

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2008 – 2009 SCHOOL IMPROVEMENT PLAN

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

School Name: WALDO COMMUNITY SCHOOL

District Name: Alachua

Principal: Williams D. Powell

SAC Chair: Steven Schumacher

Superintendent: W. Daniel Boyd, Jr. Ed. D.

Date of School Board Approval:

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The parents, faculty, staff, community members, and students of Waldo Community School will work together to create a supportive, positive, respectful, and safe learning environment where learning is valued and promoted, and where students develop an ownership of learning, becoming able, competent, lifelong learners who achieve their highest potential.

SCHOOL PROFILE DEMOGRAPHICS

Percent of Teachers with Advanced Degrees:
Bachelor's - 52%

Master's - 43.5%
Specialist - 4.5%

October Membership

White, Non-Hispanic (%) – 69.8
Black, Non-Hispanic (%) – 20.0
Hispanic (%) – 2.8
American Indian (%) - 0.9
Multiracial (%) – 6.0
Asian (%) - 0.5

Free or Reduced-Price Lunch (%) – 80.4

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

William D. Powell holds a Master's Degree Educational Leadership with certification in public school administration and a BS Degree in Elementary Education along with 28 years of experience in public education.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

All instructors hired and retained by the Alachua County School Board meet the requirements for being considered "high quality" and "highly qualified" in high need academic areas. Compliance is monitored by district personnel.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

Waldo Community School is implementing the Florida Continuous Improvement Model (FCIM) this year. This plan follows an eight step process which includes:
data disaggregation;
developing an instructional timeline;
formulating focus lessons;
administering frequent assessments;
providing for tutorials;
providing enrichment;
establishing maintenance lessons; and
monitoring frequently.

NCLB Public School Choice

Note: Required for Title I

A notification letter was sent to parents July, 2004 describing the school's current standing and indicating the school's plan for action.

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

Waldo Community School follows the Florida Performance Measuring System (FPMS) Teacher Mentoring Program which is administered by the school principal. Beginning Teachers are mentored in the Alachua County Public School's Induction Program. We will also begin this year a school mentor program that will meet monthly with new teachers to give them a support group and provide opportunities to share experiences and get suggestions on best teaching practices.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Extended Day Enrichment Programs (EDEP) provides a supervised time every afternoon for students to receive additional help with homework and / or individual tutoring.

Tutorials will be established in the areas needing improvement. SES providers will be available to all students on free and reduced lunch. A Saturday School session is planned for students and parents to with the focus on the FCAT test.

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**

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

***Needs Assessment:** Needs identified through achievement data of All Students on FCAT (Sunshine State Standards):

% Level 3 and Above FCAT Reading
Grade 3

Year

2001 - NA
2002 - 51
2003 - 50
2004 - 46
2005 - 67
2006 - 56
2007 - 51
2008 - 47

% Level 3 and Above FCAT Reading
Grade 4

Year

2001 - 35
2002 - 39
2003 - 70
2004 - 50
2005 - 68
2006 - 63
2007 - 45
2008 - 47

% Level 3 and Above FCAT Reading
Grade 5

Year

2001 - NA
2002 - 40
2003 - 45
2004 - 61

2005 - 56
2006 - 71
2007 - 64
2008 - 38

*Objective:	65% of students will be on level in reading. Sub-groups will increase by 10%.
*Strategies:	1. Utilize Florida Comprehensive Assessment Test (FCAT) test reports and other academic data for various subtest areas to identify which subtest(s) students performed below standards, targeting the lowest quartile of students. 2. Provide teachers with information and samples to help clarify Florida Comprehensive Assessment Test (FCAT) subtest areas which need strengthening, targeting the lowest quartile of students. 3. Include Florida Comprehensive Assessment Test (FCAT) subtest area activities in daily lesson plans, targeting the lowest quartile of students. 4. Schedule daily reading instruction in a protected block of time. 5. Plan meetings with teachers to analyze student data and monitor student progress with the FCIM Facilitator. 6. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include the inclusion model and resource room to focus on specific skills. 7. Conduct beginning of the year reading assessments K-3 (specifically DIBELS for K-3) and provide results to parents. 8. Provide flexible student grouping for reading instruction within classroom to provide for individual needs. 9. Utilize paraprofessionals as in-class tutors to increase reading skills. 10. Conduct "Saturday School Sessions" for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students. 11. Students will be placed by levels for reading. Students could move down one grade level as needed. Students would be reevaluated every nine weeks by a reading committee.
*Evaluation:	The school will meet academic achievements required of No Child Left Behind Legislation pertaining to Adequate Yearly Progress.
*Evidence-based Program(s):	1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2. McMillan/McGraw Reading Series 3. Accelerated Reader 4. Waterford Early Reading Program 5. SRA Intervention (remedial, Grades 1-2)
*Professional	1. Waterford Early Reading Program 2. Florida Continuous

Development: Improvement Model

Budget:

Description of Resources	Funding Source	Available Amount
McMillan/McGraw Reading Program (K-5)	District Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
FCAT Explorer	None	\$0.00
Waterford Early Reading Program	Title I	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Florida Continuous Improvement Model	Title I	\$0.00
McMillan/McGraw Inservice	District Funds	\$0.00
Accelerated Reader Inservice	Advanced Placement Funds	\$0.00
Waterford Inservice	CREATE Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
		Final Total: \$0.00

***Non-Highly Qualified Instructors:**

All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of reading. Lynn Whitten, Title I Reading Specialist, and Patricia Tucker, Curriculum Resource Teacher, hold a Florida State Reading Endorsement.

Goal: Mathematics

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

***Needs Assessment:** Needs identified through achievement data of All Students on FCAT (Sunshine State Standards):

% Level 3 and Above FCAT Math
Grade 3

Year

2001 - NA
2002 - 71
2003 - 46
2004 - 50
2005 - 58
2006 - 59
2007 - 54
2008 - 63

% Level 3 and Above FCAT Math
Grade 4

Year

2001 - NA
2002 - 50
2003 - 65
2004 - 25
2005 - 64
2006 - 53
2007 - 64
2008 - 40

% Level 3 and Above FCAT Math
Grade 5

Year

2001 - 51
2002 - 17
2003 - 41
2004 - 39
2005 - 67
2006 - 57
2007 - 39

*Objective:	68% of students will be on level in math. Sub-groups will increase by 10%.
*Strategies:	1. Utilize Florida Comprehensive Assessment Test (FCAT) test reports and other academic data for various subtest areas to identify which subtest(s) students performed below standards, targeting the lowest quartile of students. 2. Provide teachers with information and samples to help clarify Florida Comprehensive Assessment Test (FCAT) subtest areas which need strengthening, targeting the lowest quartile of students. 3. Include Florida Comprehensive Assessment Test (FCAT) subtest area activities in daily lesson plans, targeting the lowest quartile of students. 4. Conduct periodic meetings with teachers and FCIM Facilitator to analyze student data and monitor student progress. 5. Utilize paraprofessionals as in-class engagement coaches for additional support and review to increase math skills. 6. Target Grades 3-5 in Title I computer lab for computer assisted instruction provided by FCAT Explorer and Harcourt Publishers. 7. Conduct a Saturday School Session for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students. 8. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include inclusion model and resource room to focus on specific skills. 9. Provide staff development focusing on differentiated instruction.. 10. Provide flexible groupings for math instruction within the classroom to allow for individual needs. 11. Implement the Florida Continuous Improvement Model (CIM) in areas identified as deficient on the 2008 AYP report. 12. Schoolwide emphasis on constant language and expression of terms.
*Evaluation:	The school will meet academic achievements required of No Child Left Behind Legislation pertaining to Adequate Yearly Progress.
*Evidence-based Program(s):	1. Harcourt Math 2. FCAT Explorer 3. Everyday Counts 4. FCIM 5. Calendar Math 6. Math Journals
*Professional Development:	1. Differentiated Instruction 2. Florida Continuous Improvement Model 3. Inclusion

Budget:

Description of Resources	Funding Source	Available Amount
Harcourt Math	District Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
FCAT Explorer	None	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Inclusion	District Funds	\$0.00
Differentiated Instruction	District Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Math Journals	Lottery Funds, AP monies	\$600.00
		Total: \$600.00
		Final Total: \$600.00

***Non-Highly Qualified Instructors:** All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of mathematics.

End of Mathematics Goal

Goal: Writing

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

***Needs Assessment:** Needs identified through achievement data of Standard Curriculum Students on FCAT (Sunshine State Standards):

FOURTH GRADE

% Level 3.5 and Above FCAT Writing

2002 – 59

2003 – 70

2004 – 45

2005 – 82

2006 – 84

2007 – 86

2008 – 61

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- *Objective:** Waldo Community School will successfully achieve adequate progress when student achievement in the area of writing is increased by 1% over the previous year's score OR Ninety percent (90%) of students show proficiency in writing.
- *Strategies:** 1. Plan periodic meetings with teachers to analyze student data and monitor student progress. 2. Provide alternate learning strategies for ESE students to meet individual student needs. Methods of instruction include inclusion model and resource room to focus on specific skills.. 3. Conduct a Saturday School Session for parents to acquaint them with skills and concepts tested on the Florida Comprehensive Assessment Test (FCAT), targeting the lowest quartile of students. 4. Provide FCAT Writing Practice materials. 5. Implement Florida Continuous Improvement Model in areas identified as deficient on the 2007 AYP report 6. Implement school wide writing plan with emphasis on Professional Development Associates, “Writers in Control Curriculum.”
- *Evaluation:** The school will meet academic achievements required of No Child Left Behind Legislation pertaining to Adequate Yearly Progress.
- *Evidence-based Program(s):** Professional Development Associates, “Writers in Control Curriculum.”
- *Professional Development:** 1. Consultant Support 2. Inclusion 3. Differentiated Instruction
-

Budget:

Description of Resources	Funding Source	Available Amount
Professional	District Title I	\$0.00

Development Associates, "Writers in Control Curriculum."		
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Consultant Support	District Funds	\$0.00
Inclusion	ESE	\$0.00
Differentiated Instruction	District Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Writing Goal

Goal: Science

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

***Needs Assessment:** Needs identified through achievement data on FCAT (Sunshine State Standards) showed the mean scale score for students attending Waldo Community School in the 2007-08 school year fell below district and state mean scale scores.

Mean Scale Score of All Curriculum Groups
 School - 279
 District - 313
 State - 310

*Objective:	Improve student performance in science over previous year's data.
*Strategies:	1. Plan periodic meeting between teachers, CRT and FCIM Facilitator to analyze student data and monitor student progress. 2. Provide alternate learning strategies for ESE students to meet individual student needs. Method of instruction include the inclusion model and resource room to focus on specific skills.. 3. Encourage student participation in various science competitions. 4. Encourage alternative presentation of science curriculum objectives by using ancillary materials (hands on materials, web-based materials through the use of Smart Boards). 5. Provide FCAT Science Practice Materials. 6. Encourage consistent science vocabulary (implement school wide). 7. Encourage an integrated curriculum to help reinforce science skills and information.
*Evaluation:	Students in grade 5 will have a mean scale score of 280 or higher on FCAT Science Test.
*Evidence-based Program(s):	Scott Foresman Science
*Professional Development:	1. Differentiated Instruction 2. Inclusion 3. Continuous Improvement Model

Budget:

Description of Resources	Funding Source	Available Amount
Scott Foresman Science	District Funds	\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	District Funds	\$0.00
		Total: \$0.00

Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
		Final Total: \$0.00

***Non-Highly Qualified Instructors:** All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of science.

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:** Parent involvement is critical to highly successful schools. Early data provides evidence for a need to continue to increase the involvement of parents at Waldo Community School.

***Objective:** Parents and guardians will be provided opportunities to become active partners in achieving school improvement and education accountability.

***Strategies:**

1. Publish a Title I Parent Involvement Plan and School Compact for all parents to sign and return.
2. Inform parents of school's participation in schoolwide Title I and their right to be involved.
3. Distribute Parents' Rights.
4. Utilize homework logs and / or planners in grades K-5.
5. Send to parents a complete list of their child's grade level expectations.
6. Provide a packet of School Information to parents (i.e., Internet usage and permission form, Title I parent information, school rules, "Who to Call," school hours, textbook prices and procedures, etc.)
7. Invite parents of students showing need, based on Proficiency Profiles, to participate in designing an Academic Improvement Plan for their child in the areas of reading, writing, math, and / or science.
8. Send home a weekly folder to communicate to parents regarding student's academic performance and behavior.
9. Survey parents to determine topics for Parenting Skills workshops.
10. Conduct Parenting Skills workshops.
11. Provide "Tips to Parents" via monthly school newsletter.
12. Document number of volunteer hours given by parents and other community members.
13. Document parent contacts.
14. Evaluate effectiveness of parent involvement at our school via

needs assessment.

***Evaluation:** 100% of at-risk students' parents will be invited to participate in their child's Academic Improvement Plan.

***Evidence-based Program(s):** None

***Professional Development:** None

Budget:

Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
None		\$0.00
		Total: \$0.00
Description of Resources	Funding Source	Available Amount
Homework Logs / Planners	Title I Funds	\$0.00
Weekly Folders	Title I Funds	\$0.00
Stipends (\$15.00 per hour) for parent workshops	Title I Funds	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:

*End of **Return on Investment** Goal*

ADDITIONAL GOALS

Additional Goal: Air Quality

Needs Assessment:

Budget:

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

End of Air Quality Goal

Additional Goal: Health

Needs Assessment:

Budget:

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

End of Health Goal

Additional Goal: Safety & Environment

Needs Assessment:

Budget:

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

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

End of Safety & Environment Goal

FINAL BUDGET

Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillan/McGraw Reading Program (K-5)	District Funds	\$0.00
Mathematics	Harcourt Math	District Funds	\$0.00
Writing	Professional Development Associates, "Writers in Control Curriculum."	District Title I	\$0.00
Science	Scott Foresman Science	District Funds	\$0.00
Parental Involvement	None		\$0.00
			Total: \$0.00
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer	None	\$0.00
Reading	Waterford Early Reading Program	Title I	\$0.00
Mathematics	FCAT Explorer	None	\$0.00
Writing	None		\$0.00
Science	None		\$0.00
Parental Involvement	None		\$0.00
			Total: \$0.00
Goal	Description of Resources	Funding Source	Available Amount
Reading	Florida Continuous Improvement Model	Title I	\$0.00
Reading	McMillan/McGraw Inservice	District Funds	\$0.00
Reading	Accelerated Reader Inservice	Advanced Placement Funds	\$0.00
Reading	Waterford Inservice	CREATE Funds	\$0.00

Mathematics	Inclusion	District Funds	\$0.00
Mathematics	Differentiated Instruction	District Funds	\$0.00
Writing	Consultant Support	District Funds	\$0.00
Writing	Inclusion	ESE	\$0.00
Writing	Differentiated Instruction	District Funds	\$0.00
Science	Differentiated Instruction	District Funds	\$0.00
Parental Involvement	None		\$0.00
			Total: \$0.00
Goal	Description of Resources	Funding Source	Available Amount
Reading	None		\$0.00
Mathematics	Math Journals	Lottery Funds, AP monies	\$600.00
Writing	None		\$0.00
Science	None		\$0.00
Parental Involvement	Homework Logs / Planners	Title I Funds	\$0.00
Parental Involvement	Weekly Folders	Title I Funds	\$0.00
Parental Involvement	Stipends (\$15.00 per hour) for parent workshops	Title I Funds	\$0.00
			Total: \$600.00

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

Activities of the Waldo Community School SAC include:

developing parent involvement activities;
acting as a sounding board for establishing school goals;
assisting in the preparation, implementation, and evaluation of the School Improvement Plan;
promoting communication among school, parents, and community;
providing input on the school's budget and use of school improvement funds; and
serving as a resource to the principal.

SAC Members

Members

- 1) William Powell, Principal
- 2) Steven Schumacher, Teacher
- 3) Jennifer Steptoe, Teacher
- 4) Charlotte Colbert, Parent
- 5) Clara Gutierrez, Parent
- 6) Melanie Aultman, Community Member
- 7) Thelma Bay, Community Member
- 8) Gertrude Hill, School Support Personnel

IMPLEMENTATION EVALUATION

Adequate Yearly Progress
As defined by No Child Left Behind

Reading:

Sixty-five percent (65%) of students will be on grade level in reading by scoring a Level 3 or above on FCAT Reading assessment.

Sub-groups will show a 10% increase.

Math:

Sixty-eight percent (68%) of the total school population will score Level 3 or above on

the FCAT Mathematics assessment.

Sub-groups will show a 10% increase.

Writing:

Waldo Community School will successfully achieve adequate progress when student achievement in the area of writing is increased by 1% over the previous year's score.

OR

Ninety percent (90%) of students show proficiency in writing by scoring a 3.0 or higher on FCAT Writing.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2										Alachua WALDO COMMUNITY SCHOOL 0291																			
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 107		2007-2008 School Grade ¹ :		D		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.									
Group	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		Growth model 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	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	45	N	51	N	94	85	N			NA	43	55	NA	49	49	NA	46	NA	49	NA					
WHITE	1	Y	1	Y	4	N	5	N			N			3	5	NA	4	4	N	48	N	52	N						

	00	00	97					A			A	61		23	A		A		A				
BLACK		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA				
HISPANIC		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA				
ASIAN		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA				
AMERICAN INDIAN		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	40	N	47	N			NA		NA	48	60	NA	57	53	NA	43	NA	47	NA
ENGLISH LANGUAGE LEARNERS		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA		NA		NA
STUDENTS WITH DISABILITIES		NA	NA	NA	NA			NA			NA		NA		NA		NA		NA		NA		NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2				Alachua WALDO COMMUNITY SCHOOL 0291		
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)	Read: 97 Math: 97 -	2006-2007 School Grade ¹ :	B	Did the School make Adequate Yearly Progress?	NO	
This section shows the percent tested and performance for each group used to determine				This section shows the		This section shows the

AYP (Parts a and c ²).										improvement for each group used to determine AYP via safe harbor (Part b ²).					percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	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		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	57	Y	51	N	94	Y	NA	35	40	NA	47	49	N	57	NA	53	N				
WHITE	100	Y	100	Y	64	Y	58	Y	NA	NA	NA	28	36	NA	42	42	NA	61	NA	60	NA				
BLACK		NA		NA		NA		NA		NA				NA	71		NA				NA		NA		
HISPANIC		NA		NA		NA		NA		NA				NA	33		NA				NA		NA		
ASIAN		NA		NA		NA		NA		NA				NA			NA				NA		NA		
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA			NA				NA		NA		
ECONO	1	Y	1	Y	5	Y	4	N		N				N	34	NA	45	N	52	N	48	N			

MICALLY DISADVANTAGED	00	00	2	3					A			A	9	5		8	7			A			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA				NA			NA				NA		NA		NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA				NA			NA	55			NA		NA		NA

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Alachua WALDO COMMUNITY SCHOOL 0291											
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 86 Math: 86		2005-2006 School Grade ¹ :		B		Did the School make Adequate Yearly Progress? ⁵			YES					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b²).											
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 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		
		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	2005	2006	Y/N

		N		N		N		N						N						
TOTAL ⁴	100	Y	100	Y	64	Y	53	Y			Y			NA	39	36	NA	37	47	NA
WHITE	100	Y	100	Y	71	Y	58	Y			NA			NA	23	29	NA	28	42	NA
BLACK		NA		NA		NA		NA			NA			NA			NA			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	61	Y	52	Y			NA			NA	47	39	NA	42	48	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

Alachua School District WALDO COMMUNITY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT)	51%	56%	60%	54%	221	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and

Level 3 and Above)						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	46%	59%			105	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?	33% (NO)	63% (YES)			96	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					422	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District WALDO COMMUNITY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards	66%	57%	88%	54%	265	Writing and Science: Takes into account the % scoring 3.5 and

(FCAT Level 3 and Above)						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	74%	49%			123	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?	70% (YES)	43% (NO)			113	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District WALDO COMMUNITY SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards	79%	57%	87%	223	Writing: Takes into account % scoring 3.5 and above.

(FCAT Level 3 and Above)					Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	60%	62%		122	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?	57% (YES)			57	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				402	
Percent Tested = 100%					Percent of eligible students tested
School Grade				B	Grade based on total points, adequate progress, and % of students tested