

REVISED – MARCH 18, 2005

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 Mr. E. Wayne Shear
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Palm Lake Elementary School
(As it should appear in the official records)

School Mailing Address 8000 Pin Oak Drive
(If address is P.O. Box, also include street address)

Orlando Florida 32819-7107
City State Zip Code+4 (9 digits total)

County Orange School Code Number* 480961

Telephone (407) 354-2610 Fax (407) 354-2618

Website/URL www.palmlake.ocps.net E-mail shearw@ocps.net

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. Ronald Blocker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orange County Public Schools Tel. (407) 317-3202

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Timothy R. Shea
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART 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

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|------------|---------------------|
| <u>108</u> | Elementary schools |
| <u>27</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>16</u> | High schools |
| <u>8</u> | Other |
| <u>159</u> | TOTAL |
2. District Per Pupil Expenditure: \$6,237.35
- Average State Per Pupil Expenditure: \$5,586.85

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. 11 Number of years the principal has been in her/his position at this school.
- NA 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				7			
K	49	51	100	8			
1	59	44	103	9			
2	60	59	119	10			
3	57	57	114	11			
4	69	54	123	12			
5	69	55	124	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							683

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| <u>72 %</u> | White |
| <u>13 %</u> | Black or African American |
| <u>8 %</u> | Hispanic or Latino |
| <u>7 %</u> | Asian/Pacific Islander |
| <u>0 %</u> | American Indian/Alaskan Native |
| 100% Total | |

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: 13%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	52
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	44
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	96
(4)	Total number of students in the school as of October 1	712
(5)	Subtotal in row (3) divided by total in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 8% (54 students)
 Number of languages represented: 14
 Specify languages: Chinese, French, German, Hindu, Korean, Mongolian, Persian, Portuguese, Russian, Singhalese, Spanish, Urdu, Vietnamese, Gujrati

9. Students eligible for free/reduced-priced meals: 19%

Total number students who qualify: 132

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: 18%
124 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> 1 </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 3 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 82 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 35 </u> Speech or Language Impairment |
| <u> 2 </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 1 </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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> </u>
Classroom teachers	<u> 36 </u>	<u> </u>
Special resource teachers/specialists	<u> 13 </u>	<u> </u>
Paraprofessionals	<u> 7 </u>	<u> </u>
Support staff	<u> 15 </u>	<u> </u>
Total number	<u> 73 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 19

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%	96%	96%	96%	96%
Daily teacher attendance	87%	94%	94%	93%	90%
Teacher turnover rate	4%	2%	12%	15%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Palm Lake Elementary School opened in 1987 in a rapidly growing suburban area of Orlando, Florida. The population has increased and decreased with new housing developments and the opening of new, neighboring schools. The school population recently stabilized at 683 students because we are located in the center of a now mature neighborhood.

The student body is diverse with students speaking 14 second languages. Since its opening in 1987, students from a distant attendance island zone have been bussed to Palm Lake via Federal Court Order to provide additional diversity. The majority of our students come from intact family situations where their basic needs are met so that students arrive at school generally ready to learn. Most students are confident, friendly, and possess a strong base of general knowledge.

Palm Lake parents are often referred to as a “mighty army.” They are many in number and highly motivated to support our school in any way possible. Their involvement is organized around two established programs, PTA and the district’s ADDitions Volunteer Program. Our award winning, high functioning PTA and ADDitions Program touch every facet of life at Palm Lake. They offer after school carnivals, special dances, talent shows, dinners, and parenting programs. Students also benefit from in school book fairs, cultural activities, student mentoring, community outreach activities, angel fund activities to support our own students, purchases of computers and media center literature, student incentive programs, field days, a school store, and math support groups. The influence of our parents’ hard work and dedication is highly visible. The effectiveness and presence of our “mighty army” helps add to the culture of high expectations at Palm Lake.

The Palm Lake staff continues to have a “new school” vitality even though the school is almost 18 years old. Staff members continue to seek and to grow in new ways to reach all our students. As an example, in 2003, 100% of our classroom teachers became state certified in teaching English for Speakers of Other Languages. Innovative, creative teaching has always characterized our staff. They are deep thinkers about the complexities of teaching and learning in today’s changing world. Because of extremely low staff turnover, and effective collegiality, the sum total of professional learning increases in the staff from year to year.

Palm Lake maintains Partners in Education with 59 local businesses. Our school benefits from their donated time and resources which positively affect most activities on our campus. In one special agreement, West Orange Hospital provides a full time registered nurse for Palm Lake. Her presence and services greatly impact the health and safety of our school community.

An emphasis on character building develops our students in many ways beyond regular academics. Our students experience learning about one character concept per month. Our guidance counselor leads in actively learning each concept. Selected students are honored each week with a character ribbons and celebration. Major achievers in character have their names added to the Character Hall of Fame. Ample opportunities are provided for our students to put their character into action at the neighboring adult assisted living center, Clean-Up Club, adopt a school activities, Leukemia’s Pasta for Pennies, support of Tsunami victims, and support for our troops deployed in dangerous locations.

Our students, parents, staff, and community are united in helping us pursue our school mission – **“to provide education in a progressive, positive, child centered environment appropriate to the needs of our students and rich in character building experiences. Together, the staff, parents, and community aspire to enrich the lives of our students by actively engaging them in a strong academic foundation and nurturing a lifelong love of learning.”**

One measure of our success is that Palm Lake is one of the very few schools that has been graded “A” every year by the rigorous Florida grading system. Our students are happy learners and benefit from the school culture that is friendly, nurturing and dedicated to doing “whatever it takes” to help our students become the best they can be.

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. Explain disparities among subgroups. Explain the state performance levels and the performance level that demonstrates meeting the standard.

The Florida Comprehensive Assessment Test (FCAT) is the state criterion-referenced test used to assess teaching and learning of high educational standards. The state uses the FCAT for accountability purposes to determine student mastery of higher-order thinking skills in reading, math, writing and science. The Sunshine State Standards (SSS) portion of FCAT measures the curriculum benchmarks established by the Florida State Board of Education. Students that score in FCAT achievement levels 3, 4, and 5 are considered on grade level and above. The FCAT SSS assessment includes performance-based questions in grades 4 and 5 which require students to write responses or explain a solution for solving a mathematical problem. Data display tables included in this application indicate the percent of students in our school on grade level and above (proficient or advanced in reading and math) for the 2000-2004 school years. FCAT results can also be located on the Florida Department of Education website fcats.fldoe.org. The FCAT Norm Referenced Test (NRT) is used to compare Florida students’ performance in reading and math to students across the nation. The FCAT-NRT has two parts: reading and math and is a customized version of the Stanford Achievement Test – 9th Edition. In the spring, students in grades 3-5 are assessed through multiple choice items in reading and math using the FCAT – NRT. Florida public schools are graded using a scale of “A” to “F”. Palm Lake has received an “A” grade for the six years the program has been in existence. Adequate Yearly Progress (AYP) as required by NCLB has also been accomplished the two years of its implementation.

Reading Highlights:

- * Palm Lake Elementary (PLE) continuously shows a significant increase in the percent of our students scoring at level 4 (proficient and above). For the past five years PLE consistently has had over 40 percent of students scoring at level 4 in all three grade levels.
- * PLE has had 15-31 percent of its grade 3, 4 and 5 students scoring in the low performance level within the past 5 years on the FCAT SSS. The State of Florida levels 1 and 2 range from 30 to 54 percent.
- * PLE continually improves the performance of subgroups in reading. Subgroup scores include; (a) ethnicity identified as African American; (b) socioeconomic status identified by Free and Reduced Lunch Program and (c) Exceptional Education, not gifted students. The percentage at level 3 and above for Grade 3 students increased for subgroups (a) and (c). Grade 5 subgroup (a) and grade 4 subgroups (b) and (c) showed a percentage increase at level 3 and above.
- * PLE has scored well above the national mean 50 percentile on the NRT for the past 5 years. PLE mean percentile range is 72 to 80 at all three grade levels.
- * In 2004 PLE had only 9 students in grade 3 who did not meet the State’s proficiency requirement and were referred for retention, the other 115 students in grade 3 scored at level 2 and above.

Math Highlights:

- * PLE continuously shows a significant increase in the percent of students scoring at level 4 (proficient and above). For the past five years PLE consistently has had over 40 percent of our students scoring at level 4 in all three grade levels.
- * PLE has had 15-28 percent of its grade 3, 4 and 5 students scoring in the low performance level within the past 5 years on the FCAT SSS. The State of Florida levels 1 and 2 range from 36 to 55 percent.
- * PLE continually improves the performance of subgroups in math. Subgroup scores include; (a) ethnicity identified as African American; (b) socioeconomic status identified by Free and Reduced Lunch and (c) Exceptional Education not gifted students. The percentage at level 3 and above for the grade 3-5 African American subgroup increased every year. The Grade 3 and 4 Free and Reduced Lunch and Exceptional Education not gifted students maintained or showed a percentage increase at level 3 and above.
- * PLE has scored well above the national mean 50 percentile on the NRT for the past 5 years. PLE mean percentile range is 75 to 85 at all three grade levels.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Palm Lake uses assessment data to determine the effectiveness of instruction in terms of student learning and monitoring student progress. In order to facilitate our school mission of providing a learning environment to encourage lifelong learners, we must know our strengths and weaknesses by linking curriculum and instruction with student assessment. Curriculum revisions and teaching strategies are based on solid data rather than on assumptions and adjusted for student needs and abilities. Our School Advisory Council (SAC) develops our School Improvement Plan (SIP) to include long and short range goals according to the FCAT SSS and the FCAT-NRT data. The SIP is focused on student achievement and every aspect of the curriculum must align to meet these goals. Other assessment instruments used by our instructional staff to alter curriculum are scoring rubrics, performance tasks (STAR, Accelerated Reader, DRA, DRP, DIBELS, SRI/Lexile, ERDA, Running Records) and portfolios. Teachers use a variety of resources including our Mighty Mentor parents, literacy teacher, tutors and peer tutors; but most of all, our teachers learn from each other. The Mighty Mentors Program has been initiated for students at risk. Students at the low performance level are matched with parents and staff volunteers who serve as mentors, providing motivation, as well as assistance in the other areas of need.

Twice a year each teacher meets with the principal, assistant principal, guidance counselor and Curriculum Resource Teacher for “Kid Talks” to review each child’s academic progress and social development. At these meetings all testing data is reviewed and recommendations are made to best meet the needs of every student. Annually teachers are provided with a summary of scores from their previous class, as well as, a summary of their current class. Teachers review and analyze student performance data by strand to identify strengths, needs, and group placement. In the beginning of the school year teachers meet on each grade level and cross grade levels to establish student expectations, the criteria needed to acquire essential skills, and what alternative strategies and resources are available to master these skills. By continuously monitoring student progress and adjusting to the needs of each child, this “whatever it takes” attitude has helped our students become lifelong learners.

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

School assessment data is shared with parents and community through a Florida Department of Education website and is published in the local newspaper. Data is also given to the public through the School Public Accountability Report which is available in the school office. Individual student assessment data is shared with parents through individual reports which are hand delivered to parents or are mailed home. Test data to monitor individual progress is sent home in writing to parents or shared at teacher-parent conferences.

Information concerning student progress is continually shared in many ways with appropriate individuals and groups. One in-depth parent-teacher conference for every student is required at the end of the first grading period. On some occasions when a parent can not come to school, we take the conference to the home. Mid term progress reports or weekly progress reports are sent home for each student. Student planners in grades 2 through 5 are sent home daily with appropriate teacher feedback. Comprehensive biweekly classroom curriculum newsletters communicate classroom learning so parents can support the learning at home. Many classroom newsletters are sent home via email for quick, effective communication. Parents on the PTA Board and the School Advisory Council are continually updated on achievement and learning data. A comprehensive school website, www.palmlake.ocps.net, is maintained for access to a wide variety of school information.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Palm Lake is proud to share its successes with other schools and the community. Twelve staff members recently spent two hours answering questions from representatives of a Central Florida education panel. This task force had identified Palm Lake as a high performing school and wanted to determine the causal factors so on-target recommendations could be made for helping all schools to improve.

A systemic, powerful way that we share success is by hosting as many college interns as possible. Palm Lake is influential in shaping the educational thinking and actions of our future educators. Interns take the best of our success and adapt those practices to the schools where they obtain teaching positions.

Selected staff members serve on district textbook selection committees, curriculum writing teams, and pilot projects. Through 18 years of school history, seven teachers and six assistant principals have become principals, taking the foundation of Palm Lake experience to their new locations.

The principal participates in monthly data sharing sessions with a group of principals and the Area Superintendent. The progress of struggling learners is emphasized and how to best improve their rate of learning.

Palm Lake teachers participate in many district staff development opportunities. In the summer of 2004 all of our teachers participated in training for implementation of the newly adopted Everyday Math. During sessions with teachers from many schools, Palm Lake teachers shared philosophy and activities conducive to improved student learning.

Palm Lake hosts visitors from many sources. Adults considering becoming educators often visit our classrooms to aid in making their decision. First and second year future educators complete observations as part of course requirements. Our methods for success are on display for many who come to visit.

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.

Palm Lake Elementary follows the Orange County Schools “Framework for Higher Achievement” which incorporates the Sunshine State Standards which were developed by the Florida Department of Education. These standards reflect the national standards and include standards, benchmarks, and grade level expectations in each content area.

As developing readers, Palm Lake students, begin learning phonological awareness skills including rhyme recognition, syllable blending and segmentation. They further learn the letters and sounds of the alphabet and high frequency words. They become early readers with instruction in decoding, vocabulary and comprehension. As instruction continues students become self-extended readers. They build background knowledge through literacy experiences to make connections as they read. As advanced readers they go beyond the text to use reading as a tool in the other content areas.

The writing process is taught at every grade level with students given the time to progress through the stages of writing. This begins with students drawing pictures. Letters are added as they learn letter sound relationships. Students are later taught to write a beginning, middle and end to their simple stories. In intermediate classes they learn about transition words and adding voice to their writing. Palm Lake teachers have developed a writing continuum that describes what students will learn at each grade level.

The math curriculum allows students to explore math concepts using manipulatives and real world objects. Students are encouraged to explore and discover a variety of ways to solve problems. Learning is meaningful, purposeful and authentic. The content covers the main areas of mathematics – number sense, measurement, geometry, algebraic reasoning, data analysis and probability – at the appropriate level for each grade. Arithmetic is taught as a tool to help students perform higher level mathematical thinking.

Science processes are again discovered by hands on experiments with concepts building upon one another through the grades. Nature of matter, energy, force and motion, processes that shape the earth, process of life and how living things interact with their environment represent the areas of study. For example, in kindergarten we begin by learning the basic needs of living things (food, water and space) and by fifth grade learn about the systems of the human body.

Social Studies begins in early grades by learning about communities and how they function. We study ancient civilizations and how they have contributed to our current society. We study the history of Florida in depth and the history of the United States. Map skills are incorporated throughout the curriculum. In the upper grades the skill of content area reading is emphasized. This is the type of reading that students will be required to do in middle and high school. Palm Lake students are well prepared for that challenge. Research is incorporated in the intermediate grades with fifth grade students entering the Modern Woodman Speech Contest. Fifth grade students are also given the opportunity to operate an actual store at a local mall and handle all the duties, such as, greeting customers, stocking shelves, ringing up orders, and making change.

Art embraces the national standards and gives every child the opportunity to explore many different forms of media. The art curriculum is also tied to literature – looking at color, texture, etc. of illustrations and imitating those ideas in their own creations. The art teacher also works to relate her lessons to the content being taught in the regular education classroom. Students’ work is displayed in local art festivals. Music is an area where many children have an opportunity to shine. Each grade level works on a musical performance that is presented to an appreciative audience. Students learn to use various Orff instruments, recorders, and have the opportunity to play string instruments as well.

The exceptional education department works with those students who have been identified as having special needs. They work on the same benchmarks and standards but the curriculum is broken down into smaller pieces to help the students learn at their own pace. This also helps meet the various learning styles of the individual student. An inclusion model is used to allow the student to participate in regular classroom activities.

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

Palm Lake teachers teach for a love of reading. We know that we must meet each child where he is to help him make the next steps. We have adopted tools for assessing students which teachers use to keep them informed of progress. We take running records, check accuracy, fluency, decoding and comprehension strategies in a variety of on-going ways across the whole day and curriculum. Reading is taught in small groups, individual conferences, whole class readings, during read alouds, and through self-selected books for nightly reading at home. We teach children to decode in chunks to facilitate the fluent application of phonics in conjunction with comprehension strategies like questioning and consciously accessing schema to facilitate comprehension. Through teacher book studies we drive our own learning to lead our students from learning to read to reading to learn. We have adopted an open access format in our school library so there is no wait time getting to needed books (Sunshine State books, Accelerated Reader books, research material, non-fiction text and newly published books.) Teachers have extensive classroom libraries as well as a resource room of leveled text for guided reading and shared reading. We consider learning how to self-select a book for reading to be an important skill of a life-long reader.

Supporting the development of our students as writers is another way we help them be successful readers and joyfully literate. Teachers link the Writers’ Workshop and writing lessons to the reading curriculum, as research suggests. In early grades phonics, spelling, writing and reading are all deeply linked and taught with reciprocal gains in mind. We assess spelling development and adapt lessons to fit student needs. We know that happy learners will grow faster and stronger than frustrated or bored ones and we work hard to be in that zone for each child. Palm Lake teachers observe and assess readers often and move in to give additional support quickly. We invite our parents to volunteer time to work with children needing extra help. We use all our resources to help all children be confident effective lifelong 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.

Palm Lake Elementary’s mission is to provide a “progressive, positive, child centered environment appropriate to the needs of our students.” Our mathematics’ curriculum follows the OCPS benchmarks that have been aligned to the Sunshine State Standards and the 2000 National Council of Teachers of Mathematics (NCTM) Principles and Standards. Our goals in teaching mathematics are to present a thinking, investigative program that involves students in real life problems solving situations; encourage children to construct meaning and make sense of their mathematics through connections to real world situations; gain fluency in mathematical skills and processes; and develop a language in which to discuss, communicate and validate their mathematical thinking.

A variety of resources are used at Palm Lake to implement our goals. Investigations in Number Data and Space is a research based, school-wide curricula that emphasizes mathematical thinking, and hands on investigations of the five mathematical strands. Algebraic Thinking and Mathematical Power encourage students to think critically while collaboratively unlocking patterns in numerous situations. Everyday Mathematics is our newest resource. This is a rigorous K-5 research based curricula that was developed by the University of Chicago. Mathematics instruction is presented in a spiral format, introducing higher level thinking/reasoning skills at the earliest levels. Hands on experiences, use of multiple problems solving strategies, collaborative learning, mastery of basic facts and skills and cross curricular lessons are incorporated in all five strands of the NCTM standards. Problem solving is the central focus. Students are provided with many experiences to work through the process of solving various types of problems. They are asked to reflect upon, discuss, justify and revise their thinking through interaction with others. In all our mathematical teaching the ultimate goal is to have students become proficient mathematical thinkers; arithmetic is a tool used in that endeavor.

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

Our methods vary with our learners and the unique gifts of our teachers while being united by our goal to help every child be a happy learner. We know that we are the living bridge from the curriculum to the students and the families that support them. We invite parents to join us as partners in this process and in the classroom. We work together with peers from our own and different grade levels to share concerns and seek improvements, but also give one another the freedom to follow their own passions and bring them to their students. We are not afraid of being different and do not hide in the security of sameness. We understand the power of passion to a learner and seek to inspire our students to find and follow their own passions.

We enjoy the freedom to select instructional methods that meet the wide ranging and varied learning styles and needs of our students. We are keenly aware of the great and grave responsibility that comes with that freedom. We do not stop with grade level expectations or mandated curriculum. We seek to serve each student on his level, providing support or challenge wherever it is needed to help him go to the next level. Each teacher keeps one eye on the curriculum benchmarks while the other eye never leaves the children those documents we are intended to serve.

Children have different learning styles and some of our students have special needs related to language learning. We seek and value methods that honor a hands-on, cooperative approach and an integration of subjects, as research suggests. *AIMS* is a curriculum that integrates the application of mathematics with science concepts. *Thinking Maps* and *The Writers' Workshop*, integrate reading, writing, spelling and grammar while honoring the social nature of learning in young children. To better understand and teach mathematical understanding we have brought in experts and researchers, such as, Dr. Grayson Wheatly and Ruth Parker to help us refine our teaching skills and tools and help us keep raising the bar on what we can accomplish as a community.

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

Each year Palm Lake teachers develop an Individual Professional Development Plan. This plan requires teachers to look at the performance of their class from the last year and look for areas that need improvement. They set goals for themselves and their students. Next they select professional activities that will help them reach these goals. After these plans are written school wide activities are planned. All of these activities are also tied to the School Improvement Plan developed by the School Advisory Council and help fulfill needs that were identified in a needs assessment survey distributed to all the school's stakeholders.

Teachers collaborate frequently in small groups to read and reflect on professional books. Often there are videos available to aid in these discussions and readings. Teachers implement new techniques, confer with their colleagues and refine their skills. Grade level teams meet weekly to share ideas and concerns. Cross grade level meetings are also held to make sure all teachers are working towards the same goals. This builds collegiality and the feeling that Palm Lake is a family where everyone's ideas and input are valued.

Outside professionals from local universities are invited to come in and meet with teachers, do classroom demonstrations and provide ongoing support. This benefits both groups. The teachers learn the newest methods of instruction and the college professors get to experience how methods and activities work in live classroom settings.

Teachers are also given the opportunity to attend district offered staff development that meets their needs. As conferences both locally and state wide are held, teachers attend with school funds used to help pay the expenses.

Training has been provided in specific programs that significantly affect student achievement. These include but are not limited to: *Thinking Maps*; *Write From the Beginning*; *Junior Great Books*; Scholastic's *READ 180* program and *Classworks* – a collection of computer software programs that helps each child progress at his/her own rate. This software package is available in the computer lab as well as each individual classroom.

Florida Norm-Referenced Test

Subject: READING Grade: 3 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	75	77	73	75	76
Number of Students Tested	124	124	134	139	142
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	50	48	29	NA	NA
Number of Students Tested	30	31	24	NA	NA
2. Free/ Reduced Lunch	41	63	29	NA	NA
Number of Students Tested	13	11	24	NA	NA
3. Non Free/ Reduced Lunch	78	78	81	NA	NA
Number of Students Tested	108	110	110	NA	NA
4. White	79	79	82	78	77
Number of Students Tested	97	104	88	109	107
5. Black	51	NA	40	49	40
Number of Students Tested	16	8	24	10	12
6. Asian	NA	NA	66	NA	NA
Number of Students Tested	6	5	12	7	9
7. Hispanic	NA	NA	NA	65	58
Number of Students Tested	4	4	9	13	13

Subject: READING

Grade: 4

Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	78	75	75	74	78
Number of Students Tested	123	144	139	158	129
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	55	37	49	NA	NA
Number of Students Tested	27	35	42	NA	NA
2. Free/ Reduced Lunch	56	55	61	NA	NA
Number of Students Tested	14	30	20	NA	NA
3. Non Free/ Reduced Lunch	80	80	77	NA	NA
Number of Students Tested	107	110	119	NA	NA
4. White	80	82	78	78	78
Number of Students Tested	99	97	109	116	101
5. Black	NA	46	NA	54	60
Number of Students Tested	9	23	8	12	10
6. Asian	NA	73	NA	74	NA
Number of Students Tested	5	13	4	12	5
7. Hispanic	NA	63	64	51	70
Number of Students Tested	NA	11	17	16	11

Florida Norm-Referenced Test

Subject: READING **Grade: 5** **Test: Florida Comprehensive Assessment Test-NRT**

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	75	74	72	74	70
Number of Students Tested	142	133	158	136	134
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	40	37	36	NA	NA
Number of Students Tested	35	30	32	NA	NA
2. Free/ Reduced Lunch	48	59	31	NA	NA
Number of Students Tested	27	16	20	NA	NA
3. Non Free/ Reduced Lunch	81	77	77	NA	NA
Number of Students Tested	113	113	138	NA	NA
4. White	80	78	77	79	73
Number of Students Tested	95	102	116	103	101
5. Black	52	51	42	53	38
Number of Students Tested	19	10	16	12	13
6. Asian	80	NA	73	NA	NA
Number of Students Tested	14	5	11	5	7
7. Hispanic	55	61	58	52	61
Number of Students Tested	14	15	14	14	12

Florida Norm-Referenced Test

Subject: MATH Grade: 3 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	83	83	77	73	87
Number of Students Tested	124	124	136	139	138
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	52	52	39	NA	NA
Number of Students Tested	30	31	25	NA	NA
2. Free/ Reduced Lunch	50	59	31	NA	NA
Number of Students Tested	13	11	24	NA	NA
3. Non Free/ Reduced Lunch	85	84	85	NA	NA
Number of Students Tested	108	110	112	NA	NA
4. White	86	84	85	74	91
Number of Students Tested	97	104	89	110	106
5. Black	57	NA	45	47	43
Number of Students Tested	16	8	24	10	10
6. Asian	NA	NA	80	NA	NA
Number of Students Tested	6	5	13	7	9
7. Hispanic	NA	NA	NA	69	50
Number of Students Tested	4	4	9	13	12

Subject: MATH

Grade: 4

Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	81	75	80	78	80
Number of Students Tested	123	144	139	158	131
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	57	36	57	NA	NA
Number of Students Tested	27	35	42	NA	NA
2. Free/ Reduced Lunch	63	47	68	NA	NA
Number of Students Tested	14	30	20	NA	NA
3. Non Free/ Reduced Lunch	83	81	81	NA	NA
Number of Students Tested	107	110	119	NA	NA
4. White	82	82	82	83	83
Number of Students Tested	99	97	109	116	102
5. Black	NA	46	NA	51	57
Number of Students Tested	9	23	8	12	10
6. Asian	NA	78	NA	75	NA
Number of Students Tested	5	13	4	12	5
7. Hispanic	NA	57	68	58	69
Number of Students Tested	8	11	17	16	11

Florida Norm-Referenced Test

Subject: MATH **Grade:** 5 **Test:** Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	79	80	85	81	85
Number of Students Tested	142	133	158	136	138
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	39	40	39	NA	NA
Number of Students Tested	35	30	32	NA	NA
2. Free/ Reduced Lunch	49	58	43	NA	NA
Number of Students Tested	27	16	20	NA	NA
3. Non Free/ Reduced Lunch	85	83	89	NA	NA
Number of Students Tested	113	113	138	NA	NA
4. White	84	83	89	85	89
Number of Students Tested	95	102	116	103	104
5. Black	53	55	49	52	56
Number of Students Tested	19	10	16	12	14
6. Asian	87	NA	89	NA	NA
Number of Students Tested	14	5	11	5	7
7. Hispanic	56	67	69	45	77
Number of Students Tested	14	15	14	14	12

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Reading _____ Grade 3 _____
 Test: Florida Comprehensive Achievement Test (FCAT)
 Palm Lake Elementary School

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	81	82	76	71	N/A
% At Level 4 or Above Proficient	52	52	50	44	N/A
% At Level 5 Advanced	14	13	10	13	N/A
Number of students tested	124	124	134	140	N/A
Percent of total students tested	100	100	100	99	NA
Number of students alternatively assessed	0	0	1*	0	NA
Percent of students alternatively assessed	0	0	0.007	0	NA
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	85	85	88	73	N/A
% At Level 4 or Above Proficient	58	55	62	48	N/A
% At Level 5 Advanced	16	14	14	14	N/A
Number of students tested	97	104	88	110	N/A
2. <u>Black</u>					
% At Level 3 or Above Basic	38	0	21	50	N/A
% At Level 4 or Above Proficient	13	0	25	10	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	16	8	24	10	N/A
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	0	0	0	62	N/A
% At Level 4 or Above Proficient	0	0	0	54	N/A
% At Level 5 Advanced	0	0	0	8	N/A
Number of students tested	4	4	9	13	N/A
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	0	0	67	0	N/A
% At Level 4 or Above Proficient	0	0	34	0	N/A
% At Level 5 Advanced	0	0	17	0	N/A
Number of students tested	6	5	12	7	N/A
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	NA	0	0	0	N/A
% At Level 4 or Above Proficient	NA	0	0	0	N/A
% At Level 5 Advanced	NA	0	0	0	N/A
Number of students tested	NA	0	0	0	N/A
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	1	3	1	0	N/A
7. <u>Female</u>					
% At Level 3 or Above Basic	82	86	78	75	N/A
% At Level 4 or Above Proficient	59	62	58	44	N/A
% At Level 5 Advanced	17	15	16	13	N/A
Number of students tested	53	55	64	68	N/A
8. <u>Male</u>					
% At Level 3 or Above Basic	60	79	74	69	N/A
% At Level 4 or Above Proficient	36	44	43	45	N/A

% At Level 5 Advanced	11	12	6	13	N/A
Number of students tested	71	69	70	72	N/A
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	3	2	0	1	N/A
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	47	54	36	N/A	N/A
% At Level 4 or Above Proficient	16	27	8	N/A	N/A
% At Level 5 Advanced	8	0	0	N/A	N/A
Number of students tested	13	11	25	N/A	N/A
11. ESE not gifted					
% At Level 3 or Above Basic	48	42	29	38	N/A
% At Level 4 or Above Proficient	9	16	21	19	N/A
% At Level 5 Advanced	3	6	0	6	N/A
Number of students tested	31	31	24	16	N/A
STATE SCORES					
% At Level 3 or Above Basic	65	63	60	56	N/A
% At Level 4 or Above Proficient	32	30	28	25	N/A
% At Level 5 Advanced	6	5	5	4	N/A

*One non-reading student took the Brigance Test as an alternative to the Florida FCAT.

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Reading Grade 4
 Test: Florida Comprehensive Achievement Test
 (FCAT)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	85	78	74	69	N/A
% At Level 4 or Above Proficient	60	53	49	41	N/A
% At Level 5 Advanced	20	14	17	20	N/A
Number of students tested	124	145	139	159	N/A
Percent of total students tested	98	100	100	99	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	88	85	79	78	N/A
% At Level 4 or Above Proficient	64	63	54	47	N/A
% At Level 5 Advanced	7	16	19	23	N/A
Number of students tested	99	98	109	117	N/A
2. <u>Black</u>					
% At Level 3 or Above Basic	24	48	0	33	N/A
% At Level 4 or Above Proficient	0	26	0	8	N/A
% At Level 5 Advanced	0	4	0	8	N/A
Number of students tested	9	23	8	12	N/A
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	0	72	53	38	N/A
% At Level 4 or Above Proficient	0	27	24	32	N/A
% At Level 5 Advanced	0	9	6	13	N/A
Number of students tested	8	11	17	16	N/A
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	0	69	0	67	N/A
% At Level 4 or Above Proficient	0	38	0	25	N/A
% At Level 5 Advanced	0	15	0	17	N/A
Number of students tested	5	13	4	12	N/A
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	0	0	0	N/A	N/A
% At Level 4 or Above Proficient	0	0	0	N/A	N/A
% At Level 5 Advanced	0	0	0	N/A	N/A
Number of students tested	0	0	0	1	N/A
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	N/A	N/A
% At Level 4 or Above Proficient	0	0	0	N/A	N/A
% At Level 5 Advanced	0	0	0	N/A	N/A
Number of students tested	3	0	1	1	N/A
7. <u>Female</u>					
% At Level 3 or Above Basic	84	77	79	69	N/A
% At Level 4 or Above Proficient	61	52	49	43	N/A
% At Level 5 Advanced	18	15	18	22	N/A
Number of students tested	60	71	71	86	N/A
8. <u>Male</u>					
% At Level 3 or Above Basic	85	77	69	71	N/A

% At Level 4 or Above Proficient	58	53	48	39	N/A
% At Level 5 Advanced	22	12	16	18	N/A
Number of students tested	64	74	68	73	N/A
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	3	8	0	1	N/A
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	60	57	55	N/A	N/A
% At Level 4 or Above Proficient	27	30	25	N/A	N/A
% At Level 5 Advanced	0	3	15	N/A	N/A
Number of students tested	15	30	20	N/A	N/A
11. ESE not gifted					
% At Level 3 or Above Basic	54	37	38	18	N/A
% At Level 4 or Above Proficient	30	20	17	11	N/A
% At Level 5 Advanced	4	3	7	4	N/A
Number of students tested	28	36	42	27	N/A
STATE SCORES					
% At Level 3 or Above Basic	70	60	55	53	52
% At Level 4 or Above Proficient	34	29	27	25	23
% At Level 5 Advanced	7	6	6	7	4

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Reading _____ Grade 5 _____
 Test: Florida Comprehensive Achievement Test
 (FCAT) _____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	74	78	79	84	NA
% At Level 4 or Above Proficient	49	49	42	48	NA
% At Level 5 Advanced	12	11	9	12	NA
Number of students tested	143	131	158	135	NA
Percent of total students tested	97	97	96	98	NA
Number of students alternatively assessed	0	0	0	0	NA
Percent of students alternatively assessed	0	0	0	0	NA
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	81	83	86	89	NA
% At Level 4 or Above Proficient	55	54	48	53	NA
% At Level 5 Advanced	14	11	11	15	NA
Number of students tested	96	102	116	102	NA
2. <u>Black</u>					
% At Level 3 or Above Basic	52	0	38	58	NA
% At Level 4 or Above Proficient	26	0	13	50	NA
% At Level 5 Advanced	5	0	0	8	NA
Number of students tested	19	8	16	12	NA
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	69	54	65	65	NA
% At Level 4 or Above Proficient	28	34	29	29	NA
% At Level 5 Advanced	14	7	0	0	NA
Number of students tested	14	15	14	14	NA
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	85	0	72	0	NA
% At Level 4 or Above Proficient	64	0	27	0	NA
% At Level 5 Advanced	7	0	9	0	NA
Number of students tested	14	5	11	5	NA
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	0	0	0	1	NA
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	0	1	1	1	NA
7. <u>Female</u>					
% At Level 3 or Above Basic	71	77	80	88	NA
% At Level 4 or Above Proficient	49	51	46	63	NA
% At Level 5 Advanced	13	8	9	15	NA
Number of students tested	67	65	87	65	NA
8. <u>Male</u>					
% At Level 3 or Above Basic	77	79	75	82	NA

% At Level 4 or Above Proficient	49	47	36	35	NA
% At Level 5 Advanced	11	14	8	9	NA
Number of students tested	76	66	71	70	NA
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	6	3	0	1	NA
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	45	61	40	NA	NA
% At Level 4 or Above Proficient	23	34	0	NA	NA
% At Level 5 Advanced	4	7	0	NA	NA
Number of students tested	27	15	20	NA	NA
11. ESE not gifted					
% At Level 3 or Above Basic	33	38	28	NA	NA
% At Level 4 or Above Proficient	14	10	9	NA	NA
% At Level 5 Advanced	3	0	0	NA	NA
Number of students tested	36	29	32	NA	NA
STATE SCORES					
% At Level 3 or Above Basic	93	52	48	48	46
% At Level 4 or Above Proficient	34	28	25	26	22
% At Level 5 Advanced	6	7	6	6	5

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Mathematics Grade 3

Test: Florida Comprehensive Achievement Test (FCAT) – Palm Lake Elementary

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	83	83	74	64	N/A
% At Level 4 or Above Proficient	58	61	50	25	N/A
% At Level 5 Advanced	19	24	21	14	N/A
Number of students tested	124	124	134	140	N/A
Percent of total students tested	100	100	100	99	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	89	86	85	69	N/A
% At Level 4 or Above Proficient	65	65	63	44	N/A
% At Level 5 Advanced	22	27	29	16	N/A
Number of students tested	97	104	89	109	N/A
2. <u>Black</u>					
% At Level 3 or Above Basic	76	0	38	20	N/A
% At Level 4 or Above Proficient	19	0	21	0	N/A
% At Level 5 Advanced	0	0	8	0	N/A
Number of students tested	16	8	24	10	N/A
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	0	0	0	62	N/A
% At Level 4 or Above Proficient	0	0	0	31	N/A
% At Level 5 Advanced	0	0	0	8	N/A
Number of students tested	4	4	9	13	N/A
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	0	0	76	0	N/A
% At Level 4 or Above Proficient	0	0	38	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	6	5	13	7	N/A
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	0	0	0	0	N/A
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	1	3	1	0	N/A
7. <u>Female</u>					
% At Level 3 or Above Basic	85	87	75	62	N/A
% At Level 4 or Above Proficient	57	60	47	40	N/A
% At Level 5 Advanced	19	20	14	10	N/A
Number of students tested	53	55	64	67	N/A
8. <u>Male</u>					
% At Level 3 or Above Basic	80	80	73	67	N/A
% At Level 4 or Above Proficient	57	62	52	39	N/A

% At Level 5 Advanced	18	28	26	18	N/A
Number of students tested	72	69	71	72	N/A
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	3	2	1	1	N/A
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	54	54	28	N/A	N/A
% At Level 4 or Above Proficient	31	27	4	N/A	N/A
% At Level 5 Advanced	0	9	0	N/A	N/A
Number of students tested	13	11	25	N/A	N/A
11. ESE not gifted					
% At Level 3 or Above Basic	70	41	40	19	N/A
% At Level 4 or Above Proficient	25	25	8	6	N/A
% At Level 5 Advanced	6	6	4	0	N/A
Number of students tested	31	31	25	16	N/A
STATE SCORES					
% At Level 3 or Above Basic	64	63	59	52	N/A
% At Level 4 or Above Proficient	30	29	25	19	N/A
% At Level 5 Advanced	7	7	5	3	N/A

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Mathematics Grade 4

Test: Florida Comprehensive Achievement Test (FCAT) – Palm Lake Elementary

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	86	74	72	72	N/A
% At Level 4 or Above Proficient	51	44	43	38	N/A
% At Level 5 Advanced	21	14	17	13	N/A
Number of students tested	124	145	139	159	N/A
Percent of total students tested	98	100	100	99	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	88	81	77	79	N/A
% At Level 4 or Above Proficient	54	51	46	44	N/A
% At Level 5 Advanced	8	18	19	15	N/A
Number of students tested	99	98	109	117	N/A
2. <u>Black</u>					
% At Level 3 or Above Basic	0	39	0	34	N/A
% At Level 4 or Above Proficient	0	17	0	17	N/A
% At Level 5 Advanced	0	4	0	0	N/A
Number of students tested	9	23	8	12	N/A
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	0	73	54	51	N/A
% At Level 4 or Above Proficient	0	18	30	26	N/A
% At Level 5 Advanced	0	0	6	13	N/A
Number of students tested	8	11	17	16	N/A
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	0	84	0	66	N/A
% At Level 4 or Above Proficient	0	61	0	16	N/A
% At Level 5 Advanced	0	15	0	8	N/A
Number of students tested	5	13	4	12	N/A
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	0	0	0	1	N/A
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	3	0	1	1	N/A
7. <u>Female</u>					
% At Level 3 or Above Basic	84	69	67	69	N/A
% At Level 4 or Above Proficient	41	38	39	33	N/A
% At Level 5 Advanced	18	15	14	12	N/A
Number of students tested	60	74	71	86	N/A
8. <u>Male</u>					
% At Level 3 or Above Basic	86	78	78	75	N/A
% At Level 4 or Above Proficient	59	50	47	43	N/A
% At Level 5 Advanced	23	14	21	14	N/A

Number of students tested	64	74	68	73	N/A
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	N/A
% At Level 4 or Above Proficient	0	0	0	0	N/A
% At Level 5 Advanced	0	0	0	0	N/A
Number of students tested	3	8	0	1	N/A
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	60	51	50	N/A	N/A
% At Level 4 or Above Proficient	53	14	30	N/A	N/A
% At Level 5 Advanced	7	7	10	N/A	N/A
Number of students tested	15	30	20	N/A	N/A
11. ESE not gifted					
% At Level 3 or Above Basic	54	34	42	20	N/A
% At Level 4 or Above Proficient	22	14	21	12	N/A
% At Level 5 Advanced	4	0	7	4	N/A
Number of students tested	28	35	42	25	N/A
STATE SCORES					
% At Level 3 or Above Basic	64	54	51	45	N/A
% At Level 4 or Above Proficient	26	20	19	16	N/A
% At Level 5 Advanced	6	4	4	3	N/A

FLORIDA'S CRITERION-REFERENCED TEST FCAT

Subject Mathematics Grade 5
 Test: Florida Comprehensive Achievement Test
 (FCAT)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: March					
SCHOOL SCORES					
% At Level 3 or Above Basic	76	83	78	81	NA
% At Level 4 or Above Proficient	56	61	62	65	NA
% At Level 5 Advanced	27	28	25	20	NA
Number of students tested	143	132	158	135	NA
Percent of total students tested	97	97	96	98	NA
Number of students alternatively assessed	0	0	0	0	NA
Percent of students alternatively assessed	0	0	0	0	NA
SUBGROUP SCORES					
1. <u>White</u>					
% At Level 3 or Above Basic	82	85	86	88	NA
% At Level 4 or Above Proficient	64	66	69	71	NA
% At Level 5 Advanced	31	30	28	25	NA
Number of students tested	96	103	116	102	NA
2. <u>Black</u>					
% At Level 3 or Above Basic	52	0	32	50	NA
% At Level 4 or Above Proficient	26	0	19	50	NA
% At Level 5 Advanced	5	0	6	8	NA
Number of students tested	19	8	16	12	NA
3. <u>Hispanic</u>					
% At Level 3 or Above Basic	43	67	50	50	NA
% At Level 4 or Above Proficient	14	40	43	21	NA
% At Level 5 Advanced	0	27	29	0	NA
Number of students tested	14	15	14	14	NA
4. <u>Asian/Pacific Islander</u>					
% At Level 3 or Above Basic	92	0	100	0	NA
% At Level 4 or Above Proficient	71	0	73	0	NA
% At Level 5 Advanced	50	0	18	0	NA
Number of students tested	14	5	11	5	NA
5. <u>American Indian/Alaskan</u>					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	0	0	0	1	NA
6. <u>Multiracial/Ethnic</u>					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	0	1	1	1	NA
7. <u>Female</u>					
% At Level 3 or Above Basic	70	85	77	82	NA
% At Level 4 or Above Proficient	52	57	62	68	NA
% At Level 5 Advanced	22	20	28	23	NA
Number of students tested	67	65	87	65	NA
8. <u>Male</u>					
% At Level 3 or Above Basic	80	80	82	80	NA
% At Level 4 or Above Proficient	58	64	64	63	NA

% At Level 5 Advanced	30	36	23	17	NA
Number of students tested	76	67	71	70	NA
9. LEP					
% At Level 3 or Above Basic	0	0	0	0	NA
% At Level 4 or Above Proficient	0	0	0	0	NA
% At Level 5 Advanced	0	0	0	0	NA
Number of students tested	6	3	0	1	NA
10. Free or Reduced Lunch					
% At Level 3 or Above Basic	45	67	40	NA	NA
% At Level 4 or Above Proficient	15	40	15	NA	NA
% At Level 5 Advanced	4	27	5	NA	NA
Number of students tested	27	15	20	NA	NA
11. ESE not gifted					
% At Level 3 or Above Basic	36	47	28	NA	NA
% At Level 4 or Above Proficient	14	17	19	NA	NA
% At Level 5 Advanced	6	0	3	NA	NA
Number of students tested	36	30	32	NA	NA
STATE SCORES					
% At Level 3 or Above Basic	52	52	48	48	46
% At Level 4 or Above Proficient	28	28	25	26	22
% At Level 5 Advanced	7	7	6	6	5