

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. John O. Pons
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Deerlake Middle School
(As it should appear in the official records)

School Mailing address 9902 Deerlake West
(If address is P.O. Box, also include street address)

Tallahassee Florida 32312-5050
City State Zip Code+4 (9 digits total)

County Leon School Code Number 0531

Telephone (850) 922-6545 Fax (850) 488-3275

Website/URL www.deerlake.leon.k12.fl.us E-mail ponsj@mail.deerlake.leon.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. William "Bill" Montford
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Leon County Schools Tel. (850) 487-7100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Sheila Costigan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

1. Number of schools in the district:
- | | |
|----|---------------------|
| 25 | Elementary schools |
| 9 | Middle schools |
| NA | Junior high schools |
| 6 | High schools |
| 15 | Other |
| 55 | TOTAL |

2. District Per Pupil Expenditure: \$4,385.00
 Average State Per Pupil Expenditure: \$4,488.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.

NA If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	228	227	455
K				8	235	222	457
1				9			
2				10			
3				11			
4				12			
5				Other			
6	250	201	451				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1363

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>81</u> | % White |
| <u>13</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	48
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	74
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	122
(4)	Total number of students in the school as of October 1	1311
(5)	Subtotal in row (3) divided by total in row (4)	74/1311 .05644
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1%
12 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Spanish, Korean, Chinese, Swedish, German, and Danish

9. Students eligible for free/reduced-priced meals: 7%

Total number students who qualify: 98

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate. (NA)

10. Students receiving special education services: $\frac{12\%}{161}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>10</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>93</u> Specific Learning Disability
<u>4</u> Hearing Impairment	<u>43</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u> </u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>51</u>	<u>10</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>73</u>	<u>17</u>

12. Average school student-“classroom teacher” ratio: 24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	97%	94%
Daily teacher attendance	92%	94%	92%	92%	94%
Teacher turnover rate	11%	3%	11%	10%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Located in Tallahassee, Florida's capital city, Deerlake Middle School is nestled amid majestic oaks and stately pines. The surrounding lakes and woodlands attract native wildlife, particularly the white-tailed deer. It is no coincidence that our students' new "home away from home" was christened Deerlake Middle School, and the initial class of 1990 named its mascot the mighty Bucks.

Opening as a public middle school, Deerlake originally served grades six and seven with grade eight added the following year. Our neighborhood's family-oriented quality of life is reflected by our surge in growth from 540 to 1368 students. Recognizing that a school cannot exist in isolation from the community it serves, Deerlake strives to meet the diverse needs of our population. Demographically, our school is comprised of a broad range of cultures, educational backgrounds, and socio-economic levels.

Deerlake has the effective combination of community, parents, teachers, and dynamic administrators working cooperatively in a program infused with innovation, expertise, and dedication. This creates an environment where EVERY CHILD is important and the opportunity to succeed is ensured for all. Currently, one hundred business partners support our many educational and extra-curricular programs. Parents volunteer innumerable hours fundraising, mentoring, chaperoning, and organizing student reward activities. They serve as integral members on both the Parent Teacher Organization and School Advisory Council. Communication lines remain open through the school newsletter, our up-to-date website, Parent LISTSERV, online lesson plans, parent-teacher conferences, emails, WebGrade, and interim reports.

Deerlake offers a curriculum designed to embrace all instructional needs—from low performing students to those who can meet the challenges of a more rigorous schedule. We offer high school credit courses including Honors Algebra I, Honors Geometry, Honors Earth/Space Science, Civics, French I, and Spanish I. Students explore electives featuring visual and graphic arts, band, chorus, media production, drama, agriculture, physical education, and math research. Our strings class, the first in Leon County middle schools, has grown from two to five sections; our band has received superior ratings; and our budding artists continue to exhibit their talents throughout the community. Six computer labs; voice enhancement systems in all classrooms; and instruction utilizing Microsoft Word, Excel, and PowerPoint highlight our enriched curriculum.

Deerlake students take pride in our school as they participate in an array of fun-filled activities. Through extensive course electives and extra-curricular offerings, they can become well-rounded individuals. Whether competing in weekend Mu Alpha Theta competitions, vying for athletic championships, beautifying the campus, providing holiday food baskets, or visiting local nursing homes, their exuberance is contagious! Students are afforded many avenues for achievement and service to the community as they participate in additional activities which include the Student Government Association, National Junior Beta Club, Math Counts, Brain Bowl, Science Fair, History Fair, Geography Bee, Human Relations Club, Pump It Up Club, Writing Club, Chess Club, jazz band, dance team, majorettes, cheerleading squad, and athletic teams. Field trips allow students to pursue educational and cultural interests through such venues as St. Marks Wildlife Refuge, Epcot, Pennsylvania Amish country, Gettysburg, San Antonio, Washington D.C., and New York City.

We, the Deerlake family, believe that all students can be successful. Our school's mission, "Educating students to respond effectively to the challenges and demands of life," empowers EVERYONE in the school to assume responsibility for the child's ultimate direction. Deerlake Middle School continues to be a source of pride for our community, achieving both local and state recognition. **In addition to being awarded a grade of "A" in Florida's School Recognition Program for the past four years, we are also the only secondary school in our district to meet the requirements of the No Child Left Behind (NCLB) legislation since its inception.** Dedicated to helping children reach their full potential, we will continue to provide a nurturing environment in which EACH CHILD can flourish.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

For three years, Deerlake has been ranked among the top ten Florida middle schools in reading, writing, and mathematics. To measure student and school performance each spring, the state’s assessment program uses the Florida Comprehensive Assessment Test (FCAT) which is comprised of two parts: the norm-referenced section (FCAT-NRT) and the criterion-referenced section (FCAT-SSS). The FCAT-NRT uses the Stanford 9 to compare student performance in reading and mathematics to student performance nationwide. The FCAT-SSS, developed by the Florida Department of Education, assesses student mastery of prescribed standards in reading, mathematics, writing, and science. Less than one (1) percent of our students is exempt from taking the FCAT, and these students are given an approved alternative assessment. FCAT and alternative assessment results are used to determine if schools have met the federal requirements for “Adequate Yearly Progress.”

FCAT-NRT school averages are reported in mean national percentiles. Deerlake’s average for the past four years is the 84th percentile in reading and the 90th in math—well above district and state scores. FCAT-NRT scores are available for only two sub-groups. The four-year average in reading is the 86th percentile for our white students and the 69th for our black students. The four-year average in math is the 91st percentile for our white students and the 77th for our black students.

FCAT-SSS scores in reading and math are reported in “development scale scores” which correspond to five achievement levels: Level 1 (below basic), Level 2 (basic), Levels 3 and 4 (proficient), and Level 5 (advanced). While four years of FCAT-SSS scores are available for eighth graders, only three years are available for sixth and seventh graders. Our school average for the past three years of SSS scores for students scoring “at or above proficient” is 86 percent for reading and 87 percent for math. Once again, Deerlake’s scores exceeded district and state averages. Deerlake’s SSS scores are available for four subgroups: black students, white students, students eligible for free/reduced lunch prices (F/R), and those not eligible for free/reduced lunch prices (not F/R). Those scores are presented in the table below.

**Deerlake Middle School
FCAT Reading and Math Results 2002-2004***

School Year	% Scoring at or above Proficient in Reading					% Scoring at or above Proficient in Mathematics				
	Black	White	F/R**	not F/R	Total	Black	White	F/R	not F/R	Total
2003-2004	67	87	52	87	85	64	88	59	88	85
2002-2003	63	91	54	90	88	69	89	60	89	87
2001-2002	60	89	--	--	85	65	91	--	--	88

*For all students tested each year

**Students eligible for free and/or reduced lunch prices

For two consecutive years, Deerlake has exceeded the adequate yearly progress requirements for all sub-groups identified by NCLB. However, recognizing the disparity in our subgroup scores, Deerlake has taken steps to ensure that every child receives the assistance he/she needs to succeed: identifying by name students in each subgroup; diagnosing individual needs for assistance (both academic and outside of school); providing specialized interventions in reading and math; and monitoring student progress during the school year.

While Deerlake is proud of the performance of all our students, we are especially pleased with the performance of our highest-achieving students: our school average for students scoring at “advanced” on FCAT-SSS is 17 percent for reading and 23 percent for math.

A comprehensive data compilation is available at <http://fcats.fldoe.org/search/>.

Part IV: 2 Use of Assessment Data

Deerlake staff rely on data assessment to improve school and student performance. Teams composed of teachers, administrators, guidance counselors, and instructional aides have been trained in analyzing FCAT results. Using Snapshot, a test analysis software program, the teams review FCAT scores from the previous spring to evaluate the effectiveness of that year's instruction. Teachers also analyze the test scores of students they will teach during the current year in order to modify instruction, plan needed interventions, and develop goals to improve the academic performance of all students.

The School Improvement Committee, under the auspices of the School Advisory Council, utilizes the analysis of test data to prepare the final evaluation of each year's school improvement plan. The committee also reviews the data as part of the needs assessment conducted to prepare the subsequent year's school improvement plan. That plan outlines the teacher training necessary to meet our school goals.

FCAT scores are used to develop Individual Education Plans (IEPs), Academic Improvement Plans (AIPs) and Student Success Plans which establish student learning goals. In addition, individual scores determine placement of students in classes that provide appropriate skill-level instruction.

Throughout the school year, teachers use formative assessments such as skill mastery tests, computer-generated reports, teacher observation, and student projects/portfolios to monitor student progress and modify instruction when needed.

Deerlake stakeholders recognize the importance of data analysis in determining student strengths and weaknesses, designing appropriate staff development activities, and planning for effective instruction.

Part IV: 3 Sharing Student Performance Data

Deerlake Middle School believes that parents, students, and the community play vital roles in improving school and student performance. Data on student achievement are provided to parents and students through individual student FCAT reports, IEPs, AIPs, and Student Success Plans. Teachers meet with individual students to review their FCAT scores and to assist students in setting learning goals based on skill areas needing improvement.

School-wide FCAT results are reported by the Florida Department of Education. Our community is apprised of the results through articles published in local newspapers and magazines; through our annual school improvement plan and its Open Forum; and by our School Public Accountability Report (on-line at the district's website).

Individual student progress is reported to parents and students through quarterly interim reports and report cards, parent/teacher conferences, failure alert notices, computer-generated skill mastery reports, student planners, emails, and telephone calls. Parents and students can also access grade reports that teachers post frequently on WebGrade, an online grade reporting program.

In our experience, ensuring that all stakeholders understand the assessment data is a very important factor in improving school and student performance. Time spent in this endeavor is well worthwhile.

Part IV: 4 Sharing Successes

Deerlake takes pride in the strengths of our faculty members and their ability to foster student growth. We are eager to share the innovative ideas and strategies that have contributed to our students' academic success. Teachers and administration have shared best practices at state and district conferences.

At the state Curriculum Instruction and Assessment Conference, Deerlake's principal served on a panel of middle school principals who shared successful strategies that promoted student achievement in reading. School superintendents, principals, and district personnel from around the state requested additional information about our model program. At the Florida Educational Technology Conference, a

Deerlake team presented a blueprint for implementing a successful middle school reading and math program.

Deerlake has been designated a model school for Pearson SuccessMaker Enterprise software. At a summer technology training session for school administrators, our principal and two teachers shared the successes of our computer-assisted reading and math programs. Subsequently, schools throughout the district sent teachers to training sessions in our SuccessMaker lab. As a result, the school district purchased a district license so that all schools could use this program.

Additional efforts in sharing with other schools has included our National Board Certified teachers mentoring beginning teachers and other teachers working toward Board certification; supervising teachers working with interns from local universities and externs from our feeder high school; academic coaches collaborating with teachers within the district; teachers and administrators giving interviews to the local media; and teachers sharing best practices with members of their professional organizations. We look forward to continuing this pattern of sharing our ideas--as well as learning from others.

PART V – CURRICULUM AND INSTRUCTION

Part V:1 School's Curriculum

Dedicated to the tenets of “No Child Left Behind,” Deerlake offers a curriculum formulated on high standards and designed to ensure the success of every student.

The English language department works to ensure curriculum continuity across grade levels. We focus on refining skills in language usage, vocabulary, writing, oral presentations, study and research skills, and literature. This curriculum is enhanced by infusing analytical, conceptual, and critical thinking within a wide variety of literary genres. Journalistic writing and video production are taught through our yearbook and media electives. Students participate in the 4-H Tropicana Speech Contest and the school-wide spelling bee. Deerlake is proud to have competed at the National Spelling Bee.

French I and Spanish I high school credit courses enable students to begin acquiring proficiency in their language of choice through a linguistic, communicative, and cultural approach. Based on the fundamentals of applied grammar, emphasis is placed on the development of listening, speaking, reading, and writing skills. Students identify connections between the language and other disciplines.

Mathematics instruction is based on number sense, measurement, geometry/spatial sense, algebraic thinking, and data analysis/probability. Students participate in computer-assisted instruction within their assigned math class. Students may enroll in talented, gifted, or high school credit classes (Honors Algebra I or Honors Geometry). Mu Alpha Theta and Math Counts, extra-curricular offerings, and math research class allow students to apply their higher order math and reasoning skills. Our Mu Alpha Theta Geometry Team has been honored as the top team in the state.

The science curriculum integrates the study of earth/space, life, and physical science. Students are provided opportunities to expand their insights, skills, and knowledge of the scientific method to better understand and appreciate the world around them. High-achieving eighth graders may enroll in high school credit Honors Earth/Space Science. All eighth graders participate in the Deerlake Science Fair, some advancing to district and state competitions.

Social studies students expand their knowledge of the world on a global scale emphasizing that, despite our differences, our world remains interdependent. World Cultures, U.S. History, Florida History, and high school credit Civics encourage students to become more knowledgeable, productive citizens. Eighth-grade Civics students volunteer numerous hours of community service. Sixth graders compete in the Geography Bee and the Black History Brain Bowl. Seventh graders produce projects for the Deerlake History Fair; for the past two years our students have competed at the national level.

Skill-support classes include Reading and Learning Strategies. Specialized remedial/corrective, developmental (on grade level), and advanced reading classes are provided at each grade level. Students reading on grade level are taught by a team of language arts, reading, and social studies teachers.

Instruction focuses on meeting individual skill needs and on reinforcing the higher-level skills needed to develop critical readers. Learning strategies classes, provided for students in the Exceptional Student Education Program, focus on skills and strategies necessary for success in core classes.

Performing arts classes are offered in chorus, drama, band, and orchestra. Extra-curricular activities for music students include jazz band, chamber ensembles, and symphony orchestra. The Deerlake Symphony, a combination of high-achieving music students, is one of the few middle school ensembles of this type in the state.

A graphic and visual arts program explores the elements and principles of design through a variety of two- and three-dimensional projects that include drawing, print making, ceramics, fibers, sculpture, drafting, layout, and typography. Art history, criticism, and aesthetics are embedded as part of a discipline-based art education approach.

Other electives include physical education and agriculture. Our physical education program stresses fitness and nutrition. Students use spreadsheets to monitor their scores in the President's Physical Fitness Program. Through individual and team sports students develop self-confidence and a sense of sportsmanship. Agriculture classes learn about horticulture as they plant foliage and cultivate gardens to beautify the campus.

Part V: 2b (Secondary Schools) English Language Curriculum

Through vertical teaming and collegial planning, our English language department helps students become independent thinkers and effective communicators. Sixth graders participate in the statewide 4-H Tropicana Speech Contest by producing and presenting an original work. Seventh and eighth graders continue to augment these oral and written communication skills through creative writing tasks and presentations.

Our expansive study of literature emphasizes the reading of novels, short stories, poetry, and drama at each grade level. Sixth-grade curriculum includes folk and tall tales, seventh grade incorporates mythology, and eighth grade highlights "The Diary of Anne Frank." In-depth units feature selected authors including Edgar Allan Poe and Langston Hughes. By studying various authors' styles, Deerlake students are able to employ similar literary techniques in their own compositions.

Indicative of our goals, we cultivate better readers by providing instruction in phonics, fluency, vocabulary, and comprehension. FCAT reading scores determine a student's class placement. Students reading on grade level are instructed by a team comprised of English language, reading, and social studies teachers. For students reading below grade level, the Academy of Reading software program and a low student/teacher ratio provide specialized instruction which includes phonics remediation.

Recent reading test data indicates that students statewide have difficulty analyzing and responding to performance task questions. At Deerlake, these concerns are presently being addressed by a newly formed learning community consisting of English language and social studies teachers. This interdepartmental planning approach reflects our continued commitment to excellence.

In accordance with the national trend in writing assessment, the state of Florida administers an extemporaneous, timed writing test. Students must respond to either an expository or persuasive prompt while demonstrating proficiency in focus, organization, support, and conventions of standard English. A six-point rubric, six being the top score, measures student success. Last year, 32 percent of our students scored in the highest range (5-6). **For nine years, Deerlake has earned the top scores of any middle school within the district and continually places among the highest in secondary schools statewide.**

Part V: 3 Other curriculum area- Deerlake's Reading Program

Deerlake's motto is "Reading is for everyone!" Our reading program is designed to develop the essential skills and knowledge needed for each student to "respond effectively to the challenges and demands of life." Because middle school students are "reading to learn," it is important that they develop skills and use strategies to assist them in dealing with the informational text required in their content-area

classes. To help students achieve this objective, the reading program provides specialized classes at all grade levels--along with reading support across the curriculum.

The analysis of several years of scores on FCAT Reading NRT and SSS is used to determine a student's placement in a reading class that will provide appropriate skill-level instruction. Students who score at or below "basic" (Levels 1 and 2) receive computer-assisted and direct instruction designed to build skills in phonics, fluency, vocabulary, and comprehension. The low teacher/pupil ratio in these classes allows diagnosis and remediation of skill weaknesses, along with close monitoring of student progress. A pull-out program provides one-on-one tutoring sessions for students who are not making adequate progress.

Students reading on grade level are scheduled into a reading class which targets higher-order reading skills needed to become critical readers. At each grade level, these students are served by a team of language arts, reading, and social studies teachers who reinforce agreed upon skills and strategies needed for success in subject-area classes.

All students, including those reading above grade level, receive reading support across the curriculum. Instruction in informational reading skills such as identifying main idea and author's purpose; recognizing text organization; and evaluating accuracy/validity of text, prepares them for high performance on FCAT Reading.

Part V:4 Instructional Methods

As required by our annual school improvement plan, Deerlake teachers employ research-based instructional methods and strategies to ensure acquisition of knowledge and skills and guarantee the transfer of student learning to other content-area classes. Teacher training in effective instruction is based on the research conducted at Mid-continent Research for Education and Learning (McREL), Howard Gardner's work on multiple intelligences, and data provided by the National Diffusion Network's Project CRISS (Creating Independence through Student-owned Strategies).

Instructional methods used by Deerlake teachers across the curriculum include direct (explicit) instruction; hands-on/minds-on learning; integration of content with technology; collaborative learning groups; accommodations for students with learning disabilities; tutorial support; computer-assisted instruction; use of a variety of assessments; and teaching to mastery.

The analysis of FCAT data, as well as recognition of individual student needs, guides departments and individual teachers to select specific instructional strategies for the students they teach. Logical, sequential, and highly structured deductive teaching strategies prove most effective for low performing students. Advance organizers such as "compare/contrast charts" guide students in listening, note taking, and making sense of informational text. "Foldables" is a fun, hands-on strategy for creating study guides and enhancing memory skills. The "student planner" is used to teach students organization skills and provide daily practice in tracking assignments and test grades.

High-performing students benefit from inductive teaching strategies such as Socratic dialog, scientific inquiry, independent research, student-directed activities, Questioning the Author, Question/Answer Relationships (QAR's), Cornell note-taking, and self-assessment through projects and portfolios.

All students benefit from instructional strategies which focus on setting individual goals, self-monitoring, clear academic instructions, meaningful practice assignments, timely/constructive/corrective feedback, individual reinforcement and recognition for even small successes.

Consistent use of research-based instructional methods and strategies has significantly impacted the academic performance of Deerlake students. More than 800 students earn awards for high achievement each grading period. The high percentage of students making learning gains in reading and math (as measured by the FCAT) has earned the school a grade of "A" in the Florida Department of Education's School Recognition Program for the past four years. For two consecutive years, the percent of Deerlake students scoring at or above "proficient" (Level 3 and above) on FCAT has met the federal requirements for No Child Left Behind legislation.

Part V: 5 School's Professional Development Program

Deerlake Middle School's professional development program is specified in our school improvement plan. Each year's school improvement initiatives are based on an analysis of FCAT scores which highlights current needs for improvement in school and student performance. Using these data, teachers develop goals for their Individual Professional Development Plans (IPDPs). This document stipulates two goals: a school-wide goal for reading instruction and a departmental goal which meets school improvement requirements.

The IPDP also outlines the types of training requested by each department to assist teachers in meeting their two goals. In the past, Deerlake's Staff Development Committee (comprised of department chairpersons and team leaders) has planned and implemented school-wide training sessions focusing on the school's reading goal. This year, teachers in each department are responsible for designing sessions that will best meet their needs. Departments have enlisted Deerlake teacher trainers to lead sessions related to this year's reading goal, "identifying accuracy and validity in text," and to provide technology training to meet school improvement plan requirements. Outside consultants have provided training on curriculum issues and instructional strategies specific to each department.

Teachers spend considerable time each year in staff development activities. In addition to teacher-developed workshops, our school administration conducts training sessions required by the school district and the Florida Department of Education. During the past five years, our teachers have received training in the following areas: analysis of student assessment data; strategies for teaching on-demand writing; computer-assisted instruction for reading and math; strategies for improving performance on FCAT Reading, Math, and Science; and prevention of bullying and sexual harassment.

In light of the No Child Left Behind legislation, we have changed our delivery model for staff development. Under the previous model, teacher training often consisted of isolated, one-time sessions. Teachers were encouraged to implement their new skills, but no documentation was required. Assessing impact of the training on student performance was seldom possible. Under the new model, Deerlake teachers meet monthly in learning communities to study research-based strategies, provide classroom support for each other as new strategies are implemented, and conduct "action research" to measure impact on student learning.

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 6

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04;

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	81	81	82	79		
Number of students tested	434	432	381	383		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	71	63	63	64		
Number of students tested	59	43	39	41		
2. <u>White</u> (specify subgroup)	82	83	83	81		
Number of students tested	338	359	310	326		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04;

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	87	85	85	85		
Number of students tested	447	397	403	411		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	72	69	68	72		
Number of students tested	39	46	40	52		
2. <u>White</u> (specify subgroup)	88	87	86	87		
Number of students tested	375	315	344	345		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test Reading FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04;

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	86	86	87	86		
Number of students tested	415	400	416	390		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	71	67	77	67		
Number of students tested	44	43	49	39		
2. <u>White</u> (specify subgroup)	87	88	88	88		
Number of students tested	338	338	352	327		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 6

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	88	88	90	88		
Number of students tested	433	432	381	383		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	77	73	78	77		
Number of students tested	59	43	39	41		
2. <u>White</u> (specify subgroup)	89	89	91	89		
Number of students tested	337	359	310	326		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	93	91	91	92		
Number of students tested	447	397	403	411		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	82	79	79	78		
Number of students tested	39	46	40	52		
2. <u>White</u> (specify subgroup)	93	92	92	93		
Number of students tested	375	315	344	345		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Results
ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test Math FCAT NRT

Florida Comprehensive Assessment Test (FCAT), norm-referenced test (NRT)-The reading comprehension and mathematics problem solving portions of the Stanford Achievement Test Series, Ninth Edition, is a Customized Secure Form; revised and modified annually for Florida, selected to be administered to Florida students, in grades 3-10.

Edition/publication year: Stanford Achievement Test Series Ninth Edition, Customized Secure Form; Revised and Modified Annually for Florida

Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs Scaled scores Percentiles

No groups were excluded.

2 students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	3/04	3/03	3/02	3/01		
SCHOOL SCORES						
Total Score	90	90	91	89		
Number of students tested	415	400	416	390		
Percent of total students tested						
Number of students excluded						
Percent of students excluded						
SUBGROUP SCORES						
1. <u>Black</u> (specify subgroup)	79	75	79	68		
Number of students tested	44	43	49	39		
2. <u>White</u> (specify subgroup)	91	91	92	91		
Number of students tested	338	338	352	327		
3. <u>Free/Reduced Lunch</u> (specify subgroup)						
Number of students tested						
4. <u>Not Free/Reduce Lunch</u> (specify subgroup)						
Number of students tested						

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Sixth Grade Reading FCAT SSS

No groups were excluded from the testing.

- 2 students on Special Pupil Progression received an Alternative Assessment 2003-04
- 4 student on Special Pupil Progression received an Alternative Assessment in 2002/03;
- 4 student on Special Pupil Progression received an Alternative Assessment in 2001/02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	95	98	96		
% At or Above Proficient	87	92	87		
% At Advanced	17	17	21		
Number of students tested	435	435	382		
Percent of total students tested	100	100	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1.Black					
% At or Above Basic	85	84	92		
% At or Above Proficient	70	71	54		
% At Advanced	12	2	8		
Number of students tested	60	45	40		
2. White					
% At or Above Basic	96	99	96		
% At or Above Proficient	89	93	91		
% At Advanced	18	19	22		
Number of students tested	338	360	310		
3.Free/Reduced Lunch					
% At or Above Basic	75	77	83		
% At or Above Proficient	53	64	44		
% At Advanced	8	0	4		
Number of students tested	36	31	23		
4. Not Free/reduced Lunch					
% At or Above Basic	97	100	97		
% At or Above Proficient	90	94	90		
% At Advanced	18	19	22		
Number of students tested	397	403	359		
STATE SCORES					
% At or Above Basic	74	72	70		
% At or Above Proficient	54	54	52		
% At Advanced	6	5	5		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 1999-2003, * New Edition each year
 Publisher Florida Department Of Education

Seventh Grade Reading FCAT SSS

No groups were excluded from the testing.

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

1 student on Special Pupil Progression was given an Alternative Assessment in 2002/03;

2 students on Special Pupil Progression were given an Alternative Assessment in 2001/02;

1 student on Special Pupil Progression was given an Alternative Assessment in 2000/01

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	97	96	96		
% At or Above Proficient	91	86	88		
% At Advanced	21	20	16		
Number of students tested	452	400	403		
Percent of total students tested	100	100	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	90	89	87		
% At or Above Proficient	75	56	69		
% At Advanced	8	11	3		
Number of students tested	39	46	40		
2. White					
% At or Above Basic	99	97	97		
% At or Above Proficient	94	90	90		
% At Advanced	23	21	18		
Number of students tested	381	318	344		
3. Free/Reduced Lunch					
% At or Above Basic	84	81	83		
% At or Above Proficient	65	43	50		
% At Advanced	13	5	0		
Number of students tested	31	21	18		
4. Not Free/Reduced Lunch					
% At or Above Basic	98	97	97		
% At or Above Proficient	93	89	90		
% At Advanced	22	20	17		
Number of students tested	420	377	385		
STATE SCORES					
% At or Above Basic	73	72	71		
% At or Above Proficient	53	51	50		
% At Advanced	6	6	5		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Eighth Grade Reading FCAT SSS

No groups were excluded from testing.
 2 students on Special Pupil Progression received an Alternative Assessment 2003-04
 2-students on Special Pupil Progression were given an Alternative Assessment in 2002/03;
 † student was absent during the testing period in 2001/02;

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	94	96	94	95	
% At or Above Proficient	77	86	80	76	
% At Advanced	18	10	8	11	
Number of students tested	417	400	416	388	
Percent of total students tested	100	100	100	100	
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	80	88	80	87	
% At or Above Proficient	55	62	56	56	
% At Advanced	11	0	6	3	
Number of students tested	44	43	49	39	
2. White					
% At or Above Basic	95	97	97	96	
% At or Above Proficient	79	90	85	78	
% At Advanced	18	12	9	11	
Number of students tested	340	338	352	325	
3. Free/Reduced Lunch					
% At or Above Basic	62	82	*		
% At or Above Proficient	38	55	*		
% At Advanced	0	0	*		
Number of students tested	21	11	8		
2. Not Free/Reduced Lunch					
% At or Above Basic	96	97	95		
% At or Above Proficient	79	88	82		
% At Advanced	19	11	9		
Number of students tested	394	388	408		
STATE SCORES					
% At or Above Basic	70	74	71	70	
% At or Above Proficient	44	48	45	43	
% At Advanced	4	3	3	4	

*No data are reported when less than ten students were tested.

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Sixth Grade Math FCAT SSS

No groups were excluded.

2-students absent 2002-03

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

1 student on Special Pupil Progression received an Alternative Assessment 2002-03;

1 student on Special Pupil Progression received an Alternative Assessment 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	92	95	98		
% At or Above Proficient	80	84	88		
% At Advanced	17	21	23		
Number of students tested	436	434	383		
Percent of total students tested	100	100	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	77	87	92		
% At or Above Proficient	55	60	64		
% At Advanced	5	2	13		
Number of students tested	60	45	40		
2. White					
% At or Above Basic	94	96	98		
% At or Above Proficient	84	87	90		
% At Advanced	17	22	22		
Number of students tested	339	359	311		
3. Free/Reduced Lunch					
% At or Above Basic	67	74	87		
% At or Above Proficient	48	42	65		
% At Advanced	3	0	9		
Number of students tested	36	31	23		
4. Not Free/Reduced Lunch					
% At or Above Basic	95	97	98		
% At or Above Proficient	84	88	89		
% At Advanced	18	22	24		
Number of students tested	398	402	360		
STATE SCORES					
% At or Above Basic	67	69	65		
% At or Above Proficient	45	47	43		
% At Advanced	5	6	5		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Seventh Grade Math FCAT SSS

No groups were excluded.

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

4 student on Special Pupil Progression received an Alternative Assessment 2002-03;

2 students on Special Pupil Progression received an Alternative assessment 2001-02;

4 student on Special Pupil Progression received an Alternative assessment 2000-01

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	98	95	96		
% At or Above Proficient	89	84	87		
% At Advanced	25	21	21		
Number of students tested	452	399	403		
Percent of total students tested	100	100	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	92	89	85		
% At or Above Proficient	69	69	67		
% At Advanced	13	13	10		
Number of students tested	39	46	40		
2. White					
% At or Above Basic	98	96	97		
% At or Above Proficient	91	86	90		
% At Advanced	26	21	22		
Number of students tested	381	317	344		
3. Free/Reduced Lunch					
% At or Above Basic	84	76	78		
% At or Above Proficient	71	47	56		
% At Advanced	10	5	0		
Number of students tested	31	21	18		
4. Not Free/Reduced Lunch					
% At or Above Basic	99	96	96		
% At or Above Proficient	91	86	88		
% At Advanced	26	22	22		
Number of students tested	420	376	385		
STATE SCORES					
% At or Above Basic	70	69	67		
% At or Above Proficient	49	48	46		
% At Advanced	7	6	7		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Eighth Grade Math FCAT SSS

No groups were excluded.

2 students on Special Pupil Progression received an Alternative Assessment 2003-04

2 students on Special Pupil Progression received an Alternative Assessment 2002-03;

4 student absent 2001-02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	98	98	98	98	
% At or Above Proficient	87	92	90	90	
% At Advanced	30	27	21	31	
Number of students tested	417	400	416	387	
Percent of total students tested	100	100	100	100	
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	93	93	92	87	
% At or Above Proficient	68	79	63	71	
% At Advanced	11	5	8	3	
Number of students tested	44	43	49	38	
2. White					
% At or Above Basic	99	99	99	99	
% At or Above Proficient	88	95	94	92	
% At Advanced	30	29	23	34	
Number of students tested	340	338	352	325	
3. Free/Reduced Lunch					
% At or Above Basic	90	100	*		
% At or Above Proficient	57	91	*		
% At Advanced	10	0	*		
Number of students tested	21	11	8		
4. Not Free/Reduced Lunch					
% At or Above Basic	99	98	98		
% At or Above Proficient	89	92	91		
% At Advanced	31	28	22		
Number of students tested	394	388	408		
STATE SCORES					
% At or Above Basic	77	78	75	76	
% At or Above Proficient	56	56	53	55	
% At Advanced	11	10	8	10	

* No data are reported when less than ten students were tested.

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic

Deerlake Middle
Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)
State Criterion-Referenced Test

Edition/Publication Year 2001-2003, * New Edition each year
 Publisher Florida Department Of Education

Sixth Grade Reading FCAT SSS

No groups were excluded from the testing.

- 2 students on Special Pupil Progression received an Alternative Assessment 2003-04
- 4 student on Special Pupil Progression received an Alternative Assessment in 2002/03;
- 4 student on Special Pupil Progression received an Alternative Assessment in 2001/02

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	3/04	3/03	3/02	3/01	
SCHOOL SCORES					
% At or Above Basic	95	98	96		
% At or Above Proficient	87	92	87		
% At Advanced	17	17	21		
Number of students tested	435	435	382		
Percent of total students tested	100	100	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Black					
% At or Above Basic	85	84	92		
% At or Above Proficient	70	71	54		
% At Advanced	12	2	8		
Number of students tested	60	45	40		
2. White					
% At or Above Basic	96	99	96		
% At or Above Proficient	89	93	91		
% At Advanced	18	19	22		
Number of students tested	338	360	310		
3. Free/Reduced Lunch					
% At or Above Basic	75	77	83		
% At or Above Proficient	53	64	44		
% At Advanced	8	0	4		
Number of students tested	36	31	23		
4. Not Free/reduced Lunch					
% At or Above Basic	97	100	97		
% At or Above Proficient	90	94	90		
% At Advanced	18	19	22		
Number of students tested	397	403	359		
STATE SCORES					
% At or Above Basic	74	72	70		
% At or Above Proficient	54	54	52		
% At Advanced	6	5	5		

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score, which is then assigned an achievement level from 1 to 5

Level 5=Advanced Level 3-4= Proficient Level 2=Basic Level 1=Below Basic