

PART I - ELIGIBILITY CERTIFICATION

12FL14

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 256 Elementary schools (includes K-8)
 (per district designation): 79 Middle/Junior high schools
68 High schools
0 K-12 schools
403 Total schools in district
2. District per-pupil expenditure: 9096

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
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	20	15	35		6	0	0	0
K	52	42	94		7	0	0	0
1	64	50	114		8	0	0	0
2	51	51	102		9	0	0	0
3	57	53	110		10	0	0	0
4	52	56	108		11	0	0	0
5	77	46	123		12	0	0	0
Total in Applying School:								686

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
91 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
5 % White
0 % 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: 9%
 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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	67
(4)	Total number of students in the school as of October 1, 2010	737
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 19%
 Total number of ELL students in the school: 131
 Number of non-English languages represented: 5
 Specify non-English languages:

Spanish, Tagalog, French, Portuguese, and Haitian Creole

9. Percent of students eligible for free/reduced-priced meals: 56%

Total number of students who qualify: 384

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: 12%

Total number of students served: 83

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>55</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>14</u> Multiple Disabilities	<u>1</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>35</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>15</u>	<u>1</u>
Total number	<u>67</u>	<u>4</u>

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

13. Show 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	97%	97%	97%	97%	98%
High school graduation rate	%	%	%	%	%

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

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?

Christina M. Eve Elementary School was established in 1999 in a temporary location. Named for a pioneer educator who served Miami-Dade County Public Schools as the first black principal in an all white population, Christina M. Eve Elementary School prides itself on helping students of all cultural and social backgrounds achieve academic success. This has inspired our vision of commitment to the pursuit of excellence seeking to maximize each student's academic, social, and patriotic potential enabling them to become lifelong learners and productive citizens. Christina M. Eve Elementary School has achieved and maintained a grade of "A" from the Florida Department of Education since its inception. After earning 649 accountability points on the 2011 Florida Comprehensive Achievement Test (FCAT), we continue to meet and exceed state and district standards in all academic areas. The school has also achieved Adequate Yearly Progress in all designated subgroups since 2006.

Christina M. Eve Elementary School is a pre-kindergarten through fifth grade elementary school. The campus is located on 8.89 acres in West Kendall, a suburban community in Miami-Dade County, and is adjacent to Forest Lake Park. It has 33 classrooms, 11 resource rooms, 2 Computer Labs, 1 Science Lab, 1 Music Lab, 1 Art Lab, a cafeteria, a Media Center, and a main office building.

Christina M. Eve Elementary School serves 686 students from Pre-Kindergarten to Fifth Grade. The school's Instructional Programs include: General Education, Advanced Academics, Kindergarten through Second Grade Extended Foreign Language (EFL), Kindergarten through Fifth Grades English Language Learners (ELL) Programs, Special Education (SPED) Resource and Inclusion Classes, the P-SELL Science Curriculum for Fifth Grade, a Voluntary Pre-Kindergarten (VPK) class, Speech and Language Therapy, Occupational and Physical Therapy, and a Self-Contained PRE-K SPED Speech and Language Impaired half-day program. Several Technology Programs are used as reinforcements in the classroom. These include *SuccessMaker*, *Sumdog*, *Reading Plus*, *Brain Pop*, *Math Factory*, *Riverdeep*, *FCAT Explorer*, *Accelerated Reader*, *Focus Florida Achieves*, *Mathematics Worksheet Factory 3*, and *FCAT TestMaker*.

Highly qualified teachers provide exceptional education to all of the students. The main instructional focus across the curriculum stems from implementing the Common Core Standards with rigor. Teachers strive to provide individualized instruction to meet all student needs through the use of data analysis and differentiated instruction. Their dedication contributes to the high levels of student achievement on the FCAT Reading, Math and Writing. One important achievement of the school is its Writing Program which has become its distinguishing factor.

Students are offered technology programs and enrichment opportunities to maximize student learning. Student Council, Florida Educators of America (FEA), Drama Club, Recycling Club, and Safety Patrols are examples of the variety of enrichment clubs offered at our school. In addition, the school has provided extra academic assistance in order to better prepare the students for the FCAT. ELL students are eligible for Title III tutoring. The students performing in the lowest 25th percentile and the bubble students participate in after school tutoring provided by the school's own qualified teachers.

The mission of Christina M. Eve Elementary School is to form a true partnership between, home, school, and community that is committed to providing a quality educational program that meets the individual needs of our students. This is accomplished through a research-developed curriculum infused with technology and character development, while providing a safe and inviting learning environment that will result in productive citizens prepared to compete in a global community.

Parent and community involvement is a key to the success of Christina M. Eve Elementary School. The Parent Teacher Association (PTA) works closely with administrators and teachers to provide students with a quality education. Christina M. Eve Elementary School keeps the parents informed of school and community events through various venues. The school offers the parents monthly workshops on topics that are of interest to the community families through the Parent Academy. The parents receive a monthly School Calendar and Newsletter to keep them abreast of important events. Connect-Ed telephone calls are also sent home to promote communication of the latest important news.

The school is committed to maintaining strong business partnerships, as a vital connection to the outside community, through volunteer membership and the Educational Excellence School Advisory Council (EESAC). Christina M. Eve Elementary School has partnered with West Kendall Baptist Hospital to promote their healthy living campaign. The hospital hosted a hand-washing campaign at the school and donated hand sanitizers. In addition, the hospital informs the school of programs they are implementing which would benefit the parents. Sir Pizza, Woody's Barbecue, McDonald's, and Publix offer discounts and donations for school events. All these relationships contribute to the continued success of our school.

1. Assessment Results:

Christina M. Eve Elementary School implements the Florida Continuous Improvement Model (FCIM), to use data and drive instruction. In order for students to reach a high performing level of academic excellence, the collecting and analyzing of data is essential. During the FOCUS process, Christina M. Eve Elementary School administrators, teachers and support staff, analyze data and work together to formulate a plan to drive instruction, optimize their time by creating an Instructional Focus Calendar based on the needs of student groups, concentrate on teaching standards, utilize frequent assessments to monitor teaching methodology and sustain learning with intervention, enrichment, and re-teaching activities.

At Christina M. Eve Elementary School, students are found to excel in the Florida Comprehensive Assessment Test (FCAT). Students in third through fifth grades are evaluated annually in the spring using the FCAT, and the results demonstrate that students consistently perform well above district and state averages. This criterion-referenced test assesses student mastery of the Next Generation Sunshine State Standards (NGSSS) in Reading, Mathematics, Science and Writing. The FCAT is in a state of transition while the state moves to the use of the Common Core Standards. Student FCAT results are based on a 1 (lowest) to 5 (highest) rating scale. Students scoring a Level 1 or 2 are considered to be performing below grade level standards. A Level 3 score is considered meeting the standard, and a Level 4 or 5 is considered performing above grade level standards. The Florida Department of Education (FDOE) accountability program has considered the FCAT the primary source for evaluating schools and determining their grades (A-F) since 1999. Since the inception of this evaluation program of schools by the FDOE, Christina M. Eve Elementary School has consistently received a score of "A". This feat has been achieved through the high expectations the school has established on student performance. Students are continuously tested in order to assure that they are meeting the school's expectations. Administration meets with teachers during Data Chats to establish an overview of the needs of each individual class. Teachers are continuously using data from diagnostic tests to drive the students' individual instruction and target their particular needs.

After careful analysis of the FCAT data trends for the last five years, the results for Christina M. Eve Elementary School indicate that an average of 93% of students achieved high standards in Reading and 94% achieved high standards in Mathematics. In the most recent 2011 FCAT, the scores show that 92% of students achieved high standards in Reading, 94% in Mathematics, and 97% in Writing. These scores are consistent with the school's average high standards. Over the past five years, the data indicates a percentage range from 92% to 97% of students meeting high standards in Reading, and a range from 92% to 96% of students meeting high standards in Mathematics, and a range from 96% to 97% in Writing. This data demonstrates that the students have maintained high scores over 92% consistently over the past five years. Christina M. Eve Elementary School has exceeded the district average high performing scores for 2011. The third through fifth grade students in Christina M. Eve Elementary School scored 28 percentage points higher than the district's average in Reading. Christina M. Eve Elementary School earned 23 percentage points higher than the district average in Mathematics, and 14 percentage points higher in Writing. The district average grade for the last 5 years was a "B", while Christina M. Eve Elementary School maintained an "A" average. The school continuously exceeding the district average high performing scores, is another indicator of its high performance.

Several factors have contributed to the high performance in Christina M. Eve Elementary School. Teachers follow the Florida Continuous Improvement Model (FCIM) throughout the curriculum. Data from the FCAT, the Baseline and Interim Assessments, FAIR, and teacher-administered assessments are constantly being reviewed. This data allows the teachers to diagnose specific student deficiencies that need to be addressed further. In addition, students are placed on intervention programs, when necessary.

In accordance with No Child Left Behind, all subgroups tested achieved Annual Yearly Progress (AYP) in the past five years. Significant gains in Reading and Mathematics were achieved by all subgroups. The average TOTAL AYP % Proficient for Reading in the last five years is 88%, and 89% for Mathematics. The subgroup Hispanic received an average of 88% Proficient for Reading and 89% for Mathematics in the last five years. The English Language Learners subgroup received an average of 77% Proficient for Reading and 84% for Mathematics in the years from 2007 to 2010. In 2011 Christina M. Eve Elementary School did not have an English Language Learners subgroup. The Economically Disadvantaged received an average of 84% Proficient for Reading and 86% for Mathematics in the last five years. This data indicates that all students, including the subgroups, are meeting high standards in all academic areas.

2. Using Assessment Results:

At Christina M. Eve Elementary School, the administration and the grade levels meet after each assessment period to discuss the results of the latest standardized test during “Data Chats”. During these meetings, specific students are identified as deficient in a certain academic area. Decisions are made on whole class academic deficiencies and instruction focus, and interventions recommended for individual student needs. Interventions may be Voyager Passport, after school tutoring, skill-based lessons during differentiated instruction, SuccessMaker, or other computer remediation programs. Interventions are put into effect immediately, along with direct instruction, using research-based strategies. The students are further monitored by teacher observation and classroom assessments to determine progress. This cycle continues to assure that all students are demonstrating mastery of key concepts.

As data from the FCAT becomes available, the FCIM process encourages the administration to make school-wide decisions on the grouping of students, future teacher placements, and grade level configurations. The administration focuses on creating a school schedule that meets the needs of all learners, and provides specific resources. Together the leadership team, comprised of department heads, grade-level chairs, and administration, analyze FCAT data to develop a school-wide Instructional Focus Calendar that is aligned with the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards (CCS), as well as, district pacing guides for Reading, Mathematics, Science, and Writing.

With the Instructional Focus Calendar, teachers can pace their instruction. Teachers monitor instruction and student learning through various formative and summative assessments; such as, the Florida Assessment for Instruction in Reading (FAIR), Baseline Assessment, and District Interim Assessments, along with the continuous school-site and teacher developed exams. Data is discussed during meetings between the teachers, students, and administration, in order to review and examine student results. Strategies are then implemented to provide appropriate intervention or enrichment through differentiated instruction. It is essential that all pertinent staff, students, and parents, be an active part of the decision-making process concerning the needs of the students and the strategies to be implemented to benefit the students.

Student performance data is shared throughout the year. Before the commencement of the school year, families are invited to an orientation. Parents and students are given the opportunity to meet the administration and the teachers and learn the expectations of the school and the requirements of the individual teachers. At the beginning of the school year, during the Annual Open House, parents and community members are invited to the school’s Resource Fair. Teachers, administrators, the Parent Teacher Association (PTA), and other school clubs and/or committees, showcase all the different programs and resources available for the students at the school site. Here, the principal begins by welcoming the parents and congratulating them for supporting the school’s mission and contributing to the school’s success. The most current FCAT data and information is shared via a power point presentation to communicate student performance and the parent’s role in preparing the student for the FCAT test. In addition, parents and community members are invited to the Educational Excellence School Advisory Council (EESAC) meetings periodically to review the School Improvement Plan (SIP) and the school performance data.

Throughout the school year, parents are encouraged to participate in several school events and are kept abreast of important information. The school keeps the parents up to date on school-wide events through the school website and marquee, letters, flyers, Connect-Ed phone calls, and the Monthly School Calendar. The parents are consistently kept informed of their child's performance through the Parent Portal, Report Cards, Progress Reports, letters sent home requesting meetings with the teacher and/or administration, or invitations to the Honor Roll Assemblies. Parent/teacher conferences are scheduled before, during, and after school to communicate individual student performance data.

Students and teachers meet during Data Chats to discuss and monitor student progress throughout the year. Teachers meet with students at the beginning of the school year to review the previous year's data and develop goals for the current school year. At the end of each nine weeks, report cards are sent home to inform parents of student performance for the grading period. Teachers meet with the students to review their grades and discuss how they can improve their performance.

At the end of each school year, the state's assessment results are posted on the district and the school's website, as well as provided to all parents and community members through the School Accountability Report published annually. Finally, FCAT results are included with the end-of-the-year report card and mailed out to each student's home address. Furthermore, teachers and parents work collaboratively to create a Progress Monitoring Plan (PMP) for students who are performing below grade level expectations. A plan is created which offers additional support and services to these students. Communication with parents is ongoing throughout the school year.

3. Sharing Lessons Learned:

At Christina M. Eve Elementary School, the importance of communication with the community is an essential component of its success. The administrators and teachers are committed to sharing best practices with other schools, administrators, and teachers within the district. The principal and the assistant principal share best practices at monthly South Regional Center Meetings. The principal also shares successful educational strategies with the neighboring schools during Feeder Pattern Meetings.

The Reading, Mathematics, and Science Coaches attend district meetings where classroom best practices are shared with coaches from other schools. These coaches in turn share ideas learned from the meetings with the teachers at Christina M. Eve Elementary during faculty meetings, grade level meetings, or after school professional developments facilitated by the coaches. The Reading Coach models lessons for the teachers using the strategies discussed during the Reading Coach Meetings. The Reading Coach also organizes Best Practices and classroom observations among the teachers. The Reading Coach has invited Reading Coaches from other schools to observe best practices in differentiated instruction and writing in the primary classroom. The Math and Science Liaison share technology-based lessons they have learned from District meetings or specific program trainings.

At Christina M. Eve Elementary School, eleven teachers are members of the professional association Dade Reading Council. The Math Coach is a member of the Dade County Council of Teachers in Mathematics. The Media Specialist is a member of the Florida Association for Media in Education. These members attend meetings throughout the school year to keep abreast of current educational practices and trends. The members discuss and share the new information with their grade levels, the faculty, and/or the administration.

Christina M. Eve Elementary School maintains close partnerships with local universities and colleges in order to allow education college students to get a feel for the classroom. These college students participate in field experience and internships throughout the school year. Each college student is partnered with an experienced teacher who is certified as a Clinical Supervisor to serve as a mentor. The teachers, not only serve as role models, but also share research-based best practices with the college students majoring in education.

4. Engaging Families and Communities:

Christina M. Eve Elementary School credits a large part of its success to its parents and volunteers. The school is a firm believer that parental involvement is a key factor in students' academic success and positive school-wide behavior. Through school activities, which involve parent and volunteer help, the school is assured that parents are an important fixture in the school environment. There are parents who volunteer in the school on a daily basis doing several jobs. For instance, several parents volunteer daily in the cafeteria as monitors during the lunch hours. There is a mother who assists the primary teachers by running copies and creating manual art projects. Two parents work right-along with the teacher who sponsors the Drama Club three times a week after school. Several others assist the Drama Club with the backdrop, props, and costumes.

The parents dedicate countless volunteer hours for coordinated school activities and fundraising events. The Fifth Grade Parent Committee, with the PTA, are working diligently to raise sufficient funds to cover the Fifth Grade Luncheon, a yearbook for each fifth grade student, and the end-of-year awards. This committee has organized several activities which encourage parent and community involvement. Examples of these events are the *Ice Skating Nights* and the *Annual Spaghetti Dinner*. Together, the school and the PTA host the *PTA Volunteer Breakfast*, the *Gator of the Month Assemblies*, the *Honor Roll Assemblies*, the *Accelerated Reader Celebrations*, the *Holiday Show*, *Grandparent's Breakfast*, *Donuts for Dad* and the *Drama Performance*. The PTA assists with *Christina M. Eve Elementary School's Orientation Night*, *Open House*, the *Fall and Spring Book Fairs*, *Field Day*, *Teacher Appreciation Week* activities, and other school-wide events. PTA fundraisers include hosting school dances, organizing snow cone and bake sales, and the *Annual Great American Opportunities Fundraiser*. The many fundraising activities hosted by the PTA have a direct impact on student performance. The PTA has helped the school update and increase technology. Two new computer labs have been set up in the last year.

The school invites the parents to celebrate with the Christina M. Eve Elementary School family during several school/PTA-sponsored events. The school promotes Reading and parental involvement during the *Reading under the Stars* night event, *Scholastic Book Fair Parent Nights*, and the *Barnes & Noble Night Event*. During the *Grandparent's Breakfast* and *Donuts for Dad*, the students share quality time with their family at the school.

1. Curriculum:

The core curriculum at Christina M. Eve Elementary School is student-centered, data-driven, technology-infused, and guided by the Common Core Standards (CCS), the Next Generation Sunshine State Standards (NGSSS), and research-based programs, strategies and resources. These instructional demands require the teachers to use more rigor, while encouraging students to use critical thinking skills. Students are regularly assessed and monitored in order to adjust whole class and individual instruction. In an effort to prepare the students for today's educational demands, technological programs are used throughout the year and across the curriculum.

The Language Arts/Reading Curriculum is developed on the NGSSS and the CCS (for Kindergarten and First Grades). The Reading content covers six strands: reading process, literary analysis, writing process, writing applications, communication, and information/media literacy. This curriculum requires a ninety-minute uninterrupted Reading Instruction Block, in kindergarten through fifth grade, which addresses the components of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension, through whole group, small group and individual instruction. Students receive an extra thirty minutes daily of explicit instruction in the writing process: pre-writing, drafting, revising, editing, and publishing. The classroom set-up is conducive to Reading through a print-rich literacy environment, a teacher-led center, a technology center, a writing center, and a classroom library. These elements help support the reading curriculum at the school.

Mathematics instruction focuses on grade-level expectations, the NGSSS, and the CCS (for Kindergarten and First Grades). Following the goals of Miami-Dade County Public School's (M-DCPS) *Comprehensive Mathematics Plan*, the instructional focus is on the areas of number sense, measurement, geometry, algebraic thinking, and data analysis. Every Mathematics teacher utilizes research-based strategies and differentiated instruction in order to address the varied student learning styles. The district has supplied the school with the adopted textbook series. The school supplies additional support materials, such as technology and hands-on manipulatives.

The Science Program is aligned with M-DCPS's *Comprehensive K-12 Science Plan*. As described in the Science Plan, instruction focuses on five key elements: physical science, chemistry, earth and space science, life and environmental science, and scientific thinking. Aside from the district's Core Science series, teachers infuse P-SELL Science Program (5th grade only), research-based materials, hands-on experimental lab investigations, and technology throughout their instruction.

Christina M. Eve Elementary School's Social Studies program addresses history, customs and cultures, geography, government and citizenship through the instruction of the NGSSS. The school has made civic duty and acceptance of diverse cultures a key component of its mission. When educating students in a multicultural society, it is essential to teach students to appreciate diversity of cultures and communities.

The school infuses community events and multicultural activities into the special area programs. The visual and performing arts program at Christina M. Eve Elementary School offers the students in second through fifth grades one hour of music instruction and one hour of art instruction. The primary students in kindergarten and first grade receive forty minutes of instruction, provided by the classroom teacher, on a weekly basis. The art teacher participates in various county and district-sponsored exhibitions, such as the *Creative Visions Exhibition* held at Florida International University, and the Miami-Dade County Fair Exposition. The Drama Club offers students an opportunity to participate in the performing and visual arts.

The physical education program is making the message of healthy living a key point, while incorporating it with community events. The physical education coaches encourage the importance of healthy living, nutrition and exercise. Students participate in a variety of sports, games, and athletic competitions which teach good sportsmanship and team work. Two examples of these activities are Jump Rope for Heart and the Presidential Active Lifestyle Award (PALA+).

2. Reading/English:

Christina M. Eve Elementary School effectively follows the FCIM through administering diagnostic assessments, analyzing data, using data to plan instruction, monitoring student progress, and offering intervention, to create effective educational practices. The school proves that this method of instruction, when supported and implemented by the whole educational team, leads to a high level of reading performance.

Teachers utilize the NGSSS, the CCS (for Kindergarten and First Grades), District Pacing Guides, Content Focus Guidelines, FCAT Test Item Specifications, and Access Points, while planning for Language Arts and Reading. The instruction is driven by the students' specific reading needs. Teachers begin the planning process by carefully analyzing the data from the latest Florida Assessment for Instruction in Reading (FAIR) and the Reading Baseline and Interim Assessments. These are carefully dissected during Data Chats with the administration and during grade-level meetings.

The primary teachers use the data from the FAIR to carefully plan their differentiated instruction. Direct Instruction lessons are planned for the whole class, while individual remedial skill-based lessons are prepared for small groups or individual students. For small group instruction, the teachers plan and create small groups using strategies that target individual needs through skill-based lessons or guided reading. Using the activities in the binders created by the Florida Center for Reading Research (FCRR), the teachers plan individual or small group lessons which target the specific student deficiencies, aligned to the "Big 5" Reading Components. To improve phonemic awareness and phonics skills, teachers use effective various decoding activities and games. Teachers incorporate Vocabulary, Phonics and Leveled Readers to small group instruction to strengthen vocabulary, fluency, and comprehension skills. In the meantime, other students participate in review activities, aligned to the class standards, in centers. Through these various forms of instruction, the school has succeeded in meeting its students' reading needs.

The school abides by the state of Florida's Response to Intervention (RtI) model and consists of three tiers. The intervention needs of Tier I students are met through differentiated instruction. Tier II students receive an additional 30 minutes of Reading through the *Voyager Intervention Program*. Teachers provide this intervention during the students' special area classes. If adequate progress is not met, TIER III interventions are put in place to further assist the children. These interventions consist of after school tutoring and the implementation of SuccessMaker. Through early intervention, the school has been able to make a substantial impact on student achievement.

3. Mathematics:

Christina M. Eve Elementary School's Mathematics Curriculum supports M-DCPS' *Comprehensive Mathematics Plan*. This guideline follows the NGSSS and utilizes the Go Math! Florida textbook series published by Houghton Mifflin Harcourt and recently adopted by the district. The school has implemented the use of further supplemental resources in an effort to properly prepare the students for the demands of the NGSSS and the new FCAT 2.0. In addition, mathematics teachers utilize research-based instructional strategies and technology-based programs to help raise achievement levels, and use differentiated instruction to meet the individual needs of students.

The school's success in achieving high standards in Mathematics is contributed to the teamwork displayed by its teachers. The teachers plan lessons together during grade-level meetings and implement support strategies for students who require additional assistance. First thing in the morning, every grade level gives their students the "Math Minute Drill" review packet with grade-level appropriate worksheets that contain basic operational math problems. The packet contains a one minute timed quiz for each morning. Teachers offer incentives to those who meet mastery within the minute. The school is making it a priority to insure every student is able to use basic arithmetic and computation skills.

Teachers begin their one hour Mathematics Block with the Problem of the Day, where they address the lesson's essential question. Teachers then instruct the whole group and later meet with small groups and/or individual students who require specific assistance to grasp a mathematical concept. During differentiated instruction a group works with the teacher at the teacher-led center, where the individual needs are addressed. During this time, another group works on the computers. The students have access to *Successmaker*, a research-based diagnostic computer program that provides remediation and enrichment activities based on individual student needs. Other computer programs available to the students are *Sumdog*, *Brainpop*, and *Gizmos*. The third group works independently at their desks. Here, students use manipulatives to solve math problems that require the implementation of higher order thinking skills or give them STARS or worksheets, which implement critical thinking into mathematical word problems. The groups follow a specific schedule assigned by each teacher. A variety of support materials and technological resources are utilized to support student learning at home. For example; *FCAT Explorer*, *Sumdog*, and *Brainpop* are accessible online. These programs help prepare the students for the new FCAT 2.0, while demonstrating to the parents the expectations for their children.

4. Additional Curriculum Area:

The school's mission states that its goal is to create strong partnerships between the home, school, and community by providing a quality educational program that meets the needs of the individual students. Christina M. Eve Elementary has strived to bring this goal to fruition in the Science Curriculum by presenting concepts in multisensory forms which appeal to all learners. The fifth grade students take part in the P-SELL Program established and created by the Miami-Dade County Public Schools and the University of Miami, through a grant. The school has received all the materials and supplies necessary for the students to work on hands-on experiments or activities. The program also supplies the teachers with a teacher manual and the student books with lessons correlated to M-DCPS's Comprehensive K-12 Science Plan.

All Kindergarten through fourth grade students use the Scott-Foresman/Pearson Science Series. This program also focuses on Science Inquiries and the use of hands-on science experiments to complement the lesson discussed in class. Every lesson is introduced through reading and discussion, and then followed by a hands-on experiment. Further higher-order thinking questions are included later through class discussions on the results. The students are required to answer these questions through oral and written methods which prove the analytical thinking skills used. The students are provided, on a regular basis, FCAT style Science passages which reinforce the Science Concepts, Reading skills, and FCAT testing skills.

All students use FCAT Explorer, Study Jams and Brainpop programs to aid students in mastering key concepts correlated to the Science Standards. For instance, Brainpop permits the students to read and listen to entertaining short stories about any topic. The students take a quiz after the story is presented, through which the teacher and the student can immediately monitor comprehension. The students also take practice Science FCAT tests created by the teachers using the FCAT TestMaker Program to further focus on Science and FCAT skills.

The Science Liaison is continuously preparing motivational events or activities which correlate Science into other areas of the curriculum. One important event is the Annual Science Fair. Each primary class creates one Science Experiment directed by the teacher. This allows the students to learn the scientific

process as they are guided and directed by the teacher. The intermediate students participate in the Science Fair by completing their own Science Fair Project. Projects are displayed during the Science Fair Night for parents and students.

5. Instructional Methods:

As the school's vision declares, "Christina M. Eve Elementary is committed to the pursuit of excellence seeking to maximize each student's academic, social and patriotic potential enabling them to become lifelong learners and productive citizens". For the goals to be met, the teachers must use differentiated instruction strategies to meet the needs of all learners. Through the use of the district provided textbooks, and through an array of research-based strategies and resources, the teachers address all learning styles in their lesson plans, classroom instruction and assessments.

Teachers work collaboratively in analyzing and planning instruction, while ensuring that all students are making learning gains. Throughout the school, instruction is student-centered, challenging, rigorous, and focused on academic student success. Grade-level instruction is modified through the use of appropriately leveled materials tailored to address the needs of student subgroups. For instance, the English Language Learner (ELL) requires a mini-lesson in vocabulary prior to the direct instruction. ELL teachers have a supplemental ELL book from Houghton Mifflin which is aligned to the grade-level text. This resource has modified lessons to meet the needs of the ELL students. For those students reading below grade level, the teachers use the lowest levels of Phonics, Vocabulary, and Reading or Science Leveled Readers. In turn, the students reading above grade level are exposed to the highest levels of these Readers during their small group instruction.

During the ninety-minute block, teachers begin lessons using direct instruction with the whole group for about 45 minutes. The students then break into small groups. The success the school has achieved in using leveled groups during differentiated instruction is due to the fluidity used. These groups are changed frequently in order to target the varying deficiencies. The teachers plan skill-based lessons or guided reading lessons to be used in the teacher-led center. During small group instruction, teachers address areas in need of improvement through mini skill-based lessons and mini-assessments to ensure effectiveness. Ongoing progress monitoring is necessary to regroup students as learning needs change. Other groups use teacher-directed skills programs on the computer that best fit their particular needs, or work independently on follow-up assignments given by the teacher. Silent reading time at the classroom library might be one of the group's activities. Differentiated instruction tailored to student's individual learning needs, allows all students access to the same curriculum objectives, but results in an increase opportunity for success.

6. Professional Development:

Christina M. Eve Elementary School strives to provide the faculty and staff members with ongoing professional development opportunities. A faculty member is designated as the professional development liaison and is responsible for determining which professional development opportunities would be beneficial for the entire faculty. Through the implementation of an online survey database, the professional development liaison is able to print reports illustrating the desired areas for professional development requested by the faculty members. In turn, he/she is able to keep the faculty informed on a monthly basis of any professional development opportunities available in the school district.

The school's goal is to provide two to three in-house professional developments each year. Designated faculty members frequently volunteer to provide these professional developments at the school site. Before conducting a workshop at the school, the designated faculty members attend district-mandated workshops where pertinent information regarding academic standards is provided. These select faculty members return to the school and begin working efficiently to create a meaningful workshop. The school encourages the instructors to disseminate information in the most resourceful manner.

During the 2011-2012 school year, the school provided three opportunities for faculty members to attend professional developments that would enhance their professional abilities and student performance. In January, the school provided a workshop addressing the uses of the Common Core Standards. The attending teachers were provided information regarding the new standards by the Reading Coach. It allowed teachers to become familiar with various beneficial resources. In February, the Math Coach attended a Feeder Pattern workshop where the implementation of new technological programs was presented. The Math Coach returned to the school site and provided a professional development opportunity where programs such as *FCAT Test Maker*, *Mathematics Worksheet Factory 3*, and *Sumdog* were discussed in depth. The attending faculty members had the opportunity to navigate through the programs and determine the most beneficial resources for their students. Lastly, a representative from *SuccessMaker* provided teachers with an extensive training on the uses of the *SuccessMaker* program. During planning time, each grade level had the opportunity to attend the training and inquire about the use and benefits of the program.

Christina M. Eve Elementary School continues to provide its faculty members with professional development opportunities that will support student learning. The school will continue to provide activities for staff members to attend meaningful professional developments that will encourage school-wide success.

7. School Leadership:

The principal at Christina M. Eve Elementary School is determined to create a positive learning environment where all stakeholders are valued and collectively collaborate to ensure student success. The principal's philosophy is to encourage collegiality amongst staff members and build relationships with students, parents and community members. On a daily basis, the principal addresses the school on morning announcements and delivers a motivational message inspiring students to build character. School administrators meet regularly with the School Leadership Team to make data-driven decisions that directly impact the school. The administrative and leadership teams collaborate on ideas and create suggestions that will improve student performance.

The administrative team at Christina M. Eve Elementary School strives to ensure a safe learning environment at all times. Safety drills are conducted on a monthly basis and are monitored closely by the administrative team. The principal regularly conducts classroom visitations and is aware of student performance. The administrative team meets on a quarterly basis with the faculty members and discusses student data. As a team, the administration and teachers collaborate and share Best Practices to improve classroom instruction. At Christina M. Eve Elementary School, students, parents and community members' concerns are valued and resolved immediately and effectively. Through the positive relationships created in the community, the principal is able to respond to the needs of all stakeholders. The principal welcomes all stakeholders to attend Educational Excellence School Advisory Committee (EESAC) meetings and encourages suggestions or recommendations.

The principal at Christina M. Eve Elementary School ensures that all decisions and actions respect the district's moral and ethical principles. The principal works diligently to provide the students with resources such as new computer systems and workbooks for Reading and Mathematics. The principal uses the budget efficiently to purchase items such as FCAT Test Maker that will enhance student performance in the classroom. The principal strives to possess a positive attitude and encourages others to do the same.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	95	97	94	90	94
FCAT Level 4, & 5	78	70	79	70	64
Number of students tested	107	125	129	128	120
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	89	95	94	88	91
FCAT Level 4, & 5	64	66	59	59	63
Number of students tested	51	70	57	49	47
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4, & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	96	96	94	91	94
FCAT Level 4, & 5	78	70	79	70	62
Number of students tested	90	110	110	103	93
4. Special Education Students					
FCAT Level 3, 4, & 5	73	89	84	69	74
FCAT Level 4, & 5	40	39	46	38	27
Number of students tested	15	18	24	15	13
5. English Language Learner Students					
FCAT Level 3, 4, & 5					
FCAT Level 4, & 5					
Number of students tested	8	7	6	9	9
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4, & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	90	90	84	87	85
FCAT Level 4 & 5	69	57	55	61	47
Number of students tested	107	125	129	129	120
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	86	87	77	86	85
FCAT Level 4 & 5	61	51	47	55	49
Number of students tested	51	70	57	49	47
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	86	89	86	86	87
FCAT Level 4 & 5	65	55	55	65	46
Number of students tested	90	110	110	104	93
4. Special Education Students					
FCAT Level 3, 4, & 5	73	61	71	69	60
FCAT Level 4 & 5	46	17	29	46	27
Number of students tested	15	18	24	49	47
5. English Language Learner Students					
FCAT Level 3, 4, & 5				20	
FCAT Level 4 & 5				10	
Number of students tested	8	7	6	10	9
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	92	91	90	88	86
FCAT Level 4 & 5	64	65	59	45	51
Number of students tested	125	134	131	113	139
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	94	88	84	89	82
FCAT Level 4 & 5	62	57	53	41	43
Number of students tested	65	75	55	42	66
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	95	91	89	87	86
FCAT Level 4 & 5	68	65	59	46	52
Number of students tested	109	115	106	86	111
4. Special Education Students					
FCAT Level 3, 4, & 5	80	76	63	74	57
FCAT Level 4 & 5	60	48	27	27	38
Number of students tested	15	25	11	15	21
5. English Language Learner Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested	7	8	7	3	8
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	88	93	87	88	85
FCAT Level 4 & 5	65	64	65	45	51
Number of students tested	125	134	131	114	139
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	93	90	82	87	80
FCAT Level 4 & 5	68	55	60	40	41
Number of students tested	65	75	55	42	66
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	90	93	86	86	84
FCAT Level 4 & 5	65	65	65	40	51
Number of students tested	109	115	106	87	111
4. Special Education Students					
FCAT Level 3, 4, & 5	93	80	54	74	57
FCAT Level 4 & 5	68	44	18	27	28
Number of students tested	15	25	11	15	21
5. English Language Learner Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested	7	8	7	3	8
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	86	84	81	81	76
FCAT Level 4 & 5	64	65	57	58	50
Number of students tested	133	133	112	135	131
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	81	80	77	76	70
FCAT Level 4 & 5	57	57	49	49	44
Number of students tested	70	62	43	59	59
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	84	83	79	82	76
FCAT Level 4 & 5	64	62	52	59	52
Number of students tested	116	109	89	109	99
4. Special Education Students					
FCAT Level 3, 4, & 5	80		67	64	42
FCAT Level 4 & 5	44		40	41	16
Number of students tested	25	9	15	22	19
5. English Language Learner Students					
FCAT Level 3, 4, & 5		46			
FCAT Level 4 & 5		23			
Number of students tested	4	13	5	8	7
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: FCAT

Edition/Publication Year: 2006-2010 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	85	88	81	80	84
FCAT Level 4 & 5	46	54	52	51	50
Number of students tested	133	133	112	135	132
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
FCAT Level 3, 4, & 5	78	90	82	87	82
FCAT Level 4 & 5	37	55	60	40	42
Number of students tested	70	62	43	59	50
2. African American Students					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	86	88	79	81	84
FCAT Level 4 & 5	43	59	51	51	51
Number of students tested	116	109	89	104	93
4. Special Education Students					
FCAT Level 3, 4, & 5	96		53	46	47
FCAT Level 4 & 5	28		33	32	21
Number of students tested	25	9	15	22	19
5. English Language Learner Students					
FCAT Level 3, 4, & 5		53			
FCAT Level 4 & 5		15			
Number of students tested	4	13	5	8	7
6.					
FCAT Level 3, 4, & 5					
FCAT Level 4 & 5					
Number of students tested					
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	90	90	88	86	85
FCAT Level 4, & 5	68	66	65	58	54
Number of students tested	365	392	372	376	390
Percent of total students tested	99	99	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					
FCAT Level 3, 4, & 5	87	87	85	83	80
FCAT Level 4, & 5	60	60	54	50	48
Number of students tested	186	207	155	150	172
2. African American Students					
FCAT Level 3, 4, & 5	0	0	0	0	0
FCAT Level 4, & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	91	90	87	86	85
FCAT Level 4, & 5	69	65	64	59	55
Number of students tested	315	334	305	298	303
4. Special Education Students					
FCAT Level 3, 4, & 5	78	67	74	68	55
FCAT Level 4, & 5	47	36	40	36	27
Number of students tested	55	52	50	52	53
5. English Language Learner Students					
FCAT Level 3, 4, & 5	0	21	0	0	0
FCAT Level 4, & 5	0	10	0	0	0
Number of students tested	19	28	18	20	24
6.					
FCAT Level 3, 4, & 5	0	0	0	0	0
FCAT Level 4, & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

12FL14

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
FCAT Level 3, 4, & 5	87	90	84	84	84
FCAT Level 4 & 5	59	58	57	52	49
Number of students tested	365	392	372	378	391
Percent of total students tested	99	99	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					
FCAT Level 3, 4, & 5	85	88	80	86	82
FCAT Level 4 & 5	54	53	55	44	43
Number of students tested	186	207	155	150	163
2. African American Students					
FCAT Level 3, 4, & 5	0	0	0	0	0
FCAT Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
FCAT Level 3, 4, & 5	87	90	83	84	84
FCAT Level 4 & 5	56	59	57	52	49
Number of students tested	315	334	305	295	297
4. Special Education Students					
FCAT Level 3, 4, & 5	88	59	61	63	56
FCAT Level 4 & 5	43	27	27	39	25
Number of students tested	55	52	50	86	87
5. English Language Learner Students					
FCAT Level 3, 4, & 5	0	24	0	9	0
FCAT Level 4 & 5	0	6	0	4	0
Number of students tested	19	28	18	21	24
6.					
FCAT Level 3, 4, & 5	0	0	0	0	0
FCAT Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					
Although 19% of our student body is composed of English Language Learners, we do not have enough students testing in the 3rd, 4th and 5th grades to generate scores for this subgroup.					

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