

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

School Name: HORIZON CENTER

District Name: Alachua

Principal: James H. Speer Jr.

SAC Chair: Diana McPherson

Superintendent: Dan 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

VISION & MISSION

Horizon Center is a behavior modification program that supports student emotional, social and educational development. Instruction and strategies are central components that direct students to make positive choices and flourish into productive citizens. Our program will empower students to become responsible independent learners infused by traditional and nontraditional instructional methods. We believe every student should experience success!

SCHOOL PROFILE DEMOGRAPHICS

Horizon Center has an enrollment of 135 students and is located in Gainesville, Florida, Alachua County. We are the only alternative education school for the county and serve the

other 15 middle and high schools in the district. Demographically we are made of the following:

Student/Teacher ratio: 1:17

89% Free and reduced lunch

85% Black

11% White

1% Hispanic

70% Male

30% Female

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Highly Qualified Administrators

James H. Speer Jr., Principal, M.Ed. Educational Leadership

- 8 Years in Alachua County School District

- 5 Years as a Teacher/Dean

- 3.5 Years as School Administration

- 1st Year as Horizon Center School Principal

Suzanne Keller, Assistan Principal, M.S. Educational Leadership

- 20 Years in Alachua County School District

- 9 Years as a Teacher

- 10 Years as a Behavior Resource Teacher

- 1st Year as a School Administrator

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

School administration attempts to recruit high quality and highly qualified teachers through the presentation of our program as a progressive behavior modification center that encourages student development socially, emotionally, and academically. The unique nature of our program and the impact we are able to have using traditional and nontraditional methods is an attractive component of teaching at Horizon Center. The administration intends on attending any district approved recruitment opportunities that would attract high quality, highly qualified instructional personnel.

Retaining these teachers is just as important. Teachers share decision making responsibilities with administration and their opinions are sought prior to a change in certain school operations. They are valued and help create program direction. Professional development opportunities are provided throughout the year to assist with implementation of the most effective behavior management and instructional strategies.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Locally our program will benefit from motivational, career exploration, behavior management, and violence prevention programs. All students are exposed to the resources currently being planned for weekly implementation. Our student services department is instrumental in the development of programs designed to manipulate student growth.

The coordination and integration of a state researched based character education program, Why Try, will be an integral component of our program success. Along with an effective phase level behavior system these services will help us become a complete alternative education center that focuses on changing student behaviors. Students are exposed to alternate methods of attaining their high school diplomas through adult education and GED programs.

School Wide Improvement Model

Note: Required for Title I

The Horizon Center is undergoing a new and improved school improvement model aimed to encourage positive behavior change while addressing individual student academic needs. We will maintain the previous school year features of small class sizes, career exploration opportunities, and presentation of life skills education infused within the program. Creative direct instruction will replace the technology driven curriculum as the primary instructional method. We recognize and expect instruction to be a product of integrated teacher lesson development and a technology infused curriculum for learning.

Our educational program will use the research based Florida Continuous Improvement Model to deliver and implement our model. This model will help foster effective practices that has a chance to improve student achievement. We are firm in believing that student behavior directly effects opportunities to learn. To maximize opportunities our program focus will be to correct undesirable behaviors.

NCLB Public School Choice

Note: Required for Title I

Parent of students assigned to Horizon Center do not have the choice school option.

No Attached Public School Choice Notice to Parents file

No 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 teachers are mandated to participate in the district's induction program and consult with a mentor teacher throughout the year. We have two experienced teachers on campus, Mrs. Mcpherson and Mr. Scarborough, that serve as mentors within the district. Three deans of students, provide discipline support and mentoring for teachers as needed.

Teacher planning days and monthly staff meetings provide additional staff development and mentoring opportunities. Presently, we will not have any beginning teachers on staff for the 2008-09 school year.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

We have a before school "Newspaper in Education" (sponsored by the Gainesville Sun) reading opportunity that is available for students that arrive between 8:20am and 9:10am. Teachers also make themselves available before and/or afterschool to provide individualized assistance to increase student achievement.

Self motivated students have the CROP and Study Island programs available for increased achievement opportunities.

Through CROP (for students with access to computers) access to course work and additional reading materials are made available.

Extended school year programs are provided for those students that are in need of remediation for grade level matriculation. There are three individual ESY programs for middle school, high school CROP, and ESE students.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

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

August - Why Try? Character Development Training

September - OnCourse Online Planning

October - Differentiated Instruction

November - Reading Strategies

January - Classroom Management

February - Reading Strategies

March - Wellness Training

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

We offer intensive reading courses for all students that have achieved level 1 or 2 on the 2008 FACT assessment. Students are placed in intensive mathematics courses that have scored at level 1 and have not demonstrated mastery in their mathematics courses.

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

<p>Goal: Reading</p> <p>*Note: Required for Title I</p> <p>Scroll down for school data</p>	
<p>*Needs Assessment:</p>	<p>The 2008 FCAT revealed that 17% of our students scored at or above grade level in reading. All subgroups did not meet AYP targets and we did not have 50% of the lower quartile or total student population make learning gains.</p> <p>The percent of proficiency did not increase.</p>
<p>*Objective:</p>	
<p>*Strategies:</p>	
<p>*Evaluation:</p>	
<p>*Evidence-based Program(s):</p>	
<p>*Professional Development:</p>	
<p>*Objective:</p>	
<p>*Strategies:</p>	
<p>*Evaluation:</p>	
<p>*Evidence-based Program(s):</p>	
<p>*Professional Development:</p>	
<p>*Objective:</p>	<p>Have 68% of students tested to achieve level 3 or above on the 2009 Spring FCAT.</p>
<p>*Strategies:</p>	<ul style="list-style-type: none"> -Enroll students that scored below grade level in intensive reading course with highly qualified instructors. -Use of SRI/On-Track/FCAT assessment for progress monitoring. -Use small group instructional strategies. Use of Continuous Improvement Model strategies for lesson development and delivery. -Use appropriate curriculum design for remediation. -Professional development for all subject matter teachers on effective reading strategies. -Implement Drop Everything And Read silent sustained reading instruction. -Use Title I funds for additional reading resource materials and programs. -Structured after school tutoring program through SES providers. -Title I push in-pull out model.

	-Utilization of district reading coach support.
* Evaluation:	District administered formative assessments, teacher created assessment, SRI, and FCAT will provide the progress monitoring needed throughout the school year.
* Evidence-based Program(s):	Plato Read 180 Title I Push In/Pull Out Jamestown Reading Instruction Drop Everything And Read
* Professional Development:	-Read 180 and Plato Update Training. -Introduction and use of a reading strategy quarterly. Facilitated in staff development by district level reading specialist. -Annual book study related to reading development in the content areas. -Attend Just Read Florida Conference for pertinent information on supporting student proficiency.

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	
Read 180 Plato	SBAC	\$10,000.00	
			Total: \$10,000.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Just Read Florida Conference Read 180/Plato Training	SBAC	\$800.00	
			Total: \$800.00

Other

Description of Resources	Funding Source	Available Amount	
Tutoring	Title I	\$500.00	
Book Study	Title I	\$175.00	
			Total: \$675.00

Final Total: \$11,475.00

***Non-Highly Qualified Instructors:**

End of Reading Goal

Goal: Mathematics

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

*Needs Assessment:	All student subgroups did not meet AYP targets. 11% of all students tested scored at or above grade level on the Spring 2008 FCAT assessment. We had less than 50% of our total population and lower quartile students make learning gains. Percent proficiency did not increase.
*Objective:	Have 68% of all students score at or above grade level in mathematics.
*Strategies:	-Enroll students in intensive mathematics course with high quality and highly qualified instructor. -Use small group instruction. -Use of more technological advance instructional methods...smartboards for creative delivery.
*Evaluation:	Results from district formative assessments, teacher created assessments, and FCAT scores will be used as primary progress monitoring tools for evaluation.
*Evidence-based Program(s):	-Mathematics study island program. -FCAT online tutorial program. -PLATO Educational Options. -FCAT explorer.
*Professional Development:	-PLATO update training. -District Math Initiatives/InService Training.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Study Island	SBAC	\$1,200.00	
			Total: \$1,200.00
Technology			
Description of Resources	Funding Source	Available Amount	
PLATO	SBAC	\$1,100.00	

			Total: \$1,100.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
Plato Training District InService	SBAC	\$250.00	
			Total: \$250.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$2,550.00
*Non-Highly Qualified Instructors:	N/A		
<i>End of Mathematics Goal</i>			
Goal: Writing *Note: Required for Title I Scroll down for school data			

*Needs Assessment:	Students increased their proficiency from 60% to 82% in writing. The writing proficiency was met.
*Objective:	Have 90% of students score at or above grade level to demonstrate proficiency in writing.
*Strategies:	-Continuous Improvement Model focus lesson development to increase proficiency. -Provide intensive instruction for expository and persuasive writing. -Use of district approved Florida Writes curriculum.
*Evaluation:	Teacher created assessment and evaluation of writing assignments as they relate to the FCAT rubric.
*Evidence-based Program(s):	Holt Elements of Language Write Traits. SRA Reasoning, Grammar & Writing.
*Professional Development:	-District InService. -Write Traits Training. -Curriculum and Instruction Workshops.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Holt Elements of Language Write Traits	SBAC	\$500.00	
			Total: \$500.00
Technology			
Description of Resources	Funding Source	Available Amount	
FCAT writing Prompts	SBAC	\$0.00	
			Total: \$0.00
Professional Development			

Description of Resources	Funding Source	Available Amount	
SBAC InService	SBAC	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$500.00

End of Writing Goal

Goal: Science

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

*Needs Assessment:	25% of all students tested scored above grade level on the spring 2008 FCAT science assessment.
*Objective:	Have 60% of students tested score at or above grade level on the FCAT science assessment.
*Strategies:	-Use small group instruction. -Use of interactive/lab instruction for comprehension. -Weekly presentation of FCAT benchmarks.
*Evaluation:	FCAT assessment results and teacher created assessment for progress monitoring.
*Evidence-based Program(s):	-Educational Options. -Earth Space/Environmental Science Curriculum.

-Continuous Improvement Model focus lesson development.

***Professional Development:** -SBAC district InService Science.

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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*Non-Highly Qualified Instructors:	Jeff Mickle, M.S. Science
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End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	Climate surveys indicate that only 22% of parents who responded felt the school involved them in helping students improve performance.
*Objective:	Increase number of parents who feel involved with improving student performance.
*Strategies:	<ul style="list-style-type: none"> • Parent conferences • Phone calls home by teachers/administrators • Title I parental involvement program • School Web-Site • Open house • Newsletters
*Evaluation:	Climate Surveys – Parent responses
*Evidence-based Program(s):	Title I
*Professional Development:	Title I Update – Preplanning
*Objective:	Increase number of parents who feel involved with improving student performance.

*Strategies:	<ul style="list-style-type: none"> • Parent conferences • Phone calls home by teachers/administrators • Title I parental involvement program • School Web-Site • Open house • Newsletters
*Evaluation:	Climate Surveys – Parent responses
*Evidence-based Program(s):	Title I
*Professional Development:	Title I Update – Preplanning

Budget:

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

Description of Resources	Funding Source	Available Amount
Title I Parental Involvement Home Liason	Title I	\$1,254.00

Total: \$1,254.00

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
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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: \$1,254.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Not Applicable
Objective:	We are an alternative school site and do not generate an ROI.
Strategies:	
Evaluation:	

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal:			
Needs Assessment:			
Objective: Decrease number of discipline referrals for major disruptions.			
Strategies: <ul style="list-style-type: none"> • Classroom management training • Counseling sessions • Discipline procedure training • Anger Management • Metal detection • Security Guard utilized 			
Evaluation: District provided incident reports			
Evidence-based Program(s): Positive Behavior Incentives and Support (P.B.I.S.)			
Professional Development: Classroom management training P.B.I.S. training update Pre-Planning Discipline procedure training			
Objective: Decrease number of discipline referrals for major disruptions.			
Strategies: <ul style="list-style-type: none"> • Classroom management training • Counseling sessions • Discipline procedure training • Anger Management • Metal detection • Security Guard utilized 			
Evaluation: District provided incident reports			
Evidence-based Program(s): Positive Behavior Incentives and Support (P.B.I.S.)			
Professional Development: Classroom management training P.B.I.S. training update Pre-Planning Discipline procedure 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	
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: \$0.00

End of Goal

Additional Goal:

Needs Assessment:

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
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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
<i>End of Goal</i>			

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Study Island	SBAC	\$1,200.00
Writing	Holt Elements of Language Write Traits	SBAC	\$500.00
Parental Involvement	Title I Parental Involvement Home Liason	Title I	\$1,254.00
			Total: \$2,954.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read 180 Plato	SBAC	\$10,000.00
Mathematics	PLATO	SBAC	\$1,100.00
Writing	FCAT writing Prompts	SBAC	\$0.00
			Total: \$11,100.00
Professional Development			

Goal	Description of Resources	Funding Source	Available Amount
Reading	Just Read Florida Conference Read 180/Plato Training	SBAC	\$800.00
Mathematics	Plato Training District InService	SBAC	\$250.00
Writing	SBAC InService	SBAC	\$0.00
			Total: \$1,050.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Title I	\$500.00
Reading	Book Study	Title I	\$175.00
			Total: \$675.00
			Final Total: \$15,779.00

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 is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345,FS (School Improvement).

The council meets throughout the year to review and approve various school initiatives, including the school budget. The SAC considers the climate survey, district data, staff and community input.

SAC Members

Members
1) James H. Speer Jr. - Principal, Principal
2) Diana McPherson – Teacher, Teacher
3) Gazell Scarborough – Teacher, Teacher
4) Gene Scott – Other citizen, Business Member
5) Leemon Shankle, Business Member
6) Felicia Sledge – Parent, Parent
7) Latonia Carter, Parent
8) Thomas Williams – Other citizen, Community Member
9) Stan Moore – Career service, School Support Personnel

IMPLEMENTATION EVALUATION

Administration will provide on-going observations of classrooms and programs throughout the school. Progress reports, report cards, staff evaluations, FCAT scores, and school-wide reading assessments will provide vital information to monitor success of our plan. Teachers and staff will be provided opportunities for professional development throughout the school year. Instructional strategies at Horizon Center are expected to include a combination of traditional direct instructional methods and technology based curriculum.

The Florida Continuous Improvement Model is also being integrated for instruction.

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
Name of Assessment Used										

	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					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua HORIZON CENTER. ALTERNATIVE SCHOOL 0412													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade.										Read: 124 Math: 123		2007-2008 School Grade ¹ :		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							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 ³ 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			
4	69	N	66	N	17	N	11	N	60	82	Y		10	Y		83	NA	91	89	NA	16	NA	43	NA			
E		NA		NA		NA		NA					NA			NA				NA		NA		NA			
	69	N	64	N		NA		NA			7	12	Y			NA				NA		NA		NA			
NIC		NA		NA		NA		NA					NA			NA				NA		NA		NA			
		NA		NA		NA		NA					NA			NA				NA		NA		NA			
CAN N		NA		NA		NA		NA					NA			NA				NA		NA		NA			
DOMICALLY VANTAGED	69	N	64	N		NA		NA					7	Y		NA				NA		NA		NA			
SH WAGE ERS		NA		NA		NA		NA						NA		NA				NA		NA		NA			
ENTS WITH ILITIES	63	N	57	N		NA		NA						NA		NA				NA		NA		NA			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua HORIZON CENTER. ALTERNATIVE SCHOOL 0412													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade.										Read: 106 Math: 104		2006-2007 School Grade ¹ :		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							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 ³ 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			
4	70	N	71	N		N	9	N	83	60	N	10		N	93		NA	94	91	NA	6	NA	53	NA			
E		NA		NA		NA		NA						NA			67			NA		NA		NA			
	67	N	69	N		NA		NA			13	7	N			NA				NA		NA		NA			

	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"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
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"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
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"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
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