

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12FL8

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Rick Fleming

Official School Name: West Shore Jr./Sr. High School

School Mailing Address: 250 Wildcat Alley
Melbourne, FL 32935-6405

County: Brevard State School Code Number*: 3141

Telephone: (321) 242-4730 E-mail: Fleming.Rick@brevardschools.org

Fax: (321) 242-4740 Web site/URL: http://www.edline.net/pages/west_shore_jsh

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Brian Binggeli Superintendent e-mail:
Binggeli.Brian@Brevardschools.org

District Name: Brevard Public Schools District Phone: (321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Barbara Murray

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12FL8

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

12FL8

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 58 Elementary schools (includes K-8)
 (per district designation): 12 Middle/Junior high schools
16 High schools
0 K-12 schools
86 Total schools in district
2. District per-pupil expenditure: 6518

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 6
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		6	0	0	0
K	0	0	0		7	78	89	167
1	0	0	0		8	68	99	167
2	0	0	0		9	65	96	161
3	0	0	0		10	73	89	162
4	0	0	0		11	83	67	150
5	0	0	0		12	60	83	143
Total in Applying School:								950

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
3 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % 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: 2%

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2010	950
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 68

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: 1%
 Total number of students served: 10

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</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>2</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>3</u>	<u>0</u>
Classroom teachers	<u>55</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>15</u>	<u>8</u>
Total number	<u>78</u>	<u>11</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: 17:1

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	100%	100%	100%	100%	100%

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>143</u>
Enrolled in a 4-year college or university	<u>86%</u>
Enrolled in a community college	<u>14%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

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? Before 2007

At West Shore Jr./Sr. High School (West Shore), home of the Wildcats, our mission for student success is clear, focused, and unwavering. We work hard to create educational excellence by fostering a nurturing secondary learning environment while providing unique experiences for intellectual development, academic achievement, and preparation for life's work. We provide a rigorous college preparatory environment and firmly believe that every child deserves a challenging, rewarding, and relevant academic experience. Every day our vision of "Excellence Achieved" becomes reality.

West Shore is among the best schools in the nation as validated by a number of 2011 national rankings in some well-respected periodicals:

- *US News and World Reports*- "Best High Schools 2011" ranked West Shore #50 on the Gold Medal list. West Shore was also #62 on the "Best High Schools for Math and Science 2011" list.
- *The Washington Post* – "High School Challenge 2011" ranked West Shore 79th in the nation and 15th in Florida.
- *Newsweek* – "America's Best High Schools 2011" ranked West Shore 44th in the nation.

West Shore's unique program of study and high expectations challenge students to achieve excellence. Our curriculum can be defined as academically rigorous as a result of increased graduation requirements as compared to other local comprehensive high schools. Students gain admission to our school through an application/lottery system and must agree to certain criteria in order to remain enrolled. Most notably, our students must complete a minimum of 25 hours of community service each year along with maintaining a 2.0 minimum grade point average (GPA). Additionally, our students must demonstrate leadership ability through clubs, sports, or activities of some kind. During their senior year, students are expected to complete a project which requires a paper, product, portfolio, and presentation in front of a panel of community judges. Finally, our students must meet three accelerations while at West Shore which can be defined as taking a high school credit bearing class while in middle school, taking one or more Dual Enrollment or Advanced Placement (AP) courses, and completing a three year sequence of a world language. Completion of all of these requirements will earn a student the coveted West Shore Diploma of Distinction upon graduation. Another unique requirement for community involvement exists through a commitment parents make to complete 20 hours of school service for each child enrolled per school year. This requirement affords West Shore the opportunity to engage parents to be active participants in their child's education.

Although we could highlight the success of all of our students, last year's senior class is a good indicator of the stellar results that we consistently produce. In the class of 2011, we had 143 graduates and every one earned a West Shore Diploma of Distinction (first time ever in West Shore history). Ninety-two of these graduates were "Honor Graduates" with a 3.5 or better unweighted GPA and 16 were Valedictorians with a perfect 4.0 unweighted GPA. We had four National Merit Commended Scholars, one National Merit Scholar Semi-Finalist, and seven National Merit Scholar Finalists. Last year, 137 of our graduates earned Florida Bright Futures Scholarships. There were 41 students who earned the Florida Academic Scholarship and 96 who earned the Florida Medallion Scholarship. Twenty-two seniors were AP Diploma Candidates who qualified by passing six or more AP exams. A majority of our graduates completed one or more Dual Enrollment college courses while at West Shore. Sixteen of these students attended college full-time during their senior year as Early Admissions students and nine earned an Associate of Arts Degree concurrently with their Diploma of Distinction. After graduation, 86% of the senior class enrolled in a four-year university and 14% enrolled in a two-year college. The cumulative scholarship awards/offers for the class of 2011 was a West Shore record of \$8,693,263!

Our school culture is one of steadfast commitment to educational excellence. Students come to our school knowing that they will receive the very best instruction and a great deal of support so that they may grow to their fullest potential. From our custodial office through the classrooms, and all the way to the principal's office, our school is student-centered, and the climate of genuine enthusiasm for teaching and learning is truly contagious.

West Shore is considered by our district to be a leader of learning and our programs serve as a model for other schools. The Florida Department of Education recently ranked West Shore as the #2 combination school in the state based on test scores, graduation rates, student participation/performance in accelerated coursework, and postsecondary readiness. Parents and stakeholders share a true partnership in our commitment to excellence and are always welcome on our campus. Our families, local businesses, alumni, and staff, affectionately referred to as the "Wildcat Nation," have a vested interest in the collective success of our students and our school.

1. Assessment Results:

Section A- Performance Levels

The Florida Comprehensive Assessment Test (FCAT) began in 1998 as a part of Florida's overall plan to increase student achievement by implementing higher standards. These criterion-referenced assessments measure selected benchmarks in mathematics, reading, science, and writing under the Sunshine State Standards (SSS). Achievement levels based on both scale scores and developmental scale scores range from 1 (lowest) to 5 (highest).

Achievement Level Policy Definitions:

Level 5 - Student demonstrates success with the most challenging SSS content. A student scoring Level 5 answers most of the test questions correctly, including the most challenging questions.

Level 4 – Student demonstrates success with the challenging SSS content. A student scoring Level 4 answers most of the test questions correctly, but may only have some success with challenging questions.

Level 3 – Student demonstrates partial success with the challenging SSS content, but performance is inconsistent. A student scoring Level 3 answers many of the test questions correctly but is generally less successful with challenging questions.

Level 2 – Student demonstrates limited success with the challenging SSS content.

Level 1 – Student demonstrates little success with the challenging SSS content.

Students scoring Levels 3, 4, and 5 achieve at or above grade level and those scoring Levels 1 or 2 are in need of additional assistance. Beginning with the 2010-11 school year, the statewide assessment program began transitioning to assessing student understanding of the Next Generation Sunshine State Standards (NGSSS) through implementation of FCAT 2.0 and End-of-Course assessments. For 2010-11, there was no 9th grade FCAT math assessment as it is in the process of being replaced by the Algebra 1 End-of-Course Assessment.

Section B- Performance Trends

Detailed analysis of West Shore's FCAT results confirms that our students perform extremely well. For every subject area and grade level tested, West Shore has consistently placed in the top 10 in the state of Florida (top 5 in most cases) as determined by mean scale scores or percent at Level 3 and above.

The state-mandated FCAT testing program has helped West Shore to confirm that the coverage of the SSS and NGSS content has become an integral component of West Shore's systemic vertically-aligned curriculum. National tests, such as SAT, ACT, and AP, also provide data that helps ensure our students are being served by a challenging, relevant, and standards-based curriculum. West Shore students usually take both the ACT and SAT college entrance exams in high school. For the last five years, Brevard Public Schools has provided and required participation in PLAN (pre-ACT) testing for all sophomores and ACT testing for all juniors. This, along with participation of all juniors in PSAT (pre-SAT) testing, has provided complete data in order to drive curriculum decisions and the infusion of needed benchmarks and standards.

The number of students in AP courses has grown tremendously at West Shore in the last five years. Participation in the most challenging classes possible has become a vital part of our school's mission. Even with the tremendous increase in participation, West Shore's AP passing rates have continued to grow and outpace state and national means by great distances. AP teachers employ AP Potential reports to identify possible student enrollments and also utilize the many available assessment reports from College Board in order to be reflective and proactive regarding curriculum.

Analysis of the last five years of test data indicates that significant achievement gaps are not present. However, West Shore recognizes that achievement levels among our African American student population are lower than the other ethnic groups. Beginning in the 2011-12 school year, a mentoring program has been established to help address this concern. Each African American student has been assigned a staff member to serve as his/her mentor. Our Small Learning Communities' (SLC) curriculum is also addressing this need. The SLC teams identify students in their grade, establish collaborative plans that address the concerns, and monitor progress regularly.

As a school of choice, our learning community utilizes multiple assessment results rather than rely solely on state-mandated tests.

West Shore	2007-average	2008-average	2009-average	2010-average	2011-average
ACT English	24.1	24.4	25.6	24.2	25.0
ACT Math	25.5	25.9	26.0	25.5	26.7
ACT Reading	25.4	25.9	26.5	25.8	26.3
ACT Science	23.1	24.3	24.9	24.2	25.3
ACT Composite	25.0	26.7	26.3	25.3	26.0*

*2011 State of Florida ACT composite average: 19.6

West Shore	2007-average	2008-average	2009-average	2010-average	2011-average
SAT Reading	570	574	581	574	573*
SAT Math	580	581	600	592	604*
SAT Writing	547	540	551	553	560*

*2011 State of Florida SAT averages: Reading 487, Mathematics 489, and Writing 471

West Shore	2007	2008	2009	2010	2011	2012
Number of AP exams administered	391	522	511	629	617	911
Percent scoring 3 or better on AP exams	73.1	69.7	74.0	70.1	78.6*	TBD

*2011 State of Florida percent scoring 3 or better on AP exams: 45

These assessment results continue to validate West Shore's school vision of "Excellence Achieved." The use of nationally recognized norm-referenced standardized assessments serves dual purposes in our school community. These results serve as validation of the advanced college preparatory curriculum at West Shore. In addition, they motivate the Wildcat Nation to continually strive for excellence.

2. Using Assessment Results:

School and student performance go hand in hand. It is obvious that improving student performance is the most important factor in improving school performance. Perhaps the relationship of improving school performance and its effect on student performance is a little more subtle. A school culture that truly values "Excellence Achieved" serves to motivate students in ways that improve their performance. The

high-achieving climate prompts exposure to more challenging curriculum, appropriate goal-setting, effective work habits and a sense of confidence among our students. West Shore is excellent at "pushing the middle." Creating conditions that encourage on grade level students to push themselves further has improved both school and student performance.

The FCAT is specifically used to identify students' abilities as they relate to achievement levels that define if a student is working above, at, or below grade level. Below grade level students are given Academic Improvement Plans to address their needs, sometimes enrolled in Intensive Reading class, and closely monitored by classroom teachers, their SLC teacher-advisors, guidance counselors, and administrators. Students who are at grade level become the focus of faculty members and enhanced curriculum is used to address moving them from Level 3 to Levels 4 or 5. The above grade level achievers must be challenged to maintain and improve their performance. The nature of West Shore's program requirements work to do this along with the efforts of its dedicated faculty.

Nearly 100% of West Shore's graduates have gone directly from high school to either a two year community college or four year university. Our school vision epitomizes the belief that all of our graduates are prepared for post-secondary education. The use of assessment results validates the readiness of our graduates and serves to guide adjustments made regarding curriculum analysis and planning. Teachers, counselors, and administrators regularly use detailed assessment results reports to identify both individual and group needs so that they can be properly addressed. Staff members also use reports, such as AP Potential, to help identify students who can be successful in our most challenging classes and make sure they are placed appropriately.

The West Shore Guidance Department coordinates all assessments and seeks to uphold the highest standards with regards to administration and interpretation of results for students, parents, and teachers. Counselors work closely with parents, teachers, and administrators to serve the best interests of students in regards to course placement and identifying students in need of interventions. For assessments, such as PLAN and PSAT, guidance presentations to students serve to enhance the students' interpretation and understanding of the results, thus, helping to identify areas of strength as well as areas that need improvement.

Assessment results and other quantitative data continue to be key parts of the college planning process. Individual Program of Study (IPS) meetings occur every year with students, parents, and counselors. These face-to-face meetings allow counselors the opportunity to individually review assessment results with the parents and students. Collaboration in this process is also effective in guiding families through the college readiness and admissions process.

Timely communication of assessment results to all stakeholders is designed to increase student performance:

- Students receive daily feedback regarding performance and assessment results from their teachers. They also receive standardized test results from guidance personnel.
- Parents are the beneficiaries of multiple avenues of electronic feedback, such as e-mail communications, electronic newsletters, online postings (grades, curriculum and communication), and presentations by staff members such as the guidance score report presentations for PSAT and PLAN.
- Teachers update electronic grade books and progress reports regularly. Teachers utilize electronic resources, such as the "Data Dashboard," to analyze their students' test results. Standardized test reports are also provided to the teachers through the guidance office, administration, and their own departments.

- External stakeholders gather data from some of the same sources as parents. In addition to press releases, accountability reports (such as state and school grading system, NCLB/AYP, etc.), school improvement plans, and other school profile publications are available for information to the community.

3. Sharing Lessons Learned:

The various curricula at West Shore have served as a model for other schools in Brevard County, Florida, and the United States. West Shore is a Senior Project Exemplar School as designated by a board of judges from the Partnership for Dynamic Learning. They reviewed the Senior Project requirements needed for West Shore's Diploma of Distinction, and noted that the curriculum surrounding the Senior Project is one of relevant rigor for college success. Senior Project is designed to academically "stretch" students by requiring them to write a college-level research paper, maintain a professional portfolio, design and develop a product, and formally present their project to a panel of community judges and educators. Upon receiving exemplar status, a team of West Shore's Senior Project teachers traveled to New Orleans, Louisiana, to present best practices for schools throughout the United States interested in implementing the Senior Project requirement.

On district professional development days, West Shore faculty members host workshops on teaching strategies, such as Philosophical Chairs and Socratic Seminars, technology for the 21st century learner, and curriculum projects, for other teachers in the district. The faculty and administration of West Shore have been asked, on several occasions, to model programs in science, MATHCOUNTS, AP Seminars, and Senior Project for visiting teams from other schools. In addition, West Shore has also served as a resource to a "sister" school, Edgewood Jr./Sr. High School. Consequently, many of Edgewood's faculty members repeatedly engage in professional conversation with West Shore staff to learn about our programs and sustained successes.

In response to Brevard Public Schools' Secondary Schools of National Prominence initiative, the faculty at West Shore chose to focus on relationships within the classroom. This led to the development of Small Learning Communities (SLC) in every grade level. These communities are comprised of 20 or fewer students in the same grade level who share one teacher from the time they start 7th grade to the time they graduate as seniors. Teachers developed a vertically-aligned shared SLC curriculum to meet the social and emotional needs of students. A team of educators who put this program together shared their successes at the SACS/CASI Conference in Orlando, Florida, with various educators, senior district personnel, and pedagogical experts from the southern region of the United States. These shared lessons are indicative of a team of educators collaboratively working for the whole student.

4. Engaging Families and Communities:

The West Shore faculty is very comfortable working with family and community members. Family events, such as "Take Your Parents to School Day" and "West Shore Informational Tours for Applicants," are routine activities. During these activities parents can get a firsthand look at the teaching strategies used in the classroom, which also serves as a means of sharing our successes. Teachers regularly use Edline, West Shore's website, to communicate with parents and students. Teachers share their daily lessons and assignments on their individual homepages in order to enhance student achievement and success across the curriculum. West Shore also has a new groundbreaking online newspaper which is regularly updated with all of the important news about our school.

As part of the West Shore parent contract, parents agree to adhere to certain expectations. They support their child in meeting certain school requirements and they participate in teacher conferences, school meetings, and related activities. Additionally, they also agree to provide a service to our school and volunteer 20 hours per year per child enrolled. Since parent involvement is vital to student success, these

requirements allow for parents to partake in activities, learn and understand the content being taught in the classrooms as well as immerse themselves in the culture of the school.

West Shore has a very active Parent Teacher Association (PTA). Through monthly meetings, the PTA disseminates important information regarding our school to stakeholders. These meetings also provide an opportunity for parents, teachers, administrators, and staff to discuss school related matters. The West Shore Guidance Department covers information about college admission, financial aid procedures and SAT/ACT testing at multiple PTA meetings. Guest speakers are also invited to the meetings to share their expertise on a variety of topics. Recently, a local psychologist was invited to discuss successful parenting in today's world. An active and engaged parent community is an important part of our school's success.

The Senior Project component serves as a school-wide objective that includes family and community members. Parents support the project by serving as presentation judges, volunteering at the judges' luncheon, and assisting the Senior Project Coordinator with mail-outs. The school support staff assists with technical and clerical support. Community members support the Senior Project by serving as project mentors and presentation judges. West Shore's Senior Project Program could not have achieved the success it has earned without the support of parents and community members.

1. Curriculum:

West Shore's college preparatory curriculum requires higher graduation requirements. Students must earn 28 credits rather than the standard 26 credits to graduate. Students strive to earn a Diploma of Distinction (DoD), which includes four credits each in the areas of language arts, science, mathematics and social studies, and three consecutive credits in a foreign language. As communications and the fine/performing arts are valuable to a college preparatory education, two credits are required as a minimum. Also, one half credit is required in career research and decision making, and one credit is required in Health Opportunities for Physical Education (HOPE). Students must also maintain a college admissions' portfolio, which includes documented leadership experience. Each student must have at least three areas of acceleration, such as AP or Dual Enrollment college courses. During the Advanced Communications Methodology course, seniors work on their Senior Project requirements. They prepare their research paper, product, portfolio, and practice their presentation. This project integrates learning experiences, demonstrates research and problem-solving skills, utilizes communication skills, and expands critical-thinking processes.

With only honors courses offered in English and social studies, the four-year comprehensive curriculum focuses on reading, writing, listening, speaking, problem-solving, and critical thinking. With courses offered from English 1 Honors through AP Language and AP Literature, students analyze and synthesize information from a variety of scholarly instruments. In the social studies courses offered from World Cultures Advanced to AP courses in World History, United States History, Human Geography, Psychology, Microeconomics, and Government and Politics, students utilize both primary and secondary sources to analyze historical and current issues.

The science and math departments ensure all students have the necessary Science, Technology, Engineering and Mathematics (STEM) skills needed for rigorous math and science courses. Beginning in 7th grade, students build strong foundations, resulting in success in challenging courses, such as Algebra, Geometry, Trigonometry, Pre-Calculus, AP Statistics and AP Calculus in Math, and Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, and Science Research in Science.

West Shore offers courses in three foreign languages: Spanish 1 through AP Spanish, French 1 through AP French and Latin 1 through Latin 4. The foreign language classrooms are equipped with 21st century technology where wireless listening and voice thread equipment allow for authentic communication. World culture and customs are stressed throughout instruction, extending learning into other disciplines.

In the fine/performing arts arena, West Shore offers outstanding music, graphic arts, visual arts, drama, speech and TV Production programs. Students are placed in courses based upon their skill level, not age or grade level, allowing talented students to earn honors credit in their junior and senior years. There are several AP courses offered, such as Music Theory, Drawing and Painting, Studio Art 2D, Studio Art 3D and Computer Graphics.

Vertically and horizontally aligned physical education curriculum targets certain skills at certain levels. With courses offered from Middle School Physical Education to Advanced Weight Training, students participate in a variety of individual and team-based activities, developing healthy physical and nutritional habits beyond the classroom.

One of West Shore's most desired attributes is the special curricula offered in the Small Learning Communities (SLC) Program. SLC is an advisory program designed to create positive lifelong relationships between faculty and students that foster student growth in the areas of academic achievement, career planning, service learning, team building, and character education. Students develop a sense of belonging, trust, and confidence with their advisor. This relationship is vital in providing the student with a significant support person on campus. Teacher-advisors are scheduled with the same group of students for the duration of their enrollment at West Shore.

2. Reading/English:

The English program meets or exceeds Sunshine State Standards and Common Core Standards with focuses on individualized needs while helping students master reading, writing, speaking, analyzing language and literature, and using technology. All English teachers possess National Board Certification or specialized gifted/reading/ESOL endorsements. Teachers attend professional development training, increasing subject area expertise and learning new methods for utilizing research-based strategies. CRISS (CREating Independence through Student-owned Strategies) strategies are used to assist students in becoming independent learners. Data from a variety of sources, including standardized tests and common assessments, is continuously scrutinized individually and collaboratively to identify struggling students. To meet all student needs, teachers differentiate instruction, provide individualized tutoring, and hold skills-based sessions.

Literature is primarily studied using Bloom's Taxonomy. Students explicate, annotate, evaluate, and analyze all genres, demonstrating mastery of how literature exemplifies the human experience. Identifying and analyzing literary terms and techniques to understand multiple levels of meaning in text using a formalistic approach is required.

All grades emphasize writing with grammar integrated as part of the writing process to create real-life learning experiences. Students master the entire writing process (prewriting to publishing) to create fiction, non-fiction, and technical writing (brochures, presentations, flyers, etc.). Students publish a nationally recognized, award winning newspaper and yearbook.

Intertwined throughout the curriculum, public speaking (formal and informal) builds confidence and allows students to hone skills when presenting to audiences. Elective English courses, like TV Production class, provide students with real-world experiences, such as broadcasting live newscasts daily.

Lessons are frequently integrated with 21st century technology (online blogs, video streaming, voice threads, etc.), permitting students to master technology including the use of professional online research databases. Technology is used to communicate regularly with parents. Current grades, homework, notes, and links to web sites are posted on teachers' web pages. Teachers use technology to collaborate with other teachers, track student data, and differentiate instruction to help struggling students.

Research and presentation skills are a vital school requirement. Students in all grade levels write research papers and give formal speeches. The requirements intensify each year culminating with a 2,000 word research paper in 12th grade.

All English courses and clubs provide multiple opportunities to extend learning beyond the classroom. Submission of written works to writing contests, publication in literary magazines, and participation in speech/debate contests provide real-life opportunities for students. Yearly, approximately 40% of the students participate in drama activities at school and local theaters.

3. Mathematics:

West Shore's Mathematics Department strives to provide students with a strong foundation for middle school, high school, and college-level math courses. West Shore's Diploma of Distinction requires that

students complete four high school mathematics credits, starting with Algebra I Honors, before graduation. Most 7th graders start with Pre-Algebra; however, some actually begin earning high school math credit by taking Algebra I Honors. West Shore offers honors and accelerated mathematics courses to address the needs of gifted students, as well as regular Mathematics courses for the students who struggle with the subject. The school follows the curriculum guides developed by Brevard Public Schools which were created to address the state mathematics standards. Our school offers College Algebra and College Trigonometry on campus for students who wish to earn Dual Enrollment college credits from Brevard Community College. West Shore also offers Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics.

When Florida adopted the New Generation Sunshine State Standards (NGSSS) and the school district adopted the new curriculum guides to address the NGSSS mathematics standards, the mathematics teachers met in the summer for vertical team planning and also created common assessments for the semester exams. Teachers use technology in classrooms to enhance the presentation of mathematics concepts. Document cameras, computer projectors, and scientific/graphing calculators are used in math classrooms every day. Several classrooms also have SMARTBoards (interactive white boards), SMART Airliners (interactive pads), and CPS Clicker systems to enhance the math curriculum and instruction. Textbooks have on-line resources which are available to provide more practice for the students. Teachers present AIMS and other hands-on activities to reinforce mathematics concepts for the visual and kinesthetic learners. C.R.I.S.S. strategies are also utilized to assist students in mastering mathematical concepts.

Math Camp (a fee-based eight day summer program) is offered as an option for incoming 7th graders to assist them in making their mathematics course selections. Math competitions (MathCounts, AMC8, AMC 10, AMC 12, Mandelbrot, and Florida Math League) are offered to identify talented students and provide them with enrichment and exposure to problem-solving techniques. Mu Alpha Theta (Math Honors Society) is an active school organization and also provides a chance for West Shore students to compete in regional mathematics competitions. Teachers provide free tutoring services to their students either before or after school. Mu Alpha Theta members also serve as peer tutors to assist students who need help.

4. Additional Curriculum Area:

West Shore's Science Department offers a rigorous college preparatory curriculum, based on state and national science standards, which has been vertically aligned from 7th through the 12th grade. The net result for students is minimal overlap of material and more comprehensive, in-depth instruction that prepares our students for college level courses in science. Our coursework for students includes a comprehensive science curriculum for our middle school program with acceleration opportunities for the highest achieving 7th and 8th grade students. The traditional Biology, Chemistry, Physics course sequence exists for our high school program, as well as Anatomy and Physiology. All science courses are at the Honors level. Acceleration opportunities for Advanced Placement are available in Biology, Chemistry, Physics B and C, and Environmental Science. The AP courses of Biology, Chemistry and both Physics classes are offered in a double period in an effort to provide the most thorough instruction for theoretical and practical experience. Our science AP scores consistently surpass state and national averages.

Quality instruction is also a key component to student success. Science is taught through active, engaging classes where content is reinforced through labs, projects, technology, inquiry, and fun. Teachers utilize formative assessment in the form of probing questions at the beginning of a new concept to uncover existing misconceptions. Summative assessment may take the form of project based instruction that has students building trebuchets, models of sarcomeres, Glogster posters, Prezi presentations, and measuring water quality from multiple sites around our county for long-term data analysis. Critical thinking is taught through high level questioning and inquiry labs. Scientific literacy is promoted through weekly readings of scientific current events, as well as science based fiction and non-fiction novels.

Science Fair performance is one of the best indicators of the quality of a science program. Student participation in science research is voluntary, and West Shore offers an elective course for Honors credit in Science Research. There are currently 75 students across all grade levels enrolled in Science Research this year. Students develop original ideas, design their own experiments, analyze the data and then present their original work for judging. They compete in a District, State and the International Science & Engineering Fair.

The West Shore Science department was very proud to be recognized as a finalist in the 2009 Intel Science Schools of Distinction Award. We were one of three high schools in the nation to be honored that year.

5. Instructional Methods:

All West Shore teachers promote and use Creating Independence through Student-owned Strategies (CRISS). To enhance student learning, CRISS employs several concepts drawn from cognitive psychology and brain research. Students need to be actively involved in their own learning by discussing, writing, and organizing information. The concept of metacognition is the foundation of CRISS. Students who do well in school usually have heightened metacognition and a repertoire of self-regulatory behaviors. Teachers use various instructional strategies (i.e.: Author's Craft, Power Thinking, Pattern Puzzle, Think/Pair/Share, Concept Mapping, Opinion-Proof, Spool Paper and Content Frames) to assist students in learning and mastering content. Students then select those strategies they feel best serve their needs while the teacher facilitates the lesson.

Technology is also used to enhance student learning. SMARTBoards, SMART Airliners (interactive pads) and iPads are used for direct instruction while classroom response clickers and GradeCam allow for quick feedback and item analysis on summative assessments. The use of wireless computer labs and multi-output systems during regular instruction encourages students to incorporate such technology with speaking, interpretation, inference, self expression, demonstration and higher order thinking and reasoning skills.

West Shore administrators and counselors disseminate quantitative data from a variety of assessment results to all stakeholders. FCAT, PLAN, PSAT, ACT, SAT and AP examinations are administered to students in grades 7 through 12. PLAN, which is given to all students in grade 10, and PSAT, which is open to all students in grades 7 through 11, is given during the latter half of first semester. ACT is given to students in the spring of their junior year, and the ACT results allow administrators to target those students not yet deemed college ready. For example, students who struggle in the content of Mathematics are offered extra tutoring before or after school. Students may take regular courses in Math in order to work at a pace better suited for their needs. For those students who wish to continue with their Mathematics education, but do not feel they are strong enough in their mathematics skills to take AP courses, may take College Algebra and College Trigonometry, two community college courses offered on West Shore's campus. Conversely, advanced students who wish to take courses not offered as a class on campus are allowed to take courses at Brevard Community College, Florida Institute of Technology, or via independent study on campus with a highly qualified instructor.

6. Professional Development:

West Shore's professional development program has evolved over the years to become not only relevant, but also meaningful and personal. Activities are in place to address district/state initiatives as well as school-based and teacher learning goals. Our district is currently training every teacher in an initiative called B.E.S.T. (Brevard's Effective Teaching Strategies). District leaders have used research based strategies from a number of renowned educators, such as Robert Marzano, Madeline Hunter, and William Glasser, to develop a model that fits our district's needs. Teacher leaders from each school are trained and then bring the comprehensive program back to their schools to give all teachers a common language and tools to enhance classroom instruction and professionalism. The district has also developed a new teacher

accountability and evaluation rubric to assess teacher effectiveness in areas, such as student achievement, teaching strategies, classroom management, assessment, and team collaboration. This evaluation instrument also includes a teacher initiated Professional Growth Plan that requires the teacher to research an educational strategy and apply it in their own classroom in order to develop a “stretch” skill that could significantly impact student achievement. This evaluation process will be tied to teacher pay in a statewide mandate in 2014.

West Shore has embraced professional development to improve cooperative teaching within disciplines and across curriculums. Small Learning Communities (SLC) have been created to represent a mixture of disciplines and grade levels. These SLCs work with a target group of students to enhance their performance on particular standardized tests, such as FCAT, ACT, or SAT. The teams meet once a month to analyze test data, identify strategies, and conduct progress monitoring for targeted students throughout the year.

In addition to SLCs, West Shore strives to become a CRISS (CREating Independence through Student-owned Strategies) exemplary school. In the summer of 2012, 100% of our faculty will have completed 6+ hours of training in CRISS strategies. These strategies will then be incorporated into the vertically aligned curriculum maps for each department. In the next year, West Shore will also have a teacher on staff who will be a certified CRISS trainer who will hold regular follow up training for veteran teachers and full training for new hires. West Shore believes that professional development that is data driven, aligns with academic standards, focuses on student needs, encourages professional collaboration, and inspires teacher leadership has a profound impact on student learning.

7. School Leadership:

West Shore is an organization where leadership is defined by action, not position. Teacher leadership is celebrated and counted on as part of our high performing learning culture. The principal serves as a facilitator and models the latest relevant information by inspiring staff on best practices and educational research. Student performance data is revered and used as a powerful tool to guide instruction, staffing, and curricular decisions. The principal serves as the conduit to ensuring fidelity in the implementation process of school improvement goals.

The school's leadership structure is comprised of several parts. The administrative team includes a principal and two assistant principals who assist in guiding the implementation of school goals and objectives. One assistant principal oversees the school curriculum and the master schedule while the other assistant principal manages our facility, master calendar of activities, and student services. Each academic department has a lead teacher that we refer to as a Curriculum Resource Specialist (CRS) and information on district and state policy is disseminated to them through monthly CRS meetings. Departmental highlights on instructional curricular best practices and procedural efficiency measures are also shared at these monthly meetings. Each CRS subsequently holds monthly meetings with his/her team to disseminate district/state policy and important school information. Connections to information presented are progress monitored through direct and informal observation by administration and lead teachers.

In addition to our CRS leaders, we also have a Small Learning Community (SLC) team for each grade level for the purpose of focusing on our students scoring in the lowest 25th percentile on tests, such as FCAT reading, FCAT math, ACT, and SAT. One unique aspect of our school is that the teachers on each SLC team will serve as the teacher-advisors for that group of students from 7th grade until they graduate from West Shore. The significant relationship connection between teachers and students, teachers and teachers, and teachers and parents is very special and this powerful bond becomes a major part of our school culture. An entire SLC curriculum has been developed and is refined every summer based on a survey given to teachers at the conclusion of each year. This curriculum focuses on several academic and character related components. The SLC teachers also assist students with their course registration and graduation requirements. The SLC program's academic focus, community service involvement, and advisor component fosters rigor, relevance, and relationships throughout our entire school community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Florida Comprehensive Assessment Test of Mathematics

Edition/Publication Year: 2007-2011

Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4 and 5	100	100	100	99	99
Level 4 and 5	97	94	93	93	89
Number of students tested	157	161	161	154	156
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4 and 5				90	
Level 4 and 5				70	
Number of students tested				10	
2. African American Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4 and 5	100		100	100	100
Level 4 and 5	100		93	100	100
Number of students tested	15		15	14	12
4. Special Education Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
5. English Language Learner Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
6. White					
Level 3, 4 and 5	100	100	100	99	98
Level 4 and 5	96	95	93	92	89
Number of students tested	116	134	121	122	128
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Florida Comprehensive Assessment Test of Reading

Edition/Publication Year: 2007-2011

Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3, 4 and 5	89	92	88	80	86
Levels 4 and 5	71	70	63	61	65
Number of students tested	159	161	161	154	156
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5				70	
Levels 4 and 5				40	
Number of students tested				10	
2. African American Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3, 4 and 5	80		73	86	83
Levels 4 and 5	67		47	64	50
Number of students tested	15		15	14	12
4. Special Education Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
5. English Language Learner Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
6. White					
Levels 3, 4 and 5	90	92	90	81	85
Levels 4 and 5	70	70	62	61	65
Number of students tested	118	134	121	122	128
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Florida Comprehensive Assessment Test of
7 Mathematics

Edition/Publication Year: 2007-
2011

Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4 and 5	98	99	99	94	98
Level 4 and 5	80	80	75	81	81
Number of students tested	162	175	172	170	167
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4 and 5	93	100	93	86	100
Level 4 and 5	79	70	57	43	75
Number of students tested	14	10	14	14	12
2. African American Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4 and 5	93		100	90	
Level 4 and 5	93		60	80	
Number of students tested	15		10	10	
4. Special Education Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
5. English Language Learner Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
6. White					
Level 3, 4 and 5	98	99	99	96	98
Level 4 and 5	78	79	78	81	82
Number of students tested	118	148	137	136	141
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Florida Comprehensive Assessment Test of Reading

Edition/Publication Year: 2007-2011 Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3, 4 and 5	97	99	98	98	99
Levels 4 and 5	75	84	82	79	71
Number of students tested	162	175	172	170	167
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5	100	90	100	100	92
Levels 4 and 5	71	90	57	64	50
Number of students tested	14	10	14	14	12
2. African American Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3, 4 and 5	100		90	100	
Levels 4 and 5	87		60	80	
Number of students tested	15		10	10	
4. Special Education Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
5. English Language Learner Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
6. White					
Levels 3, 4 and 5	97	100	100	98	99
Levels 4 and 5	73	85	85	78	71
Number of students tested	118	148	137	136	141
NOTES:					

12FL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Florida Comprehensive Assessment Test of
8 Mathematics

Edition/Publication Year: 2007-
2011

Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, and 5	99	99	98	98	97
Level 4 and 5	75	77	86	80	77
Number of students tested	168	172	172	167	169
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, and 5		93		90	
Level 4 and 5		60		70	
Number of students tested		15		10	
2. African American Students					
Level 3, 4, and 5					
Level 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, and 5			100		100
Level 4 and 5			90		67
Number of students tested			10		12
4. Special Education Students					
Level 3, 4, and 5					
Level 4 and 5					
Number of students tested					
5. English Language Learner Students					
Level 3, 4, and 5					
Level 4 and 5					
Number of students tested					
6. White					
Level 3, 4, and 5	99	99	98	99	98
Level 4 and 5	72	80	85	80	82
Number of students tested	137	139	137	143	141
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Florida Comprehensive Assessment Test of Reading

Edition/Publication Year: 2007-2011 Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3, 4 and 5	96	96	97	95	94
Levels 4 and 5	65	59	73	62	53
Number of students tested	168	172	172	169	169
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5		87		90	
Levels 4 and 5		46		40	
Number of students tested		15		10	
2. African American Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3, 4 and 5			100	90	91
Levels 4 and 5			50	50	45
Number of students tested			10	10	11
4. Special Education Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
5. English Language Learner Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
6. White					
Levels 3, 4 and 5	97	96	97	95	95
Levels 4 and 5	65	61	74	64	51
Number of students tested	137	139	137	144	137
NOTES:					

12FL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Florida Comprehensive Assessment Test of
9 Mathematics

Edition/Publication Year: 2007-
2010

Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month		Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4 and 5		99	100	100	99
Level 4 and 5		90	88	89	79
Number of students tested		164	170	167	157
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4 and 5		100			
Level 4 and 5		92			
Number of students tested		13			
2. African American Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4 and 5		100		100	100
Level 4 and 5		100		88	85
Number of students tested		10		16	13
4. Special Education Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
5. English Language Learner Students					
Level 3, 4 and 5					
Level 4 and 5					
Number of students tested					
6. White					
Level 3, 4 and 5		99	99	96	98
Level 4 and 5		79	78	81	82
Number of students tested		148	137	136	141
NOTES:					
As of 2010-2011, The State of Florida no longer tests 9th graders in mathematics during the FCAT administration.					

12FL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: Florida Comprehensive Assessment Test of Reading

Edition/Publication Year: 2007-2011 Publisher: State of Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Levels 3, 4 and 5	96	97	91	93	87
Levels 4 and 5	69	71	59	62	54
Number of students tested	166	165	170	167	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5	92	92			
Levels 4 and 5	75	46			
Number of students tested	12	13			
2. African American Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
3. Hispanic or Latino Students					
Levels 3, 4 and 5	94	100		81	85
Levels 4 and 5	72	60		57	46
Number of students tested	18	10		16	13
4. Special Education Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
5. English Language Learner Students					
Levels 3, 4 and 5					
Levels 4 and 5					
Number of students tested					
6. White					
Levels 3, 4 and 5	97	98	92	96	88
Levels 4 and 5	67	71	59	64	55
Number of students tested	124	127	143	127	125
NOTES:					

12FL8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Levels 3, 4 and 5	98	99	99	97	98
Levels 4 and 5	83	85	85	85	81
Number of students tested	487	672	675	658	649
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5	93	97	93	88	100
Levels 4 and 5	79	73	57	58	75
Number of students tested	14	38	14	34	12
2. African American Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Levels 3, 4 and 5	96	100	100	97	100
Levels 4 and 5	96	100	82	90	84
Number of students tested	30	10	35	40	37
4. Special Education Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Levels 3, 4 and 5	98	99	98	97	98
Levels 4 and 5	81	83	83	83	83
Number of students tested	371	569	532	537	551
NOTES:					

12FL8

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Levels 3, 4 and 5	94	96	93	91	91
Levels 4 and 5	69	71	69	66	60
Number of students tested	655	673	675	660	649
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Levels 3, 4 and 5	96	89	100	88	92
Levels 4 and 5	72	57	57	49	50
Number of students tested	26	38	14	34	12
2. African American Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Levels 3, 4 and 5	91	100	85	88	86
Levels 4 and 5	75	60	51	62	47
Number of students tested	48	10	35	50	36
4. Special Education Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Levels 3, 4 and 5	0	0	0	0	0
Levels 4 and 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Levels 3, 4 and 5	95	96	94	92	92
Levels 4 and 5	68	72	70	66	60
Number of students tested	497	548	538	529	531
NOTES:					

12FL8