



# PART I - ELIGIBILITY CERTIFICATION

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12FL10

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 70 Elementary schools (includes K-8)  
 (per district designation): 21 Middle/Junior high schools  
18 High schools  
7 K-12 schools  
116 Total schools in district
2. District per-pupil expenditure: 6627

## 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: 8
5. Number of students as of October 1, 2011 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		<b>6</b>	0	0	0
K	47	42	89		<b>7</b>	0	0	0
1	45	43	88		<b>8</b>	0	0	0
2	43	45	88		<b>9</b>	0	0	0
3	48	39	87		<b>10</b>	0	0	0
4	46	42	88		<b>11</b>	0	0	0
5	42	46	88		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>528</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
11 % Asian  
20 % Black or African American  
10 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
55 % White  
4 % 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 2010-2011 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, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(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, 2010	528
(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 of English Language Learners in the school: 2%

Total number of ELL students in the school: 11

Number of non-English languages represented: 4

Specify non-English languages:

Spanish, Creole, Burmese, Hindu

9. Percent of students eligible for free/reduced-priced meals: 23%

Total number of students who qualify: 122

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: 2%

Total number of students served: 11

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>7</u>
Total number	<u>50</u>	<u>9</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: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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>
<b>Total</b>	<b><u>0%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Lincoln Avenue Academy (LAA) was established in 1992 as a voluntary desegregation school dedicated to quality education for diverse students. LAA serves 528 K-5 students. Population includes 55% white, 20% black, 10% Hispanic, and 11% Asian students. 23% of students receive free or reduced lunch. LAA is located in the urban center of the mostly rural district and draws students from the entire city of Lakeland. LAA is laser focused on student achievement, adapting curriculum and instruction to meet differentiated needs of each learner. A day at LAA is a day of active learning, inquiry, creativity and rigor!

In 2010/2011, LAA ranked 12th among Florida's elementary schools, sharing the 1st place in mathematics (100% of students proficient or above). LAA met the AYP requirements each year and has been a Florida "A" school for the past eight years. In 2010, LAA was recognized as one of the top three mathematics elementary programs in the nation by the Intel Schools of Distinction. This is the second time LAA received an Intel School of Distinction award, having been recognized as a top technology innovation elementary school in 2005. LAA received state's "5 STAR" award for community involvement annually from 2006 to 2011. Our district awarded LAA the top honor for technology integration five times (2006-2011). Our teachers received the Best Buy Teach awards (2004-2007) and Disney Teacheriffic awards (2004-2006). We are proud of our students' accomplishments. Primary students won national awards at the Siemens We Can Change the World Competition with their water conservation and Florida Friendly Yard entries (2010 and 2011). In 2010, 5th grade students were state winners of the Disney Planet Challenge. 5th grade Toshiba Exploravision team won Regional Award (2010). Our students were global winners in the Thinkquest Competition designing web sites addressing societal issues (2004, 2006, 2009). This year our Lego Robotics team won a "Core Values" award competing against district's middle schools.

LAA is a student-centered environment addressing needs of individual students through rigorous curriculum. Teachers receive ongoing professional development and support. We develop interdisciplinary, standards-aligned STEM units providing students with application and extension of knowledge. Interdisciplinary nature of our curriculum permits differentiation of instruction to meet the needs of every child. Thematic connections throughout the day allow students to preview vocabulary, build prerequisite knowledge and generalize skills across curricular areas. Innovative technology integration provides multiple ways to learn and demonstrate knowledge for students with various learning styles. LAA extends learning beyond classroom walls. Our campus has five Florida biodiversity areas in which students perform experiments and apply scientific concepts. Built in collaboration with a local mining company, our students operate a simulation phosphate mine from core sampling to reclamation of mined lands each year. This experience provides students with connections from school and real life. Hands-on experiences are coupled with tiered differentiation that addresses specific needs of students based on assessment data. Enrichment, practice and remediation are embedded throughout the day, maximizing instructional time and challenging every student at his level.

The mission of LAA reflects our belief that we are responsible for academic success of every child. "At LAA, we believe all students can and will learn. To ensure all students reach their full potential, meet rigorous academic and magnet standards, and grow to be productive citizens we will: a) maintain high expectations and encourage academic excellence for all students; b) foster a positive school climate which respects and values diversity; c) consistently improve our teaching practices through meaningful professional development; d) implement rigorous, innovative curriculum to challenge every student; e) embrace technology and global collaboration to prepare our students for the future." Our vision focuses on preparing students, academically and socially, for challenges of the 21st century, globalized economy. "As an innovative, STEM focused school, we strive to prepare today's learners for the world of tomorrow by offering each student an opportunity to excel through relevant, rigorous curriculum built around the engineering design process. Our curriculum emphasizes higher level thinking skills, real world

applications, and up-to-date technology. Through innovative, research based instructional approaches we foster love of learning, curiosity, self-esteem and strengths of each individual child in a nurturing, respectful, collaborative academic environment.”

LAA is committed to serving the needs of our diverse population in a culturally sensitive environment. Our students are heterogeneously grouped. Multicultural perspectives are fostered through global collaboration with schools around the world. Service-learning projects, such as M.L. King Day of Service, encourage students and families to reach out to our community. Parents and community are invited to the culminating events of our STEM units, such as the 1st grade “Habitat Explorers” in which students design and build a life size model of an energy efficient igloo. At LAA, community, families, staff and students are a family of learners providing opportunities for success to every child we serve!

### 1. Assessment Results:

A. In 2011, LAA was ranked 12<sup>th</sup> among elementary schools in Florida based on standardized achievement data, which showed that 100% of our students were proficient or above in mathematics, and 95% were proficient or above in reading. Proficiency is established by results from the Florida Comprehensive Achievement Test (FCAT). FCAT has 5 levels of proficiency, with level 3 indicating on-grade-level performance in which students are able to correctly respond to many test questions, but may find some too challenging. Performance levels 4 and 5 are considered above or advanced levels in which students are able to respond correctly to most questions, including more challenging ones. Students scoring levels 1 and 2 are not considered proficient and have limited success responding to standards based FCAT content. In 2010/2011, original FCAT was replaced by the FCAT 2.0 aligned to more challenging New Generation Sunshine State Standards.

Florida assigns each school a letter grade based on the percentage of proficient students and learning gains for all students and the lowest 25% of students in each tested subject. Overall proficiency scores exclude English Language Learners and students with disabilities. However, learning gains include scores from those two subgroups. Based on state's criteria, LAA has been an "A" school for the past eight years.

Levels of school's acceptable performance are set by the state's AYP targets, which in 2010/2011 school year were 79% proficient in reading and 80% proficient in math. In calculation of the AYP, schools are evaluated as a whole and by demographic subgroups. According to Florida's guidelines, for a subgroup's results to be reported, the school must have a minimum of 30 or 10% students from a demographic group. Based on guidelines, LAA's AYP subgroups include Caucasian (white), African-American and Low Socioeconomic subgroups. In all five years reported our school has met the AYP requirements.

B. In the past five years our overall proficiency levels for grades 3-5 remained steadily over 90% for both reading and math. The only exception is mathematics performance of our 5<sup>th</sup> grade students in 2006/2007. That year only 76% of 5<sup>th</sup> grade students were proficient in mathematics. This result was not an anomaly at the time, as our levels of mathematics performance were in that range for the several previous years. As the analysis of our data revealed serious inconsistencies in our math curriculum, pedagogy, rigor and differentiation was addressed. This resulted in the significantly higher performance in the consequent years.

In 2010/2011, the new FCAT 2.0 test was administered in grades 3-5. The test was aligned to more cognitively complex New Generation Sunshine State Standards. This administration of this test was considered a baseline. Overall performance remained over 90% proficient in each grade level in math and reading. In 2010/2011, the gap between white students and low socioeconomic students in the 3<sup>rd</sup> grade reading was 11%. (96% white students and 85% low socioeconomic students were proficient) . In addition, the gap between white students and African-American students in the 4<sup>th</sup> grade reading was 15% (98% white students and 83% African American students were proficient). In analysis of the data, it was notable that low socioeconomic and African American students in grades 3 and 4 reading were less successful in applying strategies to comprehend informational text. To address this issue, we have integrated more non-fiction reading from kindergarten through grade 5, as a component of our STEM units. In addition, explicit teaching of non-fiction text features has been vertically aligned through all grade levels and implemented in all classes.

Proficiency levels of our students over the five reported years have been substantially higher than district's and state's averages. For reading, LAA's average performance was 29% higher than district's and 26% higher than state's . For math, LAA's average performance was 33% higher than district's and 31% higher than state's.

As a diverse school, closing the achievement gap by raising achievement of our low socioeconomic and minority students is an imperative. Over the five years, the low socioeconomic and African American students have improved substantially. For example, in 2006/2007 only 64 % of our low Socioeconomic students were proficient in fourth grade reading. In 2010/2011, 88% demonstrated proficiency. To assure that our minority and low socioeconomic students continue to demonstrate high performance and continue closing any achievement gap, our curriculum and instruction is differentiated and addresses specific needs of these subgroups. One of the school wide initiatives that has led to higher performance of these subgroups is early intervention in primary grades that utilizes research-based strategies focused on building prerequisite knowledge, providing homework and study assistance on school campus, integration of math and reading across the curriculum, differentiation and scaffolding of instruction.

Our current focus is to alleviate the gap among subgroups in percentages of students scoring on the advanced level. Advanced levels require students to respond to challenging questions and solve cognitively complex problems. Often this involves application of basic skills to real life situations. We are strengthening our core curriculum by including applications of math and reading into our interdisciplinary STEM units. This approach, along with targeted, data-based differentiation, will provide applications of skills and activities that engage different multiple intelligences and learning styles to reach all students.

## **2. Using Assessment Results:**

Our teachers analyze all available state, district and classroom data to make instructional decisions. All units are aligned to the New generation Sunshine State or Common Core Standards. Teachers monitor mastery of standards and differentiate instruction based on classroom formative assessments. With a switch from traditional to project and inquiry based learning, it has been important to implement effective assessment to monitor student progress. All classroom lessons use planned embedded formative assessment techniques, such as remote response systems, white boards and “vote with you feet,” so that teachers can constantly monitor progress and modify lessons accordingly. Common formative assessments (CFAs) are developed to assure students are individually accountable for standard mastery. CFAs are standard-based and include both traditional and performance-based components. Teachers develop a progress monitoring system for each student and use CFAs to determine mastery and need for remediation, practice or enrichment. Student assessment data, from summative and formative assessments, are continuously analyzed in a grade level data teams. School-wide data are also reviewed quarterly to monitor progress and assure standard mastery. Data teams have specific procedures to assure that data overcomes any personal opinions and beliefs. This assures that the focus is always on improvement of instruction to meet student needs. All instructional units are planned with data in mind, and are modified based on ongoing progress monitoring and analysis of common formative assessments. To assure that all students can effectively demonstrate mastery, assessments are designed to meet multiple intelligences and include both traditional and alternative assessments, such as performance based tasks and multimedia projects. Students reflect on their learning daily through summarizing strategies and set goals for future learning based on self and teacher assessments. Exit tickets are used as a formative assessment tool that informs instruction in the next lesson.

Standardized test data from state and district assessments are used for differentiation of instruction and analysis of curricular needs, in unit and activity planning. LAA has used the Continuous Progress Monitoring (CIM) approach for many years. To understand strengths and weaknesses of each student, we use a variety of assessment data available through the district’s online database. Standardized scores are disaggregated to analyze trends and curricular strengths and weaknesses. In addition, data are analyzed to determine and correct any deficiencies in core instruction. For students on Tier 2 and 3 in Response to Intervention, data is collected and monitored daily. Students’ progress is analyzed by a grade-level team weekly to assure that interventions are implemented with fidelity and are resulting in improvement. Our school has a minimal number of referrals for special services as a result of a strong Response to Intervention process in which data consistently informs instruction to help students improve their learning and performance.

Students maintain data notebooks to keep track of their own progress. Data notebooks are used for conferencing with students to prioritize needs and select appropriate center based activities. Our STEM units use standards-based rubrics that address mastery of subject area standards. Students actively participate in rubric development, giving them a sense of ownership in their work. Students use rubrics throughout tasks and projects to self-assess and monitor progress. Each student maintains a portfolio of work to assess own progress throughout the year and shares this portfolio with parents during our Portfolio Parade Night.

Parents are continuously informed about student data through online gradebook and ongoing communication through student agendas. Parents meet with teachers twice a year to review all assessment and progress data and develop student goals. In addition, our student led Portfolio Parade is an opportunity for students to show parents their achievements and work. Striving students are a part of our PACT (parent, administrator, child, teacher) program in which parents have an opportunity to be active members of a team dedicated to raising their child's achievement level. PACT meets for 30 minutes monthly in a prescheduled time for parents' convenience. During this time student progress and achievement are reviewed, along with strategies that will help student improve. Our school maintains a web site that explains the curriculum and provide access to school's achievement data and school events. In addition, brochures in English and Spanish are available at school and various community sites. Video featuring our program is available on the district's web sites.

### **3. Sharing Lessons Learned:**

Our goal is to develop replicable practices that can help more than just our teachers and students. Therefore, we are always willing to share our practices with other schools. Our school has shared best practices as a mentor to a local Title I low performing school. As a part of this cross-school mentorship our teachers modeled instructional practices, shared curriculum and helped teachers from the partner school plan differentiated lessons to meet the needs of their students. Particular topics included inquiry-based lessons in science and math, classroom management, cooperative learning and using technology to increase student achievement. Our yearlong partnership resulted in significant improvement in achievement at the partner school.

In addition, though a Voluntary Public Choice State grant, we shared our best practices with schools from seven other districts. We presented our integrated unit approach, data based instructional decision-making, as well as modeled our technology integrated lessons and tools. For example, we modeled development of standard-based STEM units and the creation of differentiated plans within those units to meet the needs of diverse learners.

As the high performing schools, we frequently receive requests for visits. We maintain an open door policy and are always willing to share our best practices. For example, several months ago we hosted a delegation from one of the neighboring Florida districts. They were in the planning stages of their new elementary STEM program. During the tour of our school our students and teachers shared their experiences and reflections on STEM curriculum. We provided visitors with unit plans and planned for ongoing collaboration and teacher professional development as their STEM schools begin to plan for student contact. We are also a SMART showcase school for electronic whiteboard technology and frequently provide input and guidance on the use of that technology in other schools. We provided examples of technology integration to schools around Florida in collaboration with the Florida Center for Instructional Technology and Florida Department of Education by developing sample clips for Technology Integration Matrix (TIM). TIM is a tool for teachers to learn how to best integrate technology in their classrooms. LAA contributed 20 clips presented statewide as exemplars of technology integration best practices (this can be viewed at <http://fcit.usf.edu/matrix/matrix.php> )

### **4. Engaging Families and Communities:**

LAA actively involves parents through ongoing communication, education and opportunities to engage in their students' learning and progress. Our annual Parent Information Night provides parents with detailed

information on curriculum, expectations and events for the whole year. This makes it easier for parents to plan to attend field trips and classroom activities. We also offer parents a Parent Education Night with topics that include learning styles, STEM activities, disability awareness, gifted programming, and academic software. Our teachers communicate with parents continuously using student agenda and grade level newsletters. Parents and teachers review student progress twice a year through our portfolio review conferences. This is an opportunity to develop an individualized plan of success for each student. Parent, administrator, child, teacher (PACT) program has been one of the most successful ways to involve parents in academic progress of their child. This program is designed to provide ongoing flow of information between school and parents for students who are struggling with academics, behavior or attendance. Monthly meetings are set in advance for the entire year so that parents can plan to attend. During the meeting, data and student work are reviewed and individual goals for improvement set. The meeting assures constancy of interventions between school and home. Parent becomes an active, informed member of a team to help student's growth. Parents are invited to attend culminating events of STEM units at all grade levels. For example, our fourth grade culminating project for the unit that connects engineering to community service is a design of a Florida friendly yard. On M.L. King Day, students' designs are realized as our volunteers help neighborhood's elderly and disabled who cannot care for their yards. This year over 300 volunteers gave their day to service and helped our 4<sup>th</sup> graders extend their learning to real life. We work closely with local businesses. For example, a local phosphate mine company built a simulation mine for our STEM unit in which student participate in a mining process. Our enhancement hour is a career awareness program in which business in our community provide speakers and presentations as our students learn about engineering, math and science careers. Community members and parents serve on our School Advisory Committee that creates and approves our School Improvement Plan designed to improve our practices to assure success for all students.

## 1. Curriculum:

LAA is a science, technology, engineering and mathematics (STEM) school in which each grade level has an engineering focus derived from local industries. Activities are aligned to New Generation Sunshine State Standards and/ or Common Core Standards. Curriculum is mapped to allocate appropriate time to master standards. Once standards for the unit are selected, common formative assessments, rubrics and progress monitoring plan is developed to assure mastery of standards. Activities are “tied together” through engineering design process. Webb’s depth of knowledge is used to differentiate instruction, enhance higher level thinking skills, and help teachers design appropriate questions and projects that challenge all students to think critically and apply learned concepts. Kagan’s cooperative learning strategies guide team collaboration in classroom activities. To address students’ various learning style, activities in STEM unit are guided by multiple intelligences. For example, students may be given a “menu” of presentations to choose from such as written report, podcast, exhibit or visual presentation. This allows students to demonstrate knowledge through their preferred modality.

STEM units integrate all core subjects. In reading, students are exposed to literature and nonfiction text activities with thematic connections to science and engineering concepts presented in the unit. Science standards are addressed through inquiry, allowing differentiation for all students. Students engage in research, scientific debates, experimentation, and use outdoor biodiversity areas to apply scientific concepts in real life situations. Teachers are facilitators of learning focused on deep understanding of standard based concepts and their relationship to the real world. For example, our Kindergarten STEM unit “From Farm to Market” challenges students to discover science behind the food on supermarket shelves. Mathematics prerequisite skills are taught using a variety of approaches to address various learning styles. Then, math is integrated with science and social studies to help students generalize skills. For example, in our “Oceans Away“ STEM unit, students followed a National Geographic vessel analyzing, graphing and evaluating real life data collected by scientists studying coral reef bleaching. Many units start with Social Studies standards. For example, our “Clean up the Roman Act” 3<sup>rd</sup> grade STEM unit challenges students to study environmental problems of ancient Rome and apply science to propose solutions. Students use web 2.0 tools to work with students globally and produce multimedia products. For example, our 5<sup>th</sup> graders work in teams to develop their own small business that produces and markets a water filtration system they designed. Students develop a business plan, create and monitor budget, and account for supplies and expenses for each activity. Writing is a part of all STEM units, through journaling, non fiction writing, and research projects. Our writing curriculum also focuses on creative writing and competent written communication for variety of purposes such as essays, web content and presentations. Although our school focuses on STEM, our arts program is an important component of curriculum. Our visual arts teacher integrates technology with traditional art instruction in projects such as Geometry Art that connects mathematics with digital photography. In music class, students study history of music, learn to play instruments such as xylophones, drums, recorders and ukuleles, and participate in various performances throughout the year. Our students have physical education every day. Many STEM units have a PE component, such as the 3<sup>rd</sup> grade Moon Colony in which our PE teacher trains students to become astronauts. A unique offering at LAA is our Accentuate the Positive (ATP) program implemented by our “special” subject teachers. ATP program builds on student interests and multiple intelligences by involving every student in his choice of enrichment activities in music, art or physical education.

## 2. Reading/English:

Reading instruction is aligned to the Next Generation Sunshine State Standards and the Common Core Standards. Our diverse students enter kindergarten at various skill levels. Therefore, reading instruction is highly differentiated to meet the needs of all students. All students participate in a 90-minute reading block daily. The block includes whole group lessons and differentiated small groups, centers, and

literature circles that are driven by assessment data. To maximize instructional time, lessons and instructional sequences are carefully planned based on ongoing progress monitoring data. Instructional activities support five major areas of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Ongoing progress monitoring is used to identify struggling students for targeted interventions through systematic, team driven tiered process. The first tier involves the classroom teacher and grade level team examining formative data. The next step involves the reading teacher. The final step involves an interdisciplinary team consisting of the reading resource teacher, classroom teachers, special education teachers, school psychologist and other informed educators. Interventions include classroom differentiation and tutoring, either small group or individual, outside the reading classroom. In addition, data informs instruction for students who have mastered the learning objectives. Those students are provided opportunities for enrichment and application of reading skills such as webquests, research or thematic projects.

To build prerequisite knowledge, motivate students and promote generalization, reading selections are thematically connected to STEM units. For example, in the unit about the Florida environment, teachers' read-aloud is the *Land Remembered*, a novel about Florida's Everglades. Literature circles are built around the novel *The Yearling*. Non-fiction reading selections include leveled books on environment, ecosystem and plant life.

Reading is embedded in all content areas to facilitate transition from "learning to read" to "reading to learn". Content area teachers school wide use vertically aligned strategies to teach and reinforce content area reading. Before-reading strategies build background knowledge and vocabulary and establish purpose of reading. During-reading strategies allow students to measure comprehension, clarify, visualize, and build connections. Finally, after-reading strategies expand prior knowledge, build connections, and deepen understanding. Teachers use a variety of graphic organizers to enhance reading process. Finally, non-fiction writing, such as student reflections and prediction/hypothesis activators, are used to promote metacognition about the reading process.

### **3. Mathematics:**

100% of LAA students were proficient in math, based on 2010/2011 AYP report. Mathematics curriculum and instruction are differentiated to meet needs of all students. Students master concepts through center based activities and whole class instruction that involve multiple learning styles and intelligences. For example, in metric system center students create podcasts of rap songs to explain conversions. Vertical teams align K-5 curriculum to assure common vocabulary and procedures, maximizing instructional time. To connect to prerequisite knowledge teachers use the "big picture" approach where familiar references are used to establish meaning and sequence. For example, before discussing math operations, pictures or graphic organizers are presented to visualize and concretely understand concepts. Individual and small group enrichment projects that build on student interests are created to further increase higher level math thinking. Traditional and digital manipulatives are used to translate abstract math concepts into concrete concepts. For example, students in grades 2 through 5 use Hands-on Equations to understand abstract algebraic concepts through manipulation of concrete objects. Electronic white boards and response systems are used to introduce and assess concepts. Formative assessment is used daily to monitor student progress. Following introduction of each new math concept a targeted "minireview" is created by grade level math team allowing students to independently practice new skills and providing formative assessment information for planning future lessons. Fact fluency is essential prerequisite for solving problems involving multiple digit operations. Mathematics fluency is supported through our SMAD (subtraction, multiplication, addition, division) program that provides ongoing quick practice of basic facts and operations. Students pass from level to level, progressively decreasing time and increasing number of basic facts. Teachers review students data and create skill based centers and small group tutoring plans to help struggling students. Individualized computer software paths are used for remediation and enrichment of math skills. Progress is monitored by teachers as well as by students through data notebooks.

Mathematics is integrated into our engineering based STEM units .For example, in our fourth grade STEM unit our students operate a simulation phosphate mine. Teachers embed lessons on coordinate pairs, providing students opportunity to apply mathematics in real life by creating a coordinate grid of a mining site. Through use of outdoor biodiversity areas and gardens students to collect, manipulate and analyze data, apply operations and increase algebraic thinking. For example, our kindergartners use non-standard measurement to compare and contrast growth of various plants in their garden.

#### **4. Additional Curriculum Area:**

As a STEM school, science is central to our curriculum and student success. Our school uses inquiry-based approach to science. Science is embedded in STEM units that use engineering design process as the unifying concept. This allows students to explore and apply science concepts to real life problems. LAA has five outdoor classrooms that represent Florida habitats. These include pond, swamp, marsh, scrub and pine flatwood. Students use biodiversity areas to experiment and apply science. For example, our 4<sup>th</sup> grade “Scrub Protector” unit challenges students to engineer a process or a product to prevent spread of non-native plant species into our scrub. To accomplish this goal students observe, collect data and analyze the campus scrub and its characteristics. In addition, the school operates a simulated phosphate mine in collaboration with a local mining company. Students engage in soil testing and analyze economic and environmental impacts of the industry. Each of our 38 classrooms has their own garden that is used to perform plant explorations and experiments. STEM units challenge students to use an engineering design process to apply science to create new products and processes. Thematically integrated throughout the day, these units provide students with an opportunity to generalize and explore science across curricular areas. This is especially important to our low socioeconomic and minority students, who frequently lack opportunities to develop prerequisite and broad knowledge of science throughout their school experiences. STEM units allow for differentiation of science instruction through smaller group activities, vocabulary previews and integration of non-fiction science texts to teach basic science concepts. Non-fiction writing is embedded in science through science journaling and a variety of summarizing strategies. Students engage in research and debate, as well as science fair type project at all grade levels. Technology is integrated in science through use of scientific probes and microscopes. Students participate in global data collections and analysis and create a variety of digital product to present their knowledge. In addition to classroom instruction, all students participate in STEM lab instruction weekly. STEM lab fosters application and exploration. Students participate in robotics, environmental teams and research projects through STEM lab.

#### **5. Instructional Methods:**

Core pedagogy includes innovative, research-based strategies that infuse 21<sup>st</sup> century skills and provide differentiation. LAA teachers develop interdisciplinary units with engineering design process as the unifying concept. Technology is integrated in all aspect of curriculum, as students communicate, collaborate, acquire knowledge, research and create digital products. For example, our 2<sup>nd</sup> grade students study water conservation in collaboration with students around the country using Web 2.0 tools to exchange data. They create multimedia public service announcements to persuade community to conserve water. Inquiry-based learning is used to support development of critical thinking, concept understanding, and problem solving. Non-fiction writing is embedded throughout curriculum to increase transfer of knowledge.

Differentiation is embedded in daily instruction. Teachers meet in grade level teams to analyze data and develop differentiated activities. Through differentiation, curricular standards are same for all students but the learning paths, products, and assessments may differ to challenge or provide adequate scaffolds and supports. For example, in our 3<sup>rd</sup> grade unit on economics, teams of students develop a budget to start their own paper plane factory. Students who mastered multi-digit addition and subtraction are challenged to provide information on larger purchases applying skills to four and five digit numbers. Students approaching mastery are responsible for smaller budgetary items that involve two or three digit numbers, as specified by the state standard. Students struggling with content are provided small group guidance with items that involve limited regrouping. Teachers conference with students about progress and develop

individual goals. Differentiated skills centers in reading, writing, math and science are used to targeted specific areas of need. Using data notebooks, students monitor own progress. In addition, teachers use continuous progress monitoring to inform daily instruction. Struggling students are provided tiered interventions in addition to classroom instruction. LAA uses Webb's Depth of Knowledge to vary cognitive complexity of tasks. Embedding higher cognitive complexity tasks encourages students to become strategic thinkers, extend their thinking, solve complex problems, reason, analyze, and communicate their understanding of standard based content. Learning styles are addressed by varying instructional methodology to include whole group instruction, independent work, collaborative teams and ample technology integration. LAA constantly updates curriculum delivery by researching best practices and providing professional development and support to all teachers.

## **6. Professional Development:**

Professional development (PD) is a key for successful implementation of our program. Our teachers receive professional development for all district initiatives. For example, teachers have received significant training in Response to Intervention, Learning Focused Strategies and data analysis as a part of district wide programs. In addition, our teachers receive training that is based on teacher and student needs. Our teachers received on average 60 hours of professional development in addition to district initiatives in 2010/2011. Professional development focuses on two major components – pedagogy and STEM content. Pedagogical training focuses on Marzano's Art and Science of Teaching methodology, cooperative learning structures, and effective assessment. These components were chosen to assure that best practices are embedded in all units. One of the main components of the training is assessment. As our school shifted pedagogy to inquiry, traditional assessment methods did not meet our needs. Therefore, teachers were provided training in progress monitoring and development of quality assessments. This has resulted in development of standard based rubrics and common formative assessments. Training in classroom application of daily formative assessment tools has provided teachers with techniques to constantly progress monitor and adapt instruction to meet students' needs. Quality assessment has resulted in higher level of differentiation of instruction in all classes and improved student performance across curriculum. STEM specific training focuses on mathematics, science and technology content, methodology and implementation. For example, teachers have received training in using scientific probes and various technology integration tools needed to implement STEM units. In addition, teachers were provided training in integration of tools into curriculum to differentiate instruction and increase standard mastery.

Professional development is carried out through our professional learning community (PLC) that analyzes data and develops a PD plan based on specific school needs. PD is tiered to meet specific needs of experienced and new teachers. Teams meet weekly to collaboratively plan, reflect on and peer review units. Teachers are provided professional development time during their block time, as well as after student contact hours. Important component of our PD is peer coaching in which teachers observe each other's classes and provide feedback on performance. In addition, new teachers and teachers in need of improvement are provided mentor teachers to help them with improving classroom instruction.

## **7. School Leadership:**

School administrators support teachers by creating climate of high expectations and encouraging teacher leadership. They meet with grade level teams weekly to keep up with their needs and support their efforts. The principal is visible on campus and frequently observes classroom instruction. She provides feedback for improvement and structure teacher support when needed. The principal supports and encourages teacher initiative by providing ample professional development, resources and support. In addition, principal constantly communicates with district to assure that up to date information, research and opportunities are conveyed to teachers. The principal is an integral part of our Parent, Administrator, Child , Teacher (PACT) program designed to assist struggling students. In that role she participates in PACT conferences as an active, supportive member of the intervention team. As a curriculum leader, the principal works with the Leadership team to analyze school wide data trends, review current research and evaluate the effectiveness of school's curriculum and instruction in raising achievement for all students.

School leadership is a team effort at LAA. School administrators foster distributed and shared leadership. The Leadership Team consist of both administrator and four teachers. These teachers include Academic Intervention Teacher (SAI), two magnet attractor unit teachers (magnet attractor units are specific units that address the magnet theme), and teacher resource/training specialists. These teachers were selected for their expertise in curriculum, instruction and addressing needs of diverse population. Leadership structure at LAA provides support that teachers need to provide best services to our students. Leadership team plays an active role in curriculum development and curricular decisions.

Leadership team works together to analyze data and develop professional development plan. In addition, it is the role of teachers on leadership team to serve as liaison between administration and teachers to assure flow of information and address any needs. Leadership team constantly seeks partnerships and grants to increase teacher resources and provide support to teachers through mentorship and professional development.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT 2/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	99	100	98	99	99
Levels 4 & 5	80	78	80	76	67
Number of students tested	88	87	86	85	80
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	100	95	94	95	94
Levels 4 & 5	60	65	47	50	24
Number of students tested	20	20	17	20	17
<b>2. African American Students</b>					
Level 3, 4 & 5	100	95	100	95	90
Levels 4 & 5	76	68	63	60	25
Number of students tested	21	22	22	24	20
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	5	7	3	5	2
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	3	2	3	4
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	1		1	
<b>6. Caucasian</b>					
Level 3, 4 & 5	98	100	96	100	100
Levels 4 & 5	88	77	78	84	76
Number of students tested	53	44	50	52	45
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: FCAT 2.0/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	93	95	97	96	93
Levels 4 & 5	70	72	76	70	64
Number of students tested	88	87	86	85	80
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	85	100	89	90	82
Levels 4 & 5	50	55	41	40	24
Number of students tested	20	20	17	20	17
<b>2. African American Students</b>					
Level 3, 4 & 5	86	100	91	92	85
Levels 4 & 5	52	59	59	42	30
Number of students tested	21	22	22	24	20
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	5	7	3	5	2
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	3	2	3	4
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	1		1	
<b>6. Caucasian</b>					
Level 3, 4 & 5	96	100	98	100	98
Levels 4 & 5	77	87	90	87	67
Number of students tested	53	44	50	52	45
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: FCAT 2/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	99	100	97	99	95
Levels 4 & 5	67	72	68	75	66
Number of students tested	86	87	86	88	81
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	100	100	89	94	82
Levels 4 & 5	56	63	42	47	36
Number of students tested	25	19	19	17	11
<b>2. African American Students</b>					
Level 3, 4 & 5	100	100	86	95	95
Levels 4 & 5	61	75	43	50	45
Number of students tested	18	20	21	20	22
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	6	2	5	2	2
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	3	1	5	3	2
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2		1		2
<b>6. Caucasian</b>					
Level 3, 4 & 5	98	100	100	100	98
Levels 4 & 5	70	85	83	84	78
Number of students tested	46	52	53	51	49
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: FCAT 2/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	93	95	93	95	90
Levels 4 & 5	70	72	69	66	69
Number of students tested	86	87	86	88	81
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	88	95	79	94	64
Levels 4 & 5	64	47	47	47	45
Number of students tested	25	19	19	17	11
<b>2. African American Students</b>					
Level 3, 4 & 5	83	95	81	95	86
Levels 4 & 5	61	45	43	30	45
Number of students tested	18	20	21	20	22
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	6	2	5	2	2
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	3	1	5	3	2
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2		1		2
<b>6. Caucasian</b>					
Level 3, 4 & 5	98	98	98	94	92
Levels 4 & 5	72	83	79	75	79
Number of students tested	46	52	53	51	49
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: FCAT 2/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	100	93	98	94	76
Levels 4 & 5	79	83	81	77	49
Number of students tested	88	85	89	87	85
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	100	89	94	80	42
Levels 4 & 5	63	61	69	50	16
Number of students tested	16	18	16	10	19
<b>2. African American Students</b>					
Level 3, 4 & 5	100	89	95	88	41
Levels 4 & 5	65	56	55	50	15
Number of students tested	20	18	20	24	27
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	6	2	3	1
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	1	3	4	4	3
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested				1	
<b>6. Caucasian</b>					
Level 3, 4 & 5	100	96	98	96	94
Levels 4 & 5	87	90	85	87	67
Number of students tested	53	50	52	53	47
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: FCAT 2/ FCAT

Edition/Publication Year: 2010;  
2005-2009

Publisher: NCS Pearson, Inc./The Administrator Assessment And  
School Performance

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	95	93	92	92	93
Levels 4 & 5	68	73	66	70	60
Number of students tested	88	85	89	87	85
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	100	83	88	80	84
Levels 4 & 5	50	50	44	30	21
Number of students tested	16	18	16	10	19
<b>2. African American Students</b>					
Level 3, 4 & 5	90	83	90	83	85
Levels 4 & 5	50	55	45	46	30
Number of students tested	20	18	20	24	27
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	2	6	2	3	1
<b>4. Special Education Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	1	3	4	4	3
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested				1	
<b>6. Caucasian</b>					
Level 3, 4 & 5	98	98	92	96	96
Levels 4 & 5	78	80	74	81	74
Number of students tested	53	50	52	53	47
<b>NOTES:</b>					
In 2010/2011 original FCAT test was replaced by a new version called FCAT 2.0 aligned to the New Generation Sunshine State Standards. Year 2010/2011 was a baseline year for the Reading and Math test in grades 3-5 based on Florida's FCAT 2.0 implementation schedule.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	99	97	97	97	89
Levels 4 & 5	75	77	76	75	60
Number of students tested	262	259	261	260	246
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	100	94	92	91	70
Levels 4 & 5	59	63	51	48	23
Number of students tested	61	57	52	47	47
<b>2. African American Students</b>					
Level 3, 4 & 5	100	94	93	92	72
Levels 4 & 5	67	66	53	53	27
Number of students tested	59	60	63	68	69
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5	100	93	90	100	
Levels 4 & 5	77	66	75	70	
Number of students tested	13	15	10	10	5
<b>4. Special Education Students</b>					
Level 3, 4 & 5			63	90	
Levels 4 & 5			36	40	
Number of students tested	6	7	11	10	9
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	4	1	1	2	2
<b>6.</b>					
Level 3, 4 & 5	98	98	98	98	97
Levels 4 & 5	82	84	82	85	73
Number of students tested	152	146	155	156	141
<b>NOTES:</b>					

12FL10

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level 3, 4 & 5	93	94	93	94	92
Levels 4 & 5	69	72	70	68	64
Number of students tested	262	259	261	260	246
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3, 4 & 5	90	92	85	89	78
Levels 4 & 5	55	50	44	40	27
Number of students tested	61	57	52	47	47
<b>2. African American Students</b>					
Level 3, 4 & 5	86	93	87	89	85
Levels 4 & 5	54	53	49	39	34
Number of students tested	59	60	63	68	69
<b>3. Hispanic or Latino Students</b>					
Level 3, 4 & 5	76	66	80	90	
Levels 4 & 5	69	56	70	60	
Number of students tested	13	15	10	10	5
<b>4. Special Education Students</b>					
Level 3, 4 & 5			54	50	
Levels 4 & 5			36	39	
Number of students tested	6	7	11	10	9
<b>5. English Language Learner Students</b>					
Level 3, 4 & 5					
Levels 4 & 5					
Number of students tested	4	1	1	2	2
<b>6.</b>					
Level 3, 4 & 5	97	98	95	96	95
Levels 4 & 5	75	83	80	81	73
Number of students tested	152	146	155	156	141
<b>NOTES:</b>					

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