

REVISED March 21, 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. Michael G. Akers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 5710 Wesconnett Boulevard
(If address is P.O. Box, also include street address)

Jacksonville, Florida 32244-1995
City State Zip Code+4 (9 digits total)

County Duval School Code Number*160571

Telephone (904) 573-1140 Fax (904) 573-1144

District Website/URL www.educationcentral.org E-mail akersm@educationcentral.org

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. John C. Fryer, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Duval County Public Schools Tel. (904) 390-2115

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 Ms. Nancy Broner
(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.

_____ Date _____

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

PART I - ELIGIBILITY CERTIFICATION

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

1. Number of schools in the district:

<u>105</u>	Elementary schools
<u>26</u>	Middle schools
<u>0</u>	Junior high schools
<u>17</u>	High schools
<u>2</u>	Academies of Technology
<u>5</u>	Alternative Centers
<u>3</u>	Exceptional Education Centers
<u>4</u>	Charter Schools
<u>11</u>	Youth Development Centers
<u>174</u> TOTAL	

2. District Per Pupil Expenditure: \$5672
 Average State Per Pupil Expenditure: \$5378

SCHOOL

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. 13 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, 2004 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	0	0	0		7			
K	26	27	53		8			
1	29	21	50		9			
2	29	22	51		10			
3	19	28	47		11			
4	19	19	38		12			
5	13	15	28		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								267

6. Racial/ethnic composition of the students in the school: 51% White
40% Black or African American
9% Hispanic or Latino
1% Asian/Pacific Islander
0% American Indian/Alaskan Native
101% Total (percentages have be rounded)

7. Student turnover, or mobility rate, during the past year: 33 %

(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.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	92
(4)	Total number of students in the school as of October 1	275
(5)	Subtotal in row (3) divided by total in row (4)	.33
(6)	Amount in row (5) multiplied by 100	33%

8. Limited English Proficient students in the school: 1.5 %
4 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 54 %
(lunch percentage calculated 2-10-04)

Total number students who qualify: 148

10. Students receiving special education services: 13 %
35 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 24 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </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 2003-2004

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
 Total number	 <u>25</u>	 <u>0</u>

12. Average school student-“classroom teacher” ratio: 18

13. Attendance patterns of teachers and students as a percentage

	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance *	95%	*	*	*
Daily teacher attendance *	95%	*	*	*
Classroom Teacher turnover rate	0 %	20 %	7 %	13 %

*Due to a District computer program change, statistics for average daily attendance and average daily teacher attendance are not available

PART III - SUMMARY

Wesconnett Elementary School’s mission is to provide quality learning experiences and high expectations that promote exemplary academic achievement for all students in the areas of reading comprehension, writing, math concepts and applications, and science. Success will be attained through the involvement of staff, families, community, alignment of resources, and shared accountability for student success in achieving the standards mandated by educational authorities.

While all public schools in Florida are evaluated by their test scores on the Florida Comprehensive Assessment Test, five years ago Wesconnett Elementary embraced a design for instruction which required us to commit to avoid becoming a test mill, choosing, instead, to concentrate on getting students to master the academic work rather than the tests. This was a school wide decision. Although this was a difficult and frightening decision to make, and perhaps even more difficult to be faithful to, we stood steadfast in our resolve. It was an exciting decision. We harnessed that excitement and melded love for our children, high expectations, consistent and considered discipline, passion for our profession, persistent parent communication, regular and frequent professional development and an unrelenting focus on academics to forge a first class educational institution. Our Title I status and our demographics indicate that Wesconnett should be a low-performing school. For the first year we were a solid C on the state’s grading scale. We dropped to one point above a D. We soared to a low A the following year, a solid middle A the next year, and to a high A for the year past – 2004 - 2005. Although faculty turnover is low, we have been successful in hiring quality teachers, improving at almost every vacancy.

Wesconnett, because of its small size has always been a family as much as an institution. Our children are the focus of our family, as they should be in any family. We know them well, and we know what is

going on with them when they are with us and when they are not. The Wesconnett family has a strong, identifiable work ethic, and we hold ourselves, and each other, to a high standard. We have a tradition of viewing children as a member of our family, rather than as a member of some other group – African-American, Hispanic, economically deprived, etc. As a result, they are not racially or economically identifiable by their test scores. We are very proud of that fact, but we do not work at that as an end, in and of itself. Rather, it is the natural result of treating every child as though he or she were our own, and striving to help every child achieve her or his highest potential. We believe self-esteem comes from within and cannot be bestowed, artificially, from without.

Every child at Wesconnett Elementary School will be able to function at the highest levels academically, socially, professionally, and become productive citizens in a global community. This, our vision, is not mere prose. It is the way we look at the world. We believe it and we make sure of it. We look at our profession and our work, as a school, as a grand adventure, worthy of heroes. Visitors to Wesconnett Elementary can discern, instantly, what we are, and what we are about. The teachers' lounge is a place where teachers discuss ways to help children become successful, whether it is a discussion of techniques, obstacles, or strategies. As such, it resembles an in-service room more than it resembles a traditional teachers' lounge. We believe a person's talk – what matters to that person – is revelatory of what that person is; and we are teachers.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading and mathematics

Tables 1-6, provided at the end of this application provide a school summary of FCAT SSS reading and mathematics scores for grades 3, 4, and 5. For FCAT reading and mathematics, the data include the number of students tested and the percentage of students scoring at or above Basic which is Level 3 or on grade level, at or above Level 4 which is considered proficient, and the percentage of students scoring at or above Level 5 which is considered above grade level. To further their understanding of these scores, the reader may wish to consider Table 7 which shows the mean scale score of students tested in grades 3-5 during the same period. (<http://fcat.fldoe.org/search/> and <http://www.fcateresults.com/demog/schoolXMLss/index.html>)

When reading the Percent of Students Scoring Level 3 or Higher on FCAT SSS, it is important to remember not to read each page in isolation because that would be comparing different children. By reading diagonally, that is reading 3rd Grade 2002, then 4th Grade 2003, and 5th Grade 2004, the reader can check for progress over time with a class. Mean scale scores are reported and highlighted diagonally to reflect progress over different grade levels on Table 7. While our mobility rate impacts that reading of statistics, we find individual students who have attended Wesconnett over a period of years are best prepared for success. In addition, staff changes that occurred between 2003 and 2004 on grade five impacted results.

Table 8 furthers understanding of demographics by reporting mean scale scores for Reading and Mathematics subtests for different subgroups of students. This report shows no achievement gap until 2004 which appears to be an anomaly.

When reading the School Accountability Report – Florida School Grade, Table 9, please note the Percentage Making Learning Gains in Reading and Math. We are very proud of the increase shown in the Percentage of the Lowest 25% Making Learning Gains in Reading figures. We believe it is our focus on individualizing the education of all our students has made this difference. The next section on how Wesconnett uses assessment data explains our efforts.

Percentages tested are reflected in the Florida School Grade report, Table 9. These percentages are for grades 3 through 5 and are not reported by grade level. As the reader will note, Wesconnett tested 96%

of students in 2002 and for the other 3 years reported in this document, we have tested 100 percent of eligible students. No records have been kept on students receiving alternative testing. In 2005, no students were alternatively tested. In the past, our ESE student's scores reflected positively on our school. Statistics were not kept because fewer than 10 students are tested on each grade level.

2. School use of assessment data

Assessment data drives Wesconnett instruction. State testing results are analyzed and reviewed by the School Improvement Team prior to writing the annual School Improvement Plan. The Florida Comprehensive Achievement Tests are analyzed by mean scale score as compared to other schools in the county, by percentage of students at each achievement level, by tracking grade levels to see the improvement of fourth graders as compared to their third grade scores and fifth graders as compared to their fourth grade scores, by looking at high and low areas in sub-tests, and finally reflecting on individual student scores.

Individual literacy teachers review state results and then incorporate screening tests like the Dynamic Indicators of Basic Literacy (DIBELS) which tests phonemic awareness, phonics, and fluency, diagnostic tests like the Developmental Reading Assessment (DRA) which tests fluency and comprehension, running records to look at student use of cueing systems, as well as progress monitoring tests developed by Duval County to check individual success on the FCAT. Mathematics teachers analyze progress monitoring tests developed by the county and other schools to determine areas of needed instruction.

All teachers meet individually with the Standards Coach once monthly to discuss student success, possible next steps, and maintain their focus of continuous improvement over time. Teachers track individual success towards the 1,000,000 word campaign, current reading level, writing genres, and math assessment. The assessment results drive lessons, small group work, professional development, and individual placement in supplemental academic instruction programs as well the creation of student Academic Improvement Plans.

3. School communicates student performance including assessment data

Wesconnett reports assessment data to parents, students, and the community in a variety of ways. If individual student reports are generated as part of a test, copies are shared with parents. Disaggregated data regarding high stakes achievement tests is shared with the School Advisory Council as it is incorporated into the School Improvement Plan. Our School Advisory Council is made up of parents, community leaders, teachers, and non-certificated personnel, who are the stakeholders of the Wesconnett community. The Wesconnett Beacon (our school newsletter) is used to share testing results and school grades.

Teachers share assessment results and communicate with parents about student performance through the use of student agenda (planners) books. These books provide a primary place of communication between home and school in addition to report cards and progress reports. Wesconnett celebrates student progress at quarterly Awards Assemblies. We celebrate our progress as a school towards the 1,000,000 word campaign by posting the total number of books read on a six foot lighthouse at our front door. In addition, student performance is visible in the hall on bulletin boards where student work is posted. Parents are even encouraged to check out copies of our Book of the Month so they can talk with their child about literacy activities.

Parent conferences are encouraged. Parents of students receiving Academic Improvement Plans have additional conferences where they receive feedback on student performance and plan with the teacher activities they can complete at home.

4. School has shared and will continue to share successes

School visits are encouraged according to the needs of those professionals visiting. The Standards Coach schedules visits. Visitors can request specific subjects and/or grade levels. This provides the opportunity to observe best practice and necessary materials and artifacts. Time is allotted for dialogue between the teacher being observed and the visitors. The School Standards Coach will teach class, following the observation, so the teacher can answer questions about logistics, planning, and share what works in our learning community. At District Standards Coach Meetings, coaches share the strengths of their schools so that others will know whom to visit. Wesconnett has entertained visitors from out of state.

Student work has been displayed at a national America's Choice Conference. In addition, our interns and pre-interns learn about our school and are able to share our work at the University of North Florida.

The Florida Times Union publishes articles about the school celebrations and test scores. Our Regional Superintendent shares successes with the School Board.

PART V – CURRICULUM AND INSTRUCTION

1. School's curriculum

Six years ago our Superintendent brought to Duval County a systemic curriculum design, America's Choice School Design, from the National Center on Education and the Economy which utilized internationally benchmarked standards, best instructional practices, and the most recent brain research to provide optimum learning experiences for all students. The program provided the framework for staff professional development. The Academic Programs Department correlated the NCEE standards to the Florida Sunshine State Standards to be sure appropriate content was addressed. Students are expected to demonstrate mastery of the standards prior to be promoted to the next grade. Wesconnett voted to implement this design and received additional staff training.

After four years of intensive training, District and individual School Standards Coaches now provide on-going training for staff as we go deeper into standards-based instruction and raise the achievement bar for our students. Teachers utilize this training and are expected to become specialists in at least two but no more than three content areas. At Wesconnett, we have chosen to departmentalize grades three through five, and have extended that practice to Second Grade for the 2004-2005 school year.

The heart of the curriculum is the two and a half hour language arts block. It covers reading (phonemic awareness, phonics, fluency, vocabulary development, and comprehension), writing in four genre (narrative, functional/procedural, report, and response to literature), and Skills Block (grammar, phonics, spelling, and punctuation). The blending of phonics and whole language provides the basis for a balanced program in which all language areas interrelate. A print-rich environment is created through the use of extensive classroom libraries and teacher/student charts based on lessons taught. Small group work is emphasized in reading so that the teacher can focus instruction on student need. In writing, children explore authentic literature and identify author's craft in picture books, for example, to see how they can incorporate what they are discovering in their own writing. Classroom discussions and peer critiquing is based on the standards.

Activity-based mathematics is utilized to encourage students to think creatively, develop and articulate their own problem-solving strategies, and work cooperatively with their classmates. Science instruction develops needed vocabulary in context with hands-on activities and again in a cooperative setting. Social Studies becomes part of writing when the children learn about the report genre and reading as they study the non-fiction genre. They explore, read and write about topics of interest in their world. Textbooks are utilized to help students learn about their community, country, the democratic process, and the world.

While assessment drives our instruction, portfolios document student progress. Reviewing student work and seeing how the work demonstrates mastery of the standards is key to understanding the expectations for each grade level.

Other subject areas are not forsaken but we expect students need to be on standard in fundamental disciplines by the end of 3rd grade. Resource classes in art, music, physical education, and media education round out each student's education.

2a. Reading curriculum

The reading curriculum at Wesconnett Elementary School follows NCEE's design which is organized around research based standards. Authentic literature is used and draws heavily on classroom libraries which are divided by reading levels, genre, or author. The five building blocks of reading (phonemic awareness, phonics, fluency, vocabulary development, and comprehension) are taught in small group settings.

Students read at their own levels and are constantly monitored through DRA, running records, teacher conferences, guided reading, response logs, and reading assessments tied in to the Houghton Mifflin reading series. This allows the teacher to have fluid grouping to deal with students having similar learning needs and facilitates the ability to constantly move the students at their own rate of learning.

The principal is very involved and promotes the 25-book campaign (1,000,000 word standard) where all students and personnel are expected to read at least 25 books during the year. This promotes a love of reading and is a great boost to increasing vocabulary. The principal is also responsible for the Book of the Month which is read in every classroom. Students respond to this book and teachers post these responses on bulletin boards. This creates an atmosphere that promotes reading throughout the school.

This curriculum design was chosen after the principal researched it and found great merit. Teachers were sent to observe schools that were already putting it in place and received an overview of how to utilize the standards in the classroom. The information was brought back to school and a vote among the staff was taken. The vote was almost unanimous (two dissenting votes) to adopt the America's Choice School Design. The two dissenters are now stars in the design.

3. One other curriculum area and how it relates to essential skills and the mission statement

Wesconnett Elementary School's mission is to provide quality learning experiences and high expectations that promote exemplary academic achievement for all students. It specifically mentions the area of math concepts and applications; how students utilize and understand mathematical reasoning. Children who develop their own strategies for solving computational problems perform better than children who memorize an algorithm because they understand how numbers work in relationship to one another. Finding the answer, figuring out whether it is reasonable or not, and explaining why it makes sense is key to helping children define their strategies. These strategies are then used to help children solve more complex problems.

Wesconnett utilizes Duval County's adopted curriculum, *Investigations in Number, Data, and Space*. The curriculum at each grade level is organized into units that offer from three to eight weeks of mathematical work in number, data analysis, and geometry. These units link together to form a complete K-5 curriculum that teachers can adjust to meet their classroom needs. *Investigations* offers activity-based mathematics that encourage students to think creatively, develop *and articulate* their own problem-solving strategies, and work cooperatively with their classmates. (Second paragraph courtesy Pearson website.) By teaching conceptual understanding, our students are learning how mathematics works in that they can see how one number functions in relationship to another number.

4. Different instructional methods the school uses

Instruction in language arts is centered around the workshop model. During a workshop, a mini-lesson is presented, student work time applies the strategy presented, and closing offers the opportunity for students to share their application of the lesson taught. Teachers present a short, focused mini-lesson in which they model what they want their students to practice. Students practice the skill or strategy during

work time and begin to build reading stamina. During closing students share how they applied the skill or strategy presented. During student work time, teachers can conference with individual students to pinpoint their goals for the child or identify instructional needs, or the teacher can work with a small group in instruction. When teachers work with a small group, for example, on improving reading comprehension, a teacher models, then provides guided practice, and finally moves the children to applying the skill or strategy on their own. Teachers also can use that time to track student achievement through DRAs or running records.

Mathematics instruction also follows the workshop model. After stating the focus or skill clearly and making expectations explicit, the teacher monitors students' work during the exploration period. The teacher monitors student work, examines work as it evolves, offers small group instruction, and begins to develop the summary section of the lesson by noting strategies the class utilized. During the summary portion of the workshop, students tell the class about their approaches to the problems and make connections to the main concept of the lesson. Strategies are recorded and the teacher corrects student misconceptions.

5. School's professional development program

In the fall of 2000, Wesconnett embarked on a prescribed system of professional development as designed by The National Center on Education and the Economy called America's Choice School Design. That core set of teachers meetings introduced, reinforced, and tracked best instructional practice. The specific purpose of the inservice was to improve achievement for all students. When the three year contract with America's Choice expired, Duval County continued world class standards implementation under the title of standards based instruction. At that time, the county began using District Standards Coaches and School Standards Coaches to deliver inservice designed to deepen teacher's understanding of standards based instructional methods. Teachers can attend a ten day county training on literacy. There is also training available for math and teacher laptops. The laptops will provide uniform attendance and assessment procedures, data collecting, and grade preparation.

Training needs at the school, like student's needs in the classroom, are determined by assessment. There is a system of district evaluation of school progress by Regional Superintendents, focused walks within the school to determine levels of implementation, and teacher requests. Testing scores also drive workshop needs. Early release days allow afternoons for training twice a month. In addition, substitutes are hired for teachers to take professional days as additional needs are identified. Our goal is to help teachers use their training, experience, insight, and the relationships they build with students to match instruction with need and foster achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

Not applicable.

PART VII - ASSESSMENT RESULTS

Wesconnett Elementary School's data tables follow

Table 1
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Reading Grade 3 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	65%	56%	51%	64%
% At or Above Proficient (Level 4 or higher)	31%	16%	21%	20%
% At Advanced (Level 5)	4%	3%	2%	3%
Number of students tested	51	30	57	66
Percent of total students tested	100	100	NR	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	64%	45%	44%	NR
% At or Above Proficient (Level 4 or higher)	31%	17%	22%	NR
% At Advanced (Level 5)	4%	6%	0%	NR
Number of students tested	51	18	36	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	82%	62%	NR
% At or Above Proficient (Level 4 or higher)	*	18%	19%	NR
% At Advanced (Level 5)	*	0%	5%	NR
Number of students tested	0	11	21	NR
3. White				
% At or Above Basic (Level 3 or higher)	72%	56%	59%	77%
% At or Above Proficient (Level 4 or higher)	44%	17%	26%	23%
% At Advanced (Level 5)	3%	6%	4%	3%
Number of students tested	29	18	27	35
4. Black				
% At or Above Basic (Level 3 or higher)	59%	*	44%	40%
% At or Above Proficient (Level 4 or higher)	18%	*	13%	12%
% At Advanced (Level 5)	6%	*	0%	0%
Number of students tested	17	9	16	25
STATE SCORES				
% At or Above Basic	66%	63%	60%	57%
% At or Above Proficient	32%	30%	28%	25%
% At Advanced	6%	5%	5%	4%
Number of students tested	206,435	188,107	188,387	186,139

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 2
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Mathematics Grade 3 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	55%	50%	47%	44%
% At or Above Proficient (Level 4 or higher)	14%	7%	5%	9%
% At Advanced (Level 5)	4%	0%	0%	0%
Number of students tested	51	30	57	66
Percent of total students tested	100	100	NR	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	55%	52%	42%	NR
% At or Above Proficient (Level 4 or higher)	14%	5%	3%	NR
% At Advanced (Level 5)	4%	0%	0%	NR
Number of students tested	51	19	36	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	45%	58%	NR
% At or Above Proficient (Level 4 or higher)	*	9%	10%	NR
% At Advanced (Level 5)	*	0%	0%	NR
Number of students tested	0	11	21	NR
3. White				
% At or Above Basic (Level 3 or higher)	80%	56%	56%	60%
% At or Above Proficient (Level 4 or higher)	21%	6%	7%	11%
% At Advanced (Level 5)	7%	0%	0%	0%
Number of students tested	29	18	27	35
4. Black				
% At or Above Basic (Level 3 or higher)	18%	*	25%	20%
% At or Above Proficient (Level 4 or higher)	6%	*	6%	0%
% At Advanced (Level 5)	0%	*	0%	0%
Number of students tested	17	9	16	25
STATE SCORES				
% At or Above Basic	64%	63%	59%	52%
% At or Above Proficient	30%	29%	25%	19%
% At Advanced	7%	7%	5%	3%
Number of students tested	206,534	188,487	188,606	186,336

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 3
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Reading Grade 4 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	82%	67%	70%	61%
% At or Above Proficient (Level 4 or higher)	36%	30%	29%	28%
% At Advanced (Level 5)	9%	8%	2%	2%
Number of students tested	33	49	51	43
Percent of total students tested	100	100	100	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	85%	62%	70%	NR
% At or Above Proficient (Level 4 or higher)	39%	17%	29%	NR
% At Advanced (Level 5)	7%	3%	3%	NR
Number of students tested	28	29	34	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	75%	70%	NR
% At or Above Proficient (Level 4 or higher)	*	50%	29%	NR
% At Advanced (Level 5)	*	15%	0%	NR
Number of students tested	0	20	17	NR
3. White				
% At or Above Basic (Level 3 or higher)	94%	70%	78%	59%
% At or Above Proficient (Level 4 or higher)	50%	39%	30%	26%
% At Advanced (Level 5)	6%	8%	4%	4%
Number of students tested	18	26	27	27
4. Black				
% At or Above Basic (Level 3 or higher)	61%	58%	67%	45%
% At or Above Proficient (Level 4 or higher)	23%	16%	29%	27%
% At Advanced (Level 5)	15%	8%	0%	0%
Number of students tested	13	12	21	11
STATE SCORES				
% At or Above Basic	70%	60%	55%	53%
% At or Above Proficient	34%	29%	27%	25%
% At Advanced	7%	6%	6%	7%
Number of students tested	176,148	193,391	191,866	188,696

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 4
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Mathematics Grade 4 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	85%	61%	73%	55%
% At or Above Proficient (Level 4 or higher)	21%	12%	16%	10%
% At Advanced (Level 5)	6%	0%	0%	0%
Number of students tested	33	49	51	42
Percent of total students tested	100	100	100	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	89%	52%	71%	NR
% At or Above Proficient (Level 4 or higher)	26%	7%	21%	NR
% At Advanced (Level 5)	7%	0%	0%	NR
Number of students tested	28	29	34	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	75%	77%	NR
% At or Above Proficient (Level 4 or higher)	*	20%	6%	NR
% At Advanced (Level 5)	*	0%	0%	NR
Number of students tested	0	20	17	NR
3. White				
% At or Above Basic (Level 3 or higher)	94%	70%	75%	59%
% At or Above Proficient (Level 4 or higher)	33%	12%	19%	11%
% At Advanced (Level 5)	11%	0%	0%	0%
Number of students tested	18	26	27	27
4. Black				
% At or Above Basic (Level 3 or higher)	77%	50%	66%	30%
% At or Above Proficient (Level 4 or higher)	8%	17%	14%	10%
% At Advanced (Level 5)	0%	0%	0%	0%
Number of students tested	13	12	21	10
STATE SCORES				
% At or Above Basic	64%	54%	51%	45%
% At or Above Proficient	26%	20%	19%	16%
% At Advanced	6%	4%	4%	3%
Number of students tested	176,316	193,503	192,366	188,633

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 5
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Reading Grade 5 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	76%	64%	63%	50%
% At or Above Proficient (Level 4 or higher)	43%	30%	29%	14%
% At Advanced (Level 5)	11%	0%	3%	6%
Number of students tested	37	44	35	50
Percent of total students tested	100	100	100	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	77%	54%	57%	NR
% At or Above Proficient (Level 4 or higher)	44%	23%	24%	NR
% At Advanced (Level 5)	11%	0%	0%	NR
Number of students tested	36	26	21	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	82%	72%	NR
% At or Above Proficient (Level 4 or higher)	*	41%	36%	NR
% At Advanced (Level 5)	*	0%	7%	NR
Number of students tested	0	17	14	NR
3. White				
% At or Above Basic (Level 3 or higher)	75%	68%	65%	71%
% At or Above Proficient (Level 4 or higher)	40%	32%	40%	21%
% At Advanced (Level 5)	15%	0%	5%	13%
Number of students tested	20	25	20	24
4. Black				
% At or Above Basic (Level 3 or higher)	70%	60%	*	15%
% At or Above Proficient (Level 4 or higher)	40%	33%	*	5%
% At Advanced (Level 5)	0%	0%	*	0%
Number of students tested	10	15	8	20
STATE SCORES				
% At or Above Basic	59%	58%	53%	52%
% At or Above Proficient	28%	25%	23%	23%
% At Advanced	6%	4%	4%	5%
Number of students tested	196,343	192,881	192,604	187,570

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 6
Wesconnett Elementary School
No Child Left Behind – Blue Ribbon School Application

FCAT – FLORIDA COMPREHENSIVE ASSESSMENT TEST
CRITERION-REFERENCED TEST

Subject Mathematics Grade 5 Test Florida Comprehensive Assessment Test

Edition/Publication Year Same as Year of Test Administration

Publisher State of Florida

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Basic (Level 3 or higher)	73%	56%	58%	23%
% At or Above Proficient (Level 4 or higher)	43%	11%	29%	6%
% At Advanced (Level 5)	5%	0%	0%	0%
Number of students tested	37	44	35	52
Percent of total students tested	100	100	100	NR
Number of students alternatively assessed	NR	NR	NR	NR
Percent of students alternatively assessed	NR	NR	NR	NR
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	76%	46%	43%	NR
% At or Above Proficient (Level 4 or higher)	45%	4%	24%	NR
% At Advanced (Level 5)	6%	0%	0%	NR
Number of students tested	36	26	21	NR
2. Not Economically Disadvantaged				
% At or Above Basic (Level 3 or higher)	*	71%	79%	NR
% At or Above Proficient (Level 4 or higher)	*	24%	36%	NR
% At Advanced (Level 5)	*	0%	0%	NR
Number of students tested	0	17	14	NR
3. White				
% At or Above Basic (Level 3 or higher)	70%	64%	60%	35%
% At or Above Proficient (Level 4 or higher)	45%	20%	30%	12%
% At Advanced (Level 5)	5%	0%	0%	0%
Number of students tested	20	25	20	26
4. Black				
% At or Above Basic (Level 3 or higher)	80%	47%	*	5%
% At or Above Proficient (Level 4 or higher)	40%	0%	*	0%
% At Advanced (Level 5)	10%	0%	*	0%
Number of students tested	10	15	8	20
STATE SCORES				
% At or Above Basic	52%	52%	48%	48%
% At or Above Proficient	28%	28%	25%	26%
% At Advanced	7%	7%	6%	6%
Number of students tested	196,233	192,692	192,472	187,623

* No data are reported when fewer than 10 students were tested or when all students are in the same achievement level

NR=Not reported on State of Florida documents

Table 7
WESCONNETT ELEMENTARY SCHOOL
FLORIDA COMPREHENSIVE ASSESSMENT TEST
SUNSHINE STATE STANDARDS
CRITERION-REFERENCED TEST

Subject Reading and Mathematics Grades 3-5 Test Florida Comprehensive Assessment Test - SSS

Edition/Publication Year 2004 Publisher State of Florida Testing Month March

Wesconnett Elementary School								
<p>The table below provides the school mean Scale Scores in reading and mathematics. The Scale Score is a scores used to report test results on the entire test. Scale Scores on the FCAT Sunshine State Standards tests are 100 through 500 for each grade level and content area. A computer program is used to analyze student responses and to compute the Scale Score. (Paraphrased from FLDOE website.) Results of Exceptional Student Education students were not disaggregated because fewer than ten students were tested for each disability category.</p>								
Mean Scale Scores								
Grade Level	Reading				Mathematics			
	2001	2002	2003	2004	2001	2002	2003	2004
3 rd Grade	295	286	292	308	289	279	291	285
4 th Grade	306	319	316	332	298	312	310	329
5 th Grade	282	299	305	321	295	331	323	349

Table 8
Wesconnett Elementary School

Florida Comprehensive Assessment Test
Sunshine State Standards Criterion-Referenced Test
Mean Scale Score
Demographic Report

3rd Grade

*No data a reported when fewer than ten students were tested or if any percentage equals 100

	Reading				Mathematics			
	2001	2002	2003	2004	2001	2002	2003	2004
White	295	286	292	321	289	279	291	304
Black or African American	306	292	292	299	300	289	297	264
Hispanic or Latino	273	278	*	*	273	265	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*

4th Grade

*No data a reported when fewer than ten students were tested or if any percentage equals 100

	Reading				Mathematics			
	2001	2002	2003	2004	2001	2002	2003	2004
White	306	319	316	338	298	312	310	342
Black or African American	307	322	322	327	303	317	315	314
Hispanic or Latino	291	313	299	*	274	304	306	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*

5th Grade

*No data a reported when fewer than ten students were tested or if any percentage equals 100

	Reading				Mathematics			
	2001	2002	2003	2004	2001	2002	2003	2004
White	282	299	305	326	295	331	323	355
Black or African American	310	307	312	305	319	330	331	339
Hispanic or Latino	244	*	301	*	263	*	309	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*

Table 9
Wesconnett Elementary School

School Accountability Report – Florida School Grade

Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	Points Earned	School Grade	Percent Tested	% Free and Reduced Lunch	Minority Rate
2004	78	73	85*	75	89	80	480	A	100	100	48
2003	65	57	82	74	76	74	428	A	100	62	43
2002	63	62	70	73	83	73	424	A	96	NR	NR
2001	68	31	95	NR	NR	NR	NR	C	100	NR	NR

* In 2004, the School Grade rule for writing changed to an average of 3.0 and 3.5 scores for this column rather than a percentage of students receiving a 3 or higher.

NR means not reported