

PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 223 Elementary schools
 (per district designation) 59 Middle/Junior high schools
37 High schools
0 K-12 schools
319 Total schools in district
2. District per-pupil expenditure: 3631

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	29	23	52		7	0	0	0
1	40	34	74		8	0	0	0
2	31	22	53		9	0	0	0
3	39	34	73		10	0	0	0
4	27	36	63		11	0	0	0
5	46	45	91		12	0	0	0
Total in Applying School:								406

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
73 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
19 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is 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, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2009	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 21%

Total number of limited English proficient students in the school: 85

Number of languages represented, not including English: 6

Specify languages:

Spanish, French, Portuguese, Chinese, Korean, and Urdu

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 182

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%
 Total number of students served: 15

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</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	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>47</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	8%	16%	22%	23%	8%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The Archimedean Academy's turn over rates exceeded 12% for three consecutive years, 2006-2009. In the 2006-2007 school year a total of seven teachers left the Archimedean Academy. Three teachers relocated, one teacher went on maternity leave and chose not to return, and the remaining three teachers opted to pursue their careers at other elementary schools in the district.

In the 2007-2008 school year, another seven faculty members did not return. Two of those teachers were terminated by administration. One teacher was offered a Staffing Specialist position for the district office of Charter Schools Operations. The other four teachers pursued their careers at other schools in the district. Two of these teachers had a long commute, and found jobs closer to where they lived.

In the 2008-2009 school year, the school hired a new principal. With the change in administration came a change in the administrative philosophy. Six teachers were terminated that year. This accounts for all the teachers who did not return for the 2009-2010 school year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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The Archimedean Academy is a Kindergarten through Fifth grade public charter school located in Miami, Florida. It was established in the year 2002, occupying only a few classrooms of a small local charter school. In 2003, Archimedean Academy moved to its current location, a beautiful two-story, Gothic-like structure with a center courtyard. Since it opened its doors, the school has grown from approximately 72 students to 420 students with a current waiting list numbering over 400.

The mission of the Archimedean Academy is to initiate the young mind to the art of thinking through the teaching of Mathematics, English, and the Greek language. The founders of the Academy envisioned a Charter school whose main goal is to provide its students an excellent education with emphasis in the teachings of the two main branches of the 3,000 year old Greek civilization: The Classical achievements in literature and the arts as they permeate our modern civilization, and the art of mathematical thinking as the lifeline and the wind beneath modern science and technology.

The school is a Conservatory of Mathematics and the Greek Language. All students in the Academy attend school from 8:00 A.M. to 3:30 P.M. This extended school day allows for students to take an additional hour of Mathematics taught in Greek, as well as an hour of Greek Language. Students receive two hours a day of Mathematics instruction, twice as much as is offered in traditional public or private school. This is due to instructional time devoted to the teaching of Greek language in both a conversational setting and as an additional mathematics class.

The Archimedean instructional staff represents a diverse mix of educators with exceptional backgrounds. All members of the teaching community are required to be Highly Qualified as determined by No Child Left Behind (NCLB). In our efforts to employ teachers with strong subject area backgrounds, the schools aggressively recruits professionals with non-teaching backgrounds. Thus, the school has instructors with engineering, computer science, and traditional elementary degrees. All teachers of core subjects (reading and mathematics) are required to be certified in the area of English for Speakers of Other Languages (ESOL). Other teacher certifications and endorsements include reading, gifted, and special education.

Archimedean believes that high expectations and an expert teacher are the core components to student achievement. All grade levels (Kindergarten to 5th Grade) are departmentalized. Therefore, teachers are able to concentrate on their area of expertise.

Students are held to a very high standard academically as well as behaviorally. All students travel and/or change classes. They are expected to manage their work assignments as well as their relationships with not just one teacher, but several teachers. The school climate is a balance between strict adherence to school policies and a sense of freedom where students are entrusted, respected and treated like logical, sensible and capable learners.

The Archimedean Academy serves a multi-ethnic school population that consists of 420 students. The school community is larger middle class Hispanic (73%). Due to the Academy's relationship with the Greek Consulate and a teacher exchange program, the school also educates students from Greece and those with Greek heritage.

All Academy students in grades 3rd -5th of Archimedean Academy are administered the Florida Comprehensive Assessment Test (FCAT) every year. The FCAT consists of criterion-referenced tests (CRT) in mathematics, reading, science, and writing, which measure student progress toward meeting the Sunshine State Standards (SSS) benchmarks.

The Archimedean Academy administered the FCAT exam for the first time in the spring of 2004. The school had only grades K-3 in 2003-2004 school years. Although the first third grade class of 25 students scored the highest mean scale score in FCAT SSS Mathematics among all public schools in Miami-Dade County (18th in the State of Florida), was ranked 2nd in FCAT NRT (Norm-Referenced Test) Mathematics, 2nd in FCAT SSS Reading, and 2nd in FCAT NRT Reading, the School was not eligible for a School Grade. The Academy met 100% of the criteria required of NCLB (No Child Left Behind), but only had one grade level: third.

Since becoming eligible for the school grade (2005), the Academy has consistently received a Grade of A (with a strong total score) and met by 100% all criteria of NCLB.

High performance in the FCAT is a matter of pride for the Archimedean Schools. We measure the success of the School not just by the percentage of the students who received a score of 3 or above (grade expectation benchmark) but even with greater passion the mean scale scores of our grades (high performance benchmark) and their relative ranking among all 200 or more elementary public schools and among all schools in Florida (1800 elementary and 550 middle schools).

According to www.schooldigger.com, a popular website among parents and educators that compares schools in U.S.A. based on the combined mean scale score for FCAT SSS Mathematics and Reading each year, the Archimedean Academy has increased its state ranking from 40th (2006) to 6th (2009). This represents a gain in ranking of 34 places out of a total of 1860 elementary schools.

Additionally, according to the FCAT, the percent of students making learning gains has improved yearly with the current rate being 80%. The students of Archimedean currently meet high standards in reading at 97%, mathematics 97%, writing 96%, and science 78%.

The Archimedean Academy is also currently ranked the number one charter school in the state of Florida as measured by FCAT Data. These results are primarily due to a collaborative approach to education where all members of the community are respected, supported, and held accountable.

A strong educational focus is the cornerstone of the Archimedean Academy. The school also strives to create a well-balanced experience for its students. Below are some highlights demonstrating the school's commendable success in this area:

1st place, Chess Competitions 2006 MICA Scholastic K-1st
1st place - digital nature photograph, category "Digital Photography" Miami-Dade County Youth Fair Art's exhibition 2009.

1st place – Club Soccer Girls under 12 division

The Blue Ribbon nomination is an honor for the Archimedean community. Its criterion of High Performance and Improvement are indicators the Academy strives to continually refine. Our induction into the elite number of Blue Ribbon Schools would be further evidence of our commitment.

1. Assessment Results:

Accountability for student learning is the key focus of Florida's system of school improvement. Student achievement data from the Florida Comprehensive Assessments Test (FCAT) are used to report educational status and annual progress for individual students, schools, districts, and the state. The A+ school grades are based on the percent of students meeting high standards and the percent of students who make learning gains.

The FCAT is administered to students in grades 3 through 11. It is a criterion-referenced test (CRT) measuring selected benchmarks from the Florida Sunshine State Standards in mathematics, reading, science, and writing.

The last five years' performance trends for the Archimedean Academy represent tangible evidence of a culture of academic excellence resonating throughout the school's community.

In the area of reading, Academy students have increased from 89% meeting high standards during the 2005-06 school year to 97% in the 2009-10 school year. Additionally, the percent of students in the lowest 25% making learning gains increased from 73% to 89% within the 5 year span. When doing a grade analysis of the performance trends for the last five years, the growth is more apparent: Grade 3 – 8% increase, Grade 4 – 3% increase, and Grade 5 - 14% increase. Although the school did identify an area of deficiency among the benchmark Vocabulary and Words/Phrases with students in grade 5 scoring under 75 % on these test items. This however, did not translate to any significant losses/gaps among students or subgroups in reading achievement.

Archimedean's mathematics performance is without a doubt its strength. 97% of all students met high standards during the 2009-10 school year. This represents an 11% increase from 2005-06. The percent of students making learning gains increased from 67% in 2005-06 to 80% in 2009-10. Archimedean has also been able to support and increase the level of mastery for its students performing in the lower 25% with a 27% increase from 2006-07 (62%) to 2009-10 (89%). A more in-depth analysis of individual benchmarks reveals only one area below 75%, measurement. All students and subgroups exhibited gains and no significant achievement gaps were evident.

Despite its tradition of excellence, Archimedean Academy is never complacent with its success. Every year is an opportunity to improve. As referenced above, 89% of students in the lowest 25th percentile made learning gains in the 2009-10 FCAT in both reading and mathematics. However, only 80% of students (in general) made learning gains in both reading and mathematics in this same assessment. Through the implementation of intensive interventions before, during, and after school, as well as small group and differentiated instruction during class, the Archimedean Academy has worked diligently with its lower performing populations. However, there should not be a 9% difference in learning gains between the lower 25th percentile and the general population of students. The data indicate a need for more intensive intervention with the general population of students and the Advanced/Gifted groups in order to bridge this gap.

The Archimedean Academy has regular and advanced sections of students within each grade level; therefore, students are already grouped according to general performance at the start of each year. This allows teachers to focus on grouping students according to skill, benchmark, and/or specific need within their classrooms, rather than performance levels. Teachers implement intensive and targeted lessons during class and after school with specific groups of students. Weekly meetings with grade levels and departments allow for continual monitoring of students' progress. The district's Edusoft baseline and benchmark exams are given quarterly, and analyzed carefully in such meetings. The software provides

demographic information and detailed item analysis. The data from these exams are used to group students and adjust the curriculum every grading period according to student need.

All Archimedean Academy assessment results can be found at <http://schoolgrades.fldoe.org>

2. Using Assessment Results:

The Archimedean Academy believes that data analysis is an ongoing process and is vital to achieving optimal student performance. Thus, all major decisions regarding grouping of students, teacher placement, interventions, and/or curriculum are decided after a comprehensive appraisal of all data derived from assessments administered throughout the school year. Those assessments include: Florida Comprehensive Assessment Test (FCAT) grades 3-5 reading, mathematics, science, and writing, Stanford Achievement Test (SAT) grades 1-2 reading and mathematics, End of Year assessments, Interim/Baseline District Assessment, and teacher assessments.

All students entering Archimedean kindergarten are given a basic reading and mathematics assessments and are observed for basic school readiness (separation from parent, ability to follow rules, maturity, etc.). The assessment is not an admission tool, but rather an indicator of school preparedness. After the data is examined, teachers begin the task of grouping students in classes that afford them the opportunity for maximum growth. This task is also completed by classroom teachers of all grade levels. Because the school is departmentalized, teachers must be particularly sensitive to class makeup. The data provides baseline levels, thus teachers are able to balance out classrooms according to ability in reading and mathematics.

Once the school year begins, teachers use their data to determine school year academic goals for their individual classes. This requires an intensive study of student data and a needs assessments as the goals and the ability to meet them are an integral part of the school's teacher evaluation system. As the year progresses, each department and grade level meets with the department chairs and leadership team bimonthly. The primary purpose of these meetings is to analyze data and respond appropriately. This could necessitate adjustments to the curriculum, additional resources, or interventions.

Assessment results are also utilized as a roadmap for staff professional development. This has proven especially beneficial when addressing state assessment benchmarks. Once an area of deficiency has been identified, professional development opportunities are sought out to address the concern. The school makes every effort to take a proactive approach, and department chairs are required to review this data continually.

As the school year progresses, assessment data is drawn on to identify at-risk students and develop targeted remediation. The Academy intervenes continually throughout the school year with students moving in and out of remediation as needed based on mastery of skills. Response to Intervention (RtI) 3 tier system of intervention is followed. Tier 1 represents general curriculum and classroom instruction. Tier 2 involves more intensive remediation (small group). Tier 3 remediation are targeted one on one interventions with possible via special education services.

Archimedean Schools are among the top schools in Miami Dade County Public Schools and in the State of Florida. This is due in part to a strong focus on data examination and using it as the guiding tool of teaching and learning.

3. Communicating Assessment Results:

The Archimedean Academy's communicates student performance to its stakeholders via several vehicles. This is accomplished on a regular basis with the use of the Miami-Dade County Public Schools Electronic Grade Book.

This web-based application makes it possible for teachers, parents and students to track grades,

attendance and assignments. Stakeholders are able to access real time data of their child's academic progress at any time. They will see the grades on assignments and assessments as soon as they are recorded. It will not be necessary to wait for progress reports or report cards to indicate student achievement. The Electronic Grade Books facilitates communication between the school and home for the benefit of our students.

The Archimedean Academy also communicates student academic levels via an Interim Progress Report (mid grading cycle) and an official Report Card every nine weeks. Recently the Academy added an addendum to the Interim Progress Report entitled Interim Action Plan. This is a narrative of a student's academic performance in a given subject. It addresses deficiencies and lays out a plan of action for implementation. The Plan may include, but is not limited to, tutoring, remedial assignments, or a change in placement. All students exhibiting a decline of two letter grades in a subject, not performing on grade level as evident on assessments, or displaying characteristics that may interfere with progress (tardiness, absenteeism, non-completion of assignments, etc.) are supported with this tool.

The school's website, www.archimedean.org, is an interactive, virtual school. It is updated every year with our latest scores and accomplishments. Parents and stakeholders can visit the site and view our FCAT scores as well as charts and graphs plotting our progress throughout the years. The website also affords the school an opportunity to make parents aware of upcoming teacher-made, district, and state assessments. Additionally, the Academy seeks to not only make parents aware of "how" students perform, but via the website, parents are made aware of all assignments and their due dates. This feature allows for knowledge of "what" is tested and "when".

Parents receive hard copies of all standardized test scores. Additionally, individual FCAT Reading and Mathematics results for students are also posted on the FCAT Parent Network (www.fcatparentnetwork.com) after each test administration. Parents are supplied with their child's passwords and logins for accessing student scores.

The Archimedean Academy also retains a parent liaison. This individual is responsible for submitting accomplishments to the local newspapers, Miami Herald. Whenever a student wins a spelling bee, science contest, etc., we make sure it is publicized.

Recognizing that student achievement is a collaborative effort, the Academy is vigilant in its quest to inform the parent of their child's achievement levels.

4. Sharing Lessons Learned:

The Archimedean Academy is proud of the work it has accomplished. The school has hosted visits and tours for District Board Member, Dr. Martha Perez, as well as the Superintendent of Schools for Miami-Dade County, Alberto Carvalho. Ours was the first Charter School in Miami-Dade ever to be visited by Mr. Carvalho. During their visits, Ms. Perez, Mr. Carvalho and representatives of their offices asked detailed questions regarding our school's mission, vision, and instructional methods. They were able to see classes in session, and the school's methodology in practice.

The school has also hosted visits from the Greek Ministry. The Ministry supports the school by donating teachers through a foreign exchange program. They hope to mimic the relationship they have with our school, with other schools in the nation in order to promote the Greek language and culture throughout the United States.

The school also invited the Board members of a charter school partnered with Stanford University. The fairly new charter school took keen interest in Archimedean Academy because of its success and reputation. They visited classrooms and met with the President of the Archimedean Board of Directors along with the administrators of the three schools: the Academy, the Middle Conservatory, and the Upper Conservatory. In this meeting the Archimedean Academy shared the practices contributing to the overall success of the school.

For the last two consecutive years the Archimedean Academy has also been awarded the school with the highest membership in the Miami-Dade Reading Council. The Dade Reading Council is an Association that aims to promote reading throughout the district, by offering professional development opportunities, as well as rewarding excellent practices. The Council has also nominated several of the teachers at our school for their “educators as heroes” award. The award ceremonies are excellent opportunities to share with other educators and school the wonderful practices taking place within our school.

The Archimedean principal serves as a member of the Charter School Liaison Team for Miami Dade County. This group of administrators meets bimonthly to discuss concerns specific to Charter Schools. The concerns addressed range from budgetary issues to developing shared professional development opportunities.

The Academy is also a host school for the Miami Dade College Teacher Intern Program. Aspiring educators work side-by-side with Academy teachers to observe and hone their teaching skills. This year the school supervised 3 students and looks forwards to increasing this number in future years. The Academy is proud to assist in supporting the next generation of educators.

The school prides itself as being a leading example in the field of Education, and hopes to serve as inspiration to Charter Schools nation-wide.

1. Curriculum:

The Archimedean Academy utilizes the District developed Competency-Based Curriculum (CBC). All core classes are correlated and aligned to the Sunshine State Standards. The CBC can be accessed at <http://www.2dadeschools.net/students/cbc/index.asp>

Language Arts – The language program reflects critical and creative thinking and a balance between its reading, writing, speaking, and listening components. The framework for teaching reading and language arts includes the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies.

Mathematics - The Archimedean Academy provides its students with a unique Mathematical education. The Mathematics program consist of 2 components. One hour of instruction taught in Greek, and an additional hour taught in English. This “double dipping” approach to teaching mathematics allows teachers to cover the required benchmarks in a more efficient manner, but they expose students to more in-depth instruction. The Archimedean curriculum also emphasizes practical-problem solving and abstract thinking.

Science -. The Archimedean Science curriculum focuses on four science clusters (i.e., Earth/Space, Life/Environmental, Physical/Chemical, and Scientific Thinking). The Academy supports the curriculum by offering students an opportunity to not only read about science concepts but also experience them first hand. Students have access to a laboratory, maintain a botanical garden, and have recently secured funding to establish a wildlife habitat. Additionally, participation in school level science fair competition is required for all grade levels with students in fifth grade participating in state and district competitions.

Social Studies - The Archimedean Academy’s social studies program strives to infuse students with the content, concepts, and skills they need to become knowledgeable and informed citizens in an increasingly diverse community. The curriculum is woven into the Reading/Language Arts program by utilizing novels that support the social studies objectives. Teachers are also able to access instructional and programmatic resources via the district developed website: <http://socialsciences.dadeschools.net>

Visual and Performing Arts - The unique nature of the Archimedean Charter allows for intense exploration of the Greek culture via the visual and performing arts. Thus, the curriculum provides a “cultural window” to an ancient society. The curriculum is designed to culminate in a school-wide End of Year festival that highlights the visual and performing achievements of Greek society. It is here where the “heart” of Archimedean is exposed via music, dance, and oration.

The Art curriculum introduces students to historical facets of art, social studies, art movements, artists, studio skills, cross-curricular technique, a variety of media, personal development, and basic instruction. The Academy takes every opportunity available to showcase its art program. Exhibits are held during Open House, Greek Festival, and The End of Year Show.

Physical Education/Health/Nutrition - Physical education provides students the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of physical fitness activities. These physical activities are essential for developing physical, mental, emotional, and social skills. Through participation, students develop interests and skills that promote and encourage lifetime fitness for daily living. Activities/Events include Jump Rope for Heart, Governor’s Fitness Challenge, Field Day, and Annual School-wide 5K run. Classroom instruction allows students to train and prepare for these carefully selected events.

Foreign Language (Greek) – Due to the unique nature of the Archimedean Charter, all students receive Greek language instruction via immersion. This requires that the instructor use the language at all times creating an atmosphere in the classroom that fosters communication in Greek.

Instructional Focus - The instructional focus of the Archimedean Academy begins with its basic design of departmentalization. Many teachers hold Doctorate and Masters Degrees. Some may have come to teaching from other fields of study such as engineering and/or physics. This translates to an instructor that

is truly a master of his or her subject area, focuses only on that subject, and has a deeply rooted passion for that subject. All teachers are placed in positions based on their qualifications, area of expertise and/or experience in reference to the needs of the students as determined by assessment data. As teachers are placed, the idea is to “build teams” and consider personalities that will match well with one another and complement one another.

The Instructional Focus Calendar (IFC), developed in July in collaboration with all members of the instructional team, guides the day-to-day teaching. Teaching teams will utilize assessment data, grades, and general observation to ascertain student strengths and weaknesses and develop the IFC. The duration of each Benchmark allows for practice, assessment, reteaching, and enrichment of all Benchmarks with a goal of mastery expected

The core-curriculum is Complementing the core curriculum are a suite of essential learning resources including the pacing guides, instructional focus calendars, lessons plans, core interventions, and technology tools.

2. Reading/English:

The Archimedean Academy’s reading curriculum reflects a desire to create an excitement about reading and foster a life-long interest in literature. Although the K-12 Comprehensive Research-based Reading Plan (K-12 CRRP), and the District Pacing Guides which are aligned with the Sunshine State Standards guide instruction in Language Arts and Reading classes, literature is the heart of the program.

Literature allows the teachers to move from a strict adherence to a set of manufactured textbook material to a more real time, culturally rich, high interest level instruction base. The selection process allows for reading across all genres. This allows for instruction to address the varied purposes of reading. Reading is taught in all areas of the curriculum by all teachers. Social Studies and Science teachers are required to attend all reading strategy sessions in order to apply best practices in their classes.

In order to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school, the Academy has created a Reading Leadership Team (RLT). The RLT consist of administrators, lead reading coaches, and teachers representing all student populations (traditional, gifted, special education, and English Language Learners). The RLT works to:

- Cultivate the vision for increased school-wide literacy across all content areas
- Provide instructional resources
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular reading team meetings.
- Guarantee fidelity of implementation of the K-12 CRRP
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Establish model classrooms

Archimedean seeks to make the instruction of reading an interactive process with a student center focus. Classrooms adhere to small size mandates with not more than 18 in K-3 and not more than 22 in 4 – 5. The literature based nature of instruction requires that classes are always engaged in quality reading material. This includes class read alouds, independent novels, and classroom novels.

All Archimedean students are supported in small group instruction on a daily basis. This allows for more personal learning experience. The instructional groups are flexible and the size varies based on the objective and purpose. During the small group instruction, individual benchmark are explained and presented in varied formats to allow for different learning styles. Skills are not taught in isolation, but rather interwoven within authentic contexts. One example of this is the creation of the Writing Portfolios.

In an effort to support at risk students, interventions are developed early in the school year and continue throughout. All students scoring in the lower 25th percentile on state standardized assessments are placed in a researched based reading intervention program. The intervention program is implemented daily for 30 minutes. Students are in a small group setting with not more than 6 students in the class. Certified teachers, trained in the program, facilitate the classes. The program begins in mid-September and ends in late March.

The Academy has recently developed a 5 week summer school session. Based on assessments, the school identified 3 grade levels that maintained high numbers of intervention students. With the implementation of this program, the number of students requiring assistance has declined.

The Academy not only supports at risk students, but high performing students as well. The Academy enters academically challenging contest throughout the district and the state. High achieving students are required to work at the higher end of Bloom's Taxonomy and therefore engaged in authentic assessments that require analysis, synthesis, and evaluation.

Additionally, all Students are exposed to a multitude of opportunities to engage in the creative thought process via written and oral expression (poetry and essay writing) .

The Academy utilizes researched based and district approved material for all interventions and classroom instruction. (Voyager, Reading Plus, Accelerated Reader, FCAT Explorer, Buckle Down, FCAT Coach)

3. Mathematics:

Archimedean Academy's dual mathematics curriculum incorporates the standards, methods, and philosophy of two mathematics curricula: the American (as defined by the Miami-Dade County Public School's NGSSS, Next Sunshine State Standards, and the NCTM, National Council of Teachers of Mathematics) and the Greek (as defined by the Greek Ministry of Education). Students study mathematics for two instructional hours every day, and are exposed to a variety of techniques and approaches. Some are inherent to the American curriculum, and some are inherent to the Greek curriculum. The curriculum is extended in both time and teaching methods, thus yielding a broader and deeper understanding of mathematics than is usually found in the standard, traditional public school.

The two underlying mathematics curricula are vertically aligned to ensure better transition from grade level to grade level, with the American curriculum focusing on the linguistically rich problem solving and applications, and the Greek curriculum focusing on number sense, geometry, and algebraic thinking. In the primary grades, there is strong emphasis on mental computation in order to challenge students to develop a good number sense, and gain confidence in their own ability to manipulate numbers without assistance.

In order to address the needs of all our diverse learners, bridge any gap between school and home learning, and improve the communication between parents, teachers are using digital technology as an integral part of their daily instruction. A digital system is in place in all classes for the delivery of instruction, not only providing the teacher with a variety of tools to enhance instruction, but also allowing the recording of the lesson (both video and sound). This is then automatically processed and uploaded to the school's secure web server and made available for the students and their families to access from home every day.

The Mathematics teachers work together weekly in order to address concerns in real time. For example, if the American Mathematics teacher is having difficulty with a particular benchmark or type of problem, the Greek Mathematics teacher may reinforce the skills needed as a foundation to solving that type of problem. This day to day collaboration among the mathematics "team" allow for the intervening with a whole group.

Teachers intervene and enhance the curriculum through the use of differentiated instruction as well as differentiated assignments. Enrichment activities are provided as extra credit for all students, but made

mandatory for the advanced groups. Students struggling with a particular concept are provided extra assistance in a small group setting, both during Specials and after school on Wednesdays. The groups of students are adjusted weekly depending on the concepts taught throughout that week. The interventions are used to address the target group scoring in the lower percentiles on the particular benchmark being taught.

Students compete in various Mathematics competitions such as the Math-A-Thon along with competitions created within the school. The competitions are an ideal way to showcase students' mathematics skills, motivate the students in the area of mathematics, as well as reinforce concepts taught throughout the year.

All students at the Academy complete geometry portfolios as a school-wide mathematics project during the last quarter of the year. Some examples of the problems posed to students for their portfolios include: creating the model of a classroom, measuring and drawing the PE field and finding the perimeter, and/or finding the center of the circle using only a straight edge. Students are expected to apply and compile the knowledge gained throughout the year by solving real-life problems.

Mathematics is considered a “third” language at the Archimedean Academy, where the true test of mastery is not only its applied usage, but also the artfulness with which it is used. As our mission states, “Initiating the young mind to the art of thinking...”

4. Additional Curriculum Area:

Archimedean Academy recognizes that instructional technology can facilitate and enhance the School's unique curriculum. The School's technology plan is based on innovative cutting edge instructional technology used primarily in institutions of higher learning all members of the School, including its parents benefit from the implementation and the success of the technology plan.

Archimedean's instructional team uses instructional technology in order to improve their lesson plans and delivery methods. Classroom lessons are developed, produced and distributed via the Archimedean web site through the utilization of digital painting software, digitizing tablets, and screen capturing programs. The use of color, 3-deminisional shapes, online textbooks and resources equips teachers with valuable lesson enhancements. Web-based Programs such as Reading Plus, Ticket to Read, Accelerated Reader, V-Math, Starfall, and FCAT Explorer all supplement the core curriculum. The programs are used for, home learning, summer support, as well as to assess student progress. They provide a fresh approach and an intrinsically motivating method to presenting and reinforcing skills.

All classroom multimedia media files produced in the classroom are transferred from the School's server and made public. This technological feature serves a two-fold purpose:

1. Students are able to view, via movies, any missed instruction due to absences
2. Students are able to review, via movies or notes, any instruction not fully understood

The website also allows for the downloading of a hard copy of all lesson notes.

The Archimedean parents also benefit from the classroom “movies”. This feature affords them the opportunity to be engaged in their children's education by reviewing multimedia excerpts of their children's classroom lessons at home. They don't have to guess about the school day, they are truly aware. Additionally, all home learning assignments are placed on the school's website. This allows for a greater level accountability with the completion of homework assignments.

As the vast majority of Archimedean parents do not speak (at home) the school's second language (Greek), the Archimedean Academy considers technology a valuable ally towards helping the students in their home-learning adventures and providing both students and parents with extra learning tools. The existing technology infrastructure and the unique curricular emphasis of Greek language allow and necessitate the use of digital formats to engage its student-parent population in the School's innovative curriculum.

5. Instructional Methods:

All students entering the Archimedean Academy in Kindergarten are assessed for letter naming recognition, letter sounds, reading of basic sight words, number naming, counting and language acquisition. This is not done for the purpose of admission, but for student placement. All students, beginning in Kindergarten are deliberately grouped by the teachers, based on data, in order to create well-balanced and performance-based classrooms to best meet students' needs.

Every grade level has regular and advanced sections. This preliminary grouping of students allows for a more effective transition from one year to another. From the very start of the year, teachers have a better understanding of the skill level of their students. It is important to note that these groups are not static. Students are assessed continually and placed where it is determined they will thrive.

The district baseline assessment, the FAIR assessment, teacher-made tests, and Reading/Mathematics Inventories are all administered in order to group students within the classroom according to need. The teachers use small group instruction to reinforce the skills taught in the whole group. The school has employed 2 part-time Teacher Assistants, and 2 full-time Teacher Assistants. The Assistants are assigned primarily to the Reading and Mathematics classes for monitoring the larger group while teachers pull small groups. Small group instruction is used to remediate but also to accelerate. During this time the teacher individualizes instruction. Students in many classrooms are reading 3 different books with 3 different sets of homework.

Students scoring in the lower 25th percentile on baseline assessments as well as the FCAT and/or SAT in Reading are invited to a daily half hour intervention using the Voyager Passport. The groups are no larger than 8 students to 1 one teacher. Voyager Passport is a research based, scripted intervention program which has proven to be very successful for struggling readers. Additionally, teachers pull students for interventions based on need (depending on the particular lesson) in both reading and mathematics during Specials and after school every Wednesday.

For writing, select students are invited to Saturday Interventions for 2 hour sessions of targeted instruction based on specific need; for example, supporting details, developing the rising action of a narrative, and/or introductions/conclusions. The Principal, Assistant Principal, and the Counselor also provide extra support to the 4th Grade writing classes by editing and individually conferencing with half of the students from each section. Students write an essay twice per week, alternating between Narrative and Expository Essays. This allows for 11 minute individual conferences per student within the 2 hour Reading/Language block twice per week.

Every student in grades 3-5 is mandated to attend Saturday School for 4 consecutive Saturdays prior to the FCAT Assessment. The Saturday School sessions focus on test taking skills, in order to build students' confidence levels and make them feel more comfortable with the exam. The released FCAT exams from prior years are used for the sessions. These sessions are taught by classroom instructors and data from the sessions is used to guide lessons in general and intervention instruction.

The Archimedean Academy prides itself in doing "whatever it takes" for each student to be successful. We continuously meet with parents and teachers about individual students. We develop strategies on a case by case basis. At times, this may require the use of behavior charts, changes in class placement, rearrangement of a student's schedule, providing extra one-on-one assistance, and/or assistance with organization/study skills. The Archimedean Academy firmly believes that "every child can and will learn."

6. Professional Development:

1. The Archimedean Academy embraces professional development and offers a wide array of opportunities for self-improvement and growth. The Archimedean Academy prides itself in its unique and elite faculty. Professional development is a vital component to school-wide improvement and intervention.

All teachers are contracted to report to the school one week prior to the official start of school. Throughout this week, teachers are trained in the areas that Administration has identified as a need for the year. At the opening of this school year, for example, all teachers participated in in-house training seminars regarding the following topics: ELL (English Language Learners) strategies, RtI (Response to Intervention), classroom management strategies, differentiated instruction, and working with students with A.D.D.

Throughout this first week teachers are also asked to complete a self-evaluation. Teachers identify their goal for the year based on data for the classes to which they are assigned. The principal meets with each and every teacher regarding his or her goal. As the school year progresses, professional development opportunities offered are very deliberate and targeted. They are aimed toward assisting teachers in meeting their specific goals. At the end of each school year teachers are accountable for reporting and showing evidence of the professional development in which they have participated, and whether or not their goal has been met.

Often, the Academy provides training to entire teams of teachers. This is usually when the school implements a new program, or when it is determined that there is an overall need. All the Archimedean Academy writing teachers received intensive training in teaching strategies for writing by attending Melissa Forney Workshop for a full day. Mathematics teachers received extensive training in implementation and use of instructional technology as well as district pacing guides and new standards. Also, all reading teachers were trained in the use and application of the “Reading Plus” program.

The Miami-Dade County Public Schools’ Professional Development portal, to which all teachers in the Academy have access, offers a vast array of trainings for the implementation and application of many research-based programs and strategies proven successful. All of the Reading Teachers are also members of the Dade Reading Council, an association that sponsors trainings for teachers in teaching both reading and writing. These resources allow our teachers to be on the cutting edge of the latest research and educational strategies that work.

The Archimedean schools promote intellectual dialogue regarding best practices via the Archimedean website: www.archimedean.org. Teachers have access to a special log-in which allows them to post articles and “blog” or share with colleagues, parents and the community at large, their philosophies, teaching strategies, and general thoughts on education. The Archimedean website is the perfect medium not only for teachers to showcase students’ work and accomplishments, but also to promote a culture of collegiality where teachers are comfortable and open to sharing their craft among one another.

7. School Leadership:

The Archimedean Academy is committed to embracing a student-centered achievement based focus to education. This requires that we not only require our students to achieve at a high level, but we as educators must continually improve and hone our knowledge. The Academy by nature of its rigorous curriculum realizes that building the capacity of our instructional leaders is paramount to our success.

The Archimedean principal serves as the instructional leader of the Academy. The principal strives to effectively and continuously communicate the school mission to the staff, parents, and students. Furthermore, the principal is accountable to the Archimedean community to ensure that instruction is effective, resources are provided, barriers are removed, and academic achievement is optimal. This is accomplished via:

1. Monitor and evaluate academic and behavior data
2. Determine professional development for faculty as indicated by student intervention and achievement needs. (student assessments, teacher evaluations, and curriculum)
4. Maintain communication with all members of school community for input and feedback, as well as updating them on procedures and progress. (team meeting, parent liaison committee and website blogs)
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. (teacher evaluations)
6. Provide clear indicators of student needs and student progress, examine the validity and

effectiveness of program delivery. (benchmark mastery)

7. Monitoring and respond to the needs of subgroups within the expectations for adequate yearly progress. (develop interventions)

The Archimedean Academy has developed the following positions and practices that are aimed at building leadership capacity and increasing student achievement.

Lead teachers - The master teachers in specific subject areas are considered "lead teachers". They meet on a regular basis with school site administration and Governing Board Members to plan, monitor, assess, and redirect curriculum. Master teachers work hand-in-hand with those teachers whose students are struggling and/or not making adequate progress. He or she may demonstrate lessons, observe the teacher, assist in grading assignments and/or provide strategies for improvement. Lead teachers also take the lead in enrolling, preparing and coordinating students for local and national competitions throughout the year. Lead teachers meet on a weekly basis with subject area colleagues to collaborate on teaching and learning. Additionally, the lead teacher will attend workshops and disseminate the material to other members of the faculty. The Academy has a primary and upper elementary lead for both reading and mathematics. This cycle allows for a smooth continuum of collaboration

Grade Level Chairs - This teacher leads the grade level's weekly meetings, delegates tasks to other teachers for important benchmarks and/or events, and coordinates the "team" toward compliance with important responsibilities throughout the school year. This leader plays an integral part in the improvement for the school, as he or she is a first contact for other teachers on the team regarding questions, concerns and/or assistance of any kind.

The school principal supervises all members of the school community. She is ultimately responsible for all aspects of teaching and learning. That responsibility is coupled with a necessity to build "buy in" so that all members realize their importance in the success of Archimedean students. That "buy in" is developed by leading by example. All members of the Archimedean Faculty teach. The principal facilitates a morning reading intervention, conferences with students on writing products, teaches Saturday School, and presents model lessons when appropriate. The assistant principal performs all of the above mentioned processes as well. This type of interaction with students builds interpersonal relationships. Students are aware that we are "in this together" and all we will do "whatever it takes to succeed".

The Archimedean Academy is a school where all members are leaders and we lead by example.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Levels 3-5	98	97	97	92	92
% Levels 4 & 5	88	76	85	74	67
Number of students tested	60	90	79	79	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Levels 3-5	96	93	97	90	
% Levels 4 & 5	46	35	15	70	
Number of students tested	92	87	77	16	8
2. African American Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Levels 3-5	97	95	98	90	97
% Levels 4 & 5	86	83	84	59	66
Number of students tested	44	59	56	61	49
4. Special Education Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Level 3-5	98	91	90	90	90
% Levels 4 & 5	78	64	58	67	62
Number of students tested	60	90	79	79	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Level 3-5	97	87	85	95	
% Levels 4 & 5	7	10	18	60	
Number of students tested	27	31	28	20	7
2. African American Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3-5	98	91	98	87	84
% Levels 4 & 5	78	60	50	64	57
Number of students tested	44	59	56	61	49
4. Special Education Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Levels 3-5	97	91	94	88	89
% Levels 4 & 5	42	28	23	70	53
Number of students tested	92	87	77	85	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Levels 3-5	96	93	97	94	
% Levels 4 & 5	20	8	17	63	
Number of students tested	35	36	18	12	4
2. African American Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Levels 3-5	95	91	91	98	93
% Levels 4 & 5	71	64	69	75	44
Number of students tested	77	66	63	47	41
4. Special Education Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Level 3-5	98	94	97	89	95
% Levels 4 & 5	74	65	69	61	56
Number of students tested	92	87	77	85	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Level 3-5	95	95	100	94	
% Levels 4 & 5	6	17	20	69	
Number of students tested	18	36	35	16	8
2. African American Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3-5	96	96	96	87	94
% Levels 4 & 5	72	61	73	64	57
Number of students tested	66	63	58	61	49
4. Special Education Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Level 3-5	94	92	85	70	70
% Levels 4 & 5	79	72	66	64	67
Number of students tested	84	85	87	64	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Level 3-5	93	94	83	67	
% Levels 4 & 5	27	28	6	25	
Number of students tested	44	25	17	12	4
2. African American Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Level 3-5	92	89	90	64	78
% Levels 4 & 5	74	74	65	43	54
Number of students tested	65	65	52	44	37
4. Special Education Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: FCAT

Edition/Publication Year: 2010

Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Levels 3-5	94	99	84	91	80
% Levels 4 & 5	66	71	44	66	48
Number of students tested	84	85	87	64	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Levels 3-5	91	100	82	74	
% Levels 4 & 5	20	17	6	41	
Number of students tested	44	25	17	12	4
2. African American Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
% Levels 3-5	92	100	89	86	81
% Levels 4 & 5	64	69	43	50	49
Number of students tested	65	65	52	44	37
4. Special Education Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
5. English Language Learner Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
6.					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: State does not report on subgroups with such small population.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Levels 3-5	97	95	90	90	88
% Levels 4 & 5	80	73	74	71	67
Number of students tested	234	262	238	228	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Levels 3-5	94	90	93	85	
% Levels 4 & 5	70	65	72	53	
Number of students tested	106	92	61	48	18
2. African American Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested	2	4	6	8	9
3. Hispanic or Latino Students					
% Levels 3-5	95	91	94	85	87
% Levels 4 & 5	77	74	73	59	55
Number of students tested	173	187	163	152	120
4. Special Education Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested	5	12	9	7	7
5. English Language Learner Students					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested	9	15	3		
6.					
% Levels 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: The state does not report data for subgroups whose populations are too small. This accounts for the blank spaces above.					

11FL1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Level 3-5	96	93	92	83	83
% Levels 4 & 5	80	85	78	78	78
Number of students tested	234	262	238	228	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Level 3-5	94	94	89	90	
% Levels 4 & 5	62	59	46	57	
Number of students tested	107	92	62	48	18
2. African American Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested	2	4	6	8	9
3. Hispanic or Latino Students					
% Level 3-5	98	90	88	87	94
% Levels 4 & 5	72	60	55	58	51
Number of students tested	173	187	163	152	120
4. Special Education Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested	5	12	9	7	7
5. English Language Learner Students					
% Level 3-5					
% Levels 4 & 5					
Number of students tested	9	15	3	3	7
6.					
% Level 3-5					
% Levels 4 & 5					
Number of students tested					
NOTES: The state does not report data for subgroups whose populations are too small. This accounts for the blank spaces above.					

11FL1