

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: **Middle School**

Name of Principal **Ms. Libia A. Gonzalez**

Official School Name **G.W. Carver Middle School**

School Mailing Address **4901 Lincoln Dr.
Miami, Florida 33133-5635**

County **Miami-Dade** State School Code Number* **136071**

Telephone **(305) 444-7388** FAX **(305) 529-5148**

Website/URL <http://carver.dade.k12.fl.us/> E-mail **libbyg@dadeschools.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* **Dr. Rudolph F. Crew**

District Name **Miami-Dade County Public Schools** Tel. **(305) 995-1430**

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. Agustin J. Barrera**

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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>192</u> | Elementary schools |
| <u>56</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>42</u> | High schools |
| <u>76</u> | Other |
| <u>366</u> | TOTAL |

2. District Per Pupil Expenditure: **\$8,440.00**
- Average State Per Pupil Expenditure: **\$6,887.00**

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. 7 Number of years the principal has been in her/his position at this school.

_____ If fewer than three year, 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	133	188	321
K				8	115	197	312
1				9			
2				10			
3				11			
4				12			
5				Other			
6	127	190	317				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							950

6. Racial/ethnic composition of the school:
- 30% White
 - 10% Black
 - 57% Hispanic
 - 2% Asian/Pacific Islander
 - 1% 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: **1%**

[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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	960
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: **3%**
 $\frac{28}{960}$ Total Number of Limited English Proficient

Number of languages represented: **5**

Specify languages: Haitian Creole, French, German, Spanish, and Danish.

9. Students eligible for free/reduced-priced meals: **25%**
 Total number students who qualify: **240**

10. Students receiving special education services: **.5 %**
5 Total number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specified Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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>
Administrators	<u>3</u>	<u>0</u>
Classroom teachers	<u>58</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>3</u>	<u>2</u>
Total number	<u>69</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: **15:1**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	95%	95%	96%	97%	96%
Teacher turnover rate	5%	2%	8%	11%	16%
Student dropout rate	0%	0%	0%	0%	0%
Student drop off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

The vision of G.W. Carver Middle School is to respond to the changing needs of Miami-Dade County's diverse community. Stakeholders of the school will prepare all students to have a strong multilingual, academic, and technological background ensuring each student success in the competitive environment of the 21st century. The school provides a rigorous diverse curriculum that meets world-class standards for tomorrow's multicultural world.

The mission of G.W. Carver Middle School is to provide Miami-Dade County's multicultural, multilingual population with an advanced educational program that not only follows the benchmarks of Florida, but also meets the academic standards of France, Germany, and Spain. This curriculum prepares students to meet the needs of major industries, international trade, finance, and tourism.

G. W. Carver Middle School, a magnet school for international education, is located in Coconut Grove, Florida. The major focus of G.W. Carver Middle School is to provide educational parity with the European systems and to compete successfully in the international arena using the best of the U.S. system. It is the only public middle school recognized by the French, German, and Spanish governments and accredited by France and Spain. The original school facility was constructed in 1951 as a senior high school and was later divided into an elementary school and a middle school. The school's two international education magnets, International Education (IE) and International Studies (IS), offer three language strands, French, German, and Spanish. Presently, the school has a total enrollment of 950 students. The IS students have a strong background in one of the three languages, whereas the IE students are beginning language learners or have a minimal understanding of one of the three languages. The curriculum for either international education magnet program stresses world language instruction at the appropriate fluency level of the individual student and advanced level courses in all core disciplines. The principal, Ms. Gonzalez, is in her seventh year as the instructional leader of G.W. Carver Middle School. For the past five years, the school has been rated an "A" by the State of Florida's A+ Plan for grading schools. During her tenure, Ms. Gonzalez has placed a strong emphasis on raising student achievement, improving business practices, and developing a strong professional learning community. The school's leadership team has implemented the Continuous Improvement Model to address student achievement goals. Following this model, student assessment results are disaggregated and analyzed on a school-wide basis by department chairpersons and administration. Furthermore, teachers meet by department to disaggregate and analyze student assessment results by class and align instructional practices. Teachers meet weekly to plan short and long-range lessons based on current assessment results. As needs are identified, plans are developed and implemented to address discrepancies brought forth by assessment data. Results from these plans are subsequently analyzed and the cyclical process of "planning, checking, doing, and acting" is again visited. A yearlong, in-house, professional development course on brain research has become a central focal point for raising student achievement. This follows a curriculum mapping project that was started three years ago, where teachers planned within and across disciplines to reinforce concepts and revisit essential skills. The professional development course on brain research was designed by a retired principal, after becoming thoroughly familiar with the school's curricula, achievement data, faculty, staff, and administration. This staff development is a framework of support for teachers to implement a more innovative approach to teaching and learning. In addition to participating in the school's professional development course, teachers have sought out growth opportunities by earning National Board Certification (17 teachers) and earning advanced degrees (33 teachers). At G.W. Carver Middle School, student, parents, faculty, staff, administration and the community collaborate to provide students with a multicultural education meeting world-class standards.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Florida Comprehensive Assessment Test (FCAT) is a standardized instrument developed by the State of Florida to assess student knowledge in the areas of reading comprehension, mathematics, writing, and science. This assessment is comprised of two parts: FCAT-Sunshine State Standards, a criterion-reference section designed to measure students' knowledge of reading, mathematics, writing, and science as outlined in the Florida Sunshine State Standards and the FCAT-Norm Referenced Test, which is the norm-referenced section designed to compare student performance in reading and mathematics with other students nationwide.

G.W. Carver Middle School students score exceptionally well on all standardized examinations, consistently earning the highest scores in the district for the past three years. The school was rated the number one middle school in Florida for the 2005-2006 school year. Based on the number of points earned on school-grade criteria, G.W. Carver Middle School scored 551 points out of a total of 600 points. The points were earned by students meeting high standards, making learning gains, and the quartile of lowest performing students making adequate progress. One hundred percent of eligible students were tested with 94% of students meeting high standards in reading, 97% of students meeting high standards in mathematics and 100 % of the students meeting high standards in writing. The school has been designated an "A" school, according to Governor Bush's A+ Plan for the past five years. The school's standardized exam scores show no significant disparities among subgroup populations. The school met Adequate Yearly Progress (AYP) as determined through the No Child Left Behind Act.

In addition to the required state standardized examinations, a variety of assessments are imbedded in the curriculum. G.W. Carver Middle School participates in Advanced Placement testing. In the 2005-2006 school year, 84% of French International Studies (IS) students, 85% of German IS students, and 93% of Spanish IS students in the eighth grade earned a passing score on the Advanced Placement examinations. Other assessments include, but are not limited to, national examinations of France, Germany and/or Spain, district quarterly interims in both reading and mathematics utilizing Edusoft software to gather data for enhancing classroom instruction, as well as in-house quarterly exams developed for science and social studies.

The information about the FCAT and G.W. Carver Middle School's performance can be found at <http://osp.dadeschools.net/products> and <http://schoolgrades.fldoe.org/default.asp>.

2. Using Assessment Results: In order to implement the school's mission and provide the highest quality education, assessment data is used continually throughout the school year to maximize student achievement.

Prior to the beginning of the school year, overall school assessment results are examined and analyzed collaboratively by the administration, department chairpersons, Educational Excellence School Advisory Council (EESAC) and the school's Literacy Team; the findings drive the master schedule, the School Improvement Plan, curricula, and the faculty's professional development. Additionally, a school database is compiled that includes students' grades, standardized exam scores, and teacher recommendations to determine which students require additional assistance or could benefit from acceleration. One outcome has been the formation of honors geometry classes, an honors biology class, a research laboratory class, a safety net Spanish class, a safety net French class, special reading classes, special mathematics classes, homeroom tutoring in writing, FCAT mathematics, FCAT science, and general subject areas. A before school tutoring program for students who have limited English proficiency has also been implemented.

At the beginning of the school year, all teachers are provided with hard copies of individual student assessment results by class from the district's database of criterion-referenced test scores. Scores are analyzed at department grade level meetings and curriculum maps are updated to drive short and long range lesson plans and support individualized instruction on specific skills.

Throughout the school year, additional assessment data from in-house and district interim exams is examined and analyzed at grade level meetings by department and at monthly Literacy Team meetings. This data is used to fine tune lesson plans and instruction. Furthermore, comprehensive mid-term and final examinations, uniform by subject/grade level and incorporating a significant writing component, are administered. These exam results verify mastery or indicate that additional instruction is necessary.

3. Communicating Assessment Results: Ongoing, comprehensive information about student performance is provided to parents, students and the community. Every nine weeks students receive a report card indicating their progress in each class. At the mid-point of each of these four marking periods, students receive interim progress reports. More detailed information is available on the school's website through a Parent Internet Viewer, permitting parents and students to view their grades on individual assignments in each class. The school's website and marquee also alert parents to when report cards and interim report cards are sent home. At the end of each marking period, the school informs parents in writing and requests a parent conference with a counselor, if a student has been placed on academic probation. If a student remains on probation for a second marking period, the parents and student meet with a school administrator.

State generated reports on individual student's FCAT scores, with explanations of performance results for parents, are sent home with each student. Numerous parent workshops are held throughout the school year providing parents with assistance in interpreting their child's test scores and suggestions on how they can partner with the school to improve their child's achievement.

Furthermore, the school's assessment results are communicated in detail to the community, parents, and Student Council representatives at the Educational Excellence School Advisory Council's (EESAC) monthly meetings. The school's newspaper, "The Clarion", and the local "Neighbor's" section of "The Miami Herald" also disseminate information regarding the school's academic achievements, inclusive of high standardized exam scores.

4. Sharing Success: G.W. Carver Middle School shares its success with the community through a variety of venues. Due to the school's unique curricula and outstanding performance on standardized exams, the school has become a model for the District and State. Interest in G.W. Carver Middle School extends from parents, to teachers, to university students, to school administrators, and all are welcomed. Each school year, groups of school administrators from other states and countries come to learn about the school's administration, curricula, delivery of instruction, and professional development to implement similar models in their schools. Teachers from other schools in the district are interested in observing instruction in their field. These teachers want to see how instruction is planned, what materials and resources are used, and how the students are prepared for standardized testing. Sometimes teachers from other schools ask to participate in the school's professional development program. Local university students look forward to participating in internships with dedicated mentor instructors; G.W. Carver Middle School is their first step into the teaching profession. Orientation meetings are held and school tours are offered October through January for parents that want to become familiar with the school. Lastly, the school's best practices are shared at regional principals and assistant principals meetings, as well as education magnet program meetings.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: All disciplines conform to the Florida Sunshine State Standards and District curriculum requirements that incorporate national goals and challenge students in every academic area. All subjects, including magnet subjects and elective courses, develop higher-order thinking, problem solving, critical analysis, and persuasive arguments.

G.W. Carver Middle School's International Studies (IS) and International Education (IE) curricula combine advanced academics with language instruction in French, German, or Spanish. Students in the IS program come to the school with high language proficiency and are provided language instruction at their level. Students in the IE program come to the school with little or no previous language knowledge and acquire significant language skills during their three years of middle school.

G.W. Carver Middle School's advanced language arts curriculum is literature based and encompasses a wide variety of reading and writing experiences. The department's philosophy on standardized test preparation is that students who read challenging pieces, think critically about the pieces, and demonstrate their knowledge in writing will perform well on such tests.

The Mathematics Department provides a curriculum that emphasizes effective problem solving and critical thinking skills through the use of deductive reasoning to solve real-world problems. Unique to G.W. Carver Middle School are the foreign language mathematics classes for all students in the French and Spanish IS programs. These innovative courses are taught in French and Spanish respectively, using the spiral approach to teach concepts included in the traditional pre-algebra, algebra, geometry, and trigonometry courses offered in the United States: Mathematical concepts are introduced and continually re-introduced at later times with increasing rigor. Beginning in the eighth grade, all students are enrolled in mathematics courses that receive high school credit at the honors level.

The science curriculum is hands-on and laboratory based. In sixth and seventh grade, students are enrolled in comprehensive science. However, sixth grade students that greatly excel, are enrolled in Earth / Space Science in seventh grade. Beginning in the eighth grade, all students are enrolled in science courses that receive high school credit at the honors level such as Earth / Space Science or Biology. For students that truly enjoy science, a research laboratory class is offered as an elective.

The social studies curriculum is rich and challenging. It encourages students to examine geographic, political, social, and historical concepts and issues in the context of sixth grade geography, seventh grade civics and eighth grade US history. Social studies teachers have developed interdisciplinary lessons with language arts teachers to nurture students reading, writing, and critical thinking skills.

Students at G.W. Carver Middle School may choose from an array of electives that includes orchestra, band, chorus, art, physical education, drama, gifted as a resource class, speech and debate, journalism, creative writing, and science research lab. To support and maintain the school's high reading and writing scores, students read and write across all subject areas. For example, students in art analyze paintings or compare artistic styles during journal time. They also display their own works of art imitating famous German artists at the German Unification luncheon which takes place every year to celebrate East and West Germany becoming one country.

2B. English: The language arts curriculum at G.W. Carver Middle School is one of its greatest strengths. Year after year, student performance on standardized examinations has been outstanding. Particular efforts have been made to continue to raise standards utilizing unusual, yet effective, strategies. One such strategy is the fine arts unit in the eighth grade language arts classes. It uses major painters and

sculptors as the subject for speeches, which rely on research, picture analysis, and art vocabulary. Another strategy, implemented with the assistance of a local bookstore, is to expose the school's students to authors of a variety of age appropriate reading material. The authors come to school to meet and speak with students and sign books. This activity ignites an interest in reading and is an opportunity that most students in other schools never experience. For G.W. Carver Middle School's lower performing students, the Language Arts Department provides a reading class in a small group setting with individualized attention for these students. These courses use a structured reading framework to emphasize comprehension strategies and increase the students' vocabulary through the use of non-fiction. In summary, the language arts curriculum promotes academic excellence in reading, writing, and public speaking; it enhances critical thinking and study skills.

3. Additional Curriculum Area: Foreign Language Classes (Other Curriculum)

Students at G.W. Carver Middle School are enrolled in International Studies (IS) or International Education (IE) language courses. IS students study history, geography, social studies, and science incorporated into a humanities course, in the foreign language they have chosen. Additionally, these students are enrolled in a French, German, or Spanish language arts course to further enhance their language acquisition. Students in the IE magnet program come to the school with little or no language proficiency, but become proficient in French, German, or Spanish by being dual enrolled in two language courses annually, for a total of six courses over the three years of middle school. All language courses in the IS and IE programs are taught by teachers with native language proficiency. After the first few weeks of school, communication is in the target language. Furthermore, technology skills are incorporated in a spiral fashion through the foreign language classes beginning in grade six. The technology teacher and foreign language teacher collaborate to design technology lessons that are product based. Students learn how to conduct relevant research through the Internet. They also create Word documents, Power Point presentations, and Excel files in the foreign language they have selected.

4. Instructional Methods: G.W. Carver Middle School's instruction is guided by the Sunshine State Standards (SSS), Miami-Dade County's Competency Based Curriculum, and its in-house developed curriculum maps. Using this framework, teachers plan collaboratively and use a variety of instructional methods acquired through professional development. The majority of G.W. Carver Middle School's teachers have received training in *Creating Independence through Student Owned Strategies* (CRISS) and exhibit a wide range of teaching styles and limit lecture type instruction. Goals of CRISS include teachers planning for in-depth learning, guiding and facilitating cooperative learning, and students involving themselves in learning through writing, organizing, and discussion. In addition to providing interactive instruction, many teachers create a print rich environment in the classroom, to further enhance learning.

All core courses and electives at G.W. Carver Middle School are taught at an advanced or honors level. However, for those students that experience some difficulties, assistance in the form of tutoring is provided during homeroom. Additionally, for students enrolled in the Spanish or French IS program that experience academic difficulties in Spanish or French, a safety net class has been established to provide additional support.

The school's faculty and staff are highly diverse due to language programs offered. Language classes, inclusive of English, are taught by native speakers who impart a culture with their language. Students quickly become aware that the language they are acquiring, is spoken as a native tongue in many different countries. Furthermore, teachers make great efforts to remain in the target language, so that students experience an immersion type setting. Student and teacher diversity is celebrated at G.W. Carver Middle School.

5. Professional Development: The emphasis for the 2006-2007 staff development at G.W. Carver Middle School is on developing an understanding of the neurological processes that occur during

learning. This will be done through an ongoing staff development approach, designed to help participants become knowledgeable in how the brain works and to use that knowledge to make teaching more effective and efficient. The staff development is also intended as a framework of support for teachers to implement a more innovative approach to teaching and learning.

Specifically, this course is designed to involve teachers in the dynamic process of learning about brain research and its application to classroom practices; bring colleagues together to reflect on and analyze their teaching and offer mutual support for new learning; help participants bring theory and practice together in a way that makes classroom teaching more effective and efficient; help teachers become more aware of individual learning styles of children and groups and bring participants together around a coherent vision and foster that mutual vision.

The primary textbooks are *Teaching with the Brain in Mind* by Eric Jensen (2005); *Mapping Inner Space; Learning and Teaching Visual Mapping* by Nancy Margulies (2002); and *Tools for Engagement* by Eric Jensen (2003). The instructor is a retired principal.

The meetings for the course are organized around six whole group sessions lasting 1.5 hours, and six small group sessions lasting one hour. Each session includes active participation and extension of learning through assigned readings and lesson designs. Each faculty member has written a Professional Development Plan using student achievement data as a gauge for their own professional growth. The final review of this plan will be the indicator of how the staff development throughout the year has directly impacted student learning.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Florida Comprehensive Assessment Test

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

Edition/Publication Year: 2001-2006 Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% "Meeting" plus exceeding State Standards	94	88	89	87	83
% "Exceeding" State Standards	76	50	50	50	54
Number of students tested	317	338	357	357	375
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	99	96	96	78	87
% "Meeting" plus "Exceeding" State Standards	92	90	91	80	75
% "Exceeding" State Standards	60	57	44	53	45
2. Black	38	32	34	56	75
% "Meeting" plus "Exceeding" State Standards	97	89	91	84	75
% "Exceeding" State Standards	77	40	41	34	35
3. Hispanic	166	197	212	206	203
% "Meeting" plus "Exceeding" State Standards	95	91	87	90	89
% "Exceeding" State Standards	77	49	51	52	62
4. Female	191	195	226	192	234
% "Meeting plus "Exceeding" State Standards	N/A	88	88	87	82
% "Exceeding" State Standards	N/A	45	48	47	50

5. Male	128	143	131	165	141
% "Meeting" plus "Exceeding" State Standards	*	90	90	89	85
% "Exceeding State Standards	*	58	54	54	60
6. Free/Reduced Lunch	88	100	143	128	120
% "Meeting" plus "Exceeding" State Standards	94	86	84	87	82
% "Exceeding State Standard	73	47	41	39	50

*No subgroup scores available for year indicated.

Subject: Reading

Grade: 7

Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2001-2006

Publisher: CTB/McGraw-Hill

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% “Meeting” plus exceeding State Standards	96	95	94	90	88
% “Exceeding” State Standards	64	60	59	57	52
Number of students tested	321	337	342	329	345
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	95	94	74	80	97
% “Meeting” plus “Exceeding” State Standards	97	89	95	87	81
% “Exceeding” State Standards	68	55	63	58	54
2. Black	26	32	45	55	52
% “Meeting” plus “Exceeding” State Standards	88	98	91	86	86
% “Exceeding” State Standards	50	57	49	42	53
3. Hispanic	189	196	207	183	188
% “Meeting” plus “Exceeding” State Standards	97	97	94	94	92
% “Exceeding” State Standards	67	62	60	62	50
4. Female	187	213	186	203	207
% “Meeting plus “Exceeding” State Standards	96	95	93	88	88
% “Exceeding” State Standards	64	59	51	55	54
5. Male	133	124	156	126	138
% “Meeting” plus “Exceeding”	97	94	95	94	88

State Standards					
% "Exceeding State Standards	60	60	69	61	50
6. Free/Reduced Lunch	83	110	115	107	74
% "Meeting" plus "Exceeding" State Standards	95	96	90	89	83
% "Exceeding State Standard	62	52	51	46	48

Subject: ReadingGrade: 8Test: Florida Comprehensive Assessment TestEdition/Publication Year: 2001-2006Publisher: CTB/McGraw-Hill

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% "Meeting" plus exceeding State Standards	91	82	88	87	91
% "Exceeding" State Standards	50	38	51	50	51
Number of students tested	312	324	302	321	258
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	86	72	76	91	87
% "Meeting" plus "Exceeding" State Standards	84	82	83	85	88
% "Exceeding" State Standards	50	32	43	48	64
2. Black	25	37	43	47	30
% "Meeting" plus "Exceeding" State Standards	100	76	93	88	87
% "Exceeding" State Standards	48	44	45	43	24
3. Hispanic	186	201	174	175	137
% "Meeting" plus "Exceeding" State Standards	94	83	89	87	92
% "Exceeding" State Standards	60	39	55	50	48
4. Female	197	174	187	197	159
% "Meeting plus "Exceeding" State Standards	91	83	88	87	91
% "Exceeding" State Standards	57	33	53	49	46
5. Male	115	150	115	124	99
% "Meeting" plus "Exceeding"	91	82	90	87	89

State Standards					
% "Exceeding State Standards	52	44	49	50	59
6. Free/Reduced Lunch	90	82	89	61	47
% "Meeting" plus "Exceeding" State Standards	90	72	85	84	85
% "Exceeding State Standard	56	33	44	45	35

Subject: Mathematics Grade: 6 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2001-2006

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% "Meeting" plus exceeding State Standards	95	91	90	88	80
% "Exceeding" State Standards	66	57	54	49	42
Number of students tested	317	338	357	357	375
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	99	96	96	78	87
% "Meeting" plus "Exceeding" State Standards	98	92	87	86	80
% "Exceeding" State Standards	65	64	52	54	40
2. Black	38	32	34	56	75
% "Meeting" plus "Exceeding" State Standards	89	75	85	75	62
% "Exceeding" State Standards	66	41	50	25	21
3. Hispanic	166	197	212	206	203
% "Meeting" plus "Exceeding" State Standards	93	94	92	92	85
% "Exceeding" State Standards	62	56	55	53	48
4. Female	191	195	226	192	234
% "Meeting plus "Exceeding" State Standards	95	89	88	83	77
% "Exceeding" State Standards	66	52	49	37	35
5. Male	128	143	131	165	141
% "Meeting" plus "Exceeding"	94	93	94	94	85

State Standards					
% "Exceeding State Standards	60	53	63	62	52
6. Free/Reduced Lunch	88	100	143	128	120
% "Meeting" plus "Exceeding" State Standards	93	90	90	85	79
% "Exceeding State Standard	58	59	49	45	44

Subject: Mathematics Grade: 7 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2001-2006 Publisher: CTB/McGraw-Hill

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% "Meeting" plus exceeding State Standards	99	97	96	90	89
% "Exceeding" State Standards	76	70	65	56	53
Number of students tested	321	337	342	329	346
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	95	94	74	80	98
% "Meeting" plus "Exceeding" State Standards	99	96	93	92	85
% "Exceeding" State Standards	85	68	69	59	52
2. Black	26	32	45	55	52
% "Meeting" plus "Exceeding" State Standards	100	88	91	85	85
% "Exceeding" State Standards	73	50	51	40	37
3. Hispanic	190	196	207	183	188
% "Meeting" plus "Exceeding" State Standards	99	98	97	90	93
% "Exceeding" State Standards	77	72	67	57	56
4. Female	188	213	186	203	208
% "Meeting plus "Exceeding" State Standards	98	95	96	88	85
% "Exceeding" State Standards	73	64	58	48	43
5. Male	133	124	156	126	138
% "Meeting" plus "Exceeding"	100	96	95	91	96

State Standards					
% "Exceeding State Standards	90	77	75	66	68
6. Free/Reduced Lunch	83	110	115	107	74
% "Meeting" plus "Exceeding" State Standards	100	93	95	83	91
% "Exceeding State Standard	74	60	63	47	44

Subject: Mathematics Grade: 8 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2001-2006 Publisher: CTB/McGraw-Hill

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

FCAT Levels (3-5) = Meets State Standards
 FCAT Levels (4-5) = Exceeds State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month-- February					
SCHOOL SCORES					
% "Meeting" plus exceeding State Standards	99	98	96	97	95
% "Exceeding" State Standards	78	77	69	63	57
Number of students tested	312	324	302	321	258
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White	86	72	76	91	87
% "Meeting" plus "Exceeding" State Standards	98	99	95	95	95
% "Exceeding" State Standards	76	84	71	55	70
2. Black	25	37	43	47	30
% "Meeting" plus "Exceeding" State Standards	100	94	94	96	90
% "Exceeding" State Standards	84	70	68	47	27
3. Hispanic	186	201	174	175	137
% "Meeting" plus "Exceeding" State Standards	99	97	97	97	95
% "Exceeding" State Standards	73	74	67	64	54
4. Female	197	174	187	197	159
% "Meeting plus "Exceeding" State Standards	99	97	95	94	92
% "Exceeding" State Standards	72	72	63	56	50
5. Male	115	150	115	124	99
% "Meeting" plus	98	98	97	99	97

“Exceeding” State Standards					
% “Exceeding State Standards	81	81	78	72	67
6. Free/Reduced Lunch	90	82	89	61	47
% “Meeting” plus “Exceeding” State Standards	99	96	95	97	92
% “Exceeding State Standard	69	70	68	48	49