

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

Official School Name DeSoto Trail Elementary School  
(As it should appear in the official records)

School Mailing Address 2930 Velda Dairy Road  
(If address is P.O. Box, also include street address)

Tallahassee Florida 32309-2170  
City State Zip Code+4 (9 digits total)

County Leon School Code Number\* 0511

Telephone ( 850 ) 488-4511 Fax ( 850 ) 487-1623

Website/URL www.desototrail.leon.k12.fl.us E-mail johnsonja@mail.desototrail.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. Montford, III  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Leon Tel. ( 850 ) 487-7110

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 Mrs. Shelia Costigan  
(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 \_\_\_\_\_

*\*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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

**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  
   6 High schools  
   15 Other  
   55 TOTAL
2. District Per Pupil Expenditure:     \$4,385  
     Average State Per Pupil Expenditure: \$4,488

**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. 9 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	10	39	7			
K	48	48	96	8			
1	47	52	99	9			
2	56	50	106	10			
3	49	49	98	11			
4	65	49	114	12			
5	53	71	124	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>676</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>81</u>         | % White                          |
| <u>9</u>          | % Black or African American      |
| <u>4</u>          | % Hispanic or Latino             |
| <u>5</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	52
<b>(4)</b>	Total number of students in the school as of October 1	676
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.08
<b>(6)</b>	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: 0  
Specify languages:

9. Students eligible for free/reduced-priced meals: 8%

Total number students who qualify: 52

If this method does not produce an 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: 29 %  
198 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>7</u> Autism	<u>3</u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>131</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>3</u> Physically Impaired	<u>22</u> Developmentally Delayed

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>	_____
Classroom teachers	<u>32</u>	_____
Special resource teachers/specialists	<u>10</u>	_____
Paraprofessionals	<u>0</u>	_____
Support staff	<u>32</u>	_____
Total number	<u>76</u>	_____

12. Average school student-“classroom teacher” ratio: 21:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	96%	94%	95%
Daily teacher attendance	94%	95%	96%	93%	94%
Teacher turnover rate	5%	5%	20%	4%	5%
Student dropout rate (middle/high)	n/a %	n/a%	n/a%	n/a%	n/a%
Student drop-off rate (high school)	n/a %	n/a%	n/a%	n/a%	n/a%

## **PART III - SUMMARY**

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DeSoto Trail Elementary School, located in our state's capital, Tallahassee, Florida, is one of twenty-five public elementary schools in Leon County. We opened our doors in 1989 serving students in pre-kindergarten through fifth grades and collaboratively developed our vision statement ---"We believe all children are unique. Working together, parents, community, and school can provide a nurturing, learning environment that challenges students to take risks and explore the outer reaches of their potential." The school's vision is clearly demonstrated in our daily expectations and interactions with students and staff. Our community of learners is made up of high performing students, committed staff, supportive parents, and business partners all striving to make our school a special place for children.

The 676 students at DeSoto Trail Elementary primarily come from middle class families in which both parents work outside the home. The composition of the school is generally homogeneous with a small cluster of minority and foreign students. The school is also recognized as having an effective Exceptional Student Education program, serving students with learning disabilities, physical/mental handicaps, and autism spectrum disorders. Students functioning in the high academic range are served by our gifted education program.

The high rate of parental involvement in school activities and volunteer opportunities contribute greatly to the success of the students at DeSoto Trail Elementary. The hard work and dedication of our students, parents, faculty, staff, volunteers, community, and others associated with DeSoto Trail have resulted in our successful performances on the state tests. We have earned state recognition as an A+ school for the fifth consecutive year and earned Adequate Yearly Progress since its inception. This continues to reflect the quality of instruction and the high expectations set for each child.

Our faculty values continuing professional development by attending workshops and conferences that strengthen and broaden our teaching experiences. We are a learning community of teachers, always seeking new ways to increase student learning. We enjoy the benefits of three local universities and one community college by utilizing interns and block students who come ready to explore the newest strategies and methods at our school. We emphasize meeting the needs of the "whole" child by exposing them to a variety of learning experiences.

Our faculty is unique in their professional qualifications. Research shows "highly qualified teachers are an important determinant of a child's education and of a good school" (No Child Left Behind Act, 2003). Fifty-six percent of our teachers hold Specialist and/or Masters degrees. In addition, we have the greatest number of National Board Certified teachers at one site in our county (28% of the faculty). The teachers at DeSoto Trail have an average of twenty years teaching experience. Furthermore, 90% have been at DeSoto Trail for at least ten years. This longevity contributes to the positive and collaborative educational relationship with our community and families.

As a school, we recognize education incorporates more than just academics. Music, Art, Guidance, Media, Physical Education, Technology, Strings, Chorus, and DARE (Drug Abuse Resistance Education) classes are included in the students' day. Special events, such as Science Fair, Spelling Bee, Tropicana Speech Competition, Brain Brawl, Walk-a-thon for Technology, Olympics, "Her" Story Bowl, "Reading Counts" Assemblies, Book Character Day, Character Education programs, and curriculum driven musical productions, are all examples of academic extensions provided to our students. Children are taught the importance of giving to others through our "Holiday Giving Tree", "Reading is Giving" which provided 3000 books for students of Florida's hurricane disasters, "Supplies to our Troops", "Hurricane Charley Book Drive" which collected 2300 books for children in Charlotte County, Florida, and collected donations for the Tsunami Relief Effort.

As a result, our learning community fulfills our mission statement---“to blaze a successful trail to the future!”

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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- 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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

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. This information was acquired from [www.fldoe.org](http://www.fldoe.org).

An analysis of reading and math scores for DeSoto Trail Elementary over the past five 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, 85% of the students in grades 3-5 scored 3 or above on the FCAT, while the 2003-2004 results showed 96% scored 3 or above. Florida public schools are graded using a scale of “A” to “F”. DeSoto Trail Elementary has received an “A” grade for the past five years.

DeSoto Trail 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	85%	77%	A
2000 - 01	88%	79%	A
2001 - 02	91%	88%	A
2002 - 03	96%	92%	A
2003 – 04	96%	95%	A

Informal and formal classroom assessments, questions, and observations are used regularly by teachers to gather data which assist them in making instructional adjustments and assignments. As evidenced, consistent excellence in academics flourishes at DeSoto Trail Elementary School, which can be directly attributed to data driven decision making, a dedicated and nurturing staff, and supportive parents.

**2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.**

Our school's philosophy is: "We believe all children are unique. Working together, parents, community, and school can provide a nurturing, learning environment that challenges students to take risks and explore the outer reaches of their potential." Since we have high achieving students, it is paramount that we identify strengths as well as weaknesses from assessment data. Our curriculum planning is purposeful to extend strengths and improve weaknesses. Our School Improvement Plan reflects strategies to accomplish short and long range results in all academic areas. In addition, we utilize individualized reading and mathematics performance based computer instruction to enhance our classroom pedagogies.

National and state assessments, such as SAT/9-NRT, FCAT-NRT and FCAT-SSS, our school climate survey, and other parent and staff input are used to develop the School Improvement Plan and evaluate the overall success of learning gains. Criterion-referenced assessments are utilized to evaluate how well students perform specific skills or deal with specific concepts. Samples of student work and classroom observations are also used to assess student performance. Using assessments to drive instruction is a critical element in improving student achievement. Dynamic Indicators of Basic Early Literacy Skills, [DIBELS] and the Scholastic Reading Inventory are utilized as classroom-based instructional assessments to drive the instruction in improving the reading achievement of students who demonstrate reading difficulties. The ESI-K, Early Screening Inventory-Kindergarten, is an assessment used to identify kindergartners who may need further evaluation in order to determine if they are at risk for school failure. Alternative assessments used include Kaufman Test of Educational Achievement (KTEA), Burns and Roe Reading Assessment, Brigance, and Pre-School Language Scale.

Annually, teachers are provided summary scores on the SAT-9 NRT and the FCAT-NRT from their previous year's students, as well as summary scores on their current students. Teachers, working with administrators, analyze the data, identify strengths and needs, and develop student performance objectives as part of their annual Individualized Professional Development Plan. Professional development opportunities for our teachers and program changes are aligned to areas of need, always with the goal of improving student performance.

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

Data on student performance is shared regularly with students, parents, and administrators. 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 with our School Advisory Council made up of parents, teachers, administration, and partners.

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 are available on the Department of Education website.

Individual student classroom performance is regularly communicated to parents through “Weekly / Daily Folders.” Teachers also communicate with parents regularly in conferences, by email and phone, through school or classroom newsletters, notes, and report cards each nine weeks. Individual student and group accomplishments are recognized in school wide newsletters, posted on the marquee, and published in the local newspaper.

Student planners in grades 3-5 are used to communicate daily homework assignments. Progress Alerts are sent at mid-term to parents of students experiencing difficulty in academics, work/study skills, and/or behavior.

Communication with our families is an on-going process to inform and enhance the educational success of our students.

**4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.**

Believing that professional collaborations are important and meaningful for student success, the faculty of DeSoto Trail prides itself in its participation in many professional endeavors. Faculty members have served on committees and task forces at the state and local level. Teachers share their best practices as presenters at state and local conferences. Our staff also participates as subject area advocates, science cadre leaders, workshop presenters, and curriculum trainers at the county level. Many teachers have longstanding memberships to various professional organizations, such as those listed below, which allow for opportunities to share. In addition, our teachers serve as liaisons between the local universities and our school by co-teaching with interns and participants. Teachers also serve as mentors in the district’s beginning teacher program, leading FOCS groups to help facilitate their organizational skills, curriculum planning, and teaching strategies. Not only is success shared through all these ventures, but much knowledge is gained through increased collegial conversations.

LAST- Leon Association of Science Teachers

CEC- Council for Exceptional Children

IRA-International Reading Association

NCTM-National Council of Teachers of Mathematics

LCTM-Leon County of Teachers of Mathematics

FACE-Florida Association of Computers in Education

ASA- Autism Society of America

ASCD-Association for Supervision and Curriculum Development

LNBC- Leon County National Board Certified Teachers

## **PART V – CURRICULUM AND INSTRUCTION**

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**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 descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).**

DeSoto Trail Elementary maintains educational excellence as a top priority with high expectations for all students. All curriculum areas are based on the Florida Sunshine State Standards, which provide a framework for grade level expectations. Assessments are ongoing, and differentiated instruction is utilized to target individual student needs. These assessments provide useful information used by teachers to plan

for students' continued progress. An integrated approach is used to enhance the relationships between subjects.

Our **language arts** curriculum includes reading, writing, and listening, viewing, and speaking. Beginning in pre-kindergarten, students are surrounded by print rich environments and given many experiences with books, oral language games, and songs, which ensures the developmental reading process. Daily formal reading instruction time 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, with four formal assessments given during the year. Listening and speaking skills are integrated throughout the curriculum, with an extra intermediate focus on speech delivery.

**Mathematics** instruction is based on five critical areas of mathematics, which includes number sense, measurement, data analysis and probability, algebraic thinking, and geometry. Textbooks, technology, and supplemental materials and programs such as, Sunshine Math, Mini-MU, and AIMS, support a highly challenging program where students are encouraged to think critically and solve problems as they discover the impact of mathematics on their lives. 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.

Our **science** program encourages students to understand and engage in scientific issues. The curriculum engages students in a variety of inquiry based activities as they learn earth and space science, life science, and physical science. Using text books, supplemental materials, lab equipment, computer software, and the internet, students are engaged on a regular basis in the scientific process. They can apply this knowledge by participating in our annual science fair. Some activities extending beyond the classroom are: "Sea-to-See", trip to Kennedy Space Center, trips to the Challenger Learning Center, the High Magnetic Lab, the planetarium, St. Mark's Wildlife Refuge, and on-site labs from Florida State University's Science on the Move program.

In our **social studies** program, students learn about the past and present, and how these impact their future. Historical awareness is threaded throughout the grades in an integrated approach as students experience music, dance, art, games, and literature of the past. Academic competitions like, the Black History Bowl, Women's "Her"story Bowl, and GeoBee, provide an extension of social studies concepts coordinated through our **media** program. School-wide themes such as the "Olympics" bring other cultures to life through participation in opening ceremonies, athletic competitions, and class-created guided web tours. Our character education program assists teachers to create a classroom environment where students can practice democracy and our Student Council provides a forum for student leadership.

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. Our visual arts curriculum is delivered to ensure the development of the whole brain using the 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 with grade level themes or has a school-wide focus.

The classroom developmental **guidance** program is based on the six pillars of character. Emphasis is placed on conflict resolution, enhancing self-esteem, effective communication, and decision-making skills. In addition, kindergarten, second, and fourth graders are taught personal safety awareness. The guidance program reaches beyond the classroom with such endeavors as the Red & Gold club (a service club for at-risk students), the Giving Tree (assistance to families in need), and the weekly school store.

**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 DeSoto Trail Reading Curriculum is based on the philosophy that all children can and will learn to read. Teachers are dedicated to ensuring that all students are successful in the process of becoming literate and life-long readers. The core of our reading curriculum is Houghton Mifflin Reading: A Legacy of Literacy. This basal program was selected because it uses on-going assessments and research-based instruction aligned with the Florida Sunshine State Standards. It teaches systematic instruction of the major reading skill areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension, using high quality, authentic literature. It is also a comprehensive language arts program with a special focus on Florida topics and Florida Comprehensive Assessment Test skills.

As experienced educators, DeSoto Trail teachers have incorporated various other strategies into the core reading program. General teaching practices include reading aloud regularly, providing opportunities for application, and integrating reading, writing, listening, viewing, and speaking into their daily instruction. Children are encouraged to read independently through participation in the Scholastic’s Reading Counts! Program. This program allows for assessment of fiction and non-fiction literature read independently. Children also work to strengthen reading skills by participating in the computer-based program, Pearson SuccessMaker.

Teachers instruct reading through the content areas using elements of thematic instruction. A strong emphasis on using technology to strengthen reading in all content areas is evidenced through research projects and student designed presentations. This necessitates the instruction of the reading skills: scanning, organizing, evaluating, and sharing information with others.

This is our third year in the program and teachers are seeing growth in students’ ability to read fluently, understand text, and use reading as a tool for learning. As the children progress from year to year in the program they are becoming successful independent readers who are learning to read and are reading to learn.

**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.**

Students and teachers use a variety of technology to support learning: Internet access, school-wide network, two computer labs, two computers per classroom, two “mobile” class sets of AlphaSmart portable keyboards that are used throughout the school to enhance writing skills, networked printers, DVD/VCR players, stage sound system, production studio, and Smart TV’s that project images from the computers, digital cameras, data projectors, and document cameras.

Technology is an integral part of learning at all grade levels and in all academic areas at DeSoto Trail. Starting with our pre-kindergarten level, our students are exposed to literature by navigating and gaining comprehension through “Living Books” software. Our Varied Exceptionalities’ classes use technology as a means of communication. These students, with limited/nonexistent verbal abilities, use the “Boardmaker Picture Communication Program” for communicating. Higher functioning students use computers and adaptive technologies to assess reading skills, to practice spelling words, identify letters, and reinforce math concepts.

Our primary grades use technology to enhance reading, writing, and math skills. Specific software programs and Internet research utilize keyboarding skills. Older students utilize more advanced applications for problem solving in Math using networked software from our current math series.

Intermediate grades work daily in the Pearson SuccessMaker lab on courses in reading and math. Our statewide FCAT Explorer website is also used in our intermediate grades to reinforce reading and math skills. Teachers and students monitor progress through Scholastic's computerized Reading Counts! Program. Utilizing the Internet to access the most current and relevant information for assignments and projects in Social Studies, Science, and the Arts, students become information-literate. They use word processing for language arts/writing skills in the production of newsletters, reports, and PowerPoint presentations.

Technology is vital in communicating issues, curriculum, events, and student achievement. Our list serve, newsletters, calendars, and email are all avenues to connect the school and home, keeping all our stakeholders informed.

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

Due to the complexity of needs, we use a variety of instructional methods and strategies that improve and enhance student learning. These methodologies include technology, curriculum integration across all levels, and community resources. Technology resources are integrated into the learning environment and support both teacher instruction and learner outcomes. In the classroom, teachers have access to two class sets of AlphaSmart portable keyboards and at least one computer dedicated for students to access FCAT Explorer, internet resources, word processing programs, and other grade level curriculum software. Outside the classroom, teachers and learners have access to two computer labs. One computer lab is teacher directed and supports the academic program. Another computer lab is dedicated to Pearson SuccessMaker's individual learning system which is student directed. Curriculum instruction is enhanced by resources that include libraries of fiction and non-fiction books, math manipulatives, science kits, and other learning aids.

School wide activities, such as science fair, Mini MU Math contests, weekly news programs, author visits, Grandparents' Day, and Reading Counts celebrations also support the rigorous academic program. In addition, each grade level plans cooperative units of instruction with culminating activities to improve student learning such as Sunshine State Young Readers' Club, holiday celebrations, Book Character Festivals, Character Counts, special guest speakers, and presentations. In addition to on campus activities, we have a weekly Community Leisure's Activities for Youth (CLAY) for our students with special needs. This program provides our exceptional students with community based instruction with functional daily living skills.

All teachers use a variety of whole and individualized grouping, to better meet students' instructional needs. Subject area specialists provide instruction in music, art, physical education, and guidance 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. 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 program is also available for eligible students.

Teachers collaboratively plan instructional units, delivery methods, and identify needed resources to promote student achievement. By using a variety of methods and strategies, based on research and teachings "best practices," students at DeSoto Trail are "blazing a successful trail" to the future.

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

At DeSoto Trail Elementary professional development opportunities are numerous and diverse. We are a community of learners who collaborate with each other daily to keep abreast of the latest developments in the field of education. Annually, we create a needs assessment to identify academic areas of focus for

planning school-wide training. As part of the teacher evaluation process, administrators meet with teachers to create goals for Individualized Professional Development Plans, which are tied to measurable student performance. At our school, we currently have active study groups focusing on technology and literacy. Support staff participates in specialized training pertaining to their assigned duties. On-going administrative training is coordinated through our district office. We organize staff-development activities, attend committee meetings, and read professional literature. At the district level, we are active in monthly meetings for a variety of curriculum areas such as music, media, art, science, language arts, and mathematics. During the summer, teachers serve on district-wide teams to develop curriculum, sample test items, anchor responses, and scoring rubrics. Many of our faculty, including administrators, are members of professional organizations (see page 9) and attend state and national conferences as a means to strengthen instructional strategies and contribute to the school's intellectual life.

**DeSoto Trail Elementary**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	98	97	98		
% At or Above Proficient	95	93	94		
% At Advanced	14	16	18		
Number of students tested	95	122	104	136	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	N/A	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	92	*	*		
% At or Above Proficient	92	*	*		
% At Advanced	8	*	*		
Number of students tested	12	6	9	12	
2. White					
% At or Above Basic	99	96	98		
% At or Above Proficient	95	91	96		
% At Advanced	11	17	19		
Number of students tested	74	110	90	120	
3. Free/Reduced Lunch					
% At or Above Basic	*	*	*		
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of students tested	6	5	3		
4. Not Free/reduced Lunch					
% At or Above Basic	99	97	98		
% At or Above Proficient	96	93	94		
% At Advanced	13	16	19		
Number of students tested	89	116	101		
<b>STATE SCORES</b>					
% At or Above Basic	78	77	73		
% At or Above Proficient	65	62	59		
% At Advanced	6	5	5		

\* No data are reported when less than ten students were tested.

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

**DeSoto Trail Elementary**  
**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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	98	98	91	94	
% At or Above Proficient	89	93	75	84	
% At Advanced	15	20	16	13	
Number of students tested	127	106	129	122	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	7		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	90	100	100	*	
% At or Above Proficient	70	100	82	*	
% At Advanced	20	20	18	*	
Number of students tested	10	10	11	8	
2. White					
% At or Above Basic	98	98	89	95	
% At or Above Proficient	91	92	73	85	
% At Advanced	14	21	17	12	
Number of students tested	110	90	114	106	
3. Free/Reduced Lunch					
% At or Above Basic	91	*	*		
% At or Above Proficient	82	*	*		
% At Advanced	0	*	*		
Number of students tested	11	6	5		
4. Not Free/Reduced Lunch					
% At or Above Basic	98	98	91		
% At or Above Proficient	89	93	76		
% At Advanced	16	20	17		
Number of students tested	116	99	124		
<b>STATE SCORES</b>					
% At or Above Basic	84	75	70	69	
% At or Above Proficient	70	60	55	53	
% At Advanced	7	6	6	7	

\* No data are reported when less than ten students were tested.

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

**DeSoto Trail Elementary**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	96	95	98		
% At or Above Proficient	89	86	93		
% At Advanced	9	12	8		
Number of students tested	99	128	120	144	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	6	2		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	100	100	*		
% At or Above Proficient	91	90	*		
% At Advanced	9	20	*		
Number of students tested	11	10	8	8	
2. White					
% At or Above Basic	95	94	98		
% At or Above Proficient	88	85	94		
% At Advanced	10	11	8		
Number of students tested	83	115	103	123	
3. Free/Reduced Lunch					
% At or Above Basic	*	*	*		
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of students tested	3	7	5		
4. Not Free/Reduced Lunch					
% At or Above Basic	96	94	98		
% At or Above Proficient	90	86	94		
% At Advanced	9	12	9		
Number of students tested	95	121	115		
<b>STATE SCORES</b>					
% At or Above Basic	76	75	72		
% At or Above Proficient	59	57	54		
% At Advanced	6	4	4		

\*No data are reported when less than ten students were tested.

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

**DeSoto Trail Elementary**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	99	99	99		
% At or Above Proficient	92	96	91		
% At Advanced	12	29	17		
Number of students tested	95	122	104	137	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	100	*	*		
% At or Above Proficient	83	*	*		
% At Advanced	8	*	*		
Number of students tested	12	6	9	12	
2. White					
% At or Above Basic	99	99	99		
% At or Above Proficient	92	95	95		
% At Advanced	11	29	17		
Number of students tested	74	109	90	121	
3. Free/Reduced Lunch					
% At or Above Basic	*	*	*		
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of students tested	6	5	3		
4. Not Free/Reduced Lunch					
% At or Above Basic	99	99	99		
% At or Above Proficient	93	96	91		
% At Advanced	11	29	16		
Number of students tested	89	117	101		
<b>STATE SCORES</b>					
% At or Above Basic	83	81	79		
% At or Above Proficient	64	62	59		
% At Advanced	7	7	5		

\* No data are reported when less than ten students were tested.

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

**DeSoto Trail Elementary**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	99	96	96		
% At or Above Proficient	92	87	80		
% At Advanced	12	17	12		
Number of students tested	127	106	129	122	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	7		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	90	100	100		
% At or Above Proficient	70	80	55		
% At Advanced	0	10	9		
Number of students tested	10	10	11	8	
2. White					
% At or Above Basic	100	99	96		
% At or Above Proficient	94	90	84		
% At Advanced	13	18	13		
Number of students tested	110	90	114	106	
3. Free/Reduced Lunch					
% At or Above Basic	91	*	*		
% At or Above Proficient	55	*	*		
% At Advanced	0	*	*		
Number of students tested	11	6	5		
4. Not Free/Reduced Lunch					
% At or Above Basic	100	96	96		
% At or Above Proficient	96	86	83		
% At Advanced	13	18	13		
Number of students tested	116	100	124		
<b>STATE SCORES</b>					
% At or Above Basic	85	78	74		
% At or Above Proficient	64	55	50		
% At Advanced	6	4	4		

\* No data are reported when less than ten students were tested.

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

**DeSoto Trail Elementary**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
<b>SCHOOL SCORES</b>					
% At or Above Basic	98	98	98	94	
% At or Above Proficient	90	82	79	75	
% At Advanced	22	16	14	9	
Number of students tested	99	128	120	144	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	6	2		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
1. Black					
% At or Above Basic	100	100	*	*	
% At or Above Proficient	82	70	*	*	
% At Advanced	27	0	*	*	
Number of students tested	11	10	8	8	
2. White					
% At or Above Basic	98	97	98	95	
% At or Above Proficient	92	81	78	79	
% At Advanced	22	17	10	9	
Number of students tested	83	115	103	123	
3. Free/Reduced Lunch					
% At or Above Basic	*	*	*		
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of students tested	3	7	5		
4. Not Free/Reduced Lunch					
% At or Above Basic	98	98	98		
% At or Above Proficient	91	81	80		
% At Advanced	22	17	15		
Number of students tested	95	121	115		
<b>STATE SCORES</b>					
% At or Above Basic	79	77	75	73	
% At or Above Proficient	52	51	48	48	
% At Advanced	7	7	6	6	

\* No data are reported when less than ten students were tested.

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

**DESOTO TRAIL ELEMENTARY**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	86	84	89	82		
Number of students tested	94	122	104	136		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	0	1	1			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	77	*	*	73		
Number of students tested	11	6	9	12		
2. <u>White</u> (specify subgroup)	87	85	90	82		
Number of students tested	74	109	90	120		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	*	*	*			
Number of students tested	5	5	3			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	87	85	89			
Number of students tested	89	117	101			

\* No data are reported when less than ten students were tested

**DESOTO TRAIL ELEMENTARY**  
**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

No groups were excluded.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	82	83	78	80		
Number of students tested	128	105	129	122		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	2	1	7			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	70	83	67	*		
Number of students tested	10	10	11	8		
2. <u>White</u> (specify subgroup)	83	83	78	81		
Number of students tested	111	89	114	106		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	65	*	*			
Number of students tested	11	6	5			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	83	83	78			
Number of students tested	116	99	124			

\* No data are reported when less than ten students were tested

**DESOTO TRAIL ELEMENTARY**  
**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.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	79	75	81	76		
Number of students tested	100	127	120	144		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	1	6	2			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	74	75	*	*		
Number of students tested	11	10	8	8		
2. <u>White</u> (specify subgroup)	80	75	81	77		
Number of students tested	84	114	103	123		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	*	*	*			
Number of students tested	3	7	5			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	80	76	82			
Number of students tested	96	120	115			

\* No data are reported when less than ten students were tested

**DESOTO TRAIL ELEMENTARY**  
**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 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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	88	88	88	82		
Number of students tested	94	122	104	137		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	0	1	1			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	86	*	*	68		
Number of students tested	11	6	9	12		
2. <u>White</u> (specify subgroup)	87	89	89	83		
Number of students tested	74	109	90	121		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	*	*	*			
Number of students tested	5	5	3			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	88	88	88			
Number of students tested	89	117	101			

\* No data are reported when less than ten students were tested

**DESOTO TRAIL ELEMENTARY**  
**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

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	83	86	80	82		
Number of students tested	128	105	129	122		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	2	1	7			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	73	83	67	*		
Number of students tested	10	10	11	8		
2. <u>White</u> (specify subgroup)	83	87	81	80		
Number of students tested	111	89	114	106		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	74	*	*			
Number of students tested	11	6	5			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	84	86	80			
Number of students tested	116	99	124			

\* No data are reported when less than ten students were tested

**DESOTO TRAIL ELEMENTARY**  
**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   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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
<b>SCHOOL SCORES</b>						
Total Score	88	82	85	80		
Number of students tested	100	127	120	144		
Percent of total students tested	100	100	100	100		
Number of students alternatively assessed	1	6	2			
Percent of students alternatively assessed	100	100	100			
<b>SUBGROUP SCORES</b>						
1. <u>Black</u> (specify subgroup)	90	77	*	*		
Number of students tested	11	10	8	8		
2. <u>White</u> (specify subgroup)	88	82	83	81		
Number of students tested	84	114	103	123		
3. <u>Free/Reduced Lunch</u> (specify subgroup)	*	*	*			
Number of students tested	3	7	5			
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)	88	82	85			
Number of students tested	96	120	115			

\* No data are reported when less than ten students were tested