

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: LEE ADOLESCENT MOTHERS PROGRAM

District Name: Lee

Principal: Ray Bowers

SAC Chair: Angela Hiske

Superintendent: Dr. James Browder

Date of School Board Approval: Pending

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithecock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: To be a world-class school system

Mission: To provide an alternative and effective academically oriented health and social adjustment program, where students are safe from intimidation and harassment, that will encourage pregnant and parenting teens to develop their potential through educational opportunities consistent with those afforded all Lee County students.

## SCHOOL PROFILE DEMOGRAPHICS

2006-2007 2007-2008

Students

Total enrollment 135 114

Minority % 83.0% 76.3%

Majority % 17.0% 23.7%

ESE (not gifted) 23.7% 21.1%

Gifted % 3.0% 1.8%

ESOL% 28.1% 16.7%

Free or reduced lunch % 72.0% 78.9%

Mobility rate >100% >100%

The Lee Adolescent Mothers Program seeks to provide a quality, alternative educational program for pregnant and parenting teens who want to continue their education with the eventual goal of earning a high school diploma. LAMP has an extremely wide range of student ability and most students come from lower socioeconomic groups. The program attempts to meet students' pregnancy-related needs through support and services from a variety of sources.

Academically, our goal is to make Adequate Yearly Progress, by utilizing the parameters of Safe Harbor within two years. Since our enrollment usually hovers around 130, the learning environment at LAMP lends itself to small groups and learning communities. Some classes are of the same size as any other standard high school in the area, while others are small and can offer individualized instruction. Students are offered real-world application of reading, writing, and math skills so that they can graduate and support their children in a healthy environment. Students are also taught to apply their parenting skills to their everyday living.

This special school provides an opportunity for pregnant and parenting teens to continue their education in a challenging, yet supportive, atmosphere. It receives Title I funding to support some of its programs. LAMP has a full middle and high school program aimed at graduation. Six nurseries licensed by the Department of Children and Families and staffed with certified child care workers, provide excellent care for children aged three weeks to four years.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

Our principal, Mr. Ray Bowers has over 30 years' experience in education. His undergraduate degrees are from Bethune Cookman and his Masters in Education is from Nova University. His certifications include Science 6-12, Drivers Ed, and Educational Leadership K-12. He has served five years as a principal, and ten years as an assistant principal. His educational philosophy is that every student has the potential to learn and to achieve. As a result, it is our charge as educators to maximize and seek learning styles for all students.

Our assistant principal, Karyl Davis, has been serving our district for 28 years. She served as a teacher for 10 years, then as an administrator for 17 years. She has a BA in Secondary Spanish from the University of Florida and an MS in School Administration and Supervision from Nova Southeastern University. For 15 years, Mrs. Davis has designed and implemented programs for remediation and/or test taking strategies at the high school level.

### Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The Lee County School District is continuing recruitment efforts, including our own recruitment fair, providing a competitive starting salary for beginning teachers, and investigating low-cost housing options. The district has expanded its employee wellness efforts and continues to explore insurance and benefits to meet the needs of all employees. All of these efforts should help the District recruit and retain highly qualified teachers in all areas.

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

Title I, Title II, and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

### School Wide Improvement Model

Note: Required for Title I

The School District of Lee County using Sterling Quality as the improvement model.

### NCLB Public School Choice

Note: Required for Title I

Legal documents are sent home to parents in English, Spanish, and Haitian Creole, as deemed appropriate by administration. The report cards are also printed in all three languages.

Serious disciplinary infractions are reported by mail in all three languages.

Translators are available at the school in Spanish, Haitian Creole, and German.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

### Pre-School Transition

Note: Required for Title I

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

Note: Required for Title I

Beginning July 1, 1997, teachers applying for their initial teaching position with The School District of Lee County enroll in an induction program with the acronym of A.P.P.L.E.S. - Accomplished Professional Practices for (the) Lee Educational System. A.P.P.L.E.S. is a program designed by and for teachers based on the 12 Educator Accomplished Practices, Florida Curriculum Frameworks & Sunshine State Standards, District Strategic Plan for The School District of Lee County, and legislation in FS 231.17.

The District's induction program provides a support and information system for new teachers to: retain the most promising teachers; foster self-assessment and reflection; improve instructional practice; model professionalism; offer professional growth opportunities; and, familiarize new teachers with district and state initiatives. New teachers are introduced to programs, practical tools, and strategies to enhance classroom performance in regularly scheduled regional sessions facilitated by experienced teacher-liaisons.

New teachers are also provided with a support system comprised of a Peer/Mentor Teacher and a building Administrator. The mentor provides support by: Modeling professional practices of educators, Conducting formative observations, Assisting with the construction and implementation of the Professional Development Plan, Orienting to school based information, programs, logistics and procedures, Meeting on a regular basis with the new teacher (initially once a week).

[Show Attached Teacher Mentoring List](#)

### Extended Learning Opportunities

Note: Required for Title I

LAMP students come from throughout Lee County which is geographically very large. They have long bus rides with their children who range in age from three weeks to four years of age. There is no after school program, however the students have 20 minutes at the beginning of the day to eat breakfast with their children in the cafeteria. This encourages parental bonding. Since all teachers, aides, and administration are also in the cafeteria during that time, students receive parenting tips as well as informal tutoring in academics. Students also report praise and seek solutions to various problems during this informal time with adults. In addition, through Title I funds, those students qualifying for free or reduced price lunch, also qualify for free academic tutors. Summer school is available for students needing to make up credits toward graduation.

## SCHOOLS GRADED C OR BELOW

### Professional Development

Each instructional staff member is encouraged to attend his or her subject area's state conference. The entire reading and language arts teams attended Florida's state reading conference in September. Workshops they attended at this conference included differentiated instruction strategies as well as targeting adolescents who are struggling readers.

### Disaggregated Data

Data collected from quarterly testing is stored and accessed in spreadsheet form.

### Informal and Formal Assessments

Formal assessments include subject area pre and post tests and quarterly Oral Reading Fluency tests. Informal assessment includes monitoring student confidence with regard to pre, post, and standardized tests. Students meet with guidance counselor at least once quarterly to review academic histories.

### Alternative Instructional Delivery Methods

Reading and writing are present in explicit instruction in the content areas. Alternatives to traditional pen and paper assignments, include projects, NovaNet and Florida Virtual School classes.

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

## Different Innovative Approaches to Instruction

Contained in "Alternative Instruction Delivery" section

## Responsibility of Teaching Reading for Every Teacher

Contained in Reading Goal

## Quality Professional Development for Teachers and Leaders

See Reading, Writing, Math, Science, ROI, and Teacher Retention Goals

## Small Learning Communities (SLC)

In School Profile

## Intensive Intervention in Reading and Mathematics

In Reading, Math, and ROI Goals

## Parental Access and Support

In Parent Involvement Goal

## Applied and Integrated Courses

In School Profile

## Course Choice Based on Student Goals / Interests / Talent

In School Profile

## Master Schedules Based on Student Needs

In School Wide Improvement Model

## Academic and Career Planning

In Informal and Formal Assessments

# GOALS

## Goal: Reading

**\*Note: Required for Title I**  
**Scroll down for school data**

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- \*Needs Assessment: As determined by the DOE, our subgroups, economically disadvantaged and Hispanic, did not meet AYP targets. According to our school's data profile, 50% of the lower 25% made learning gains. 37.5% standard curriculum students made learning gains in reading. 4.5% of tenth graders met or exceeded FCAT standards in Reading in 06-07, up from 0% on 05-06. No data is available for 07-08.

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  - \*Objective: The percent of Total students at or above grade level in reading will increase from 5% in 2008 to 15% in 2009 to meet the Safe Harbor Requirement.
  - \*Strategies: Purchase content area reading materials (science, health, social studies, etc.)  
 Integrate test taking skills instruction into all disciplines  
 Arrange reading development classes according to reading level and English proficiency (These class placements are especially beneficial to ESOL/ELL students.)  
 Reciprocal reading strategies in all subject areas  
 Oral Fluency Reading Tests given on a regular basis  
 Word walls for all subject areas  
 ESOL/ELL strategies are specifically documented in teacher lesson plans in reading and all content areas
  - \*Evaluation: 07-08 FCAT data  
 SINI Baseline Tests  
 SINI mid-year tests  
 teacher made assessments
  - \*Evidence-based Program(s): Reciprocal Teaching of Reading strategies in all subject areas  
 Sopris Language Reading Program  
 Readers' Guide Reading Program
  - \*Professional Development: Reading in the Content Area  
 Reciprocal Teaching of Reading  
 Vocabulary strategy training
- 

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader software and licensures, PRMN Data Management System, On-line reading competency instruction	Title I and Tech	\$600.00
		Total: \$600.00
Professional Development		
Description of Resources	Funding Source	Available Amount
On-line reading competency instruction, Attendance of Curricular State and National Conferences	SAC, Title I, Title II, Title III, and Tech	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,600.00

- \*Non-Highly Qualified Instructors: Our reading specialist is certified in reading K-12. Our other reading teachers have received intensive training in the Sopris Language! program and have added Reading endorsement to their permanent teaching certificates.
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*End of Reading Goal*

## Goal: Mathematics

**\*Note: Required for Title I**  
**Scroll down for school data**

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- \*Needs Assessment: As determined by the DOE, our subgroups, economically disadvantaged and Hispanic, did not meet AYP targets.  
 According to our school's data profile, 50% of the lower 25% made learning gains.  
 43.5% standard curriculum students made learning gains in Math.  
 50% of tenth graders met or exceeded FCAT standards in Math in 06-07, down from 51.9% on 05-06. No data is available for 07-08.

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  - \*Objective: The percent of students scoring at or above grade level in math will increase from 20% in 2008 to 28% in 2009 to meet the Safe Harbor Requirement of AYP.
  - \*Strategies: Implement STAR Math program  
 Supplement STAR Math with one-on-one and whole group instruction  
 Integrate test taking skills instruction in all disciplines
  - \*Evaluation: Improved scores for 10th graders taking the FCAT math test in Spring  
 STAR Math post tests  
 SINI Baseline tests  
 SINI mid-year tests  
 teacher made assessments
  - \*Evidence-based Program(s): STAR Accelerated Math
  - \*Professional Development: Reading in the Content Areas  
 Reciprocal Reading Strategies  
 Vocabulary Development
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
STAR Math modules	SAC, Tech, Title III	\$1,500.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Annual Conference	Title I, Title II, Title III	\$700.00
		Total: \$700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,200.00

- \*Non-Highly Qualified Instructors: Our Math teacher is certified in K-12 math and teaches all math classes using the Accelerated Math program. This program uses teacher lessons, computer lessons as well as paper and pencil practice and tests.
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*End of Mathematics Goal*

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## Goal: Writing

**\*Note: Required for Title I**  
**Scroll down for school data**

- 
- \*Needs Assessment: Tenth grade students to meet or exceed FCAT standards in Writing increased 32.4% from 30.8% in 05-06 to 63.2% in 06-07, and to 77% in 07-08, this, after experiencing a 51% decrease from 81.8% in 04-05.

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  - \*Objective: The percentage of students scoring at grade level in writing will increase from 73% in 2008 to at least 74% in 2009 to meet the AYP requirement.
  - \*Strategies: All tenth grade students will write to practice prompts during each quarter.  
 Teacher-developed writing improvement programs.  
 Options Publishing Series (especially beneficial to ESOL/ELL students)  
 Short and long answer assessments across all curricular disciplines.  
 ESOL/ELL strategies are specifically documented in teacher lesson plans in all reading and content areas

- \* Evaluation: The writing samples will be scored using the FCAT writing rubric and students will receive feedback on ways to improve their scores.  
SINI baseline and midyear tests
- \* Evidence-based Program(s): Short and long answer assessments across all curricular disciplines.
- \* Professional Development: Participation in state and/or national level conference

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Conference	SAC, Title I, Title II, Title III	\$700.00
		Total: \$700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$700.00

*End of Writing Goal*

## Goal: Science

\*Note: Required for Title I  
Scroll down for school data

- \* Needs Assessment: Of the eleventh graders tested in 07-08, 0% met or exceeded FCAT Standards in Science.
- \* Objective: Eleventh grade students to meet or exceed FCAT standards in Science will increase at least 3% from 0% in 07-08 to at least 3% in 08-09.
- \* Strategies: Use Science materials in content area reading and FCAT practice.  
Using science texts for instruction in reading Great Source reading class.  
Integration of National Geographic materials into the science curriculum.  
Use of reading strategies in the science classes.
- \* Evaluation: Improved scores for students taking the science FCAT in the spring.
- \* Evidence-based Program(s): Reciprocal teaching strategies in science classes.
- \* Professional Development: Reading in the Content Area  
Reciprocal Reading Strategies  
Vocabulary Development

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher Training in FCAT Science and vocabulary strategies	SAC, Title II, Title III	\$500.00

		Total: \$500.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		<b>Final Total: \$500.00</b>

\* Non-Highly Qualified Instructors: Our science teacher is a highly qualified science teacher with experience teaching honors and AP science as well as regular education science classes.

*End of Science Goal*

## Goal: Parental Involvement

\*Note: Required for Title I

\* Needs Assessment: Lack of parent visits, and lack of open house attendance indicate a need for more parent involvement.

\* Objective: In 2007-08, 11% of parents attended LAMP's open house. In 08-09 the number of parents attending open house will increase by at least 3% to at least 14% in attendance.

\* Strategies: At least one formal open house  
A minimum of four "LAMPpress" newsletters, intended for students and parents/community  
Signed parent compact  
Legal and disciplinary documents sent home in three languages  
Absentees phoned by teachers and parent contact specialists  
Progress reports will be sent home with students  
ParentLink is available to parents

\* Evaluation: Progress reports  
"LAMPpress" publications  
copies of legal and disciplinary documents

\* Evidence-based Program(s): Signed parent compacts re: disciplinary and attendance issues  
Progress reports

\* Professional Development:

Budget:

<b>Evidence-based Program(s)/Material(s)</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Paper for newsletters and printed weekly progress reports, postage, photocopying	SAC, Title I, Title III	\$400.00
		Total: \$400.00
		<b>Final Total: \$400.00</b>

*End of Parental Involvement Goal*

## Goal: Return on Investment

Needs Assessment: In 2006-2007 LAMP had 31.6% of students make learning gains in reading and 28.6% make learning gains in math. No data for 07-08.

Objective: In 2006-2007 LAMP had 31.6% of students make learning gains in reading and 28.6% make learning gains in math. In 2007-2008 the ROI could not be calculated. In 08-09, these will

increase by at least 3% to 34.6% making learning gains in reading and 31.6% making learning gains in math.

Strategies: Lesson plans for all subject areas containing at least, but not limited to four reciprocal reading strategies (PACA, Highlighting Confusing text, CUCC, and High Five)  
Purchase content area reading materials (science, health, social studies, etc.)  
Integrate test taking skills instruction into all disciplines  
Arrange reading development classes according to reading level and English proficiency  
Reciprocal reading strategies in all subject areas  
Implement STAR Math program  
Supplement STAR Math with one-on-one and whole group instruction  
Integrate test taking skills instruction in all disciplines

Evaluation: Learning gains report, STAR Math, reading fluency and/or Sopris LANGUAGE! assessments

*End of Return on Investment Goal*

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# ADDITIONAL GOALS

## Additional Goal: FCAT Testing

Needs Assessment: Due to lack of attendance, students are generally not present for the administration of the FCAT Reading and Math.

Objective: In 2008-2009, 95% of eligible tenth grade students will be administered the FCAT Reading and Math to meet the AYP testing requirement.

Strategies: Attendance incentive (breakfast and/or snacks on test days)  
FCAT administration reminders

Evaluation: The number of students tested as compared to the number of eligible tenth graders.

Evidence-based Program(s):

Professional Development:

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Breakfast and/or snacks provided on test days	SAC	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$300.00

*End of FCAT Testing Goal*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
FCAT Testing	Breakfast and/or snacks provided on test days	SAC	\$300.00
			Total: \$300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader software and licensures, PRMN Data Management System, On-line reading competency instruction	Title I and Tech	\$600.00
Mathematics	STAR Math modules	SAC, Tech, Title III	\$1,500.00
			Total: \$2,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	On-line reading competency instruction, Attendance of Curricular State and National Conferences	SAC, Title I, Title II, Title III, and Tech	\$3,000.00
Mathematics	Annual Conference	Title I, Title II, Title III	\$700.00
Writing	Conference	SAC, Title I, Title II, Title III	\$700.00
Science	Teacher Training in FCAT Science and vocabulary strategies	SAC, Title II, Title III	\$500.00
			Total: \$4,900.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Paper for newsletters and printed weekly progress reports, postage, photocopying	SAC, Title I, Title III	\$400.00
			Total: \$400.00
			Final Total: \$7,700.00

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

### SAC Involvement

The School Advisory Council (SAC) is composed of staff members at LAMP and ALC Central, some community representatives and support staff. They meet regularly during the year to assess the progress of the School Improvement Plan (SIP) which they write as a team at the beginning of the school year. The SIP contains goals addressing student achievement in reading, math, and writing; graduation rate; health and fitness issues; air quality standards; and customer satisfaction.

At mid-year the SAC convenes to assess progress and adjusts for any variation. At the end of the year the SAC reviews student test data, customer satisfaction surveys, air quality reports, and publications put out during the year to determine the success or failure of the plan. This final check begins the process for determining needs to be addressed in the next year's plan.

### SAC Members

Members

- 1) Ray Bowers, Principal
- 2) Angela Hiske, SAC Chair
- 3) Kelli Bonner, Teacher
- 4) Trisha Kinney, Community Member
- 5) Betty Bowers, Community Member
- 6) Linda Wong, Community Member
- 7) Zulma Hiske, Community Member

## IMPLEMENTATION EVALUATION

Adequate progress will be realized when at least three of the five adequate progress statements for academic objectives have been met.

Exceeding adequate progress will be realized when at least four of the seven adequate progress statements for objectives have been met.

# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					



	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL <sup>4</sup>	84	N	84	N		N	15	N	79	56	N			Y	94		NA	61	85	NA
WHITE		NA		NA		NA		NA			NA			NA			NA			NA
BLACK		NA		NA		NA		NA			NA			NA			NA			NA
HISPANIC	84	N	86	N		NA		NA			NA			NA			NA			NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	85	N	86	N		NA		NA			NA			NA			NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA

## SCHOOL GRADE DATA

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%			Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)				0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .

Points Earned			0	
Percent Tested = 0%				Percent of eligible students tested
School Grade				Grade based on total points, adequate progress, and % of students tested