

**FLORIDA DIFFERENTIATED  
ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT  
PLAN**

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**School Name: ARCHER COMMUNITY  
SCHOOL**

**District Name: Alachua**

**Principal: Jerry Douglas**

**SAC Chair:**

**Superintendent: Dr. Daniel Boyd**

**Date of School Board Approval:**



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

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

## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

### DISTRICT MISSION STATEMENT

The mission of the Alachua County school district, the vital force in the heart of northern Florida, is to guarantee each student will excel in every chosen arena through an education system characterized by compassion and integrity, an engaging curriculum tailored to meet individual needs and aspirations, application of innovative approaches, and the courage to continuously form and reform to meet every new challenge.

### Mission

We at Archer Community School are committed to excellence. We seek to provide all students every opportunity to achieve their full potential by developing high standards, a

love of learning, responsibility for oneself, and pride in school and community.

#### Vision

We at Archer Community School work alongside the community to promote academic, social, physical and vocational growth for our citizens.

#### Philosophy

We at Archer Community School believe that each child is unique in their personality, aptitude, maturity, and learning style and that public schools are essential in preparing students for our country's democratic way of life. We believe that a school should develop a strong, independent citizenry, by nurturing positive self-concepts, modeling positive attitudes toward other members of society, and promoting both physical and emotional well being. We believe that the school should prepare students for the workplace by fostering both creative and critical thinking, teaching basic and fundamental skills, promoting technological understanding, and encouraging environmental adaptability. The school should seek to instill the love and practice of democracy in students and acknowledge as well as embrace the importance of each individual's family and unique cultural heritage as a part of the child's discovery of self-worth. We believe that the success of public education depends strongly upon close communication and cooperation between the school, parents, students and community.

## SCHOOL PROFILE DEMOGRAPHICS

The school currently serves 340 children, Head Start through grade 5. The school offers a basal-oriented, standards-driven, traditional curriculum. It offers art, music, and physical education classes. It is home to district magnet program, the Center for Gifted and Talented Studies, serving students from western Alachua County in grades 3 - 5. Archer Community School is a Title I school school fully accredited by the Southern Association of Colleges and Secondary Schools.

Student population demographics are: 60% white, 34% black, 4% Hispanic, 2% other and 19% receive ESE services.

Archer Community School serves students in a large star-shaped attendance zone. The zone extends from the rural Levy-Alachua County line area (SW 191st Avenue and SW 202nd Street) back to the suburban boundary of the City of Gainesville.

The school and the City of Archer have worked closely co-sponsoring the school's award-winning Junior City Commission. The Junior City Commission, started in 1990, provides civic leadership opportunities for fifth-grade students.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

School Principal - Jerry Douglas

Mr. Douglas is in his second year as the principal and has additional administrative experience as Assistant Principal at the elementary, middle, and high school levels where his responsibilities included curriculum development and delivery. He has a BA in Elementary Education and an MS in Educational Leadership. Mr. Douglas has 28 years experience as a classroom teacher, interventions programs coordinator, assistant principal, school principal and district supervisor. Most recently, he served as a district supervisor in the ESE/Student Services Department providing assistance to schools.

Mr. Douglas currently holds State of Florida Certification in the following areas: School

Principal, Elementary Education

Highly Qualified Faculty

Archer Community School has an experienced faculty and staff. Many of the teachers and staff hold advanced degrees or specialized training beyond basic college preparation. The school has five Nationally Board Certified teachers.

Grant Awards

The school utilizes grant awards to provide programs and initiatives beyond those typically provided district and state funding. Each year a number of grants are funded.

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Professional training opportunities are provided for faculty and staff throughout the school year. Professional learning communities within the school encourage retention of staff. Mentor teachers are assigned to beginning teachers and the district provides an induction inservice program for their professional growth. The principal actively seeks experienced teachers to fill the needs of the school.

No Attached Staff List

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

The school's Title I, Restructuring, and School Improvement Plans have been alligned for coordinated and integrated implementation. The district staff provides curriculm support, technical assistance, on-going training and support, consultants, lesson development and modeling, as well as finacial resources. The Safe and Drug Free Schools grant provides funding for afterschool homework help for struggling students. The National School Lunch Program provides breakfast at no cost to all students as well free/reduced lunch prices for

qualifying students. A Head Start program is housed on campus and participates regularly  
school activities.

## School Wide Improvement Model

**Note: Required for Title I**

The school is implementing the Florida Continuous Improvement Model. FCIM provides for  
regular student assessment, on-going data analysis and focused instruction. All core  
curriculum materials are researched based as are all supplemental materials.

Implementation is school-wide with extra instruction and support for those students in  
subgroups that demonstrate the greatest need.

## NCLB Public School Choice

**Note: Required for Title I**

District and school written notification in English and Spanish

Phone Home messages

District website

SAC meetings

PTA meetings

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

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

## Pre-School Transition

**Note: Required for Title I**

A Headstart program is located on the school's campus. Students and parents become  
familiar with the school as they attend events and programs and as they interact with school  
personnel. Records of Headstart students are shared with the school staff at the earliest  
convenience. Students in Headstart are served by the ESE program as needed and

participate in numerous school events. A kindergarten roundup is held yearly in which students entering the Kindergarten program for the next year become acquainted with the teachers and the school. Transitional IEP meetings for incoming students are held prior to the new year.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

Note: Required for Title I

Beginning teachers in the school participate in a district induction program and consult with mentor teachers throughout the year. The school's leadership team meets with beginning teachers throughout the year to provide curriculum, classroom management and emotional support.

The school and the faculty utilize a Professional Development Plan model to guide professional growth. Early release days on Wednesday afternoons provide time for staff development activities and training.

No Attached Teacher Mentoring List

### Extended Learning Opportunities

Note: Required for Title I

Before and after school homework help.

After school tutoring through Supplemental Educational Services and school funded programs.

Extended school year for ESE and qualifying 3rd grade students.

Extended Day Enrichment Program.

Hosted multi-district migrant student extended school year program.

## SCHOOLS GRADED C OR BELOW

### Professional Development

- + New basal reading program training
- + Professional Learning Communities for book studies and targeted discussions
- + District initiatives training focusing on reading, math and writing
- + Consultants for writing and math
- + Every Day Counts Calendar Math workshops
- + Utilizing data analysis to plan for instruction

### Disaggregated Data

- + Data analysis of FCAT scores by strand to determine school-wide areas of need
- + Disaggregated data from quarterly benchmark assessments to differentiate and focus instruction
- + Mini-assessments and curriculum based assessments will be reviewed regularly to determine effectiveness of instruction

### Informal and Formal Assessments

- + New basal reading program training
- + Professional Learning Communities for book studies and targeted discussions
- + District initiatives training focusing on reading, math and writing
- + Consultants for writing and math
- + Every Day Counts Calendar Math workshops
- + Utilizing data analysis to plan for instruction

### Alternative Instructional Delivery Methods

Fluid ability grouping, small group instruction, individualized instruction, cooperative learning groups, center activities, multi-sensory personal learning tools, student literature circles, inquiry learning, experiential learning

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

## GOALS

### Goal: Reading

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

<b>*Needs Assessment:</b>	<p>AYP          White: no          black: no          Low SES: no          ESE: no</p> <p>Lower 25% making learning gains: 43%</p> <p>Percent making learning gains: 57%</p> <p>The percent proficient decreased.</p>	
<b>*Objective:</b>	75% of students taking the FCAT will score a level III or higher as measured by SSS Reading Assessment. All subgroups will show a 10% increase in the number of students attaining Adequate Yearly Progress.	
<b>*Strategies:</b>	Differentiated Instruction Small group instruction Immediate intensive intervention groups Cross curricular vocabulary instruction Guided instruction Dedicated 90 minute reading blocks Use disaggregated assessment data to guide instruction Coordinate SES and after school tutoring Develop and implement instructional calendar Implement FCIMS	
<b>*Evaluation:</b>	Benchmark Assessments Treasures Assessments DIBELS STAR Reading Assessments Stanford 10 and FCAT data	
<b>*Evidence-based Program(s):</b>	McMillan/McGraw-Hill Treasures reading program Waterford Early Learning Early Interventions in Reading LeapTrack Reading Pro Reading Mastery Accelerated Reader SRA kits	
<b>*Professional Development:</b>	Teacher training for implementation of Treasures reading program Teacher training on data analysis Just Read Florida Reading Academy Just Read Florida Intervention Academy Professional Learning Communities Book Studies District provided reading inservice training	
<b>Budget:</b>		
<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="background-color: #cccccc;">Evidence-based Program(s)/Material(s)</td> </tr> </table>		Evidence-based Program(s)/Material(s)
Evidence-based Program(s)/Material(s)		

Description of Resources	Funding Source	Available Amount
Reading Mastery, Corrective Reading	SIP, Title I	\$4,000.00
LeapTrack	Public Schools Foundation Grant, SIP	\$1,250.00
		<b>Total: \$5,250.00</b>

<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
Accelerated Reading	Instructional media funds	\$300.00
		<b>Total: \$300.00</b>

<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Professional Learning Communities stipends and materials	SIP, Title I, CREATE	\$1,250.00
		<b>Total: \$1,250.00</b>

<b>Other</b>		

Description of Resources	Funding Source	Available Amount
50% reading teacher	Title I funds	\$30,000.00
25% FCIMS Coordinator	Title I	\$15,000.00
		<b>Total: \$45,000.00</b>
		<b>Final Total: \$51,800.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten through Fifth grade teachers are highly qualified instructors.
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*End of Reading Goal*

## Goal: Mathematics

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

<b>*Needs Assessment:</b>	AYP White: no black: no Low SES: no ESE: no  80% of the lower 25% made learning gains.  65% made learning gains.  The percent proficient decreased.
<b>*Objective:</b>	65% of students taking the FCAT will score a Level III or higher as measured by SSS math. All subgroups will show a 10% increase in students attaining AYP.
<b>*Strategies:</b>	Differentiated instruction Small group instruction, tutorials Enrichments Cross curricular vocabulary instruction Coordinate SES and provide after school tutoring Use dissagragated assessment data to focus instruction Develop and implement instructional

	calendar Implement FCIMS
<b>*Evaluation:</b>	Benchmark assessments, pre/post tests, chapter/unit tests, FCAT, Stanford 10.
<b>*Evidence-based Program(s):</b>	Harcourt Mathematics, Superstar Math, Mountain Math, Everyday Counts and Great Leaps Math materials and LeapTrack.
<b>*Professional Development:</b>	District provided math coach modeling, mentoring and staff development. Every Day Counts Calendar Math In-service training. Professional learning communities. District math coordinator providing additional mentoring and modeling.

**Budget:**

**Evidence-based Program(s)/Material(s)**

Description of Resources	Funding Source	Available Amount	
Mountain Math	Title I	\$200.00	
			<b>Total: \$200.00</b>

**Technology**

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

**Professional Development**

Description of Resources	Funding Source	Available Amount	

Professional learning communities stipends and materials	SIP, Title I, CREATE	\$1,250.00	
			<b>Total: \$1,250.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
50% Math teacher	Title I	\$30,000.00	
25% FCIMS Coordinator	Title I	\$15,000.00	
			<b>Total: \$45,000.00</b>
			<b>Final Total: \$46,450.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten through Fifth grade teachers are highly qualified instructors in mathematics.
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*End of **Mathematics** Goal*

## Goal: Writing

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

<b>*Needs Assessment:</b>	No.
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<b>*Objective:</b>	There will be a 10% increase in the number of students attaining a 3.5 or better.
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<b>*Strategies:</b>	Implementation of Building Critical Writers instructional framework. Weekly scored writing prompts used as teaching tools. Dedicated writing instructional block. Implement FCIMS
<b>*Evaluation:</b>	Weekly scored prompts, mid-year and end of year prompts, FCAT Writing results.
<b>*Evidence-based Program(s):</b>	MacMillan Treasures and Building Critical Writers.
<b>*Professional Development:</b>	In-service provided by writing consultant, writing prompts scoring training, MacMillan Treasures writing training, professional learning communities.

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Professional Development			
Description of Resources	Funding Source	Available Amount	

Writing Consultant	SIP	\$1,500.00	
Teacher Stipends	SIP	\$800.00	
			<b>Total: \$2,300.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$2,300.00</b>

*End of Writing Goal*

## Goal: Science

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

<b>*Needs Assessment:</b>	39% of the students met high standards in science, therefore, there is a need to increase science proficiency.
<b>*Objective:</b>	There will be a 15% increase in the number of fifth grade students scoring a Level III or higher as measured by FCAT SSS.
<b>*Strategies:</b>	Develop and implement FCAT benchmark assessments for third and fourth grade students. Implement district FCAT benchmark assessments in fifth grade. Develop and implement instructional calendar. Teach content specific vocabulary. Cross curricular instruction.
<b>*Evaluation:</b>	Benchmark assessments. Chapter/unit tests.

<b>*Evidence-based Program(s):</b>	Scott Foresman Science. GEMS
<b>*Professional Development:</b>	Teachers shall attend GEMS and other district offered professional development workshops as they are available. Data analysis of benchmark assessments training.

**Budget:**

**Evidence-based Program(s)/Material(s)**

Description of Resources	Funding Source	Available Amount
Scott Foresman inquiry kit refills	SIP	\$500.00
GEMS kits refills	SIP	\$250.00
		<b>Total: \$750.00</b>

**Technology**

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

**Professional Development**

Description of Resources	Funding Source	Available Amount
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No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$750.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten through Fifth grade teachers are highly qualified to teach science.
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*End of Science Goal*

## Goal: Parental Involvement

**\*Note: Required for Title I**

<b>*Needs Assessment:</b>	Being aware that parental involvement has a positive impact on student achievement, parents have indicated in SAC andPTA meetings that parent involvement needs to be strengthened.
<b>*Objective:</b>	Parental involvement will increase by 15% as recorded by school volunteer records and parent workshop sign-in sheets.
<b>*Strategies:</b>	Actively solicit parent/community volunteers Provide parent informative workshops on FCAT and curriculum standards, the use of FCAT and Accelerated Reader at home. Ensure fidelity of the Parent Involvement Plan and the School-Parent Compact.
<b>*Evaluation:</b>	A 15% growth in parent involvement shall be achieved as measured by volunteer time sheet records and workshop sign-in sheets.

\*Evidence-based Program(s): N/A

\*Professional Development: Ruby Payne "Framework of Poverty" book study

**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	
No Data	No Data	\$0.00	
			Total: \$0.00

**Other**

Description of Resources	Funding Source	Available Amount
Material and supplies for parent workshops	Title I	\$1,169.00
Teacher stipends for supporting after school parent involvement activities	Title I	\$1,000.00
		<b>Total: \$2,169.00</b>
		<b>Final Total: \$2,169.00</b>

*End of Parental Involvement Goal*

## Goal: Return on Investment

<b>Needs Assessment:</b>	The latest ROI value for Archer Community School's percentile ranking is 26%. The highest ROI value in the state is 51%.
<b>Objective:</b>	The ROI value will increase by 10 percentage points as determined by the ROI index.
<b>Strategies:</b>	Implement and ensure fidelity of the School Improvement Plan, the Title Plan and the Restructuring Plan.
<b>Evaluation:</b>	The ROI index will show a value of at least 36%.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	

*End of Return on Investment Goal*

## ADDITIONAL GOALS

Additional Goal:			
Needs Assessment:			
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

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Final Total: \$0.00

End of Goal

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Mastery, Corrective Reading	SIP, Title I	\$4,000.00
Reading	LeapTrack	Public Schools Foundation Grant, SIP	\$1,250.00
Mathematics	Mountain Math	Title I	\$200.00
Science	Scott Foresman inquiry kit refills	SIP	\$500.00
Science	GEMS kits refills	SIP	\$250.00
			<b>Total: \$6,200.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reading	Instructional media funds	\$300.00
			<b>Total: \$300.00</b>

**Professional Development**

Goal	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities stipends and materials	SIP, Title I, CREATE	\$1,250.00
Mathematics	Professional learning communities stipends and materials	SIP, Title I, CREATE	\$1,250.00
Writing	Writing Consultant	SIP	\$1,500.00
Writing	Teacher Stipends	SIP	\$800.00
			<b>Total: \$4,800.00</b>

**Other**

Goal	Description of Resources	Funding Source	Available Amount
Reading	50% reading teacher	Title I funds	\$30,000.00
Reading	25% FCIMS Coordinator	Title I	\$15,000.00
Mathematics	50% Math teacher	Title I	\$30,000.00
Mathematics	25% FCIMS Coordinator	Title I	\$15,000.00

Parental Involvement	Material and supplies for parent workshops	Title I	\$1,169.00
Parental Involvement	Teacher stipends for supporting after school parent involvement activities	Title I	\$1,000.00
			<b>Total: \$92,169.00</b>
			<b>Final Total: \$103,469.00</b>

## 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

In accordance with state statute ( F.S. 1001.452), the School Advisory Council meets regularly throughout the school year as the sole body responsible for final decision making at the school relating to the implementation of school improvement. The SAC is made up of eighteen members representing instructional staff, non-instructional staff, community members, and parents.

### SAC Members

Members

1) Jerry Douglas, Principal

2) Debbie Alessi, Teacher

3) Cherith Davenport, Teacher

4) Janice Shepard, Teacher

5) Lynda Douglas, Teacher

6) Holly Walker, Business Member

7) Alisson Clark, Parent

8) Shelly Lanhart, Parent

9) Katherine Lane, Parent

10) Jessica Cowart, Parent

11) Sally Johnson, Parent

12) William Schremp, Parent

13) Ruth Henderson, Community Member

14) Frank Lopez, Community Member

15) Dan Beck, Community Member

16) Carl Davis, School Support Personnel

## IMPLEMENTATION EVALUATION

The School Improvement Plan will be reviewed by the Principal, SAC and district level staff quarterly and at the end of the year. The review will focus on progress made to accomplish each goal and reviewing the strategies and various data results. Each core area will be evaluated to see if they are on schedule to accomplish their goals. If there is a core area that is not making satisfactory progress toward their goal, that area will be looked at by the principal and the SAC and recommendations will be made to help that core area get back on track or revise its strategies. In order to achieve adequate yearly progress, all students and subgroups must make learning gains and all SIP goals must be met. In addition, required progress reports and FCIM implementation will also be used for ongoing evaluation.

## REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

# AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua ARCHER COMMUNITY SCHOOL 0171												
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each</a>														Read: 147 Math: 147		2007-2008 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress?			NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.		
	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	
	100	Y	100	Y	57	N	54	N	85	81	N			NA	35	43	NA	44	46	NA	60	NA	61			
	100	Y	100	Y	71	Y	64	Y			NA			NA	25	29	NA	30	36	NA	68	NA	68			
	100	Y	100	Y	33	N	33	N			NA			NA	57	67	NA	72	67	NA	41	NA	45			
C		NA		NA		NA		NA			NA			NA			NA			NA		NA				
		NA		NA		NA		NA			NA			NA			NA			NA		NA				
AN		NA		NA		NA		NA			NA			NA			NA			NA		NA				
ICALLY ANTAGED	100	Y	100	Y	41	N	43	N			NA			NA	44	59	NA	54	57	NA	48	NA	48			
GE RS		NA		NA		NA		NA			NA			NA			NA			NA		NA				
TS WITH ITIES	100	Y	100	Y	15	N	30	N			NA			NA	57	85	NA	63	70	NA	35	NA	39			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua ARCHER COMMUNITY SCHOOL 0171												
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each</a>														Read: 172 Math: 172		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?			NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.		
	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	
	100	Y	100	Y	65	Y	56	Y	83	85	Y			NA	28	35	NA	40	44	NA	63	NA	65			
	100	Y	100	Y	75	Y	70	Y	91	91	Y			NA	16	21	NA	24	30	NA	73	NA	76			

	100	Y	100	Y	43	N	28	N			NA			NA	51	63	N	73	72	N	44	N	50
C		NA		NA		NA		NA			NA			NA			NA	17		NA		NA	
		NA		NA		NA		NA			NA			NA			NA			NA		NA	
AN		NA		NA		NA		NA			NA			NA			NA			NA		NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	Y	46	N	79	81	Y			NA	34	48	NA	52	54	N	55	NA	59
ENGLISH LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	43	N	37	N			NA			NA		52	NA	63	63	N	41	N	57

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Alachua ARCHER COMMUNITY SCHOOL 0171									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 183 Math: 183		2005-2006 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? <sup>5</sup>					PRO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math		
	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>	100	Y	100	Y	71	Y	60	Y	88	83	N			NA	43	29	NA	60	40	NA		
WHITE	100	Y	100	Y	82	Y	76	Y		91	NA			NA	28	18	NA	48	24	NA		
BLACK	100	Y	100	Y	46	Y	27	N			NA			NA	65	54	NA	78	73	NA		
HISPANIC		NA		NA		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	100	Y	100	Y	66	Y	48	N	87	79	NA			NA	51	34	NA	67	52	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	46	Y	37	N			NA			NA	62	54	NA	72	63	NA		

## SCHOOL GRADE DATA

Alachua School District

**ARCHER COMMUNITY SCHOOL  
2007-2008**

	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	70%	61%	64%	39%	234	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	57%	65%			122	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	43% (NO)	80% (YES)			123	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					479	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

**Alachua School District  
ARCHER COMMUNITY SCHOOL  
2006-2007**

	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	73%	63%	72%	67%	275	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	70%	66%			136	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	77% (YES)	67% (YES)			144	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					555	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

Alachua School District  
ARCHER COMMUNITY SCHOOL  
2005-2006

	Reading	Math	Writing	Grade	

				Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	79%	67%	69%	215	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
<b>% of Students Making Learning Gains</b>	65%	74%		139	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	57% (YES)			57	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				411	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>A</b>	Grade based on total points, adequate progress, and % of students tested