

Submit this form with the Final School Improvement Plan to document SAC involvement in the development of the SIP.

**Documentation of School Advisory Council (SAC) Involvement in the development of the School Improvement Plan (SIP).**

School Name: Broward Virtual School

**Signatures:**

Principal: C. McGuire

SAC Chairperson(s): Debra Satter

BTU Representative: T. Man

Title I Parent: \_\_\_\_\_

The School Advisory Council (SAC) discussed the School Improvement Plan (SIP) at the following SAC meetings:

Date	Location	Time of Meeting
6/18/2008	BECON	10 AM
9/3/2008	BECON	10 AM
10/7/2008	BECON	6:30 PM

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: BROWARD VIRTUAL EDUCATION

District Name: Broward

Principal: Mr. Christopher McGuire

SAC Chair: Ms. Delores Sallette

Superintendent: Mr. James F. Notter

Date of School Board Approval: pending

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

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: Broward Virtual School offers highly unique educational choices to middle and high school students through the use of innovative distance learning technologies. We pledge to offer high quality teaching, customer service, and continuous improvement to our stakeholders.

Mission: Providing the portal to 21st Century education-- online, anytime.

## SCHOOL PROFILE DEMOGRAPHICS

Broward Virtual School offers equitable access to high quality, individualized education, through the Internet and other distance learning technologies to middle and high school students in Broward County. This virtual environment provides flexibility of time and location, and promotes development of the skills, the attitudes, and the self-discipline necessary to achieve success in the 21st century. Broward Virtual School offers students part-time and full-time enrollment with the opportunity to earn a standard high school diploma entirely online.

Broward Virtual School's instructional program offers a variety of assessment techniques that address various learning styles and intelligence types. Online learning enables students to assume responsibility in their own learning. As a component of The School Board of Broward County, Broward Virtual School is fully accredited by the Southern Association of Colleges and Schools (SACS) and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise of Florida Virtual School.

School Demographics:

Total Enrollment: 225

American Indian or Alaskan: 1 (0%)

Asian or Pacific Islander: 9 (4%)

Black non-Hispanic: 24 (11%)

White non-Hispanic: 140 (62%)

Multiracial: 8 (4%)

Hispanic: 43 (19%)

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

## Highly Qualified Administrators

Note: Required for Title I

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

No Attached Staff List

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

### School Wide Improvement Model

Note: Required for Title I

### NCLB Public School Choice

Note: Required for Title I

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

No Attached Teacher Mentoring List

### Extended Learning Opportunities

Note: Required for Title I

## 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

Broward Virtual School offers equitable access to high quality, individualized education, through the Internet and other distance learning technologies to middle and high school students in Broward County. This virtual environment provides flexibility of time and location, and promotes development of the skills, the attitudes, and the self-discipline necessary to achieve success in the 21st century. Broward Virtual School offers students part-time and full-time enrollment with the opportunity to earn a standard high school diploma entirely online.

### Responsibility of Teaching Reading for Every Teacher

Reading is inherent to every online course at Broward Virtual School. Teachers use active reading strategies to target fluency, vocabulary development, comprehension, and stamina.

### Quality Professional Development for Teachers and Leaders

Broward Virtual School has operated as a franchise of Florida Virtual School since 2001. Professional development at Broward Virtual School is directly tied to Florida Virtual School's staff development plan. Teachers participate in ongoing staff development that targets pedagogy of distance learning instruction. Teachers also have access to the district's comprehensive staff development opportunities. School leaders participate in franchise leadership training annually.

### Small Learning Communities (SLC)

Broward Virtual School teachers and guidance counselors participate on instructional and leadership teams. The expectations of teaming are as follows:

- \* Establish professional learning communities
- \* Utilize strengths of team members
- \* Use a team approach when communicating with students
- \* Participate in "BITES" sessions facilitated by FLVS staff
- \* Meet monthly and submit minutes to Principal

### Intensive Intervention in Reading and Mathematics

Broward Virtual School teachers provide interventions to students through the use of web conferencing tools (see reading and writing objectives). Students requiring interventions are also invited to participate in face-to-face remedial instructional activities.

### Parental Access and Support

Broward Virtual School requires that students and parents participate in an orientation session as a condition of enrollment. During the orientation, the expectation of parental involvement is communicated. Parents are given access to their children's academic progress 24 hours a day / seven days a week through guardian access to the student information management system.

Parents are given the opportunity to participate in school governance through the School Advisory Council (SAC). The SAC meets monthly.

### Applied and Integrated Courses

Middle school students participate in a career education course to gain exposure to various career fields. Science courses

require students to explore and utilize community resources. Students taking the Life Management Skills course are required to seek CPR certification.

### Course Choice Based on Student Goals / Interests / Talent

Students meet one-on-one with Guidance Counselors for personalized academic advisement. Counselors make students and parents aware of dual enrollment opportunities at local technical education centers and Broward College. PSAT data is utilized by Guidance staff to encourage students to enroll in higher level curriculum (Advanced Placement, Honors).

### Master Schedules Based on Student Needs

Broward Virtual School offers students the ability to engage in coursework at their own pace. Benefits such as rolling enrollment, 24 hour / 7 days a week access to coursework, and flexible teacher availability are offered to all students. Flexible scheduling also allows students time to engage in real world career pursuits (sports, performing arts, work force).

### Academic and Career Planning

Individualized middle and high school course plans are based on diploma options and post-secondary interest outcomes from the Florida Choices online program. Recruiters from district technical centers offer presentations to students about career preparation / certificate programs. Bi-monthly "School Days" activities provide teachers an opportunity to advise students in a structured, non-academic setting.

# GOALS

## Goal: Reading

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

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*Needs Assessment:	In school year 2007-08, 68% of students in ninth and tenth grades achieved at level 3 or higher on the FCAT SSS reading assessment.
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*Objective:	By June 2009, 71% of full-time 9th and 10th grade students will achieve at level 3 or higher on the FCAT SSS reading assessment.
*Strategies:	<ol style="list-style-type: none"> <li>1. Full-time students will participate in orientation session prior to being enrolled.</li> <li>2. Full-time students falling in levels 1 or 2 will be enrolled in a remedial reading course.</li> <li>3. Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.</li> <li>4. Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online reading instruction.</li> <li>5. Full-time students will participate in monthly instructional activities ("School Days") at BECON facilitated by BVS teachers.</li> <li>6. Full-time students will participate in "Hands-on-Help" sessions to build learning management system and technology skills through Elluminate.</li> <li>7. Full-time students will be issued progress reports on a monthly basis.</li> </ol>
*Evaluation:	Level 1 and 2 students will participate in both Broward Assessment Test (BAT) administrations to determine baseline and growth data.
*Evidence-based Program(s):	
*Professional Development:	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online reading instruction.
<hr/>	
*Objective:	By June 2009, 90% of full-time 6th-8th grade students will achieve at level 3 or higher on the FCAT SSS reading assessment.
*Strategies:	<ol style="list-style-type: none"> <li>1. Full-time students will participate in orientation session prior to being enrolled.</li> <li>2. Full-time students falling in levels 1 or 2 will be enrolled in a remedial reading course.</li> <li>3. Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.</li> <li>4. Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online reading instruction.</li> <li>5. Full-time students will participate in monthly instructional activities ("School Days") at BECON facilitated by BVS teachers.</li> <li>6. Full-time students will participate in "Hands-on-Help" sessions to build learning management system and technology skills through Elluminate.</li> <li>7. Full-time students will be issued progress reports on a monthly basis.</li> </ol>
*Evaluation:	Level 1 and 2 students will participate in both Broward Assessment Test (BAT) administrations to determine baseline and growth data.
*Evidence-based Program(s):	
*Professional Development:	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online reading instruction.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Licensing for virtual courses	ETS Technology Licensing Fund	\$150,000.00
		Total: \$150,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Academic Integrity Tools (Turn It In)	General Budget	\$2,000.00
		Total: \$2,000.00
		Final Total: \$152,000.00

\*Non-Highly Qualified  
Instructors:

Dawn Cardenas (Out of Field for Reading and ESOL)

Ms. Cardenas is currently seeking certification endorsements through District and university based professional development. She will meet all certification requirements by January 2009.

*End of Reading Goal*

## Goal: Mathematics

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

\*Needs Assessment:

Budget:

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

\*Non-Highly Qualified  
Instructors:

*End of Mathematics Goal*

## Goal: Writing

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

\*Needs Assessment:

In school year 2007-08, 81% of students in eighth grade scored 4.0 or above on the FCAT writing assessment. The average score for eighth grade students was 4.3. In tenth grade, 65% of students scored level 4.0 or above. The average score for tenth grade students was 4.1.

\*Objective:

By June 2009, the average score on the FCAT writing assessment for full-time 8th and 10th grade students will be 4.5.

\*Strategies:

1. Writing workshops will be conducted on three "School Days" activities before the test.
2. Teachers will receive professional development on writing strategies and will use grading rubric to score all writing assignments.
3. All content area teachers will emphasize elaboration, focus, voice and support when grading students' work.
4. 9th and 10th grade teachers will be responsible for persuasive and expository writing instruction.

\*Evaluation:

1. Mock testing and peer editing will take place for all full-time students.
2. FCAT expository writing prompts will be given by all content area teachers.
3. FCAT persuasive writing prompts will be given by all English and Reading teachers.

\*Evidence-based Program(s):

\*Professional Development:

1. All teachers will receive training in six-traits writing strategies.

Budget:

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

End of Writing Goal

## Goal: Science

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

\*Needs Assessment:

Budget:

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

\*Non-Highly Qualified  
 Instructors:

End of Science Goal

## Goal: Parental Involvement

\*Note: Required for Title I

\*Needs Assessment:

Budget:

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

*End of Parental Involvement Goal*

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## Goal: Return on Investment

Needs Assessment:

*End of Return on Investment Goal*

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## ADDITIONAL GOALS

### Additional Goal: Successful completion rate

Needs Assessment:	In school year 2007-08, 94% of students successfully completed online courses.
Objective:	By June 2009, 95% of students will successfully complete online courses.
Strategies:	<ol style="list-style-type: none"> <li>1. Students who do not demonstrate success within the 28 day grace period will be withdrawn without penalty from the course.</li> <li>2. Teachers will utilize Elluminate to facilitate web conferences / phone conferences to offer distance learning tutorial sessions to students.</li> <li>3. Teachers will make monthly calls to students and parents to provide progress updates and offer academic assistance. All calls will be logged in VSA.</li> <li>4. Students will participate in monthly "School Days" activities held at BECON. School Days activities will include academic field trips, virtual field trips, and tutorial sessions.</li> <li>5. All students will be issued progress reports on a monthly basis (15th of each month).</li> <li>6. New students will participate in a hands-on-help orientation to introduce the online learning format.</li> </ol>
Evaluation:	Completion rates will be tracked monthly by using reports generated from Virtual School Administrator (VSA).
Evidence-based Program(s):	
Professional Development:	1. Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online teaching.

#### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Student Incentives	General Budget	\$3,000.00
Team Leader Supplements	General Budget	\$3,585.00
		Total: \$6,585.00
		Final Total: \$6,585.00

*End of Successful completion rate Goal*

### Additional Goal: Career Education

Needs Assessment:	In school year 2007-08, 72% of 7th and 9th grade full-time students completed a career portfolio using Florida Choices.
Objective:	By June 2009, 75% of 7th and 9th grade students will complete a career portfolio using Florida Choices resources.
Strategies:	Broward Virtual Guidance Counselors will offer career education orientation sessions to facilitate the portfolio process.
Evaluation:	
Evidence-based Program(s):	
Professional Development:	Broward Virtual Guidance Counselors will participate in various career education training areas such as career assessment tools, web-based career information delivery systems, and accountability tools.

#### Budget:

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

*End of Career Education Goal*

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## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Licensing for virtual courses	ETS Technology Licensing Fund	\$150,000.00
			Total: \$150,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Academic Integrity Tools (Turn It In)	General Budget	\$2,000.00
Successful completion rate	Student Incentives	General Budget	\$3,000.00
Successful completion rate	Team Leader Supplements	General Budget	\$3,585.00
			Total: \$8,585.00
			<b>Final Total: \$158,585.00</b>

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

### SAC Involvement

The Broward Virtual School SAC serves as the governing body of the school. SAC members collaborate to focus on all school improvement issues. The main function of the SAC is to create school improvement objectives and monitor the school improvement plan.

### SAC Members

#### Members

- 1) Christopher McGuire, Principal
- 2) Delores Sallette, SAC Chair
- 3) Gustavo Goretkin, Student
- 4) Hannah Bernat, Student
- 5) Frank Koegel, Teacher
- 6) Barbara Beecher, Business Member
- 7) Dottie Maxwell, Business Member

8) Kathleen Bernat, Parent

9) Peter Garcia, Community Member

10) Laura Pinto, School Support Personnel

11) Tim Maxwell, Union Steward

## IMPLEMENTATION EVALUATION

Evaluation of school improvement initiatives will take place monthly at faculty meetings as well as SAC meetings. Data pertaining to each objective will be collected monthly (when applicable) to enable SAC members to measure the effectiveness of action steps. A summative assessment will take place when all necessary data is available.

# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					



	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL <sup>4</sup>	70	N	69	N	48	Y	57	Y		73	NA	92	34	N		52	NA		43	NA
WHITE	72	N	70	N		NA		NA			NA				NA					NA
BLACK		NA		NA		NA		NA			NA				NA					NA
HISPANIC		NA		NA		NA		NA			NA				NA					NA
ASIAN		NA		NA		NA		NA			NA				NA					NA
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA					NA
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA				NA					NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA					NA
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA					NA

## SCHOOL GRADE DATA

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2005-2006						
	Reading	Math	Writing	Grade Points Earned		

% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%			3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)			0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				0	
Percent Tested = 0%					Percent of eligible students tested
School Grade					Grade based on total points, adequate progress, and % of students tested