) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (v) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 8

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%		
At or Above Proficient	99%	100%	99%		
At Advanced	75%	80%	60%		
Number of students tested	176	179	187		
Percent of total students tested	100%	98%	100%		
Number of students excluded - absent	1	4	0		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	75%	76%	71%		
State Mean Score					
At or Above Proficient	53%	55%	51%		
State Mean Score					
At Advanced	8%	10%	10%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (w) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (x) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9 Test (FCAT) Reading
Edition/publication year 1988 Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____ Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels	No Child Left Behind Achievement Standards
Level 5	Advanced
Level 3-4	Proficient
Level 2	Basic
Level 1	Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 9

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%	Not			
At or Above Proficient	89%	Tested			
At Advanced	41%	FCAT			
Number of students tested	148				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	56%				
State Mean Score					
At or Above Proficient	29%				
State Mean Score					
At Advanced	4%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (y) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (z) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 9

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	Not			
At or Above Proficient	99%	Tested			
At Advanced	78%	FCAT			
Number of students tested	148				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	72%				
State Mean Score					
At or Above Proficient	47%				
State Mean Score					
At Advanced	6%				
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (aa) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (bb) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test (FCAT) Reading

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Reading Grade 10

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	99%		
At or Above Proficient	98%	99%	78%		
At Advanced	68%	71%	29%		
Number of students tested	132	105	126		
Percent of total students tested - absent	100%	100%	100%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	68%	69%	65%		
State Mean Score					
At or Above Proficient	36%	37%	29%		
State Mean Score					
At Advanced	7%	9%	4%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (cc) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (dd) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test (FCAT) Math

Edition/publication year 1988

Publisher NCS Pearson/Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded.**

Number excluded _____

Percent excluded _____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test. For the purposes of implementation No Child Left Behind, the State of Florida designates the following relationships:

FCAT Achievement Levels

No Child Left Behind Achievement Standards

Level 5

Advanced

Level 3-4

Proficient

Level 2

Basic

Level 1

Below Basic

Information supplied by the Florida Commissioner of Education.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math Grade 10

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%		
At or Above Proficient	100%	100%	99%		
At Advanced	69%	90%	60%		
Number of students tested	132	102	126		
Percent of total students tested	100%	97%	100%		
Number of students excluded	0	4	0		
Percent of students excluded	0%	3%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	81%	80%	74%		
State Mean Score					
At or Above Proficient	60%	59%	51%		
State Mean Score					
At Advanced	8%	10%	6%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (ee) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (ff) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

•Statement for all grades/subject. No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentile s X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	94	93	90		
Number of students tested	122	113	96		
Percent of total students tested - absent	100%	100%	100%		
Number of students excluded	1	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	93	92	87		
Number of students tested	122	113	96		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	1	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	90	91	87		
Number of students tested	151	127	125		
Percent of total students tested	99%	97%	100%		
Number of students excluded- absent	2	4	0		
Percent of students excluded	1%	3%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	91	92	87		
Number of students tested	151	127	125		
Percent of total students tested	99%	97%	100%		
Number of students excluded - absent	2	4	0		
Percent of students excluded	1%	3%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	92	88	90		
Number of students tested	139	153	116		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	1	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	94	90	94		
Number of students tested	139	153	116		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	1	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	91	90	91		
Number of students tested	207	179	175		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	0	1	1		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	94	94	98		
Number of students tested	207	179	175		
Percent of total students tested	100%	100%	100%		
Number of students excluded - absent	0	1	1		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	92	94	94		
Number of students tested	182	176	176		
Percent of total students tested	99%	90%	100%		
Number of students excluded - absent	2	4	0		
Percent of students excluded	1%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	97	98	98		
Number of students tested	183	176	175		
Percent of total students tested	99%	98%	100%		
Number of students excluded – absent	2	4	0		
Percent of students excluded	1%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	95	95	95		
Number of students tested	176	179	186		
Percent of total students tested	100%	98%	100%		
Number of students excluded – absent	1	4	0		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	98	97	98		
Number of students tested	176	179	187		
Percent of total students tested	100%	98%	100%		
Number of students excluded – absent	1	4	1		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 9 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	90	91	92		
Number of students tested	147	138	118		
Percent of total students tested	100%	95%	100%		
Number of students excluded – absent	1	8	1		
Percent of students excluded	0%	5%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 9

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	98	98	99		
Number of students tested	147	138	118		
Percent of total students tested	100%	95%	100%		
Number of students excluded – absent	1	8	1		
Percent of students excluded	0%	5%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 10 Test Norm Reference Test (NRT) Reading Comprehension

Edition/publication year 1998 Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	91	91	85		
Number of students tested	132	105	126		
Percent of total students tested	100%	100%	100%		
Number of students excluded – absent	0	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 10

Test (NRT) Math Problem Solving

Edition/publication year 1998

Publisher Florida Version of SAT 9 published by Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? _____

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	98	98	98		
Number of students tested	132	105	126		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES*					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

*No subgroup data reported. Less than 30 students in each subgroup. Also, each subgroup is less than 10% of the total school population.