

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Killearn Lakes Elementary
(As it should appear in the official records)

School Mailing Address 8037 Deerlake Drive, East
(If address is P.O. Box, also include street address)

Tallahassee Florida 32312-5076
City State Zip Code+4 (9 digits total)
Tel. (850)893-1265 Fax (850)922-2566

Website/URL http://www.killearnlakes.leon.k12.fl.us/ E-mail fultonm@mail.killearnlakes.leon.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 _____

Name of Superintendent* Mr. William J. "Bill" Montford
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Leon County Tel. (850) 487 - 7147

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 February 6, 2004

Name of School Board
President/Chairperson Mrs. Georgia M. "Joy" Bowen
(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 February 6, 2004

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

- Number of schools in the district:
 - 25 Elementary schools
 - 9 Middle schools
 - N/A Junior high schools
 - 6 High schools
 - 15 Other (Briefly explain) Alternative Learning Centers, Charter schools, Exceptional Education Centers, Adult and Vocational schools.
 - 55 TOTAL
- District Per Pupil Expenditure: \$ 5,488.00
 Average State Per Pupil Expenditure: \$ 5,569.00

SCHOOL (To be completed by all schools)

- 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
- 8 years Number of years the principal has been in her/his position at this school.
 N/A 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:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	71	54	125	7			
1	73	60	133	8			
2	71	78	149	9			
3	70	59	129	10			
4	79	75	154	11			
5	100	74	174	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							864

- Racial/ethnic composition of the students in the school:
 - 87.50 % White
 - 6.48 % Black or African American
 - 2.27 % Multi
 - 2.27 % Hispanic or Latino
 - 1.25 % Asian/Pacific Islander
 - .23 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 9 %
 (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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	888
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9.0

8. Limited English Proficient students in the school: $\leq \frac{1}{4}$ %
4 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages:
Spanish, Chinese, and Japanese

9. Students eligible for free/reduced-priced meals: 5 %
40 Total Number Students Who Qualify
 If this method does not produce 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: 26 %
225 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> </u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>47</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>148</u> Speech
<u>1</u> Mental Retardation	<u>25</u> Language Impaired
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Emotionally Handicapped	

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>2</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>5</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>70</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 23.4

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.2 %</u>	<u>96.8 %</u>	<u>94.0 %</u>	<u>94.0 %</u>	<u>98.0 %</u>
Daily teacher attendance	<u>96.7 %</u>	<u>96.4 %</u>	<u>96.7 %</u>	<u>96.0 %</u>	<u>96.1 %</u>
Teacher turnover rate	<u>4.01 %</u>	<u>3.9 %</u>	<u>14.3 %</u>	<u>14.3 %</u>	<u>13.9 %</u>
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

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.

Killearn Lakes Elementary School is located in Tallahassee, the capital city of Florida. The school opened in 1985 as a public elementary school serving students in kindergarten through fifth grades. Our school community is made up of high performing students, committed staff, supportive parents and business partners who strive to make Killearn Lakes a special place for children. Following our motto, *Children First*, the dedicated staff works diligently to establish a quality learning environment that challenges and enriches the lives of all students and sets high academic standards. The school's Mission clearly identifies the guiding principles by which the school operates. Developed collaboratively with all stakeholders, the school's mission is visible in the school, not just in written form, but is evident in the actions of all who touch the lives of students. It is our goal that every student acquire skills necessary to become independent, cooperative, caring life-long learners. Our mission statement is:

Killearn Lakes Elementary School provides students with an optimal learning environment to create lifelong learners. In addition, we believe:

- a safe and nurturing learning environment is essential to learning.*
- all children can learn when provided individual instruction, based on individual needs.*
- in developing cooperative, respectful citizens.*
- in research-based education and remediation.*
- that students will be most successful when their education is a combined effort between the school, home, and community.*
- that high expectations promote successful academic performance.*

Killearn Lakes Elementary's 864 students come from a wide range of cultures, socioeconomic levels, and educational backgrounds. Much of the success of the students at Killearn Lakes Elementary can be attributed to setting high academic standards, a joint partnership between the school and home, and a focus on using the best practices in teaching. Precise goals and specific procedures are in place for every aspect of the school, from behavior to academics. Curriculum standards are set for all grade levels in reading, mathematics, science, social studies, health, physical education, music and art. A behavior management program called "*Stop, Think and Make a Good Choice*" is used throughout the school. Designed to be pro-active and teach social skills, we have found this eliminates confusion, saves time, and prevents many behavior problems, thus freeing teachers to teach and students to learn. The use of this behavior management program has resulted in a decrease in discipline referrals. Individual achievement goals are set for each student and progress is closely monitored.

As a school, Killearn Lakes Elementary recognizes school is not just made up of academics; the needs of the whole child must be addressed. Music, technology, art and physical education classes are incorporated into the student schedules. Special events such as Field Days, Science Fair, Spelling Bee, Tropicana Speech Contest, Big Buddy/Little Buddy programs, musical presentations, guest speakers, Fairytale Knowdown, Medieval Fairs, are examples of academic extensions for students. Children are taught to "give of themselves" through Jump Rope for Heart, Holiday Giving, March of Dimes and local food drives. Celebrations occur often and rewards are numerous. A supportive PTA, active group of volunteers and generous business partners provide an array of support to make this a special place for children.

Killearn Lakes Elementary is a supportive, caring place; focused on fostering the intellectual, social, emotional, and physical growth of all students. It is a school filled with children excited about learning and nurturing caring adults. It is an outstanding school, recognized by the Florida Department of Education as a school of excellence and dedicated to helping students reach their full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Florida Comprehensive Assessment Test (FCAT) was developed to measure achievement of Florida’s students. It is comprised of two parts, the FCAT-NRT (Norm-Referenced Test) and FCAT-SSS (Sunshine State Standards). The FCAT-SSS is designed to measure students’ knowledge of writing, reading, mathematics, and science as outlined in the Florida Sunshine State Standards. The FCAT-NRT is a norm-referenced test used to compare student performance in reading, and mathematics with performance of students nationwide. All Florida public school students in grades 3-10 are required to take both the FCAT-NRT and the FCAT-SSS. Both tests are administered in early March of each year. Only a few students fall into the exemption category and those students are given an approved Alternative Assessment.

Preparation for the assessments is the teaching and learning of the Florida Sunshine State Standards. These tests are one measure of how students learned grade level material and how prepared they are to move on to the next grade. Reports of the results are given to parents with information about achievement and learning gains. The criterion-referenced portion of FCAT-SSS reports each student’s Scale Score, which is then assigned an achievement level from 1 to 5 (Level 1-Below Basic, Level 2-Basic, Level 3 & 4- Proficient, Level 5-Advanced). The FCAT-NRT portion reports each student’s national percentile. Both types of reporting are used for the school’s data analysis to identify school strengths and needs, goals for school improvement, as well as, students’ readiness for promotion.

An analysis of reading and math scores for Killearn Lakes Elementary over the past four years shows continuous improvement. For the purpose of evaluating the effectiveness of the school program, data for students who were enrolled in the school during both the months of October and February are analyzed. These students are called “Standard Matched Curriculum”. As seen in the chart below, reading scores indicate that in the school year 1999-2000, 89% of the students in grades 3-5 scored 3 or above on the Florida Comprehensive Assessment Test, while the 2002-2003 results showed 93% scored 3 or above. More dramatic improvement in mathematics has been seen, with 71% of students scoring 3 and above in 1999-2000 compared to 92% of students scoring 3 or above in 2002-2003. Florida public schools are graded using a scale of “A” to “F”. Killearn Lakes Elementary has received an “A” grade for the past three years.

Killearn Lakes Elementary results for Standard Matched Curriculum Students (students at the school site during October and February) in Grades 3-5 FCAT-NRT

Year	Scoring \geq 3 in Reading	Scoring \geq 3 Mathematics	School Grade
1999 – 00	89 %	71 %	B
2000 – 01	90 %	84 %	A
2001 – 02	93 %	92 %	A
2002 – 03	93%	92 %	A

Informal and formal classroom assessments, questions, and observations are used regularly by teachers to gather data which assists them in making instructional adjustments and assignments.

The school wide assessment results in reading and mathematics show a pattern of continuous academic improvement, in both areas. This upward trend in both reading and mathematics can be directly attributed to the process of data driven decision making, a dedicated, caring faculty and staff, and a supportive parent community.

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

Assessment is critical for improving teaching and student performance. To fulfill our educational mission of providing a learning environment that fosters lifelong learning, we must know our strengths and needs by linking curriculum and instruction with assessment. Curriculum revisions are based on analysis of test data. Likewise, our School Improvement Plan (SIP) contains long and short range goals developed according to the data analysis. Since the focus of the plan is on student performance, every aspect of the curriculum must align with these goals.

Data from national and state assessments such as SAT/9-NRT, FCAT-NRT and FCAT-SSS, school climate survey, and other parent and staff input are used to develop the school improvement plan and evaluate the overall program success. Professional development opportunities for our teachers, as well as program changes, are aligned to areas of need; always with the goal of improving student performance.

Test data are used to make decisions regarding individual students, to improve instruction and ultimately improve student performance. Annually, teachers are provided summary scores for their previous class, as well as, summary scores on their current class. Teachers, working with administrators, analyze the data, identify strengths and needs and develop student performance objectives as part of their annual individual professional performance appraisal.

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

Student performance data are shared with students, parents and administrators on a regular basis. Individual standardized test results are sent home with students at the end of the school year or mailed via U.S. Mail. School results are published on the district website, as well as, provided to all parents and the greater community through a document called the School Public Accountability Report. This report is available electronically on the school website and as a paper document. The School Improvement Plan process requires sharing assessment results through a public hearing with the school community.

In Florida all public schools are graded as part of the state's accountability system. School grades and test results are published by the local newspaper and available through the Department of Education website.

Individual student classroom performance is regularly communicated to parents through weekly "Friday Folders," student planners in grades 3-5 are used to communicate daily homework assignments, and Mid-Nine Weeks Progress Alerts are sent to parents of students experiencing difficulty in academics, work/study skills, and/or behavior. Parent/teacher conferences are required and teachers also communicate with parents regularly via email, by phone, through bi-monthly newsletters, notes and report cards each nine weeks.

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

We strive at Killlearn Lakes Elementary (KLES) to make our school, not only one that consistently achieves academic excellence, but one that promotes a friendly, caring, nurturing environment. The KLES faculty welcomes and works with student participants and interns from the three local universities - Florida State University, Florida A & M University, and Flagler College. The administration routinely welcomes and shares the school's successes with visiting school teams, as well as, conducts school tours for new families and visitors. Teachers serve as County mentors, curriculum trainers, and engage in collegial conversations which results in professional sharing of successful teaching practices and programs. In addition, teachers from other schools are invited to participate in staff development training sessions held at the school. School successes and promising practices are shared at county meetings and curriculum fairs. Teachers and administrators have presented at conferences, other schools, and County level meetings. The local newspaper, television and radio stations broadcast stories about Killlearn Lakes.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the description.

Educational excellence requires equity. High expectations and strong support must be provided for all students. In order to ensure that students achieve at high levels in all subjects, our teachers first seek to understand what their students know and need to learn. Then, they challenge and support them to learn it well, building new knowledge from experience and prior knowledge. All curriculum areas are based on the Florida Sunshine State Standards which provides a framework for grade level expectancies.

Assessment that is precise, ongoing, and targeted to individual student needs provides useful information as teachers reflect on and plan for students’ continued progress.

Language Arts

Our language arts curriculum includes reading, writing, listening and speaking. Beginning in kindergarten, students are surrounded by rich print environments and given many experiences with books, songs and games which supports the developmental reading process. Daily, formal reading instruction highlights phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Formal and informal writing is taught at all grade levels, and includes instruction in prewriting, drafting, revising, and editing. Listening and speaking skills are integrated throughout the curriculum.

Mathematics

Instruction is based on five critical areas of mathematics which includes number sense, measurement, probability, algebraic thinking, and geometry. Textbooks, technology, and supplemental materials support a highly challenging program where students are encouraged to think critically and solve problems.

Opportunities are provided for students to make subject matter connections, see the relevance of mathematics in their world, and appreciate mathematics. Our program has a spiraling curriculum designed to provide mastery of skills and concepts over time.

Science

The science education program at Killlearn Lakes Elementary enables students to become citizens who make well reasoned and thoughtful decisions, understand and engage in scientific issues, and appreciate and respect the Earth and its inhabitants. We believe all children can learn and that all are entitled to a meaningful education in science. Students are engaged on a regular basis in the scientific process of forming a hypothesis, performing experiments, recording data in charts, making graphs to display results, and drawing conclusions.

Social Studies

Our social studies curriculum is designed to develop awareness of and appreciation for other cultures, develop responsible citizens, and acquire knowledge of significant world events. Through social studies students learn to appreciate their cultural heritage, the heritage of others and to become active participants in the democratic process.

The Arts

Instruction in the arts is a valued component for a well rounded student centered program. Students receive musical instruction which includes singing, playing instruments, performing rhythms, reading music notation, movement and dance, as well as, appreciation for a wide variety of music genres. The **Visual Arts** curriculum strives to contribute to the development of the whole brain using a discipline based arts education approach. The content of the program uses media such as: painting, printing, drawing, constructing, ceramics and fibers to develop personal skills in the creation, expression and appreciation of ideas. Instruction in the arts is correlated to units of study and contributes to achieving the school’s mission of creating lifelong learners.

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 Killlearn Lakes (KLES) reading curriculum is based on the belief that reading is not a natural process; it must be taught and all students can learn to read given enough time and effective meaningful experiences. Teachers use the teaching-learning cycle of assessment, evaluation, planning, and teaching to provide students with a challenging reading curriculum that includes the five essential reading components of Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension.

Using a directed, guided teaching approach, a variety of instructional materials are used, including the Open Court Reading series, classroom libraries of leveled books, novels, authentic literature, and other skill based materials. The reading series is a researched-based program that provides a consistent framework for guided reading instruction, while providing students with the necessary skill development to achieve their grade-level Sunshine State Standards in reading. The Accelerated Reader Program (AR) is used to supplement the reading curriculum and provides independent reading practice. All students are required to read at least fifteen minutes per day as a homework assignment.

In order to ensure that the instruction meets the needs of our learners, teachers diagnose and assess students’ reading needs continuously. Students that are identified as reading below grade level receive remediation and students performing above grade level are provided instruction at their instructional level. KLES strives to provide a reading curriculum that includes a balance of direct instruction, independent practice and continuous assessment/monitoring of each student. This approach emphasizes instilling a “love of reading” as students become independent readers.

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.

Killlearn Lakes Elementary has given prominence to strengthening math skills school-wide. Teachers align curriculum using Sunshine State Standards, county grade level expectancies, and research findings from the National Council Of Teachers Of Mathematics (NCTM). This has resulted in a change from the “drill and practice” approach, where students memorized mathematical formulas and facts but were often unable to link information in life situations, to a “problem solving” model, where students solve problems by thinking critically and using mathematical knowledge. School-wide mathematical activities, such as, vocabulary development through the “Math Is A Snap” program, “Math Round-Up” featuring grade level math centers, Hands-On Equations, Algebraic Reasoning games, and the “Chess Challenge” enrichment program help motivate, encourage, and involve students in the process of thinking mathematically about their world.

Sunshine State Math, a challenging, supplemental program, developed by the Florida Department of Education, promotes critical thinking skills, as students are asked to explain their thinking and steps in the problem-solving process.

Research supports, KLES’ use of a wide variety of teaching strategies to stress concept development, of the five Sunshine State Standards Strands of number sense, measurement, geometry, algebraic thinking and probability, allowing students the opportunity to move from the concrete, to the symbolic level of understanding. Our program has a spiraling curriculum designed to provide mastery of skills and concepts over time. Students are encouraged to make connections between mathematics and other subject areas in order to see the relevance of math in their world. Classrooms are filled with manipulatives, concrete active learning experiences, and hands-on explorations which encourages investigative, mathematical thinking. This teaching model, incorporates mathematics’ best practices and a synthesis of research, which guides teachers in program development and supports our mission of creating an environment that fosters life long learning; allowing students to develop a positive attitude toward mathematics.

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

Killearn Lakes Elementary uses a variety of instructional methods to improve and enhance student learning of grade level benchmarks. Curriculum is integrated across all levels through the use of community speakers, field trips, and school wide culminating programs. Technology resources in the classroom, mobile laptop computer lab, Alpha Smarts lap boards, two (30 station) computer labs support the academic program with a variety of software; such as FCAT Explorer, Math Facts in a Flash, word processing programs and other grade level curriculum software. In addition, class resources include libraries of fiction and non-fiction books, math manipulatives, science kits, and other learning aids.

School wide activities, such as science fair, field days, Chess Challenge, Math Round-up, daily news program, author visits, Grandparents Day and Accelerated Reader celebration support the rigorous academic program. In addition, each grade level plans cooperative units of instruction with culminating activities to improve student learning such as Fairytale Knowdown, Pioneer Days, Medieval Festival, Patriotic Programs, holiday celebrations, and special guest speakers and presentations.

Teachers use flexible, whole and individualized grouping, to better meet student's instructional needs. Subject area specialists provide instruction in music, art, physical education and technology to all students. The school endorses an open media concept where the media specialist is available to assist students and teachers with media resources and skills throughout the day. Reading instruction is provided to eligible students through the Great Leaps remedial reading program, accommodations and modifications are made for Exceptional Student Education students, and a Gifted and Talented program is available to eligible students.

Teachers collaboratively plan instructional units, delivery methods, and identify needed resources to promote student achievement. By using methods and strategies, based on research and teachings "best practices," students at Killearn Lakes Elementary are motivated to learn and their performance has been enhanced.

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

At Killearn Lakes Elementary professional development opportunities are numerous and diverse. Our administration makes it a priority to encourage the faculty and staff to participate in professional development that is consistent with goals in the School Improvement Plan, as well as, provide necessary training resources. An annual needs assessment is conducted to determine academic areas of focus for planning school wide training. Standardized test results are analyzed, and areas of focus are addressed through the school's Year Long Staff Development Plan.

Decisions concerning which professional training opportunities to provide are influenced by different sources. All staff development is directly tied to the goals in the School Improvement Plan. As part of the evaluation process, teachers meet with an administrator to set individual staff development goals which are tied to student performance, both school wide and for the individual teacher. Staff development opportunities are advertised through a staff bulletin board, email updates, professional journals, conference flyers and personal sharing.

Clearly staff development has made an impact on the school's test results in mathematics, writing, and reading. Assessment results reflect a direct correlation between staff development emphasis and student performance results. An example, of this correlation, is seen when comparing math student performance increases from 71 % of students in grades 3-5, scoring at a level 3 or above, in March 2000; to 93 % of students in grades 3-5 scoring at a level 3 or above, on the 2003 state assessment, FCAT SSS.

Killlearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 3

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

2 students absent 2002-03

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	<u>86</u>	85	85		
Number of students tested	142	157	166		
Percent of total students tested	99	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	76	71	70		
Number of students tested	7	10	19		
2. <u>White</u> (specify subgroup)	86	86	86		
Number of students tested	124	138	138		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	30	76	49		
Number of students tested	3	9	7		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	86	85	86		
Number of students tested	139	148	159		

Killarn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 4

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students in, grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

2 students on Special Pupil Progression received an Alternative Assessment 2001-02;

1 student on Special Pupil Progression received an Alternative Assessment 2000-01

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	<u>84</u>	82	84		
Number of students tested	168	165	179		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	70	73	69		
Number of students tested	10	18	15		
2. <u>White</u> (specify subgroup)	84	83	85		
Number of students tested	146	137	155		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	76	72	69		
Number of students tested	17	6	13		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	84	82	85		
Number of students tested	151	159	166		

Killlearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 5

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

2 students on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student absent 2001-02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	<u>80</u>	82	81		
Number of students tested	178	157	162		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	74	68	62		
Number of students tested	20	10	25		
2. <u>White</u> (specify subgroup)	80	82	83		
Number of students tested	144	139	127		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	69	70	39		
Number of students tested	10	5	11		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	80	82	82		
Number of students tested	168	152	151		

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 3

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading Comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to students in grades, 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

2 students absent 2002-03

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	<u>87</u>	87	85		
Number of students tested	142	157	166		
Percent of total students tested	99	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	79	76	69		
Number of students tested	7	10	19		
2. <u>White</u> (specify subgroup)	88	87	86		
Number of students tested	124	138	138		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	56	76	56		
Number of students tested	3	9	7		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	88	87	86		
Number of students tested	139	148	159		

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 4

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

2 students on Special Pupil Progression received an Alternative Assessment 2001-02;

1 student on Special Pupil Progression received an Alternative Assessment 2000-01

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	<u>87</u>	86	85		
Number of students tested	168	165	179		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	65	73	72		
Number of students tested	10	18	15		
2. <u>White</u> (specify subgroup)	87	87	86		
Number of students tested	146	137	155		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	70	70	72		
Number of students tested	17	6	13		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	88	86	86		
Number of students tested	151	159	166		

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 5

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

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

No groups were excluded.

2 students on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student absent 2001-02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
Total Score	86	87	87		
Number of students tested	178	157	162		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)	76	66	75		
Number of students tested	20	10	25		
2. <u>White</u> (specify subgroup)	87	89	88		
Number of students tested	144	139	127		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	84	79	58		
Number of students tested	10	5	11		
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	87	88	88		
Number of students tested	168	152	151		

Killlearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Third Grade Reading FCAT SSS

No groups were excluded from the testing.

1 student on Special Pupil Progression received an Alternative Assessment in 2002/03;

1 student on Special Pupil Progression received an Alternative Assessment in 2001/02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
% At or Above Basic	95	94	92		
% At or Above Proficient	89	90	83		
% At Advanced	13	18	11		
Number of students tested	144	157	166		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Black					
% At or Above Basic	86	90	79		
% At or Above Proficient	86	80	53		
% At Advanced	14	00	11		
Number of students tested	07	10	19		
2. White					
% At or Above Basic	95	95	93		
% At or Above Proficient	89	91	86		
% At Advanced	13	19	11		
Number of students tested	126	138	138		
3. Free/Reduced Lunch					
% At or Above Basic	67	89	57		
% At or Above Proficient	33	67	29		
% At Advanced	00	11	14		
Number of students tested	03	09	07		
4. Not Free/reduced Lunch					
% At or Above Basic	96	95	94		
% At or Above Proficient	90	91	85		
% At Advanced	13	18	11		
STATE SCORES					
% At or Above Basic	77	73			
% At or Above Proficient	63	60			
% At Advanced	05	05			

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 1999-2003, * New Edition each year
 Publisher Florida Department Of Education

Fourth Grade Reading FCAT SSS

No groups were excluded from the testing.

1 student on Special Pupil Progression was given an Alternative Assessment in 2002/03;

2 students on Special Pupil Progression were given an Alternative Assessment in 2001/02;

1 student on Special Pupil Progression was given an Alternative Assessment in 2000/01

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01	3/00	3/1999
SCHOOL SCORES					
% At or Above Basic	96	94	96	94	92
% At or Above Proficient	90	87	86	88	83
% At Advanced	18	15	28	16	10
Number of students tested	168	165	179	163	153
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% At or Above Basic	90	78	87	68	71
% At or Above Proficient	70	78	60	60	62
% At Advanced	00	11	00	04	00
Number of students tested	10	18	15	25	21
2. White					
% At or Above Basic	97	96	96	99	96
% At or Above Proficient	91	87	89	94	87
% At Advanced	19	17	32	18	12
Number of students tested	146	137	155	125	130
3. Free/Reduced Lunch					
% At or Above Basic	94	83	85	54	58
% At or Above Proficient	71	67	46	54	42
% At Advanced	06	17	08	00	00
Number of students tested	17	06	13	13	12
4. Not Free/Reduced Lunch					
% At or Above Basic	97	94	96	98	95
% At or Above Proficient	93	87	89	91	87
% At Advanced	19	15	30	17	11
Number of students tested	151	159	166	150	141
STATE SCORES					
% At or Above Basic	75	70	69		
% At or Above Proficient	65	55	53		
% At Advanced	06	06	07		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Fifth Grade Reading FCAT SSS

No groups were excluded from testing.
 2 students on Special Pupil Progression were given an Alternative Assessment in 2002/03;
 1 student was absent during the testing period in 2001/02;

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
% At or Above Basic	96	95	96		
% At or Above Proficient	90	89	86		
% At Advanced	11	11	18		
Number of students tested	178	157	162		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Black					
% At or Above Basic	90	90	84		
% At or Above Proficient	80	70	60		
% At Advanced	15	00	16		
Number of students tested	20	10	25		
2. White					
% At or Above Basic	96	96	98		
% At or Above Proficient	92	90	91		
% At Advanced	10	12	17		
Number of students tested	144	139	127		
3. Free/Reduced Lunch					
% At or Above Basic	90	80	64		
% At or Above Proficient	90	40	36		
% At Advanced	10	00	00		
Number of students tested	10	05	11		
2. Not Free/Reduced Lunch					
% At or Above Basic	96	95	99		
% At or Above Proficient	91	90	90		
% At Advanced	11	11	19		
Number of students tested	168	152	151		
STATE SCORES					
% At or Above Basic	75	72			
% At or Above Proficient	58	53			
% At Advanced	04	04			

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Killlearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Third Grade Math FCAT SSS

No groups were excluded.

2 students absent 2002-03

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
% At or Above Basic	99	99	98		
% At or Above Proficient	94	92	87		
% At Advanced	17	25	14		
Number of students tested	144	157	166		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Black					
% At or Above Basic	100	100	89		
% At or Above Proficient	86	70	74		
% At Advanced	00	00	11		
Number of students tested	07	10	19		
2. White					
% At or Above Basic	98	99	99		
% At or Above Proficient	94	93	88		
% At Advanced	18	27	14		
Number of students tested	126	138	138		
3. Free/Reduced Lunch					
% At or Above Basic	100	100	86		
% At or Above Proficient	33	56	43		
% At Advanced	00	11	00		
Number of students tested	03	09	07		
4. Not Free/Reduced Lunch					
% At or Above Basic	99	99	98		
% At or Above Proficient	95	94	89		
% At Advanced	18	26	14		
Number of students tested	141	148	159		
STATE SCORES					
% At or Above Basic	81	79			
% At or Above Proficient	63	59			
% At Advanced	07	05			

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Fourth Grade Math FCAT SSS

No groups were excluded.

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

2 students on Special Pupil Progression received an Alternative assessment 2001-02;

1 student on Special Pupil Progression received an Alternative assessment 2000-01

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01		
SCHOOL SCORES					
% At or Above Basic	97	96	99		
% At or Above Proficient	90	85	84		
% At Advanced	15	18	17		
Number of students tested	168	165	179		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Black					
% At or Above Basic	80	83	100		
% At or Above Proficient	60	67	40		
% At Advanced	10	11	00		
Number of students tested	10	18	15		
2. White					
% At or Above Basic	98	97	99		
% At or Above Proficient	92	86	88		
% At Advanced	17	20	19		
Number of students tested	146	137	155		
3. Free/Reduced Lunch					
% At or Above Basic	88	83	100		
% At or Above Proficient	59	67	46		
% At Advanced	06	33	00		
Number of students tested	17	06	13		
4. Not Free/Reduced Lunch					
% At or Above Basic	98	96	99		
% At or Above Proficient	93	86	87		
% At Advanced	17	18	19		
Number of students tested	151	159	166		
STATE SCORES					
% At or Above Basic	78	74			
% At or Above Proficient	55	51			
% At Advanced	04	04			

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Killearn Lakes Elementary (KLES)
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Fifth Grade Math FCAT SSS

No groups were excluded.
 2 students on Special Pupil Progression received an Alternative Assessment 2002-03;
 1 student absent 2001-02

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/03	3/02	3/01	3/00	3/99
SCHOOL SCORES					
% At or Above Basic	97	97	96	95	93
% At or Above Proficient	83	84	81	69	75
% At Advanced	26	18	14	11	08
Number of students tested	173	157	162	174	187
Percent of total students tested	100	99	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% At or Above Basic	91	90	92	80	86
% At or Above Proficient	70	50	60	45	43
% At Advanced	10	10	04	05	07
Number of students tested	20	10	25	20	14
2. White					
% At or Above Basic	99	98	97	98	93
% At or Above Proficient	86	86	84	73	78
% At Advanced	28	18	15	13	08
Number of students tested	144	139	127	150	167
3. Free/Reduced Lunch					
% At or Above Basic	100	80	91	83	75
% At or Above Proficient	80	60	36	17	33
% At Advanced	20	20	00	00	00
Number of students tested	10	05	11	06	12
2. Not Free/Reduced Lunch					
% At or Above Basic	97	98	96	96	94
% At or Above Proficient	83	85	84	71	78
% At Advanced	26	18	15	12	09
Number of students tested	168	152	151	168	175
STATE SCORES					
% At or Above Basic	77	75	73		
% At or Above Proficient	52	48	48		
% At Advanced	07	06	06		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic