



## **PART I - ELIGIBILITY CERTIFICATION**

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12FL9

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 24 Elementary schools (includes K-8)  
 (per district designation): 8 Middle/Junior high schools  
6 High schools  
22 K-12 schools  
60 Total schools in district
2. District per-pupil expenditure: 6226

## 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                             | 12         | 5            | 17          |  | <b>6</b>  | 0          | 0            | 0           |
| K                                | 72         | 61           | 133         |  | <b>7</b>  | 0          | 0            | 0           |
| 1                                | 70         | 73           | 143         |  | <b>8</b>  | 0          | 0            | 0           |
| 2                                | 65         | 85           | 150         |  | <b>9</b>  | 0          | 0            | 0           |
| 3                                | 77         | 78           | 155         |  | <b>10</b> | 0          | 0            | 0           |
| 4                                | 92         | 84           | 176         |  | <b>11</b> | 0          | 0            | 0           |
| 5                                | 93         | 88           | 181         |  | <b>12</b> | 0          | 0            | 0           |
| <b>Total in Applying School:</b> |            |              |             |  |           |            |              | 955         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
6 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
78 % White  
5 % 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: 12%

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.   | 57   |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 56   |
| (3) | Total of all transferred students [sum of rows (1) and (2)].  | 113  |
| (4) | Total number of students in the school as of October 1, 2010  | 955  |
| (5) | Total transferred students in row (3) divided by total students in row (4).                                       | 0.12 |
| (6) | Amount in row (5) multiplied by 100.  | 12   |

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 9

Number of non-English languages represented: 3

Specify non-English languages:

Korean, Spanish and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 96

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: 16%

Total number of students served: 151

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>6</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>54</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Mental Retardation    | <u>3</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>16</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>48</u>        | <u>0</u>         |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>11</u>        | <u>3</u>         |
| Paraprofessionals   | <u>8</u>         | <u>0</u>         |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>16</u>        | <u>0</u>         |
| Total number  | <u>85</u>        | <u>3</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    | 96%       | 96%       | 96%       | 96%       | 96%       |
| 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                                      | _____ %         |
| <b>Total</b>                               | <b>_____ 0%</b> |

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

No

Yes

If yes, what was the year of the award? Before 2007

Killearn Lakes Elementary School is located in Tallahassee, the capital city of Florida. Nestled in a wooded northeast neighborhood, the school opened in 1985 as a public elementary school and currently serves students in pre-kindergarten through fifth grades. The school has a reputation for excellence in all areas and was recently recognized as top ten in “school rankings” by the Florida Department of Education. For 12 out of the past 13 years, Killearn Lakes has maintained an A+ rating with the Department of Education for achieving adequate yearly progress according to the No Child Left Behind Act.

Our school community is made up of high performing students, committed staff, supportive parents and business partners who strive to make Killearn Lakes a special place for children. Following our motto, Keep Learning Every Second by being: Respectful, Responsible, and Ready to Learn, the dedicated staff works diligently to establish a quality learning environment that challenges and enriches the lives of all students and sets high academic standards.

The school’s mission clearly identifies the guiding principles by which the school operates. Our mission statement is:

Killearn Lakes Elementary School provides students with an optimal learning environment to create lifelong learners. In addition, we believe:

- a safe and nurturing learning environment is essential to learning
- all children can learn when provided with individualized instruction, based on individual needs
- in developing cooperative, respectful citizens
- in research-based education and remediation
- that students will be most successful when their education is a combined effort between the school, home, and community
- that high expectations promote successful academic performance

Developed collaboratively with all stakeholders, the school’s mission is visible in the school, not just in written form, but is evident in the actions of all who touch the lives of students. It is our goal that every student acquires skills necessary to become independent, cooperative, caring life-long learners.

Having the largest elementary enrollment within the Leon County School District, Killearn Lakes’ 955 students come from a diverse range of cultures, socioeconomic levels, and educational backgrounds. Much of the success of the students at Killearn Lakes Elementary can be attributed to setting high standards, a joint partnership between school and home, and a focus on using the best practices in teaching. Precise goals and specific procedures are in place for every aspect of the school, from behavior to academics. Curriculum standards are set for all grade levels in reading, mathematics, science, social studies, health, physical education, music and art.

A behavior management program called “Positive Behavior Support” is implemented throughout the school. This program provides a positive and effective method of behavior management. The methods are

research-based and proven to significantly reduce the occurrence of problem behaviors in the school, thus resulting in a more positive school climate and increased academic performance.

As a school, Killlearn Lakes Elementary recognizes that education is not just made of academics; the needs of the whole child must be addressed. Music, media, art, physical education and character education classes are incorporated into the daily schedules of students. Special events such as Field Days, Science Fair, Spelling Bee, Tropicana Speech Contest, Big Buddy/Little Buddy programs, a wide variety of musical experiences, guest speakers, Fairytale Knowdown, and Sunshine State Young Readers Award luncheon are examples of academic extensions for our students. Children are taught the importance of giving back to the community through activities such as Jump Rope for Heart, For the Love of Technology Walk-a-Thon, Holiday Giving, Goodwill, and local food drives. Celebrations occur often and rewards are numerous. Killlearn Lakes Elementary is fortunate to have a supportive PTO, highly involved volunteers, mentors, and generous business partners who provide an array of support in order to make this a special place for children.

Killlearn Lakes Elementary is a caring place focused on fostering the intellectual, social, emotional, and physical development of all students. It is a school filled with children excited about learning and adults committed to providing a nurturing and caring learning environment. It is an outstanding school, recognized by the Florida Department of Education as a school of excellence and dedicated to helping students reach their full potential.

**1. Assessment Results:**

The Florida Comprehensive Assessment Test (FCAT) was developed to measure achievement of Florida’s students based on the state’s standards (benchmarks) known as the Florida Sunshine State Standards (SSS). The FCAT is designed to measure students’ knowledge of reading, mathematics (grades 3-10), writing (grades 4, 8 and 10), and science (grade 5, 8, and 10) as outlined in these state standards. All Florida public school students in grades 3-10 are required to take the FCAT-SSS. The tests are administered in mid to late April of each year. Only a few students fall into the exemption category, and those students are given an approved Alternative Assessment.

Preparation for the assessment consists of the teaching and learning of the Florida Sunshine State Standards. Throughout the year, teachers teach, assess, record, monitor, and re-teach these standards in preparation for the spring tests. The FCAT-SSS tests are one measure of how well students have learned grade level material and how prepared they are to move on to the next level. Reports of the results are given to parents along with information about achievement and learning gains. The FCAT-SSS reports each student’s scale score which is then assigned an achievement level from 1 to 5 (Level 1—Below Basic; Level 2—Basic; Levels 3 and 4—Proficient; Level 5—Advanced). The FCAT-SSS scores are also used for the school’s data analysis to identify our school’s strengths and needs, goals for school improvement, as well as students’ readiness for promotion. Per state law, third grade reading results for each child must be a score of 2 or higher in order for the student to be promoted.

An analysis of the FCAT-SSS scores over the past five years shows consistency in reading, writing, math, and science. For the purpose of evaluating the effectiveness of the school program, data for students who were enrolled in the school during the months of October and February was analyzed. These students are called “Standard Matched Curriculum” students. As seen in the chart below, reading and math scores have remained consistently high. The high achievement can be accredited to our implementation of scientifically research based curriculum and instructional methods. We continually earn a top ranking in our district and out of approximately 1800 elementary schools in Florida; Killearn Lakes has consistently ranked within the top ten based on FCAT scores. Killearn Lakes Elementary has shown continual improvement in FCAT Science, and has attained consistently high scores in Leon County. Our FCAT Writing scores also continue to be among the highest in the county each year. Killearn Lakes Elementary has shown “Adequate Yearly Progress” (AYP) each year, and we are the only school in the county to have achieved AYP every year since the implementation of the No Child Left Behind Act. Additionally, eighty-five percent of the students in our lowest 25<sup>th</sup> percentile demonstrated learning gains. Students are provided with differentiated instruction in an effort to increase student learning gains in this population. Daily progress monitoring is an essential part of ensuring data driven instruction. These targeted students also receive additional support through computer based progress monitoring as well as supplemental instructional programs. Based on FCAT data, Florida public schools are graded using a scale of “A” to “F”. The high scores in reading, math, writing, and science have earned Killearn Lakes an “A” for twelve out of the thirteen years that school grades have been awarded.

Killearn Lakes Elementary results for Standard Matched Curriculum Students in Grades 3-5 FCAT-SSS:

| Year    | Scoring $\geq 3$ in Reading | Scoring $\geq 3$ in Math |
|---------|-----------------------------|--------------------------|
| 2006-07 | 95                          | 96                       |
| 2007-08 | 97                          | 98                       |

|         |                             |                               |
|---------|-----------------------------|-------------------------------|
| 2008-09 | 97                          | 98                            |
| 2009-10 | 96                          | 97                            |
| 2010-11 | 96                          | 97                            |
| Year    | Scoring $\geq 3$ in Science | Scoring $\geq 3.5$ in Writing |
| 2006-07 | 78                          | 85                            |
| 2007-08 | 82                          | 80                            |
| 2008-09 | 80                          | 89                            |
| 2009-10 | 82                          | 86                            |
| 2010-11 | 90                          | 88                            |

The school-wide assessment results reflect a consistently high pattern of student achievement. We are proud to have maintained these results of students' scaled scores required to receive a three or higher on the FCAT-SSS. Killlearn Lakes has also seen changes in the socio-economic status of our community. We have experienced a changing clientele due to the downward turn in the economy. This has led to parents in our district losing their jobs, an increase in renters vs. owners, student mobility, and an increase of free and reduced lunches from four percent to eleven percent over the past five years. We believe our consistency in maintaining high scores, even with these changes, can be directly attributed to a dedicated and talented administration/faculty, a supportive parent community and the use of data driven decision making for curriculum development.

## 2. Using Assessment Results:

Assessment is critical for improving teaching and student performance. To fulfill our educational mission of providing a learning environment that fosters lifelong learning, we must know our strengths and needs by linking curriculum and instruction with assessment. Curriculum revisions are based on analysis of test data. Likewise, our School Improvement Plan (SIP) contains long and short-range goals developed according to the data analysis. Since the focus of the plan is on student performance, every aspect of the curriculum must align with these goals.

Data from state assessments (FCAT-SSS), school climate surveys, and other parent and staff input are used to develop the School Improvement Plan and to evaluate the overall program. Professional development opportunities for our teachers, as well as program changes, are aligned to areas of need—always with the goal of improving student performance.

Test data is used to make decisions regarding individual students, to improve instruction, and ultimately to improve student performance. Annually, teachers are provided summary scores for their previous class as well as summary scores on their current class. Teachers, working with administrators, analyze this data (especially the test results' sub-groups), identify their strengths and needs, and develop student performance objectives as part of their annual Individual Professional Performance appraisal.

After FCAT-SSS results arrive at the school, each grade-level team analyzes their test results along with the administration. Teachers also attend cross-grade-level meetings to discuss what each team believes must be accomplished in the preceding grade for the students to continue making strong academic achievements. Based on analysis of the test results and team discussions, each grade level makes changes in their long-range plans for the upcoming school year. Additional supplemental materials and programs

are planned and professional development opportunities are provided during the summer months to help strengthen the program for the following year. For example, fourth grade teachers discovered that their students had scored lower on the measurement sub-group math section of the FCAT-SSS. Several of the teachers attended a math workshop during the summer and a custom-course measurement component was added to the daily computer program used by the students. The teachers planned for additional emphasis to be placed on measurement during math lessons for the upcoming school year.

Based on individual student FCAT-SSS results, the students considered at-risk (scoring below a Level 3) are offered a free after school tutoring program called LAST (Leprechauns After School Tutoring). This program meets twice a week for one-and-a-half-hour sessions. The students are offered individual assistance in the areas of math and reading.

Each grade level team participates in a daylong planning session at the beginning of the school year called “Wonderful Wednesday”. Teams also meet regularly throughout the school year to plan and make necessary changes to the curriculum based on the needs of their current students.

Our school district invested in a computerized program designed to help monitor and strengthen student skills needed in order to succeed on the FCAT-SSS. Reports from this computerized program are utilized daily to help strengthen practice sessions and to develop extra remedial sessions that focus on students’ areas of weakness. Teachers at Killearn Lakes Elementary allow students to come in before and after school hours for extra help in the academic areas in which they are deficient based on this computerized program.

Student performance data are shared with all stakeholders (students, parents, administrators, Parent Teacher Organization, and the School Advisory Council) on a regular basis. Individual standardized test results are sent home with students at the end of the school year or are mailed via U.S. Mail. School results are published on the district website and are provided to all parents and the greater community through a document called the School Public Accountability Report (SPAR). This report is available electronically on the school website and as a paper document. The School Improvement Plan process requires sharing assessment through a public hearing with the school community.

In Florida, all public schools are graded as part of the state’s accountability system. School grades and test results are published by the local newspaper and available through the Department of Education website.

Individual student classroom performance is regularly communicated to parents through weekly “Friday Folders” and student planners are used in grades 2-5th to communicate daily homework assignments. Mid-Nine Weeks Progress Alerts are sent to parents of students experiencing difficulty in academics, work/study skills, and/or behavior. Parent teacher conferences are required and teachers also communicate with parents regularly via email, by phone, and through bi-monthly newsletters, notes, and report cards each nine weeks.

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

At Killearn Lakes Elementary (KLES) we strive to make our school one that consistently achieves academic excellence and promotes a friendly, caring, and nurturing environment. The KLES faculty welcomes and works with student participants and interns from the three local universities/colleges—Florida State University, Florida A & M, and Flagler College. In addition, students from the nearby high school, Lawton Chiles High School, and middle school, Deerlake Middle School, are welcome as high school externs and as volunteers to help them earn civics volunteer hours.

The administration routinely welcomes and shares the school’s successes with visiting school teams and conducts school tours for new families and visitors. Teachers at Killearn Lakes Elementary serve as mentors throughout the county to teachers at other schools who are working on their National Board

Certification. KLES teachers serve as curriculum trainers for other schools in SmartBoard technology, creative writing curriculum, and Gifted endorsement classes to name just a few. Teachers from KLES serve as county curriculum advocates and engage in collegial conversations with professionals in the fields of math, language arts, science, and social studies/civics and share successful teaching practices and programs. Information is shared with the teachers of KLES at monthly staff meetings. Many members of the KLES staff are members of educational organizations (such as Delta Kappa Gamma) who meet with other current and retired teachers to discuss current trends in education. Many KLES faculty members are associated with the Leon County Reading Association and the Leon Association of Science Teachers. These county organizations meet throughout the school year offering workshops, guest speakers, and content area information. Additionally, teachers from other schools are invited to participate in staff development training sessions held at the school. School successes and promising practices are shared at county meetings and curriculum fairs. Teachers and administrators present at conferences, other schools, and at county level meetings. The local newspaper, television, and radio stations feature stories about Killlearn Lakes Elementary.

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

Individual student classroom performance is regularly communicated to parents as indicated above. Each teacher also has a website where lessons are available for the students to access for additional help. Math, Science, and Reading textbooks are available on-line with additional practice activities. The Accelerated Reading Program used at our school is also available on-line to parents this year.

Every September, KLES sponsors an Open House. Classroom teachers discuss their curriculum, teaching strategies, and expectations with their classroom parents during two half-hour sessions. Some grade level teachers also hold curriculum nights to discuss classroom programs such as our Go Math and Fusion Science curricula that are based more on problem solving strategies than on rote learning of facts. Fifth grade sponsors a Star Party in which a local astronomical society sets up telescopes for the children and parents to view the stars and planets.

For the past few years, KLES has sponsored a “partners’ breakfast” where local business owners and parents are treated to a breakfast provided by the staff. Teachers, with the help of students, demonstrate how SmartBoards and other technology is utilized at our school. These breakfasts provide the opportunity for our partners to observe what we do with technology and make donations that will give us the ability to acquire additional technology. We also sponsor a yearly walk-a-thon and sell business signs to earn money for technology.

Each year we sponsor a Grandparents Day. Grandparents are invited to eat with their grandchildren and return to the classrooms to view the learning taking place. Book Fairs are held twice a year to help parents understand the importance of reading. We try to involve community members to come in as speakers for Veterans’ Day, Presidents’ Day, Black History Month, and other special occasions.

KLES has an active PTO that sponsors educational programs for parents such as Bullying Prevention and helping with peer pressure. The PTO involves the community in programs such as its yearly Family Fun Day, movie nights, pancake breakfast, etc. Killlearn Lakes Elementary has also sponsored iMoms and All Pro Dad functions before school. These programs help parents share parenting tips and resources for strengthening their relationship with their children.

## 1. Curriculum:

Killearn Lakes Elementary promotes student achievement through curriculum that supports the development of life-long learners. High expectations along with effort and support must be provided to all students at the school. Monitoring that is precise, consistent, and targeted to individual student needs provides useful information that ensures continued progress. All curriculum areas are based on uniform benchmarks which provide the framework for grade level expectations.

### **Reading/English Language Arts**

Our curriculum (Imagine It/Open Court from SRA McGraw-Hill) includes reading, writing, listening, and speaking. Beginning in pre-kindergarten, all students are surrounded by rich print environments. The formal instruction provided during daily, uninterrupted reading block highlights phonemic awareness, phonics, fluency, vocabulary development, and comprehension skills. Writing is taught at all grade levels, including instruction in pre-writing, drafting, revising, and editing. Our resource classes use Reading Mastery, Corrective Reading, Great Leaps and Kaleidoscope to supplement core curriculum to assist struggling students.

### **Mathematics**

Our curriculum includes Go Math Florida from Houghton-Mifflin-Harcourt. Textbooks, online technology, and supplemental materials support a highly challenging mathematics program in which students are encouraged to think critically and solve problems. Opportunities are provided for students to make subject matter connections, see the relevance of mathematics in their world, and appreciate mathematics. Our program has a spiraling curriculum designed to provide mastery of skills and concepts over time.

### **Science**

As we emphasize the development of lifelong learners, nowhere else is this important element more visible than in our science curriculum. Our curriculum (Florida Science Fusion and Scott Foresman Science) not only provides for solid immersion in the scientific method, but also provides meaningful ways for students to inquire *why* a science concept occurs and not just *how* it happens. Students are engaged regularly in the scientific process of forming a hypothesis, conducting experiments, recording data, displaying results, and drawing conclusions.

### **Social Studies**

Our curriculum (Florida & United States and its Neighbors from MacMillan-McGraw-Hill) is designed to develop awareness and appreciation for other cultures, develop responsible citizens, and acquire knowledge of significant world events. Students learn to appreciate his or her cultural heritage along with the heritage of others and to become active participants in the democratic process. Our school also imbeds social studies within the language arts curriculum.

### **Visual/Performing Arts**

Instruction in the arts is a valued component for a well-rounded student centered program. Students receive musical instruction which includes singing, playing instruments, performing rhythms, reading music notation, movement and dance, as well as, appreciation for a wide variety of music genres. The

visual arts curriculum strives to contribute to the development of the whole brain using a discipline based arts education approach. The content of the program includes painting, printing, drawing, constructing, ceramics, and fibers to develop personal skills in the creation, expression, and appreciation of ideas.

### **Physical Education/Health/Nutrition**

Physical Education is an important aspect of the overall well-being of our students. The P.E. team works closely together to ensure all students receive instruction in activities that promote the growth of motor skills, making healthy food choices, and the long-term benefits of a physical lifestyle.

### **Technology**

We believe that for students to be successful, lifelong learners they must be engaged consistently with technology. Instructional staff are expected to use technological tools including SmartBoards or Promethean boards, projectors, audio enhancement, and document cameras. Students are expected to utilize student machines every day for supplemental programs such as SuccessMaker and Planet Turtle. Our school utilizes four computer labs and five mobile laptop stations. Technology is a way of life at our school.

## **2. Reading/English:**

The Killearn Lakes reading curriculum is based on the belief that reading is not a natural process; it must be taught and all students can learn to read given enough time coupled with effective meaningful experiences. Teachers use the teaching-learning cycle of assessment, evaluation, planning, and teaching to provide students with a challenging reading curriculum that includes the five essential reading components: phonemic awareness, phonics, fluency, vocabulary development, and comprehension.

Using a directed, guided teaching approach, a variety of instructional materials are incorporated, including the Open Court and Imagine It reading series, classroom libraries of leveled books, novels, authentic literature, and other skill based materials. Non-fiction materials are included to ensure that reading encompasses all content areas. The reading series is a researched-based program that provides a consistent framework for guided reading instruction. It also equips students with the necessary skill development needed to supplement the reading curriculum and provides independent reading practice. All students are required to read at least fifteen minutes per day as a homework assignment.

In order to ensure instruction that meets the needs of our learners, teachers diagnose and assess students' reading needs continuously and apply best practices to differentiate instruction accordingly. Response to Intervention Team (RTI) collaborate to assess progress monitoring data such as AIMSweb and FAIR to assist all students and provide support to increase reading skills. Intervention strategies include after school tutoring, Great Leaps program, and extra Success Maker sessions. Students identified as reading below grade level receive remediation and students performing above grade level are provided instruction at their instructional level. English Language Learners (ELL) are provided accommodations to help them successfully progress along the reading continuum.

Believing motivation is a key factor to reading success, KLES plans and implements school-wide celebrations to commemorate reading success. These celebrations include participating in Celebrate Literacy Week, Florida, Sunshine State Luncheons, and end of the year Accelerated Reading Celebrations. Teachers have written grants to purchase books to expand reading across a variety of genre, and also for "home and back books" to encourage reading in the home. A school-wide reading KLES web page is available for parents, students, and teachers providing resources to increase reading skills for all students.

KLES strives to provide a reading curriculum that includes a balance of direct instruction, independent practice and continuous assessment/monitoring of each student. This approach emphasizes instilling a “love of reading” as students become independent readers.

### **3. Mathematics:**

Killearn Lakes Elementary teachers provide daily math instruction to all students using the district’s adopted series, Houghton Mifflin Harcourt *Go Math!* The curriculum is aligned with the New Generation Sunshine State Standards and is research based. The emphasis is on problem solving using situational story problems so that students understand the link between real life situations and mathematics, rather than just “drill and practice” of math facts. Students solve problems by thinking critically and applying mathematical knowledge. In addition to the adopted math series, Sunshine Math, a challenging supplemental program developed by the Florida Department of Education, promotes critical thinking skills as students are asked to explain their thinking and steps in the problem-solving process. Teachers use manipulatives such as Hands on Equations to provide concrete learning experiences for students. The use of interactive white boards for direct instruction and independent student practice is another motivating way teachers involve students in learning mathematics. Students in grades K-5 complete two or more math sessions each week on the computer based Pearson Success Maker program. Teachers consistently analyze Last Session, Cumulative Progress, and Prescription reports in Success Maker to facilitate planning individual/small-group/whole group instruction and remediation. These reports also serve to help parents understand specific areas of need and success, and for determining the need for additional sessions for targeted students. Differentiated instruction is provided utilizing Accelerated Math, Number Worlds, and Math Facts in a Flash. Students in the primary grades utilize the online program Planet Turtle, and fifth grade students and qualifying fourth graders have the opportunity to participate in Mini Mu Alpha Theta (math competition club). Teachers provide additional instructional time before and after regular school hours and during their planning time to help students improve their math skills. We also have a free after school tutoring program to provide more in-depth instruction to targeted students.

Research supports KLES’s use of a wide variety of teaching strategies to stress concept development, allowing students the opportunity to move from the concrete to the symbolic level of understanding. Classrooms are filled with children participating in active learning experiences and hands-on explorations which encourage investigative, mathematical thinking. This teaching model incorporates best practices. A synthesis of research guides teachers in program development and supports our mission of creating an environment that fosters life-long learning, allowing students to develop a positive attitude toward mathematics.

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

The science curriculum at Killearn Lakes prepares students to become citizens who make well-reasoned and thoughtful decisions. Using a hands-on approach, teachers take students through the scientific process and provide an analysis of data to deepen understanding. Systematic vocabulary instruction related to science is introduced at the kindergarten level and continues to develop and deepen with each year. Along with vocabulary, concepts are scaffolded with each passing year. This scaffolding better prepares students to produce meaningful relationships with the material presented as their knowledge of a given concept is broadened based upon prior knowledge. This ensures that the concepts being taught are embedded in the student’s schema as opposed to memorizing it temporarily.

Teachers utilize textbooks provided as a basis for ensuring state standards and benchmarks are covered. Recognizing that students learn in a variety of ways, teachers also incorporate other means of delivering the science content. Hands-on experiments both in the classroom and via guest presentations provide students with a true interaction with the scientific process. Outreach programs offered through the local university allow students to interact with life, earth, and mechanical sciences as well. Interactive whiteboards are used for science instruction. This provides a visual mode of delivering content while also allowing the students to have hands-on learning. Students can be seen about campus at any given time

engaging in science activities such as planting gardens, going on nature walks, and conducting experiments. Teachers are purposeful in connecting science with writing, math, and reading. Throughout the day, this is evident as students extend their science knowledge through authentic activities. Killlearn Lakes students' love of science can be measured by the high level of participation during our annual Science Fair. Students are proud of the work they have completed and cannot wait to share their results with others.

## **5. Instructional Methods:**

Killlearn Lakes Elementary uses a multi-modality approach of instructional methods to improve and enhance student learning. Curriculum is integrated across all levels through the use of community speakers, field trips, and school-wide culminating programs. Technology resources in the classroom include computers, document cameras, interactive whiteboards, and audio enhancement. School-wide technology resources include three mobile laptop labs and four 24-station computer labs which support the academic program with a variety of software such as Pearson Success Maker, Go Math, Imagine It!, word processing, and other curriculum software. A technology committee meets regularly to address the continuing challenge of staying current with resources. In addition, classroom resources include libraries of fiction and non-fiction books, math manipulatives, science kits, and other learning aids. Teachers use flexible, whole and individualized grouping to better meet students' instructional needs. Subject area specialists provide instruction in music, art, and physical education to all students.

School wide activities such as science fair, field days, a daily news program, Grandparents Day and Accelerated Reader celebrations support the rigorous academic program. Each grade level also plans cooperative units of instruction with culminating activities to enrich student learning such as Fairytale Knowdown, Pioneer Days, Medieval Festival, Patriotic Programs, holiday celebrations, and special guest presentations. Collaborative planning by all teachers across grade levels ensures that scope and sequence cover expectations to ensure that students have the prerequisite knowledge base needed for the following year's curriculum.

Killlearn Lakes follows the RTI (Response to Intervention) model. An RTI team creates intervention strategies and reviews progress of students identified as needing additional support. Teachers provide ongoing additional individualized support for identified students using supplemental materials. Our *Leprechaun After School Tutoring* program offers small group instruction twice weekly for identified students. Teachers also open their classrooms before and after school for students to access computer tutorial programs. Reading diagnostics such as AIMSweb and FAIR are used to monitor student progress. Students with Individualized Educational Plans are given appropriate accommodations and modifications and are provided core instruction in the academic area of need within a smaller class setting. A Gifted and Talented program is available to eligible students and uses a three-dimensional approach that incorporates acceleration, depth/complexity, and enrichment.

Teachers collaboratively plan instructional units, delivery methods, and identify needed resources to promote student achievement. By using methods and strategies, based on research and teaching "best practices", our students are motivated to learn and their performance is enhanced.

## **6. Professional Development:**

At Killlearn Lakes Elementary, professional development opportunities are abundant and diverse. Our administration makes it a priority to encourage the faculty and staff to participate in professional development that is consistent with goals in the School Improvement Plan, as well as, provide necessary training resources. An annual needs assessment survey is conducted to determine academic areas of focus for planning school wide training. Standardized test results are analyzed, and areas of focus are addressed through the school's Staff Development Plan.

All staff development is directly tied to goals in the School Improvement Plan. As a part of the evaluation process, teachers meet with the administration to set individual staff development goals which are tied to student performance data, both school wide and for the individual teacher. Staff development opportunities are relayed to teachers/staff through our TEC (Teacher Education Center) representative, email updates, professional journals, conference flyers and personal sharing. Decisions concerning which professional development training opportunities to provide are influenced by teacher and student needs. Information and registration for professional development opportunities is conveniently accessible through the Leon County Professional Development website.

Clearly, staff development has made an impact on the school's test results in Mathematics, Science and Reading. Assessment results reflect a direct correlation between staff development emphasis and student performance results.

Aligning academic standards to student learning is essential in the continuously evolving state writing standards. Professional development for teachers, staff and for parents (on voluntary basis) has helped to narrow any gaps and ensures success within student assessments. Ongoing professional development activities have enabled the school to increase its student success rate even when given new standards and writing requirements. An example of this is evident when comparing the 4<sup>th</sup> grade writing scores where KLES increased two percentage points from the previous year.

## **7. School Leadership:**

At Killlearn Lakes Elementary, our mission statement drives the structure of our school for all personnel involved. The principal and assistant principal work together to create an instructional leadership team. The leadership team reflects the mission statement in that it strives to "provide students with an optimal learning environment to create and develop lifelong learners". Specifically, the leadership team directs its energy, influence, and resources toward instructional development and improvement for student learning. Examples of these behaviors include, but are not limited to, lobbying the PTO for technology funds, providing money for technology labs to run the Pearson SuccessMaker programs, utilizing alternative funds to ensure enough staffing and student materials to meet the schools' needs, providing training opportunities during faculty meetings, and funding our Leprechaun After School Tutoring Program to meet the needs of at-risk students.

The leadership team at Killlearn Lakes believes that student learning is top priority and does all in its power to accomplish the building and supporting of a learning community that is focused on student success. Progress monitoring of all students, and specifically those who struggle, begins with the leadership team. The leadership team works collaboratively with all instructional staff to provide targeted lists of those struggling students, assistance with the RTI process, and meetings with grade levels for discussions and/or questions on the progress monitoring process.

To create an optimal learning environment not only means providing a sound and effective academic foundation, but also a safe and community-involved campus. The leadership team consistently reflects upon what routines and procedures will keep Killlearn Lakes safe and secure. With a student population of over 920 students, it is imperative that all faculty and staff are aware of safety precautions and procedures. The leadership team provides training, drills, and information for any situation that may arise. The surrounding community is highly participatory in all Killlearn Lakes activities. Not only do parents and families feel welcome and respected, but local businesses and organizations are highly appreciated and this is a reflection of the leadership team's ability to reach out effectively.

The leadership team leads by example for its personnel and students. For example, technology use is expected by all instructional personnel and students. The leadership team leads by example by utilizing iPads throughout classroom walkthroughs and SmartBoard presentations for faculty, SAC, and PTO meetings.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: Math 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 95        | 97        | 98        | 99        | 95        |
| Level 4/5  | 73        | 77        | 86        | 76        | 79        |
| Number of students tested  | 154       | 178       | 170       | 146       | 137       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 0         | 1         | 1         | 0         | 0         |
| Percent of students alternatively assessed                               |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 83        | 100       | 100       |           |           |
| Level 4/5  | 55        | 55        | 63        |           |           |
| Number of students tested  | 18        | 18        | 11        |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 83        | 91        |           |           |           |
| Level 4/5  | 66        | 45        |           |           |           |
| Number of students tested  | 12        | 11        |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |

12FL9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: Reading 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 92        | 93        | 96        | 95        | 92        |
| Level 4/5  | 68        | 69        | 80        | 71        | 66        |
| Number of students tested  | 154       | 178       | 170       | 146       | 132       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 0         | 1         | 1         | 0         | 0         |
| Percent of students alternatively assessed                               | 0         | 100       | 100       | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 67        | 83        | 82        |           |           |
| Level 4/5  | 39        | 50        | 55        |           |           |
| Number of students tested  | 18        | 18        | 11        |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 67        | 91        |           |           |           |
| Level 4/5  | 59        |           |           |           |           |
| Number of students tested  | 12        | 11        |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |

12FL9

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Florida Comprehensive Assessment Test  
 Edition/Publication Year: Math 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 95        | 98        | 98        | 94        | 92        |
| Level 4/5  | 67        | 76        | 77        | 72        | 65        |
| Number of students tested  | 184       | 171       | 152       | 139       | 159       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 1         | 1         | 0         | 0         | 0         |
| Percent of students alternatively assessed                               |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 94        | 100       | 82        |           |           |
| Level 4/5  | 50        | 57        | 55        |           |           |
| Number of students tested  | 18        | 14        | 11        |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 92        | 100       | 90        |           |           |
| Level 4/5  | 42        | 50        | 50        |           |           |
| Number of students tested  | 12        | 10        | 10        |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: Reading 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 93        | 94        | 94        | 94        | 96        |
| Level 4/5  | 68        | 77        | 77        | 71        | 73        |
| Number of students tested  | 181       | 172       | 152       | 139       | 159       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 1         | 1         |           |           |           |
| Percent of students alternatively assessed                               |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 76        | 79        | 82        |           |           |
| Level 4/5  | 53        | 50        | 54        |           |           |
| Number of students tested  | 17        | 14        | 11        |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 83        | 80        | 90        |           |           |
| Level 4/5  | 42        | 40        | 60        |           |           |
| Number of students tested  | 11        | 10        | 10        |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |

12FL9

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Florida Comprehensive Assessment Test  
 Edition/Publication Year: Math 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 94        | 89        | 94        | 92        | 92        |
| Level 4/5  | 75        | 72        | 77        | 75        | 75        |
| Number of students tested  | 174       | 159       | 139       | 162       | 160       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                               |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 79        | 62        |           |           |           |
| Level 4/5  | 42        | 23        |           |           |           |
| Number of students tested  | 19        | 13        |           |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 92        | 70        |           |           |           |
| Level 4/5  | 50        | 40        |           |           |           |
| Number of students tested  | 12        | 10        |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: Reading 2.0 Publisher: Pearson

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 96        | 93        | 94        | 94        | 91        |
| Level 4/5  | 77        | 67        | 66        | 68        | 71        |
| Number of students tested  | 175       | 160       | 140       | 162       | 160       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                               |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 84        | 79        |           |           |           |
| Level 4/5  | 42        | 50        |           |           |           |
| Number of students tested  | 19        | 14        |           |           |           |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 93        | 70        |           |           |           |
| Level 4/5  | 42        | 50        |           |           |           |
| Number of students tested  | 12        | 10        |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  |           |           |           |           |           |
| Level 4/5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>NOTES:</b>  |           |           |           |           |           |
|  |           |           |           |           |           |

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  |           |           |           |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 94        | 94        | 96        | 94        | 92        |
| Level 4/5  | 71        | 75        | 80        | 74        | 72        |
| Number of students tested  | 512       | 508       | 461       | 447       | 456       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 2         | 2         | 1         | 0         | 0         |
| Percent of students alternatively assessed                               | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 85        | 89        | 91        | 0         | 0         |
| Level 4/5  | 48        | 46        | 59        | 0         | 0         |
| Number of students tested  | 55        | 45        | 22        | 0         | 0         |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 89        | 87        | 90        | 0         | 0         |
| Level 4/5  | 52        | 45        | 50        | 0         | 0         |
| Number of students tested  | 36        | 31        | 10        | 0         | 0         |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>NOTES:</b>  |           |           |           |           |           |

12FL9

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

|  | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  |           |           |           |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Level 3/4/5  | 93        | 93        | 94        | 94        | 93        |
| Level 4/5  | 71        | 71        | 74        | 69        | 70        |
| Number of students tested  | 510       | 510       | 462       | 447       | 451       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                                | 2         | 2         | 1         | 0         | 0         |
| Percent of students alternatively assessed                               | 0         | 100       | 100       | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b> |           |           |           |           |           |
| Level 3/4/5  | 75        | 80        | 82        | 0         | 0         |
| Level 4/5  | 44        | 50        | 54        | 0         | 0         |
| Number of students tested  | 54        | 46        | 22        | 0         | 0         |
| <b>2. African American Students</b>                                      |           |           |           |           |           |
| Level 3/4/5  | 80        | 80        | 90        | 0         | 0         |
| Level 4/5  | 47        | 29        | 60        | 0         | 0         |
| Number of students tested  | 35        | 31        | 10        | 0         | 0         |
| <b>3. Hispanic or Latino Students</b>                                    |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>4. Special Education Students</b>                                     |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>5. English Language Learner Students</b>                              |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>6.</b>  |           |           |           |           |           |
| Level 3/4/5  | 0         | 0         | 0         | 0         | 0         |
| Level 4/5  | 0         | 0         | 0         | 0         | 0         |
| Number of students tested  | 0         | 0         | 0         | 0         | 0         |
| <b>NOTES:</b>  |           |           |           |           |           |

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