

PART I - ELIGIBILITY CERTIFICATION

11FL2

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: 196 Elementary schools
 (per district designation) 56 Middle/Junior high schools
37 High schools
22 K-12 schools
311 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: 6
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 | 38 | 51 | 89 |
| K | 0 | 0 | 0 | | 7 | 47 | 39 | 86 |
| 1 | 0 | 0 | 0 | | 8 | 42 | 44 | 86 |
| 2 | 0 | 0 | 0 | | 9 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | | 10 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | | 11 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 261 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
4 % Black or African American
78 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
15 % 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: 7%

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. | 9 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 8 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 17 |
| (4) | Total number of students in the school as of October 1, 2009 | 260 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.07 |
| (6) | Amount in row (5) multiplied by 100. | 7 |

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 44%
 Total number of students who qualify: 115

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: 3%
 Total number of students served: 8

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>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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>0</u> |
| Classroom teachers | <u>20</u> | <u>0</u> |
| Special resource teachers/specialists | <u>5</u> | <u>0</u> |
| Paraprofessionals | <u>0</u> | <u>0</u> |
| Support staff | <u>3</u> | <u>0</u> |
| Total number | <u>29</u> | <u>0</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: 21:1

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 | 97% | 97% | 98% | 98% | 97% |
| Daily teacher attendance | 98% | 98% | 97% | 97% | 98% |
| Teacher turnover rate | 12% | 7% | 6% | 20% | 0% |
| High school graduation rate | % | % | % | % | % |

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

Turnover cannot be calculated for the year 2005-06 since it was the first year of operation. In 2006-07 the turnover appears to be high due to the fact that the school operated with 8 teachers the first year and two of them moved out of state at the end of the year.

High school graduation: Is not applicable to Middle school.

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: | <u>0</u> |
| Enrolled in a 4-year college or university | <u>0%</u> |
| Enrolled in a community college | <u>0%</u> |
| Enrolled in vocational training | <u>0%</u> |
| Found employment | <u>0%</u> |
| Military service | <u>0%</u> |
| Other | <u>0%</u> |
| Total | <u>0%</u> |

The mission of the Archimedean Middle Conservatory (AMC) 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 Archimedean Schools 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.

AMC is located on Sunset Drive, in the Horse Country area, in Miami. The students are accepted in AMC through an application and public lottery process; most of them live in the surrounding areas but a number of students come from far away areas (Broward, Homestead). The school is housed in a beautiful building, built in Gothic architecture, around a courtyard, and has many windows, which allow plenty of sunlight to permeate the classrooms. The school day at AMC starts at 8:40 a.m. and ends at 4:00 p.m. and all classes operate on a ninety minute Block schedule. There is a ten minute recess between the two first and two last blocks of the day and the lunch time is scheduled in the middle of the day. There are seven main core curriculum classes: Language Arts, American Mathematics, Greek Mathematics, Science, Social Studies, Greek Language, and Philosophy. In addition, all students take the four electives: Music, Art, Physical Education, and Computers.

Students and parents are attracted to this unique middle school because of its vision. Archimedean Middle Conservatory opened its doors in August 2005, initially beginning with a brand new 6th grade class of 60 students. In 2011, its 6th year of operation, AMC has 263 students in 6th, 7th, and 8th grade and it has held three graduating classes with 100% graduation rate. The ethnic background of the students is primarily Hispanic (77.57%), representative of the community in which it is located and 43.72% of the students qualify to receive free/reduced lunch.

At the beginning of each academic year, all parents of registered students sign the parental contract which states their obligation to the Archimedean schools to offer 30 volunteer hours per family for each academic year. Parental involvement consists of participation in the Parent Teacher Organization (PTO) activities, including fundraising events and other activities such as the Scholastic Book fairs, bake and pizza sales, as well as organization of schools events like the annual award ceremonies, and support of competitions like Science Olympiad, SECME, and Recycling Art Contest. This year, under the guidance and support of our parents, AMC won the Clorox Grant of \$20,000 in the "Learn" category.

The faculty of AMC is well diverse: it consists of teachers hired locally as well as ones sponsored by the Greek Ministry of Education for the instruction of the Greek Language and Greek Mathematics. All AMC teachers are well versed in their area of teaching, meet high educational standards, and are approved as Highly Qualified Educators. Almost 40% of the faculty holds Masters/Specialist degrees. Most of the teachers hold Gifted Endorsements and the Reading teachers are certified in the area of English for Speakers of Other Languages (ESOL). Teachers are required to turn in lesson plans weekly. At the end of the year, AMC holds an academic award ceremony for all students in 6th and 7th grade and an academic graduation ceremony for 8th grade students. Each student is recognized for their individual specialty in these assemblies and a tremendous emphasis is placed on achievement. All students look forward to these celebrations of academic success.

Archimedean Middle Conservatory has had a tradition of success and achievement since its inception. Its performance has been among the top in the district and the state. Based on its performance on the standardized testing of FCAT, in the past school year, 2009-10, AMC ranks 1st in Miami-Dade County and 2nd in the state of Florida. In particular, AMC was 2nd in Mathematics, 3rd in 8th grade Science and 4th in Reading in Florida. Furthermore, AMC addresses the needs of all its subgroups and provides opportunities for all students to succeed. As a result, all its subgroups have thus made satisfactory

learning gains and AMC has met AYP every single year. In addition, students enrich their learning by participating in during or after school clubs and activities such as: Science Olympiad, SECME, Science Fair, Recycling Art competition, the building and maintaining of an organic garden, World Day (a cultural event representing multiple countries/civilizations), “ME” Day (a Language Arts event emphasizing diversity in the classroom), AMC Talent Show, Student Government, various academic and athletic competitions, class trips to NASA-6th grade, Washington D.C.-7th grade, and New York/Boston-8th grade.

AMC provides its students with ample opportunities to compete and succeed in multiple disciplines on a district, state, national, and international level. Last year, AMC became the 2010 Florida Science Olympiad Middle School Champion and represented the State of Florida in the 2010 National Science Olympiad Middle School Tournament at University of Illinois at Urbana-Champaign. AMC is the first MDCPS to represent Florida in the National Science Olympics in the last ten years. It also received first place in the State of Florida Science and Engineering Fair, and in the SECME competition Brain Bowl. AMC was the 2010 Champion in Miami-Dade County in the History Bee Competition, the Geography Bee Competition and the Spelling Bee Competition. Archimedean Middle Conservatory participated in the Philosophy Slam Contest, an International Competition, and received 2nd place. In addition, 85% of the AMC students were successful in receiving the Certification in the Greek Language at one of the three levels: A, B, C.

The level of academic rigor drives the students. AMC students are not underestimated, but rather encouraged to push beyond assumed limitations to excel in an academic environment. We find that our students are healthily competitive and eager to learn. They internalize the value of education and set goals to prepare them for university-level discourse. It is our expectation that our students will move on to pursue post-secondary education, specifically to strive to belong to the best universities in the nation. This is a school where every child is expected and supported to succeed and achieve excellence. Mediocrity is not an option.

1. Assessment Results:

At Archimedean Middle Conservatory, the academic progress of the students and effectiveness of the academic program in place is evaluated in various ways. First, we study the FCAT results very carefully to determine the success of the school and of each individual student. Second, since the Greek program at Archimedean serves a major role in its mission, student progress is evaluated in eighth grade with an international certification exam in the Greek Language. Additionally, teacher-made tests measure the progress of all students in all subject areas; all students take a midterm exam and a final exam. Furthermore, students are encouraged to participate in academic competitions; in this way, they are measured against their peers at a regional and/or a national/international level.

According to our FCAT data, the Archimedean Middle Conservatory students have met the High Standards set by the state of Florida in Reading, Math, Science, and Writing in the past five years of its operation. As evidenced by the data, there is a positive trend each year in all categories of testing. According to the State of Florida, the students meet the standards when they achieve Level 3 or higher in the FCAT examinations in Reading, Math, and Science, and Level 4 in Writing. All data can be found at: <http://curriculum.dadeschools.net/schoolperformancereports.asp>

In Reading, the data shows a positive trend in the percentage of students meeting the standards (Levels 3-5) at all three grade levels. In 2006, 89 percent of sixth grade students performed at level 3 or above. This number increased steadily to 93 percent in the most recent year (2010) with only one exception in 2007 (87%). Of seventh grade students in 2007, 90 percent achieved level 3 or above with steady improvement through 2010 when 99% achieved this goal. Finally, in 2008, the first 8th grade class showed 84% at or above a level 3 and this number grew to 88% and 95% in 2009 and 2010 respectively. In Writing, the data indicates a steady growth from the first 8th grade class performing at 95% in 2008, to the next two 8th grade classes in 2009 and 2010 performing at 100%.

In Mathematics, students consistently meet or exceed district and state standards. Starting with 84 percent of sixth graders at level 3 or above in 2006 and ending with 96% in 2010. The data shows that over 90% of 7th grade students have met or exceeded the standards in each year of testing except 2008 (89%). The 8th grade has had the best performance with over 95% of students at or above level 3 every year since 2008.

In the areas of writing and science, the data reflects similar positive trends. In 2008, 89% of 8th grade students achieved a level of 4 or higher in writing. This number increased to 97% and 99% in the subsequent years. In 2008, 69% of students scored 3 or above in Science. This performance improved by 9% in 2009 (78%) and an additional 14% in 2010 the most recent year (92%).

Subgroup data from 2009 matches closely with these general trends. In Reading, 92% of the total population was proficient while 92% of white students, 91% of economically disadvantaged, and 93% of Hispanics met the same standard. In Mathematics, 92% of students were proficient including 89% of white, 85% of economically disadvantaged and 93% of Hispanic students.

The true measure of our impact on student learning can be seen in the increasing percentage of the same group of students achieving or exceeding grade level performance on state tests. When data from the same group of students is compared from one year to the next, a significant trend can be observed. In 2006, 84% of students in 6th grade were at or above grade level performance, but in 2007, 93% were at or above grade level, and in 2008, that number was 98%. In the next progression of 6th grade students, the data shows a similar trend starting at 89% proficiency in 6th grade and 96% by 8th grade. The most recent progression of 6th graders shows the greatest improvement in grade level performance starting in 6th

grade in 2008 with 81% and ending in 8th grade in 2010 with 99%. Similarly in Math, the 6th graders in 2008 started at 90% on or above grade level and ended with 95% in 8th grade in 2010.

2. Using Assessment Results:

All FCAT scores are evaluated very carefully each year by the principal in cooperation and continuous discussion with the teachers. Based on the results, they develop goals and strategies for each group of students and then they monitor their improvement throughout the year. All students who perform in the low 25% are placed in Intensive Reading classes and Mathematics remediation and tutoring classes in addition to their regular schedule. At the same time, students who achieve high results are given many opportunities to compete in academic areas out of school. All students have the opportunity to participate in athletics and performance events.

The Florida Oral Reading Fluency (FORF) and the Florida Assessments for the Instruction of Reading (FAIR) are used to assess reading fluency for all the students who are not successful in meeting the Next Generation Sunshine State Standards in the area of Reading. When students' performance is not satisfactory, it is monitored closely by the use of Progress Monitoring Plans (PMPs) for every grading period. These reports provide individualized goals and strategies for improvement in the areas of deficiency for each student. The reports are discussed in student and parent meetings. All students in 6th – 8th grade are evaluated by the use of Diagnostic Tests at the beginning of the year and the use of Interim Assessments at three significant progress-monitoring stages during the academic year. The assessments are administered in Reading and Mathematics for all Archimedean Middle Conservatory students. Students in 8th grade are assessed in Writing and Science as well. The data is entered on Excel spread sheets and analyzed in categories. Strategies are developed for the improvement of the students.

At the start of the year, teachers use their data to write out and determine their goals for each class for the year, and they complete a scope and sequence to target when these goals will be achieved at each grade level. These goals are an integral part of teachers' evaluations. The goals must be measurable and student-based. At this point, teachers are required to really study their data and determine the needs of students in their class. The principal conferences with each and every teacher regarding this goal. As the year progresses, each department and grade level meets with the principal monthly. The primary purpose of these meetings is to analyze the data together and determine any adjustments to the curriculum that must be made. The meetings are a form of constant professional development. Teachers learn from each other and share strategies with one another to improve didactic methods and ensure fulfillment of student progress. Teachers use the resulting data for item analysis, re-teaching, guided reading groups, adjustments in interventions, parent conferences, and additional feedback for use within the classroom.

The school provides ample opportunities for the students to learn and succeed. Teachers provide differentiated instruction in class and individual attention to all students. The teachers in this school are available to support student learning in the morning before classes, as well as in the afternoon. They also provide support to the student families by holding team meetings where student, parents, and faculty address issues and seek solutions. Students are monitored closely and are included in the continually active discussion regarding their education. The school always tries to impress upon them that it is their education and they need to actively seek learning. In addition, remedial level classes are provided to support students who need additional help. Response to Intervention procedures are followed from the Tier 1 general curriculum, Tier 2 remediation and intensive programs, and Tier 3 struggling students whose needs are met through SST meetings and constant progress monitoring. Tutoring in all areas is also available through the Archimedean Afterschool Program. When students need additional time and support to become proficient in an academic area, the teachers hold Saturday tutoring sessions.

3. Communicating Assessment Results:

At Archimedean Middle Conservatory, school news, programs and results are announced in the weekly AMC Newsletter that is posted on our Website as well as in the school-wide weekly assembly. Furthermore, our school website 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. All students receive their individual reports with their scores and a pamphlet that provides explanations of the scores. The principal and the teachers are always available to discuss individual scores and assist students and parents in planning the future. For students not meeting the grade-level expectations and standards, the parents receive a letter explaining the score and the need for intensive remediation classes. The teachers and principal meet with the students and parents to discuss the intended plan of action.

Furthermore, the PTO (Parent Teacher Organization) meets once a month to discuss fundraising and opportunities for school-wide improvement. The principal is always present to discuss the progress of the school and/or any concerns that they may have. These concerns are discussed in an open forum and addressed through discussions.

In addition, all student accomplishments are submitted to the Miami Herald Newspaper. Whenever the students participate in a competition, the results are publicized. The state standardized test results are posted at frequently visited websites such as <http://www.schooldigger.com/go/FL/schoolrank.aspx> and <http://www.greatschools.org/>

At the end of the year, AMC holds an academic award ceremony for all students in 6th and 7th grade and an academic graduation ceremony for 8th grade students. Each student is recognized for their individual areas of success at these assemblies and there is tremendous emphasis on achievement. All students look forward to these celebrations of academic success.

Furthermore, the district provides us with School Climate surveys that allow us to receive feedback from students, teachers, parents and staff alike. The data collected from these Climate Surveys are used to develop our School Improvement Plan (SIP) each year. The school EESAC (Educational Excellence School Advisory Committee) looks at the data from these surveys, the SIP, and approves the SIP each year. The committee consists of students, faculty, administration, parents, and community members.

Archimedean Middle Conservatory is transparent in its operations and holds an open door policy regarding conferences and visitations. The Principal of AMC holds an open door policy indeed; parents and students feel free drop by to discuss a concern or suggestions any day or time. The President and the principal may meet with parents, prospective parents and/or community members any time.

4. Sharing Lessons Learned:

Archimedean Middle Conservatory encourages and supports parent participation in the education of their children. Parents are very involved and supportive of the academic and athletic programs at Archimedean. The school's doors are open to the public, and it welcomes stakeholders to explore the academic program and to observe the performance of its students and teachers on a daily basis. Members of the Greek Ministry have visited the school on many occasions. Mr. Alberto Carvalho, the Miami-Dade Superintendent, as well as other Miami-Dade County School Board members, have visited and subsequently praised the school. The school always welcomes guests whose interests vary from opening a new school to evaluating the progress of their existing one. It has welcomed groups of educators interested in starting a charter school and a group of educators from Stanford University interested in studying the success of the program and the implementation of the curriculum in Philosophy.

Recently, the school headed a conference for all national schools offering a Greek Program. While others may have seen these schools as competitors, each school attended the conference and shared their missions and strategies. The conference promoted a collegial relationship among schools, allowing for the promotion of a greater vision. Ultimately the school hopes to spread its knowledge and success to other schools across the district, state and nation and impact education as a whole, through the idea that we cannot continue to underestimate our children.

This year, Archimedean Middle Conservatory partnered with the program Teach For America in Miami and housed a number of teachers from various disciplines on multiple days. At the request of the director of the program, the principal welcomed the director and then a number of teachers and enabled observations in different areas of instruction, in which the visitors were able to attend classes and observe instructional strategies, classroom management, and student involvement. After every session, the guest teachers met with the observed teacher and discussed questions, concerns, and suggestions. They had the opportunity to examine samples of student work, tests, and quizzes, to take notes, and to discuss best practices. At the end of each day, they met with the principal to discuss the curriculum and its implementation, as well as student discipline, school climate and the philosophy on leadership. All guest teachers were impressed with the interactive methods of teaching and the motivation and involvement of the students in the learning. Based on the observations and discussions they developed strategies that they would emulate and implement in their own schools. There will be future discussions on the success of the implementation.

1. Curriculum:

Archimedean Middle Conservatory is a school of choice designed to push students to achieve their potential through philosophical discourse, critical thinking skills, and interdisciplinary analysis. Each core content area and unique elective offered at Archimedean involves strategies designed to encourage students to excel across the curriculum using differentiated instruction and rigorous expectations. Every core class fulfills and supersedes the Next Generation Sunshine State Standards. In addition to the core classes of Language Arts, Mathematics, Social Studies, Science, Greek Language, and Philosophy, every AMC student receives instruction in the areas of Art, Music, Computers, and Physical Education in all three years of middle school. The content of the core curriculum for Language Arts, Math, Social Studies, and Science is addressed in Sections 2, 3, and 4 of Part V.

PHILOSOPHY: The goal of the philosophy program at Archimedean Middle Conservatory is not for students to just learn philosophy, but to actually experience the process of philosophical inquiry in order to develop critical thinking, practice abstract conceptualization, and create an ingrained love of learning. This process is accomplished utilizing the Socratic method of instruction during in-depth classroom discussions, student-led teaching, small-group circles, written essays and student presentations. Upon completion of the three-year AMC philosophy curriculum, students will not only have a full understanding of philosophy as an academic discipline, but will also carry with them an academic maturity and personal confidence enabling success at the high school and college level. Through philosophy, the student understands how to best implement critical thinking both inside and outside the classroom. Debates, Socratic seminars, integrative thinking analyses, and case-study activities demand the learner's focus not only on the content of the solution, but also on the form of its assertion and the process of its attainment. Additionally, emphasis is placed on the reflection of one's choices, actions, beliefs and on the self-regulation of tasks, goals, and aspirations. Activities, such as habit-formation, KWL charting, and value analysis, shape students to be cognizant of the ends to be achieved and the means to successfully do so.

VISUAL ARTS: Within the Visual Arts program, Archimedean Middle Conservatory students participate in the Google Art contest, and the annual Fairchild Challenge, a battery of contests offered by Fairchild Tropical Gardens; also, this year, AMC held its first annual Recycling Art Contest/Exhibit. During Art, students worked on producing art derived from recyclable materials, which they then displayed in an exhibit. Members of the community, including experts from the Department of Waste Management and meteorologists from several local television stations, attended and judged the projects. The contest not only created awareness but it also instilled in our students the ability to use their imagination and create something artistic and unique. Since 2007, the students and teachers have been participating in the Fairchild Challenge, an environmental education program facilitated by the Fairchild Tropical Botanical Garden. Because the program includes multi-disciplinary projects and promotes cross-curricular involvement, all subject-area teachers are encouraged to include the Challenge Options in their plans throughout the school year.

PERFORMING ARTS: General music is an integral part of the curriculum for all students at Archimedean Middle Conservatory. Throughout their middle school career, students learn basic music notation, the foundations of healthy singing, the skills necessary to play classroom instruments, such as recorders and xylophones. Students also perform in a variety of settings throughout the year. In the fall, the AMC Talent Show is an opportunity for students to share their individual talents with the school community in a non-competitive environment. For the past four years, featured acts have included singers, dancers, stand-up comedians, classical instrumentalists, and even rock bands. Every December, the entire student population participates in the Holiday Concert, a multi-cultural musical celebration of all December traditions. The program culminates in a performance included in our End-of-Year Celebration, which features a one-act musical in addition to programming by the Greek faculty. Auditions

are open to all three grade levels, and again, the entire student population participates as chorus or extras in the show.

PHYSICAL EDUCATION: Physical education is an important part of the Archimedean Middle Curriculum in which students are taught the values and skills of maintaining a healthy lifestyle. A sequential, developmentally appropriate curriculum is used to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle. Students are taught the motor skills and movement patterns needed to perform a variety of physical activities. They are also shown how to assess and maintain a level of physical fitness and nutrition to improve health and performance. Archimedean Middle Conservatory students participate against other middle schools in Boys' and Girls' Volleyball, Soccer, Basketball, and Flag Football. The middle school teams are comprised of players brought up through the travel, club, and training systems in place. The teams use a unique combination of talent and exceptional skills along with willingness to sacrifice to help them reach their team goals. The teams' desire to improve and learn is evident through their tireless efforts and work ethic displayed day in and day out in practice. They exemplify and exude what it means to be a student-athlete on the court and off, in practice and in games, vocally and by example.

SOCIAL STUDIES: The Social Studies department bases the content of its curriculum on the grade level standards outlined in the Next Generation Sunshine State Standards. Within the Geography curriculum, the content includes the use of geography tools and map projections, themed studies of Ancient Civilizations, which include the differences, similarities, and locations of each specified civilization, and the geographic locations of earth's physical and political features. In Civics, the content consists of a study of the English Heritage of the United States, its founding documents, its government structure and that of other governments, and of a citizen's rights and duties. In American History, the course focuses on the political, economic, and social events and issues from Colonial America through the Reconstruction Period. Additionally, the Social Studies department encourages community and school involvement with the creation and maintenance of an organic school garden. The garden provides students with hands-on learning in citizenship, economics and environmental ethics. Each year, Archimedean Middle Conservatory participates in an event known as World Day, in which each homeroom class models the culture, foods, religion, dress, economic situation, government, trade, and general information of an ancient or modern civilization chosen by the Social Studies Department. World Day becomes a life-sized educational experience, during which students can walk through the halls of Archimedean, newly transformed into the rice paddies of Asia, the pyramids of Egypt, or the temples of the Aztecs. All Archimedean elementary and high school students, as well as, families and community members, join in this educational celebration by visiting each country/civilization and enjoying presentations/performances by the students.

FOREIGN LANGUAGE: All Archimedean Middle Conservatory students take Greek as a foreign language in 6th through 8th grade. The students not only learn the written and communicative language but they also study the culture of the country. The majority of students take the International Greek Certification Exam by the time they reach 8th grade. This exam is given on an international basis and assesses the students' progress in the Greek Language. It is a rigorous exam comparable to AP exams and provides the students with skills and experiences necessary to succeed in an advanced learning environment in high school. The students are tested on all four components of a foreign language: understanding and production of oral speech and understanding and production of written speech. Depending on the level of proficiency, if they successfully pass all four categories, students receive a certificate in one of the four levels: A, B, C, D (A being the lowest and D the highest level). The majority of the Greek language teachers come from Greece and are sponsored by the Greek government. At the end of the school year, the students present a show performed entirely using the Greek language. The themes of the show vary each year from Ancient Greek tragedies to modern day themes regarding the environment. They also perform songs in Greek, as well as traditional Greek dances. In addition to the study of the Greek language as a foreign language, the students also use their knowledge of Greek in learning part of the Mathematics curriculum instruction in the Greek language.

2. Reading/English:

The English Language curriculum/Language Arts program focuses on the components of reading, writing, speaking, and listening. Using the Next Generation Sunshine State Standards, teachers within the Language Arts program address the subject of reading through the use of chapter books and novels emphasizing core required areas of main idea, theme, vocabulary through context clues, characters, setting, and plot. Teachers also deepen students' understanding in advanced areas of critical thinking by addressing areas of character and author motivations, synthesizing differing modes of thought intra- and inter-textually, and analyzing and interpreting symbolism. This is done through the McDougal Littell Language of Literature series, the Buckle Down Florida: Reading materials, Breakaway to Success: Reading, Prestwick House: Vocabulary from Latin and Greek Roots consumables, Passport Reading Journeys, the Reading Plus program, FCAT Explorer, Scholastic New York Times: Upfront and Scope magazines, state-wide and district-released FCAT sample tests, and individual chapter books and novels.

The writing program focuses on the analysis of the FCAT WRITES: rubric, direct instruction in brainstorming, constructing, and editing the standard expository and persuasive essay, and individual conferences with students based on the areas of focus, organization, support, and conventions. The areas of speaking and listening are addressed through in-class presentations on the aforementioned literary analyses. Gifted strategies are also employed through an emphasis on critical thinking, open-ended responses, accelerated curricula, and interest-driven content. Passages and articles addressing historical and scientific significance are used to tie literary concepts such as main idea and context clues to topics addressed within the Social Studies and Science curriculum.

As a school, we monitor and maintain progress for all students, using the Response to Intervention strategies(RtI), Intensive Reading classes, in-class remediation, and additional weekday and weekend tutoring for struggling readers. Through RtI, Tier 1 students receive instruction in Language Arts using the McDougal Littell Language of Literature series, which includes exposure to the core components of Language Arts. This is supplemented with the use of cross-curricular Scholastic New York Times: Upfront magazines, vocabulary-intensive Prestwick House: Vocabulary from Latin and Greek Roots consumables, and the Buckle Down Reading Florida workbooks; these materials guide direct vocabulary instruction, interest-driven content exposing students to recent news and media, critical thinking strategies, and essential practice for standardized testing. All students receive additional instruction time in reading using the Buckle Down Florida Reading materials and state-wide released tests, lead by content-area teachers weekly, including afterschool and Saturday sessions. Students in Tier 2 who continue to struggle in the reading curriculum and district assessments are monitored and assessed within the Intensive Reading classes using the Passport Reading Journeys materials, which directly instruct students in the areas of self-questioning, analyzing text, breaking vocabulary into root words and affixes, retelling and recalling textual information, and synthesizing and applying information using text-to-text, text-to-self, and text-to-life comparisons. Intensive Reading is also supplemented with the Breakaway to Success: Reading workbooks, which simplify necessary reading skills with provided explanations, practice passages and clear examples. Students who repeatedly struggle in the Intensive Reading classes are placed into the Tier 3 category, during which teachers and administration meet to find successful solutions through supplemental instruction and individual tutoring within general instruction, Intensive Reading instruction, after-school sessions, and Saturday tutoring.

3. Mathematics:

The Mathematics curriculum/program has two components: American Mathematics and Greek Mathematics. American Mathematics covers a wide range of benchmarks within the Next Generation Sunshine State Standards. The students also receive part of the Mathematics curriculum instruction in the Greek language (Greek Mathematics) using the European approach: the students are taught fewer, specific selected benchmarks with an in-depth analysis on each benchmark. By offering two periods of mathematics, the students are exposed to more mathematical concepts and are given the opportunity to go more in-depth in each concept. Therefore, 6th grade students take the 6th grade mathematics curriculum in American Mathematics, and concepts of Pre-Algebra in Greek Mathematics, 7th grade students take

Algebra 1 in American Mathematics, and more in-depth concepts of Algebra in Greek Mathematics, and 8th grade students take Algebra 2 in American Mathematics and Geometry in Greek Mathematics.

The teachers within the Mathematics program utilize technology as an instructional means. The core textbooks used for the classroom are McDougal-Littell Mathematics for 6th grade, and Pearson (Prentice Hall) Gold Series - Florida for Algebra 1 and Algebra 2. Additional learning materials, such as the Buckle Down Florida: Mathematics materials, Breakaway to Success: Mathematics, and the FCAT Explorer are used to reinforce the student's knowledge and to improve the mathematics skills of students who are performing below grade level. Instruction is differentiated through the use of leveled passages, flexible groupings, teacher-guided instruction, and interest-based learning. Gifted strategies are also employed through an emphasis on critical thinking, open-ended responses, accelerated curricula, and interest-driven content. Students who repeatedly struggle in the Mathematics classes or have not passed the FCAT mathematics portion are offered supplemental instruction and individual tutoring within general instruction, after-school sessions, and Saturday tutoring. In addition, all AMC students participate in American Math competition, and a group of students represents AMC in MathCounts in individual and team competitions.

One unique characteristic of our Mathematics program is the use of technology to teach the lesson. Using the Corel Painter program and a tablet, the Mathematics teachers are able to write, save, and record the lecture notes on the computer. The recorded lesson and the lecture notes are uploaded on the school's website(<http://209.155.76.243/>). This gives the students the opportunity to access the lesson from their home computer, enabling them to review and print and have a better understanding of the material. Furthermore, the teachers upload the homework on the school's website for students to print at home. A complete set of the teacher's assigned homework is accessible to the students year-round.

The school's website is an important factor in fostering learning. If students are struggling with a particular mathematical concept, they can visit the website and download movies, called "Project Cinemath" to review the lesson previously recorded and taught. They can hear the teacher lecture and see the notes from the board and hear the lesson over again.

4. Additional Curriculum Area:

The science program at Archimedean Middle Conservatory is based on the district's standard middle school curriculum and the Next Generation Sunshine State Standards. In MDCPS, students take Comprehensive Science I in 6th grade, Comprehensive Science II in 7th grade and Comprehensive Science III in 8th. However, advanced students at AMC are given the option of taking Earth and Space Science in 8th grade for high school credit. This option is generally given to students who can show mastery, through practice exams or pretests, of the Middle School comprehensive science concepts by 8th grade. At AMC we feel that the strict implementation of Comprehensive Science at all three grade levels may not be the most effective strategy so we have modified it to better suit the needs of our students and our program.

In 6th grade, the students still take Comprehensive Science I but with a major emphasis on Physical Science. This means that all topics of science are addressed throughout the year but they are taught and assessed from a physical science perspective. For example, the concept of ecosystem is usually associated with life science but can be studied as a matter and energy cycle of transfers and transformations consistent with the laws of conservation and thermodynamics. The solar system can be studied in an Earth and Space context or as a prime example of Newton's Laws of Motion and universal gravitational attraction. Similarly, students take Comprehensive Science II but with a major emphasis on Life Science. Again, all topics are covered but with a focus on how these phenomena support or affect life and living systems on Earth. At AMC all science teachers are highly qualified at each grade level and have a special interest and skill level in these areas of emphasis.

In analyzing our data, we have found that this curriculum produces the best results, providing our students with a solid understanding of these two branches of science while looping through the comprehensive

science curriculum for two years. The only area not addressed thoroughly is Earth and Space Science, which is what we offer all of our 8th grade students. All of the students must show proficiency with the rest of the middle school science curriculum before being placed but we have not found this to be a concern. In the most recent year of state testing, 92% of students met or exceeded state standards. In addition to regular curriculum instruction using traditional textbooks as well as online resources, standardized tests, and teacher-generated assessments, at AMC has implemented a policy of mandatory science fair projects at all three grade levels. These projects begin at the start of the school year and continue through the first two grading periods, culminating in a school-wide science fair with projects selected from in-class judging. The best projects from each class are chosen and presented at the fair during which students and parents are encouraged to view them; they are then judged by faculty from within and outside the school. Students are required to select topics and do research to develop appropriate problem statements and hypotheses. They maintain a journal of their investigations and turn in steps and drafts of the project along the way.

Science Fair is not a novel idea but one which has not been fully utilized within the science classroom. It is one of the best vehicles for differentiation available to science teachers. Every student will learn process skills, critical thinking and problem solving, as well as have an opportunity to master the scientific method at an appropriate level. During the Regional Science Fair in January 2011, Archimedean Middle Conservatory students produced the highest quality projects on topics including water quality, magnetic levitating trains, hydrogen production and microbiology and was recognized with four honorable mentions, five awards of excellent and six superior awards. In addition two AMC students received special awards, one for “outstanding In Vitro research” and one from the US Naval Academy Alumni Association offering a scholarship for a summer program at the Academy in Annapolis, MD. Two AMC students were selected to represent the district at the state Science and Engineering Fair. Furthermore, AMC students develop a better understanding of the Science curriculum by participating in SECME projects or preparing for Science Olympiad competitions. On the SECME side, in January 2011, Archimedean competed in Banner, Essay, Brainbowl, Math Challenge, and Mousetrap Vehicle at all three levels. In addition, several teams competed in Water Rocket, as well as, Robotic hand. These activities provide extraordinary opportunities for learning, problem solving, and critical thinking in a hands-on and exciting way that encourages personal growth and self confidence through competition.

5. Instructional Methods:

In addition to direct instruction, teachers differentiate instruction within each content area and elective to meet the needs of individual students within the classroom. At the Tier 1 level, teachers instruct by using multiple levels of questioning, discussion, and assessment, and continuous interactive learning. Teachers meet with students to provide feedback on individual progress on a weekly basis. Within general instruction classes, workshops address the needs of individual weaknesses by pairing stronger and weaker students to provide for samples of excellent work. During class time, teachers use split-class debates, oral reading fluency practice, teacher-guided readings, choral readings, jigsaw strategies, and reciprocal teaching. Instruction is differentiated through the use of leveled passages, flexible groupings, teacher-guided instruction, and interest-based learning. Students in Tier 2 who continue to struggle in the content areas and district assessments are monitored and assessed within the Intensive Reading classes for struggling readers, within Mathematics remediation, which includes in-class, lunch-time and after school sessions, for students struggling with mathematical concepts, and additional tutoring for students with issues in any other subject. These intensive remediation classes allow for more individualized attention with a smaller student to teacher ratio. Each class focuses on providing a more detailed analysis of the concepts with which students have difficulty in a small group scenario. Students who repeatedly struggle in the remediation classes are placed into the Tier 3 category, during which teachers and administration meet informally and formally in SST(School Support Team) meetings to find successful solutions through supplemental instruction and individual tutoring within general instruction, additional and supplemental to Tier 2 remediation and tutoring groups, lunch-time and after-school sessions, and Saturday tutoring. Informational meetings are held with parents regarding our strategies for the year and preparations for testing. One-on-one conferences are held with those parents of students who are at risk of failing or not performing on grade level. At these meetings, individual and differentiated plans are developed to meet

these individual students' needs. These needs may range from organization, behavioral, extra academic support, referral for educational testing, etc. This is an integral part of AMC's effectiveness; the school strives to meet each and every student's need.

A detailed example of our instructional methods is provided from the 6th grade Language Arts classroom in order to demonstrate strategies used in our core content areas. In order to break students' reliance on modern technology, teachers return students to a basic but forgotten concept of understanding reading in itself. Focus is placed on books and the written word, as opposed to a reliance on technology. For instance, students orally read an excerpt the length of a page, full chapter of a book, or a current news story. The teacher then asks the student the meaning of a word and its connection to a character or an event pushing the student backward and outward to find the main idea. The student then follows the same path back to the meaning of the word by creating a connection with patterns through practice, repetition, questioning both on the student and the teacher's part. Ultimately, there is achievement of realization or knowledge—the lack of which becomes the source of all students' frustration when left unchecked or simply ignored. All students begin understanding words themselves as they would a piece of art. With a simple lesson such as Word Art, students pull a word from a sentence in a book. They find the part of speech and definition, and then proceed to recreate their own sentence based on the latter two and then form a visual on the other side of their paper. By doing so, they relearn how to read words contextually and implement the strategy on a daily basis. Every word then forms a visual, forming a scene, which moves, breathes and feels inside of them as opposed to an outside source. Students relearn parts of speech and meanings of words through application and error. The students write their words, make their own mistakes and all students correct each other on the board and take notes with mistakes and corrections. The teacher guides, redirects and questions them again. That is the interactive process which has contributed towards the students' achieving high learning gains in Reading. Our 6th grade Reading teacher was recognized on a state level for achieving high learning gains for three consecutive years.

6. Professional Development:

Archimedean Middle Conservatory consists of a community of educators who share knowledge and ideas on educating children. Besides the weekly faculty/department meetings, the teachers spend a lot of time together on a social level and exchange ideas on how to scaffold and support student learning. They enjoy teaching in this school and look forward to spending time with one another. The school culture promotes the mentoring and support of teachers and students and drives continual improvement in instruction. The constant exchange of ideas and best practices is an ongoing professional development for our faculty.

Each teacher is truly a master of his or her subject area, and focuses on rigorously teaching that subject area, expanding the depth and breadth of student learning. Each teacher has a deep-rooted passion for his or her subject area, which brings an element of passion to the classroom that can't be taught or necessarily quantified. Departmentalization also has the advantage of allowing us to provide professional development to specific departments and focus primarily on the areas of need in each specific subject through individual and group subject-area, department, and grade-level meetings.

Many of our teachers hold Masters/Specialist Degrees. These teachers serve as role models to our students and mentors to their colleagues. Some have come to teach core content areas from fields of study such as engineering and/or physics. These teachers have specifically chosen to devote themselves to the field of education. Teachers come to our school because they have heard of our school's culture and reputation and want to be a part of it. The teachers have a personal, vested interest in our school, and thus, most teachers' children attend our school. In addition, many AMC teachers are currently pursuing higher degrees, areas of concentration and specialization, and following articles in the world of education. They also participate in various professional seminars and workshops provided by the district and state in order to keep up to date with the latest educational strategies and methods.

All teachers are encouraged to elevate education to the highest possible level while seeking new and unique paths in the world of education and thinking of creating opportunities for the students to succeed in a global community. Teachers at AMC not only serve as leaders in the classroom but also organize and

lead activities outside of the classroom by sponsoring academic competitions, as well as organizations and clubs, including student government, environmental clubs, class field trips in Florida and out of state, student dances, and more.

7. School Leadership:

The Archimedean School Board oversees Archimedean Middle Conservatory along with its two other schools, Archimedean Academy and Archimedean Upper Conservatory. The president and co-founder of the school is Dr. Kafkoulis. Archimedean Middle Conservatory operates under the leadership of the principal, Ms. Moysidis, who has been in this position since its inception. There is no assistant principal or other administrator at AMC. Ms. Moysidis works closely with the faculty as a team in organizing, planning, and implementing the curriculum. She meets officially or unofficially on a daily basis with the teachers and holds discussions on the success of the implemented curriculum and the progress of the students. She knows all the students personally and is well aware of their strengths and weakness. The principal, who is also the instructional leader of the school, evaluates the lesson plans as well as the instruction on a daily basis and provides feedback to each teacher. Ongoing discussions on ways to improve instruction and student learning occur on a daily basis until solutions are found and expectations met. Ms. Moysidis visits the classrooms at least once a day and is actively involved in the learning process. Her philosophy on leadership is best expressed in the model of servant-leader. She is part of a team who has, as a goal, the success and overall development of each child. She supports all teachers in what they do and provides for opportunities for each one of them to reach full potential and to lead in their area of expertise. She is equally available to students and teachers and willing to assist them in whichever way she can, but at the same time holds all accountable for their actions. She has an open door policy and receives parents at all times without appointments. She is willing to have long conversations with parents, listening and supporting each parent. She takes the time to educate parents either in individual meetings or at PTO meetings about the importance of education and, in particular, in what students need to do to become successful. At the same time, she does not hesitate to fight for the best interest of each student.

At AMC, all students receive the Student Handbook on the first day of school, which very clearly states the rigorous academic expectations and focus on developing a learning community. The rules for learning and succeeding are explained thoroughly. All students and parents sign this contract, agreeing that they will abide by the rules and respect their learning community. There are weekly assemblies held by Ms. Moysidis during which she continually emphasizes learning by praising and rewarding positive examples of learning while condemning and reprimanding negative behavior. Students at AMC take interest and pride in their education. One of the unique features of Archimedean Middle Conservatory is the ongoing dialogue between the principal, the students, and teachers about the goals of the school and each particular student. The students have internalized the value of education and academic and social success. All students and teachers are held to very high standards and the expectation of continuous improvement. Constant communication takes place through weekly assemblies, weekly Newsletters, individual student meetings with a team of faculty members, and faculty meetings with the principal. There are also many opportunities for daily discussions between the principal and students and teachers. Students are also encouraged to become leaders the educational community of Archimedean through activities like developing their own campaign, participating in student government elections, and fund-raising and organizing school activities. Student government is very active in organizing academic activities, like Brain Awareness Day, as well as social activities, like themed dances, and community activities, like the Aids Campaign.

Ms. Moysidis believes that through the curriculum of Archimedean Middle Conservatory, the students have an opportunity to develop higher order thinking and thus will be prepared for the global world in which we live. All children have the potential to succeed, if we expect them to succeed. Her philosophy in learning is summarized in the following quote by Marianne Williamson: ‘Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, “Who am I to be brilliant, gorgeous, talented, fabulous?” Actually, who are you not to be?... Your playing small does not serve the world. There is nothing

enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do... And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

As a parent, a teacher, and an administrator, Ms. Moysids believes that all schools must give children the opportunity to shine. In Archimedean Middle Conservatory, children are given this opportunity and the tools with which to excel beyond measure.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: FCAT

Edition/Publication Year: FCAT 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 | | | | | |
| Percent of Levels 3-5 | 96 | 89 | 81 | 89 | 84 |
| Percent of Levels 4-5 | 67 | 66 | 59 | 58 | 47 |
| Number of students tested | 91 | 94 | 80 | 87 | 62 |
| 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 | | | | | |
| Percent of Levels 3-5 | 91 | 83 | 84 | 100 | |
| Percent of Levels 4-5 | 59 | 62 | 46 | 73 | |
| Number of students tested | 37 | 29 | 13 | 11 | |
| 2. African American Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Percent of Levels 3-5 | 95 | 92 | 76 | 90 | 86 |
| Percent of Levels 4-5 | 68 | 63 | 44 | 64 | 46 |
| Number of students tested | 74 | 59 | 63 | 69 | 48 |
| 4. Special Education Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11FL2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: FCAT

Edition/Publication Year: FCAT 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 | 93 | 93 | 90 | 87 | 89 |
| Levels 4-5 | 67 | 63 | 61 | 47 | 68 |
| Number of students tested | 91 | 94 | 80 | 87 | 62 |
| 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 | 92 | 90 | 85 | 85 | |
| Levels 4-5 | 65 | 62 | 54 | 53 | |
| Number of students tested | 37 | 29 | 13 | 11 | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 94 | 95 | 87 | 89 | 89 |
| Levels 4-5 | 70 | 61 | 55 | 63 | 68 |
| Number of students tested | 74 | 59 | 63 | 46 | 48 |
| 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: | | | | | |

11FL2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: FCAT

Edition/Publication Year: FCAT 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 | 91 | 91 | 89 | 93 | 0 |
| Levels 4-5 | 72 | 75 | 61 | 61 | 0 |
| Number of students tested | 95 | 76 | 84 | 59 | 0 |
| 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 | 86 | 79 | 76 | 100 | |
| Levels 4-5 | 63 | 54 | 38 | 73 | |
| Number of students tested | 35 | 24 | 13 | 11 | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 92 | 98 | 100 | 91 | |
| Levels 4-5 | 70 | 71 | 61 | 61 | |
| Number of students tested | 67 | 59 | 66 | 46 | |
| 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: AMC had only 6th grade in 2005-06. | | | | | |

11FL2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: FCAT

Edition/Publication Year: FCAT 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 | | | | | |
| Percent of Levels 3-5 | 99 | 97 | 88 | 90 | 0 |
| Percent of Levels 4-5 | 74 | 68 | 47 | 64 | 0 |
| Number of students tested | 96 | 76 | 84 | 59 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| 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 | | | | | |
| Percent of Levels 3-5 | 97 | 92 | 68 | 85 | |
| Percent of Levels 4-5 | 68 | 59 | 30 | 53 | |
| Number of students tested | 35 | 24 | 13 | 11 | |
| 2. African American Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Percent of Levels 3-5 | 100 | 97 | 88 | 89 | |
| Percent of Levels 4-5 | 76 | 65 | 50 | 63 | |
| Number of students tested | 67 | 59 | 66 | 46 | |
| 4. Special Education Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Percent of Levels 3-5 | | | | | |
| Percent of Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| NOTES: AMC had only 6th grade in 2005-06. | | | | | |

11FL2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: FCAT

Edition/Publication Year: FCAT 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 | 99 | 96 | 98 | 0 | 0 |
| Levels 4-5 | 79 | 71 | 69 | 0 | 0 |
| Number of students tested | 75 | 77 | 55 | 0 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| 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 | 97 | 100 | | | |
| Levels 4-5 | 66 | 60 | | | |
| Number of students tested | 32 | 15 | | | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 98 | 100 | 98 | | |
| Levels 4-5 | 75 | 72 | 65 | | |
| Number of students tested | 62 | 61 | 43 | | |
| 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: AMC did not have 8th grade in 2005-06 and 2006-2007. | | | | | |

11FL2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: FCAT

Edition/Publication Year: FCAT 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 | 95 | 88 | 84 | 0 | 0 |
| Levels 4-5 | 67 | 45 | 39 | 0 | 0 |
| Number of students tested | 75 | 77 | 55 | 0 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| 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 | 94 | | | |
| Levels 4-5 | 63 | 34 | | | |
| Number of students tested | 32 | 15 | | | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 95 | 89 | 82 | | |
| Levels 4-5 | 64 | 46 | 35 | | |
| Number of students tested | 62 | 61 | 43 | | |
| 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: AMC did not have 8th grade in 2005-06 and 2006-07. | | | | | |

11FL2

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 | 95 | 93 | 89 | 90 | 84 |
| Levels 4-5 | 73 | 70 | 63 | 60 | 47 |
| Number of students tested | 256 | 238 | 212 | 148 | 58 |
| 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 | 85 | 80 | 93 | |
| Levels 4-5 | 63 | 59 | 42 | 73 | |
| Number of students tested | 103 | 85 | 29 | 30 | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 91 | 93 | 87 | 90 | 85 |
| Levels 4-5 | 71 | 69 | 57 | 63 | 46 |
| Number of students tested | 199 | 175 | 188 | 115 | 48 |
| 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: 2, 4, 5: The state does not report data for these small groups | | | | | |

11FL2

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 | | | | | |
| Levels 3-5 | 97 | 93 | 88 | 89 | 89 |
| Levels 4-5 | 70 | 59 | 49 | 56 | 68 |
| Number of students tested | 261 | 247 | 219 | 146 | 62 |
| 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 | 91 | 77 | 83 | |
| Levels 4-5 | 65 | 52 | 42 | 54 | |
| Number of students tested | 103 | 65 | 29 | 30 | |
| 2. African American Students | | | | | |
| Levels 3-5 | | | | | |
| Levels 4-5 | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Levels 3-5 | 97 | 93 | 88 | 89 | 89 |
| Levels 4-5 | 81 | 94 | 86 | 63 | 68 |
| Number of students tested | 199 | 178 | 188 | 115 | 48 |
| 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: | | | | | |

11FL2