

Florida Department of Education
PROGRESS REPORTS
November 11th, January 27th, and April 28th

School Name & District:

Date:

Principal:

LJH

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	N/A, covered in School Improvement Plan (SIP) – all highly qualified
QUALIFIED, HIGH QUALITY TEACHERS	One change – Ivy Kimbro replacing Rachel Marino – Bachelor of Science (BS) degree – Emotionally Handicapped (EH) K-12 and is certified Exceptional Student Education (ESE) K-12 with a reading endorsement, all others addressed in SIP – all highly qualified
SCHOOL MATCH	N/A
TEACHER MENTORING	N/A, addressed in SIP
SCHOOL WIDE IMPROVEMENT MODEL	N/A
EXTENDED LEARNING OPPORTUNITIES	The school has added a tutoring program on Saturdays (January 21, 2006 through February 25, 2006) for three-hours with two Reading, two Math, and two Science teachers available. The tutoring will also utilize

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	<p>PLATO reading and math software. As of February 3, two sessions have been offered, with 33 students in attendance on January 1, 2006, and 45 students on January 28, 2006 for the entire three-hour period each time. PLATO software was used to determine a baseline for each student and will be used at the conclusion of the tutoring program to help show growth if any. Detailed test data to show results will be available after FCAT testing is completed and returned to the school.</p>
<p style="text-align: center;">READING {Evidence of progress in Reading}</p>	<p>According to our stated goal, at least 60% of students in Social Studies classes will maintain or increase their scores on a department-developed Florida Comprehensive ASSESSMENT Test (FCAT)-type test from pretest scores to posttest scores. At the beginning of the school year, 871 students took the pretest. Of these, 635 were White, 68 African-American, 42 Hispanic, 16 Asian, 107 Economically Disadvantaged, and 107 Students with Disabilities. Students meeting the goal at that time were 349, with 286 White, 16 African-American, 8 Hispanic, 6 Asian, 27 Economically Disadvantaged, and 18 Students with Disabilities. As of mid-year, 473 students met the goal, with 396 White, 35 African-American, 16 Hispanic, 15 Asian, 72 Economically Disadvantaged, and 39 Students with Disadvantages. Although gains were made in all groups, there still needs to be work done to meet the goal, especially with African-American and Hispanic students and Students with Disabilities. The school needs to examine ways to improve reading comprehension skills of minority students, especially African-American and Hispanic students, and develop a program for Students with Disabilities who are not mainstreamed.</p> <p>According to our stated goal, the students in the Intensive Reading (FCAT 1 and 2) program will achieve the state-mandated oral reading fluency level. For the pretest, that would be 127 and for mid-year, 133. At the beginning of the school year, there were 266 students enrolled in the program with 198 White, 31 African-American, 26 Hispanic, and 6 Asian, with 70 of these students being Economically Disadvantaged and 104 Students with Disabilities. On the pretest, 56 students scored at the goal, with 48 White, 3 African-American, 3 Hispanic, 2 Asian, 14 Economically Disadvantaged, and 12 Students with Disabilities. As of mid-year testing, 74 students met the goal, with 62 White, 6 African-American, 4 Hispanic, no Asians, 11 Economically Disadvantaged, and 17 Students with Disabilities. This shows that even though we are making strides, we need to work in all fields, but especially with Asians and Economically Disadvantaged. The Reading teachers are examining the strategies they use to see what can be done to improve the scores of their students.</p> <p>According to our stated goal, eighth grade Language Arts teachers will administer ad score pre-, mid-, and post-test on context clues, drawing from all subject areas with a 10% improvement or maintaining a 100%. At the beginning of the school year, 445 students were administered the pre-test, with 379 Whites, 28 African-Americans, 21 Hispanics, 11 Asians, 64 Economically Disadvantaged, and 48 Students with Disabilities. As of</p>

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	<p>mid-year, 202 of the students met the goal, with 171 White, 17 African-American, 10 Hispanic, 4 Asian, 37 Economically Disadvantaged, and 22 Students with Disabilities. The Language Arts teachers are examining strategies, teaching methods, and materials to use to improve student scores.</p>
<p style="text-align: center;">MATHEMATICS {Evidence of progress in Mathematics}</p>	<p>According to our stated goal, at least 77% of all students will make adequate learning gains necessary to acquire the knowledge, skills, and competencies needed to master the state standards in mathematics. As of the beginning of the school year, 862 students were tested, with 790 Whites, 72 African-Americans, 52 Hispanics, 20 Asians, 120 Economically Disadvantaged, and 114 Students with Disabilities. It was decided that a baseline score of 5 or higher correct was considered as standard. Of the total tested in August, 344 met the goal, with 296 White, 16 African American, 14 Hispanic, 6 Asian, 17 Economically Disadvantaged, and 10 were Students with Disabilities. As of mid-year testing, 488 students met the goal, with 401 White, 27 African-American, 28 Hispanic, 11 Asian, 30 Economically Disadvantaged, and 21 Students with Disabilities. In all areas, teachers are examining materials and strategies to determine ways to improve student scores. THE SIP calls for Intensive Math students to work with PLATO Learning Software two to three times a week. This program allows for each student's progress to be monitored on a daily basis. By mid-year, students have demonstrated an average grade gain of 3.65. Last year, a correlation was indicated between testing above Level One on the FCAT and reaching mid-7th grade level work in PLATO. At the beginning of this year, there were no students who initially tested at this level. At mid-year, 36% of the students have reached this level. Students are diligently working toward the school goal. Classroom days in Intensive Math are spent practicing basic math facts, exploring abstract math concepts with "hands-on" inquiry-based math activities, and activities designed to reinforce reading and vocabulary skills.</p>
<p style="text-align: center;">WRITING {Evidence of progress in Writing}</p>	<p>According to our stated goal, 75% of eighth grade students will write a well-organized essay with a good introduction. As of the beginning of the school year, 456 students were tested, with 385 White, 30 African-American, 22 Hispanic, 11 Asian, 66 economically Disadvantaged, and 56 Students with Disabilities. As of the pretest, 162 students met the goal, with 151 White, 4 African-American, 4 Hispanic, 3 Asian, 19 Economically Disadvantaged, and 7 Students with Disabilities. At mid-year testing, 206 students met the goal, with 189 White, 9 African-American, 5 Hispanic, 3 Asian, 22 Economically Disadvantaged, and 15 Students with Disabilities. In all categories of testing data, teachers are examining teaching strategies and materials to find ways to improve students writing scores.</p> <p>According to our stated goal, 75% of seventh grade students will write an essay with an introduction, body, and conclusion. As of the school year start, 457 students were tested, with 372 White, 36 African-American, 30 Hispanic, 9 Asian, 62 Economically Disadvantaged, and 53 Students with Disabilities. Of the students taking the pretest, 244 met the goal, with 216 White, 10 African-American, 13 Hispanic, 5 Asian, 24 Economically Disadvantaged, and 9 Students with Disabilities. As of mid-year testing, 364 of the students met the goal, with</p>

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	<p>310 White, 27 African-American, 20 Hispanic, 7 Asian, 37 Economically Disadvantaged, and 27 Students with Disabilities. Again, although success is being measured, teachers are examining ways to improve student scores, especially in the categories for Hispanic and Economically Disadvantaged students, and for Students with Disabilities.</p>
<p>SCIENCE {Evidence of progress in Science}</p>	<p>According to the stated goal, 70% of Science students will improve by 10% or more on the School Improvement Plan test from pre (August) to post (April). At the beginning of the school year, 913 students were tested, with 764 Whites, 71 African Americans, 48 Hispanic, 21 Asian, 77 Economically Disadvantaged, and 115 Students with Disabilities. As of mid-year testing, 351 met the goal, with 236 White, 19 African-American, 17 Hispanic, 8 Asian, 24 Economically Disadvantaged, and 42 Students with Disabilities. In all areas, teachers are examining teaching methods, strategies, and materials to improve student scores.</p>
<p>REVISIONS OR UPDATES</p>	