

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [X] Charter    [ ] Magnet    [X] Choice

Name of Principal Mr. Kevin E. Forehand

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crossroad Academy

(As it should appear in the official records)

School Mailing Address 470 Strong Rd

(If address is P.O. Box, also include street address.)

City Quincy                      State FL                      Zip Code+4 (9 digits total) 32351-4257

County Gadsden County                      State School Code Number\* 209104

Telephone 850-875-9626                      Fax 850-875-1403

Web site/URL

http://www.crossroad.gcps.k12.fl.us/                      E-mail forehandk@gcpsmail.com

Facebook Page

https://www.facebook.com/pages/Crossroad-Academy-Charter-School-of-Business/182137368597192

Twitter Handle www.twitter.com/IAMCACS                      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_                      Blog \_\_\_\_\_                      Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Ms. Millie Forehand                      E-mail: forehandm@gcpsmail.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gadsden                      Tel. 850-627-9651

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board  
President/Chairperson Ret. Maj. Willie Jackson, Ed.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

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

\*Non-public Schools: If the information requested is not applicable, write N/A in the space.

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 1 K-12 schools

13 TOTAL

**SCHOOL** (To be completed by all schools)

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

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

3. 6 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	20	18	38
K	17	24	41
1	17	17	34
2	21	11	32
3	16	15	31
4	20	20	40
5	18	18	36
6	20	20	40
7	16	20	36
8	16	21	37
9	15	6	21
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	196	190	386

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 78 % Black or African American
  - 20 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 0 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 7%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	350
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 5 %  
18 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 100 %  
 Total number students who qualify: 386

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This year all students qualified for free meals under the federal community eligibility option.

Identified students are those found automatically eligible for free school meals, without a paper application, because they are in foster care or Head Start, are homeless, are migrant, or are living in households that

receive SNAP/Food Stamps, TANF cash assistance or the Food Distribution Program on Indian Reservations benefits.

Community Eligibility is available in all schools where 40 percent or more of the students meet this definition.

9. Students receiving special education services: 7 %  
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                         |   |
|-------------------------|---|
| 0 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 3 Specific Learning Disability          |
| 1 Emotional Disturbance | 7 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Inspire. Achievement. Making a difference. Character. Accountability. Commitment. Service. The aforementioned core values embody the true essence of Crossroad Academy Charter School of Business (CACS), which forms the acronym “I AM CACS!” Crossroad Academy Charter School of Business is a combination school serving grades PK-9 that is dedicated to advancing the learning and well-being of all students. The school opened in August of 1998 with an initial class of 22 students. During the first year of operation, Crossroad Academy served at-risk students who required alternative education placement. These students were either suspended or expelled from the public school system.

After five years of operation, the faculty began to see a positive change in the behavior and academic performance of the students. A common thread noticed among all of the students was the fact that most lacked goals of their own. The administration knew that the students could not attain reachable goals on their own, and were more likely to move ahead when they knew what path to take to get there. The executive director knew it was harder to redirect troubled youth; so, the charter was revised to serve students in grades PK-8 in order to help children before they were labeled “at-risk.”

The school is located in the small town of Quincy, Florida, the county seat for Gadsden County. Gadsden County is a rural agricultural community that is heavily dependent upon agriculture, county government, and public schools for its employment base. Thirty percent of the county’s population of 45,000 residents lives below the poverty line. The median household income for families is \$35,593.

Crossroad Academy’s mission is to “develop children’s excellence and success,” and the vision is a supportive and appropriate learning environment with an engaging curriculum and relevant educational experiences. At Crossroad Academy, students learn important life-long skills by working independently and cooperatively in all academic areas including foreign language, physical education, and technology. We believe that consistent high expectations and mutual respect foster self-discipline and lead to increased student performance. Administrators, teachers, students, and parents, along with the community, share responsibility for student needs.

All students who apply to the school participate in a randomized lottery. Everyone has an equal opportunity to attend our school. Each year there is strong competition for a very limited number of seats. During the 2013-2014 school year, the school received 367 applications; there were only 47 available slots. Our student body is the biggest strength of Crossroad Academy.

We have a diverse population of hardworking, dedicated students who believe in helping and working to accomplish the common goal of learning. Approximately 7% of the student population receives special education services and gifted instruction. The ethnic distribution is 78% African-American, 20% Hispanic, and 2% other. Currently, there are 18 English language learners (ELL). All of the students at Crossroad Academy receive free breakfast and lunch through the countywide "community eligibility option" of the food service program.

Crossroad Academy has several unique programs. Business is interwoven throughout our curriculum. Every class is a business and monthly they come together to operate as a micro society. Secondary students participate in courses that prepare them for industry certifications in the Microsoft Office Suite Bundle and Internet Business Associate programs. All ninth grade students participate in the LEAP Program (Leadership, Excellence and Advanced Placement Program), a college and career preparatory program. Crossroad Academy schedules a daily block of time for a program called “ER!” During ER, which stands for enrichment and remediation, students receive intense, individualized instruction to reinforce skills they fail to master. Students who excel receive advanced instruction during this time.

Extra-curricular activities, clubs, and interscholastic sports include: National Junior Honor Society, National Junior Beta Club, Student Government and Future Business Leaders of America, School Newspaper,

Yearbook, Royal Court, Boys Basketball, Girls Basketball, Soccer, Lacrosse, Track and Field Team, Anchor Club, Peer Tutoring, and Girls Cheerleading.

Crossroad Academy has received awards and recognition for excellence in academics and other areas of achievement. In 2006, the state of Florida awarded our school the “Top Ten Charter School Award.” Success continued as we earned the “Superintendent’s Making the Grade Award” in 2008, 2009, 2010, 2011, 2012, and 2013 for attaining a school grade of “A.” An exceptional year was 2009, when we were designated a “High Performing Charter School” by the Florida Department of Education for high academic achievement. In 2009 and 2013, we were recognized as a Distinguished Title I School by the Florida Department of Education.

Crossroad Academy students and staff have demonstrated commitment to student success and reached the milestone of exemplary performance and gains for children who were labeled “disadvantaged.” Our “disadvantaged” students have dispelled the myth that they cannot learn. What better way to reward our school community for the hard work and dedication than to receive designation as the first National Blue Ribbon School in our county’s history.



## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

1a. The Florida Comprehensive Assessment Test (FCAT) measures student performance on selected benchmarks in reading, mathematics, writing, and science that are defined by the Next Generation Sunshine State Standards (NGSSS). We are expected to teach the content found in the NGSSS.

Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. To be considered on grade level, students must achieve Level 3 or higher. Level 3 indicates satisfactory performance.

The following Achievement Level Policy Definitions apply to FCAT 2.0 Reading, Math, and Science:

- Level 5: Students at this level demonstrate mastery of the most challenging content of the Next Generation Sunshine State Standards.
- Level 4: Students at this level demonstrate an above satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 3: Students at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 2: Students at this level demonstrate a below satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 1: Students at this level demonstrate an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards.
- Levels 3, 4, and 5 are the only levels considered to be acceptable for both the school and the state.

1b. According to the data tables, students at Crossroad Academy have, for the most part, shown a consistent pattern of success on the Florida Comprehensive Assessment Test (FCAT). Overall, the average number of students who scored at or above grade level in Math (81%) is higher than those who scored at or above grade level in Reading (76%). This trend is also evident in all grades tested, except for 5th and 7th where the same number of students scored at or above grade level. We attribute our high Math scores to the fact that we have used the same Math curriculum for the past 15 years. We have mastered the program and know how to adjust it to fit the needs of our students. Our Reading scores aren't very low, but they are not as well as the Math. Over the past few years, we have switched Reading curricula for various reasons, some of which include changes in the state adoption list and changes in the publishing company's ability to meet the common core standards.

Over the past few years Crossroad Academy has grown significantly in size. Originally started as a K-8 school with one class per grade, we eventually added a second class to each grade level and now serve students in PK-9th grade. This growth has caused an influx of students with varying backgrounds and skill levels. Changes such as these cause a shift in performance outcome quite a bit. When we increase the number of accepted students, we risk increasing the number of students who are performing below grade level. Each year teachers are challenged to move a new set of students from subpar to par in less than one year. When this doesn't happen, our data is adversely affected.

Another problem we have run into is that the new teachers, with little to no experience, are sometimes the ones responsible for increasing student achievement. At times, inexperienced teachers have proven to be less effective as it relates to student achievement. Much of their non-instructional time is spent in training, trying to ensure they understand the curricula and all that needs to be taught in order for the students to master the skills and standards. This takes away from time needed to plan and prepare for valuable instruction.

A slow decline in the percentage of students scoring at or above grade level is represented in most of the tables for each grade. However, Crossroad Academy has been able to maintain a school grade of "A" and feels that enrollment has stabilized since reaching our enrollment cap for most grades. We also believe that we have been able to maintain our grade by demonstrating growth in Reading and Math. So even when

students aren't quite able to achieve mastery, we have been able to move a majority of them at least one level higher.

Lastly, we accredit some of the decline in scores to the shift that has taken place. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in Reading and Mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core, and a different scale score was used. This change resulted in fewer students performing above grade level.

## **2. Using Assessment Results:**

To ensure that students are adequately prepared for the FCAT, Crossroad Academy Charter School of Business infuses test preparation into the curriculum from the very beginning of the school year.

During the first three weeks of school, students are given a diagnostic exam. These results serve as our baseline data and provide very valuable information. From the baseline data, we are able to identify areas of deficiency and special education needs for our students. These tests are also used to generate a predicted level of achievement on the FCAT. Next, they are used to create year-long plans for instruction. They help determine pacing and chronological order of instruction.

Students are then tested on a quarterly basis. At the end of each quarter, we administer a benchmark assessment. This test usually measures the exact same skills as the diagnostic exam for the purpose of calculating growth. From here, instruction is adjusted to fit the changing needs of the students as a whole. Teachers use this data to choose cooperative learning groups, instructional materials, etc.

Our progress monitoring tool is web-based and is used to monitor the progress of individual students. Instruction and assessment with iReady is adapted to meet each student where they are in terms of the reading and math NGSSS. Students complete iReady progress monitoring assessments once a month and are given a prescription of which skills and topics to work on based on their results. Students are in the lab once a week per subject and are allowed to work at their own pace. Teachers are able to log into iReady and adjust instruction and/or assessments based on other assessment results and teacher discretion.

Student progress is shared with parents in a variety of ways. Individual reports are generated after each test and sent home with parents to view. We also hold parent nights once a month and choose one of these nights to make sure that parents are able to understand and comprehend the data. We also provide them with resources to be used at home to help increase student progress, such as iReady and other instructional support tools.

Crossroad Academy prides itself on being a high performing charter school. This status is based mainly on FCAT test results. We consider ourselves to be very transparent. We allow our parents to have access to our classrooms, grade books, and all information regarding school performance. We depend on our success to attract new families and students to the community and school.

## **3. Sharing Lessons Learned:**

The mission and vision of Crossroad Academy Charter School of Business are based in the preparation of individuals to become competitive in the 21st century. As a charter school, Crossroad Academy has the freedom to devise programs that enrich instruction and enhance student achievement. Professional development is an integral part of communicating effective strategies amongst educational professionals. Crossroad Academy, as a frontrunner in the educational community, serves as the pinnacle of excellence to which many other educational institutions look for direction and guidance.

Teachers and administrators from Crossroad Academy are required to submit a professional development plan annually that outlines their strategies for developing a higher level of expertise in their subject area.

Usually, this involves some form of training that lends itself to the development of a group in the professional learning community, and provides the educator with the opportunity to deliver useful information to his peers. Crossroad Academy prides itself on being a “training ground” for educational professionals who become undeniable experts and dedicate themselves to continuity in development.

Because Crossroad Academy has established itself as the premier educational institution in its area, members of the faculty and staff are often called upon to deliver in-service trainings at other schools in the district. Our educators have served on Southern Association of Colleges and Schools (SACS) Accreditation teams, judged science projects for other schools in the district, and participated in lesson study ventures dedicated to improving instruction at every level. When Crossroad faculty participates in professional development, they are advised to be very participatory, not only seeking to glean knowledge from the presenter, but also to impart knowledge and provide strategies to others.

Because the assessment scores at Crossroad Academy have seen a drastic rise in the past four years, we find ways to deliver assistance to institutions who are still seeking their niche in the development of quality lessons. For example, through the SUMMIT (Science Understanding, Math Mentoring Integrated with Technology) program, sponsored by the University of Central Florida, our science experts have had the opportunity to upload several successful lessons to the CPALMS database.

Crossroad Academy realizes the importance of developing and maintaining a professional learning community that extends outside the walls of our school, and we consistently seek opportunities to enrich the educational experiences of others.

#### **4. Engaging Families and Community:**

Crossroad Academy Charter School of Business serves a pocket of high needs in a county known for its lack of focus on the needs of the whole child. We understand that focusing on the needs of the whole child better equips them to reach their full learning potential. Crossroad Academy has implemented several strategies to engage families and community to improve student achievement. The following three have been most successful in working with family and community members for student success and school improvement.

At Crossroad Academy, we provide a structure for our parents to meet with teachers, converse with other parents, and learn ways to support their child's academic development. In July, our teaching staff participates in a bus tour of neighborhoods in the county. During the tour, teachers visit the homes, community centers and neighborhood parks to welcome and introduce themselves to the students & parents. Emerging from this tour is respect for the importance of families in raising academic expectations among students, regardless and inclusive of where they come from each morning.

For the first day of school, we promote the "Fathers Take your Children to School Day" initiative. Research shows that actively involved fathers are a positive force in the lives of their children and their community. We sent fliers to community businesses, churches, and homes inviting our fathers, grandfathers, godfathers, brothers, uncles, pastors, cousins, and father figures to bring their children to school on the first day; 93 percent of our families participated. Community partners provided coffee and snacks for the families, assisted with registration, and served as tour guides for parents and students. Dads impact our students throughout the school year, volunteering to work with students in the classroom, reading to students, specifically students needing additional support. For example, our third grade teacher had a group of students who experienced difficulty in learning their multiplication facts. One of our dads devoted 2 hours per week in the classroom working with the students. After five weeks of flash card drills and multiplication activities, the students mastered their multiplication facts.

Crossroad Academy hosts a monthly “Family Night” to provide the support that families need to effectively parent and serve as advocates for their children. This includes keeping our families updated on school news and helping them to use data monitoring to support their children’s progress. Parents of Crossroad Academy students enjoy seeing their students share their talents as well as their academic successes. During Family Night, we invite parents to come and see various grade levels perform. Whether it is a division or

multiplication rap, dance, song, or poetry, these nights are a hit at Crossroad Academy. Additionally, we collaborate with community partners to provide services that support student and family growth/development and address the challenges that our families face. Families also get the opportunity to talk with other parents and share ideas for successful practices at home. During these family night presentations, all stakeholders are afforded the opportunity to provide support for teachers to bridge barriers of culture, class, and language.

These aforementioned strategies strongly help foster positive relationships with our families and the community we have vowed to serve. They also raise student achievement. When families and communities take an active interest in what the students are learning, students display more positive attitudes toward school and behave better in and out of school. We take pride in our high parental involvement and the collaborative efforts of the families, parents, and community partners that have strengthened student achievement. Crossroad Academy is deeply grateful for our parent volunteers, community volunteers, and our partners in education. As the African proverb states, “It takes a village to raise a child.”

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

When enrolling their children at Crossroad Academy, parents expect a first class experience, which requires a first class curriculum. A good curriculum is inseparable from a school's achievement standards for students. The purpose of a curriculum is to provide a mechanism by which students master the skills and content articulated in the learning standards; it is not a simple description of the topics on which students and teachers spend their time.

Crossroad Academy has adopted the Common Core State Standards (CCSS), which provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school with the ability to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The CCSS:

- Are aligned with college and work expectations
- Are clear, understandable, and consistent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

At Crossroad Academy, elementary scholars are enrolled in the core foundation courses of Reading & Language Arts, Math, Science, and Social Studies, which are taught daily. Our reading and language arts program builds upon essential college and career skills, including accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. The program also includes classroom libraries as students are immersed in reading throughout the day. Reading lists are carefully selected each year to engage students in a variety of reading genres. Mathematics is equally rigorous, as the elementary program builds understanding of mathematical concepts with ample practice to master essential skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment and real-world connections. Additionally, elementary students are taught science, social studies, health, physical education, and foreign language, and supplemental instruction is provided through the use of digital and media instruction for all subjects.

Beginning with grade seven, our secondary scholars attempt even more rigorous coursework at earlier levels. English, Mathematics, Science, Social Studies, and Information Technology build the core schedule for our secondary students. Foreign Language, Physical Education, and College and Career Readiness supplement this course load. Advanced scholars are provided the opportunity for accelerated coursework, which allows them to earn up to six high school credits by grade eight. English 1, Algebra 1, Biology, and Health, along with two information technology courses, provide a stronger connection to college and career readiness. High school students began with Advanced Placement (AP) Human Geography in grade nine and can eventually earn up to eight AP credits. In addition, a sequence of information technology courses leads to industry certifications in Microsoft Office Suite and Internet Web Associate programs.

Health, fitness, and physical education are vital to our educational experience at Crossroad Academy. Students attend weekly health sessions sponsored by the Florida Department of Health. In connection with Kids Health, grade-appropriate lessons are delivered each Monday. On Tuesdays and Thursdays, our Physical Education instructors partner with Capital Health Plan and Titus Sports Academy-Champions to provide our students with high-energy fitness sessions. The Champions program is based on principles and techniques developed by Titus Sports Academy and designed to improve gross motor skills, flexibility, posture, balance, and coordination using a long-term physical development approach to fitness. Students are engaged in a fun, positive environment that increases confidence in their physical skills and abilities through

physical quality development and tactical game play. On Wednesdays and Fridays, our scholars continue to engage in physical education.

One unique feature of Crossroad Academy is the incorporation of business throughout the entire curriculum. Specific skills are taught at every grade level based upon three pillars of success: entrepreneurship, financial literacy, and work readiness. While there is no course assigned to this instruction, business days are set aside for focus activities, which lead to our monthly Scorpion Town Center. In the town center, the capstone experiences of learned skills are put into action. Scholars buy and sell, present commercials, collect taxes, and analyze data. It is truly a highlight of our school.

## **2. Reading/English:**

Instructional routines are an important part of the effective implementation of curriculum not only at Crossroad Academy, but at any educational institution with hopes of being of any service at all to scholars it educates. Crossroad Academy's elementary level reading program (Wonders) has several tools that are extremely useful for the differentiation of reading instruction.

At Crossroad, reading is interwoven throughout all subjects. Teachers take a very explicit approach to Reading instruction, which begins with building background knowledge, active reading, independent reading, and reading application. In primary classrooms where scholars are learning to read, teachers begin with explicit instruction in phonological and phonemic awareness. Students work intensely on developing language and vocabulary as they build from sounds to words and words to sentences, both orally and in written form. In elementary classrooms where scholars are reading to learn and absorb information, students build on skills and strategies that allow for deeper comprehension and application.

All classes are exposed to a wide variety of literary and informational complex texts at every grade level. Teachers guide students through each text as a whole group. As teachers model appropriate reading strategies, students are able to hear and interact with these texts. To develop deeper knowledge, students have multiple opportunities to apply strategies and confirm their understanding through reading workshop. During these daily workshops, students are divided into teams according to their level of reading proficiency. The teacher delivers individualized instruction and/or provides developmental activities according to the students' strengths and weaknesses. Different levels of performance look exactly alike from group to group, giving all students the impression that they are not separated by ability level. This method of differentiating instruction without causing students to be alienated from their classmates allows for a non-threatening, engaging and diverse learning environment.

More specifically, leveled supplemental materials are provided, which enhance the ability to allow students to apply knowledge at their level. The use of technology also enhances instruction as teachers are able to engage students with colorful, interactive lessons, and digital content that can be assessed at home or on any web based platform. Teachers spend the majority of their reading time in class allowing students to apply their knowledge through oral recitations, research, written analysis, classroom presentations, and various forms of assessment.

b. In a time when most English/language arts (ELA) instruction is primarily focused on standardized testing, Crossroad Academy deviates from this dated instruction by providing rigorous instruction across an array of vastly differing genres of literature. Secondary ELA instructors at Crossroad Academy are cognizant of the fact that literacy permeates every aspect of life, so meticulous planning and instruction is always at the forefront of the classroom.

Glencoe Literature, courses four through six, are the shining beacons from which our instructors impart the vital knowledge and skills our students need to be successful in life, as well on state administered standardized tests. Our ELA instructors facilitate learning based on Florida's Continuous Improvement Model (FCIM), an initiative created to ensure that the students achieving mastery levels are still being enriched and students who have fallen shy of that mastery level are given the proper remediation.

Instructors plan for each lesson using classroom data to differentiate instruction so that no student is left behind. Our teachers then introduce the new lesson to students by activating prior knowledge, studying the author, front-loading new vocabulary, and previewing the reading selection. Next, the students have the opportunity to read the selection both as a class and independently to ensure comprehension. Assessment through multiple choice questions, open-ended essay questions that foster higher order thinking, and theme-related projects, gives the instructor the data needed to identify students above and below mastery level.

During the “ER!” block, short for enrichment and remediation, students meeting mastery level are given assignments that will enable them to think more critically on the subject matter and preview the next lesson, which lends itself to vertical alignment within the confines of the classroom and subject. Students not meeting mastery level work closely with the instructor from approaching level supplemental classroom materials; upon completion, these students are assessed a second time to ensure mastery.

At the end of a completed lesson, ideally all students have reached mastery level and FCIM continues for the next lessons. This style of instruction has aided Crossroad Academy in earning a school grade of “A” for the past six years. With data to prove this method of instruction is successful, secondary ELA instruction at Crossroad Academy is definitely something to be revered.

### **3. Mathematics:**

At Crossroad Academy every math lesson begins with a connection to real word problem solving. The exploration is solved daily or over the course of time, allowing students to see how math is applied to their daily lives. Teachers begin instruction with an approach that models varied methods allowing students to decipher which method of problem solving will work for them. Explicit problem solving strategies are introduced at the beginning of the year and students add more strategies as they move through the curriculum.

Once students have initially explored the concept through real word connections and the use of manipulative, teachers engaged students with explicit instruction and guided practice. The students are allowed to make mistakes and correct their thinking during this time. Math teachers at Crossroad have established a culture of continuous practice. Teachers have a way to connect with students at home, monitor their progress, and assist them in becoming more adept. The curriculum’s online portal, holds practice, and tutorial materials that are invaluable and integral in the success of our students. For every mathematics lesson, our instructors have the ability to design lessons geared specifically toward remediation in areas where students commonly make mistakes.

One unique approach to assessing and grading mathematics is that students have multiple opportunities to demonstrate mastery of a concept. Quizzes, exams, performance tasks, and online and classroom practices are all used a various forms of assessment. These results are not averaged the same as they are in other subjects. Instead the highest demonstration of mastery is recorded for each objective. This allows teachers to avoid being punitive for a students learning process. The use of online instruction also aids in continuous data analysis and modification to instruction.

As with all subjects, differentiating instruction is a valued strategy to ensuring that all learning reach levels of success. In math, teachers practice heterogeneous groups. Each group has students with multiple levels. Peer to peer learning occurs within these cooperative teams. Group captains are selected on the basis of pretest scores given at the beginning of each unit. Teachers provide more guided practice as all group captains meet in training to work ahead of the others. They then return to stations to assist teachers in facilitating instruction. This method of pinpointing and attacking very specific issues has caused our scholars’ Mathematics achievement levels to soar in recent years.

### **4. Additional Curriculum Area:**

a. The world is a dynamic, ever-changing place. The individual who does not seek to evolve with the world will find himself grounded in a place of stagnant complacency, and will not be able to compete with

individuals who have dedicated themselves to continuous improvement. The mission of Crossroad Academy is to give rise to an unorthodox breed of individual. Our scholars are taught the importance of holistic development, and understand the concept of universal competition. We strive to ensure that our scholars internalize the need for never-ending growth, and develop a zest for learning. We employ only those educators who believe in the mission that we have established, and manifest this mission through their work with our students.

The goal of Science education at Crossroad is to provide a hands-on, interactive experience with concepts that may, at first glance, appear far-fetched or complex. The major part of science instruction at our institution is the frequent use of laboratory experiments, infused with consistent instruction regarding the scientific method. Our teachers understand that the universal nature of the scientific method is vital to the success of our students in all branches of science, and from the elementary levels to 9th grade, junior scientists are provided access to tangible representations of the content presented in class.

Our science instructional routine involves introduction to new vocabulary through the exploration of Latin roots, prefixes and suffixes. Through an engaging science demonstration, the teacher provides an introduction to the content, which involves a real-world application, providing our scientists with the opportunity to make true connections to the material. Reading strategies are also infused to further help student comprehend complex texts as we recognize and understand that students must be able to independently interact with difficult science text. An exploration of the content also includes laboratory exercises where students can apply meaningful application to objectives and confirm or reject predictions and draw conclusions. Science assessments occur by way of experimental design. Our scientists have the opportunity to create individual and group experiments along with oral and written reports. This approach allows them to fully demonstrate their understanding of the scientific process and well as every science concept. Through maintaining an organized routine, rigorous instruction and high expectations, Crossroad has seen evolved into the development of a generation of critical thinkers in science.

b. The Crossroad Academy Pre-K Program emphasizes the Florida Early Learning and Developmental Standards for Four-Year Olds. These standards serve as a guide for administrators and teachers in designing and implementing appropriate early learning environments. These standards focus on the following core areas: language development, literacy, mathematics, science, and creative arts. There are many factors that influence the child's development and ability to learn; therefore, we strive to enhance the child's education in every area of development (language and communication, social and emotional, physical, motor, and approaches to learning). Our scholars have the opportunity to learn in a structured learning environment and through educational field trips outside the classroom.

The Pre-K program uses a state-adopted curriculum, DLM Early Childhood Express, which allows us to provide consistent daily routines as we execute the diverse components of the curriculum which aligns to Florida's standards. The curriculum is a holistic, child-centered program that nurtures each child by offering carefully selected and sequenced learning experiences. It provides a wealth of materials and ideas to foster the social-emotional, intellectual, and physical development of our scholars. At the same time, it nurtures the natural curiosity and sense of self that can serve as the foundation for lifetime of learning.

The alignment of early childhood and grades K-3 standards are interwoven in our curriculum, with the use of the standards as our blue prints. At this preschool level we begin with the end in mind. Our standards cover areas that are imperative to a child's academic success. These areas include listening and understanding, phonological awareness, book knowledge, print awareness, early writing, alphabetic knowledge, numbers and operations, geometry and spatial sense, patterns and measurement, and scientific skills and methods. Though the foundation begins at this level, the standards for grades K-3 encompass the same academic focus areas, although further developed and built upon.

The indicators of the impact of early education on school readiness and success in the primary grades are measured in a variety of ways. We use data from assessments, including Stanford Achievement Test 10 (SAT-10), Florida Assessment for Instruction in Reading (FAIR), and Florida Kindergarten Readiness Screener (FLKRS), to view the impact of our preschool program on student achievement. The Fall SAT-10



data for kindergarten indicated that 62.5 percent of our students scored at or above the 50th national percentile. FAIR indicated that 62.5 percent of our students have a probability of reading success (PRS) score of 84 percent or higher. According to the VPK Providers Readiness Rate, 85 percent of students were ready for kindergarten.

## **5. Instructional Methods:**

Crossroad Academy has consistently achieved high-performing status, which has led to a common misconception that our students are “hand-picked,” or that they must meet some specific testing criteria to gain admission. The fact of the matter is none of our students are specifically selected. Our school is simply dedicated to cultivating scholars who are as committed to excellence as we are.

Cultivating scholarship is not always an easy task. Students are not all at the same academic level, and the teachers providing instruction must be cognizant of this fact. Coupled with the variances in ability levels, differences in learning style also have an effect on the provision of instruction. All instructional staff at Crossroad Academy is well-versed in the art of instruction, and the necessity of meeting the needs of a diverse group of learners. Differentiated instruction is an integral part of the major success that Crossroad Academy has experienced. Each lesson in every subject area is infused with activities dedicated to communicating content in an array of ways. Technology is used to supplement instruction and add interactivity. SMART Technology is the weapon of choice at Crossroad Academy, and students have the opportunity to respond using “clickers,” which provide immediate feedback when students answer questions; the SMART Board allows students to manipulate information into graphic organizers and match concepts to actual pictorial representations.

Ideally, all students would find their “perfect” mode of instruction, one to which they invariably respond positively, and one that communicates content knowledge in the manner that fits them best. However, the case is often that our instructional pursuits must be further supplemented once students have been assessed. For this reason, Crossroad Academy has established enrichment and remediation periods dedicated to intensified instruction and fostering high achievement levels. During enrichment and remediation, students receive structured support in many forms, modified to meet their specific needs. At Crossroad Academy, differentiation makes the difference.

## **6. Professional Development:**

Crossroad Academy offers a professional development program called Scorpion University (a.k.a. Scorpion-U). The current principal, was the visionary behind the creation of the program. The program, which was initially created with first-year teachers in mind, has expanded to encompass all teachers who need mentoring and guidance. In Scorpion-U, beginning teachers meet each week to receive training and assistance as they travel through their freshman year of teaching. Though the principal facilitates the meetings, other veteran teachers are invited to provide mentoring to freshman teachers. Sessions on classroom management, instructional routines, communicating with parents, and understating assessment are strong foundations for new teachers. As with students, the best intervention is early intervention. As teachers matriculate through the program (sophomore, junior, and senior years), they receive more complex training-beneficial to a novice teacher. This program helps to retain quality teachers and propels teachers into instructional excellence, which further translates to increased student achievement.

Crossroad Academy promotes first class professional development, as continuous learning is both embedded and required. The administrative team and instructional staff are held to the Florida Leadership Standards and Educator Accomplished Practices, respectively. Secondly, all administrators and instructional staff members are required to become members of professional organizations related to their field. This keeps everyone abreast of the latest trends in education. Professional development is interwoven through many facets of campus activities. Each year our staff looks forward to the annual staff retreat, a three-day, off-campus training in which they receive training in three areas of their choice.

Finding time for professional development is increasingly difficult. One way to overcome the time crunch is through partially dedicating faculty meetings to 20-minute mini-lessons; staff members are selected to share best practices and present on current trends. Furthermore, after analyzing, data instructional coaches schedule instructional modeling times with teachers or they may serve as substitutes while novice teachers model for teachers who need assistance. In its mission to provide differentiated professional development, Crossroad Academy also utilizes online trainings and webinars to help teachers meet their specific needs. One of the most meaningful methods of professional development is weekly common planning. Teachers are provided a 60-minute block to jointly collaborate on data analysis and lesson planning. The common planning block is facilitated by the instructional coaches. All of these methods give teachers opportunities to improve their craft and gain feedback from their leaders.

## **7. School Leadership**

Fair Insightful Resourceful Strong Teamwork (FIRST) describes the core philosophy of the leadership team at Crossroad Academy Charter School of Business. Crossroad Academy takes a first-class approach to providing guidance for its multilateral levels of leadership throughout the school. Crossroad Academy was established by a non-profit organization so that Board of Directors provides governance for the school. The Board is comprised of concerned citizens, educators and local business owners (elected annually from a larger general membership) who volunteer their time for monthly meetings to provide direction on the school's future, set policy and make decisions at the board level. At the school level, the principal is the chief instructional and organizational leader. The school's leadership team consists of the principal, elementary and secondary instructional coaches, guidance counselor, and information technology coordinator. Officially meeting weekly, the team debriefs daily in order to make time-sensitive decisions on various issues.

Crossroad Academy has developed a shared leadership philosophy and, as a result, a vertical leadership team also meets weekly. The team is comprised of the early childhood coordinator, and team leaders from grades K-2, 3-6, and 7-9. Each team leader is the primary link between the instructional staff and the administration. Team leaders are also charged with ensuring student achievement and data are top priorities of every team meeting, followed by curriculum and instructional issues, parental involvement concerns, and team activities. Instructional coaches attend team meetings to assist with achievement, data and curriculum.

The students at Crossroad Academy take pride in their Student Government and hold their student leaders to very high standards. The executive branch is comprised of the Future Business Leaders of America. The elected cabinet consists of the Student Body President, Vice President, Secretary, and appointed committee chairs. The Legislative Branch is two-fold, consisting of the National Honor Society and National Beta Club. Those students are recommended by teachers and inducted into the school's chapter based upon the core values of the national organizations. Lastly, the Judicial Branch, referred to as The Royal Court, consists of the campus King, Queen, and attendants. The students meet regularly, and when called upon, serve in their respective roles. The students are involved in decisions that affect the school and student body, including school activities and event planning; hearing, representing, and deciding cases for student policy violations; and annually reviewing the student handbook. Strong student leadership is in many ways modeled by the faculty.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	82	79	87	90	100
% Above Grade Level	24	41	64	38	74
Number of students tested	33	34	31	29	19
Percent of total students tested	97	100	100	97	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	82	81	81	88	100
% Above Grade Level	21	45	26	40	76
Number of students tested	28	31	27	25	16
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level	90				
% Above Grade Level	50				
Number of students tested	10	3	7	3	2
<b>5. African- American Students</b>					
% At or Above Grade Level	77	79	75	88	100
% Above Grade Level	9	40	33	36	71
Number of students tested	22	28	24	25	17
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	76	96	91	73	94
% Above Grade Level	33	43	51	46	56
Number of students tested	33	28	35	22	18
Percent of total students tested	92	93	100	100	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	76	96	78	68	94
% Above Grade Level	35	43	47	37	53
Number of students tested	29	23	32	19	17
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	6	6	3	2	3
<b>5. African- American Students</b>					
% At or Above Grade Level	77	95	70	70	93
% Above Grade Level	27	46	40	45	54
Number of students tested	26	22	30	20	15
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	84	86	63	81	42
% Above Grade Level	40	65	34	48	26
Number of students tested	37	28	24	21	19
Percent of total students tested	93	90	100	100	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	84	88	50	79	42
% Above Grade Level	38	66	22	47	26
Number of students tested	31	26	18	19	19
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	9	3	2	7	2
<b>5. African- American Students</b>					
% At or Above Grade Level	78	83	55	71	38
% Above Grade Level	40	61	28	50	19
Number of students tested	27	23	22	14	16
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	77	68	92	71	83
% Above Grade Level	43	51	59	43	43
Number of students tested	44	31	24	35	40
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	76	68	90	72	82
% Above Grade Level	39	50	57	41	45
Number of students tested	38	28	21	29	33
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	5	4	7	2	5
<b>5. African- American Students</b>					
% At or Above Grade Level	76	67	88	69	86
% Above Grade Level	37	48	47	44	40
Number of students tested	37	27	17	32	35
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	78	85	74	74	90
% Above Grade Level	56	57	43	38	44
Number of students tested	32	33	42	42	30
Percent of total students tested	100	92	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	76	84	71	69	92
% Above Grade Level	56	55	38	42	32
Number of students tested	29	31	34	36	26
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	5	8	3	7	8
<b>5. African- American Students</b>					
% At or Above Grade Level	78	80	65	71	86
% Above Grade Level	52	52	33	38	33
Number of students tested	27	25	37	34	21
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	82	87	80	88	84
% Above Grade Level	48	64	49	27	21
Number of students tested	33	39	35	33	19
Percent of total students tested	100	100	92	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	81	86	74	90	79
% Above Grade Level	52	61	48	27	21
Number of students tested	31	28	27	30	14
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	8	3	4	9	3
<b>5. African- American Students</b>					
% At or Above Grade Level	76	85	72	83	80
% Above Grade Level	40	62	41	22	13
Number of students tested	25	34	29	23	15
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 9  
**Publisher:** N/A

**Test:** N/A  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** 2013-14 is the first academic school year Crossroad Academy has enrolled 9th grade students. There is no data to report for our 9th grade student population at this time.



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	73	62	81	83	100
% Above Grade Level	27	53	45	45	47
Number of students tested	33	34	31	29	19
Percent of total students tested	97	100	100	97	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	68	65	67	84	100
% Above Grade Level	25	23	37	52	44
Number of students tested	28	31	27	25	16
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level	70				
% Above Grade Level	20				
Number of students tested	10	6	7	3	2
<b>5. African- American Students</b>					
% At or Above Grade Level	81	64	67	80	100
% Above Grade Level	19	21	37	44	47
Number of students tested	26	28	24	25	17
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	76	82	80	77	83
% Above Grade Level	24	50	38	41	28
Number of students tested	33	28	35	22	18
Percent of total students tested	92	93	100	100	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	72	78	56	74	82
% Above Grade Level	20	48	34	37	29
Number of students tested	29	23	32	19	17
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	6	6	3	2	3
<b>5. African- American Students</b>					
% At or Above Grade Level	81	82	50	75	80
% Above Grade Level	19	55	27	40	33
Number of students tested	26	22	30	20	15
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	92	71	67	67	58
% Above Grade Level	51	39	33	14	16
Number of students tested	37	28	24	21	19
Percent of total students tested	93	90	100	100	95
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	90	69	39	68	58
% Above Grade Level	52	39	22	11	16
Number of students tested	31	26	18	19	19
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	9	3	2	7	2
<b>5. African- American Students</b>					
% At or Above Grade Level	89	70	50	79	50
% Above Grade Level	55	30	28	14	6
Number of students tested	27	23	22	14	16
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	73	68	71	86	80
% Above Grade Level	38	38	25	44	33
Number of students tested	44	31	24	35	40
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	71	70	62	29	33
% Above Grade Level	34	37	15	31	36
Number of students tested	38	27	21	29	33
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	5	4	7	2	5
<b>5. African- American Students</b>					
% At or Above Grade Level	73	69	59	84	80
% Above Grade Level	32	35	12	32	32
Number of students tested	37	26	17	32	35
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	69	70	79	88	93
% Above Grade Level	44	42	41	38	56
Number of students tested	32	33	42	42	30
Percent of total students tested	100	92	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	69	68	74	86	92
% Above Grade Level	42	42	39	39	53
Number of students tested	29	31	34	36	26
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	5	8	3	7	8
<b>5. African- American Students</b>					
% At or Above Grade Level	67	72	65	85	100
% Above Grade Level	41	44	35	39	58
Number of students tested	27	25	37	34	21
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Florida Comprehensive Assessment Test (FCAT)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% At or Above Grade Level	76	77	83	88	79
% Above Grade Level	30	43	20	51	21
Number of students tested	33	39	35	33	19
Percent of total students tested	100	100	92	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% At or Above Grade Level	77	71	74	90	71
% Above Grade Level	32	43	30	50	14
Number of students tested	31	28	27	30	14
<b>2. Students receiving Special Education</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>3. English Language Learner Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested	8	3	4	9	3
<b>5. African- American Students</b>					
% At or Above Grade Level	76	74	72	83	87
% Above Grade Level	28	35	24	52	20
Number of students tested	25	34	29	23	15
<b>6. Asian Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% At or Above Grade Level					

% Above Grade Level					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>9. White Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% At or Above Grade Level					
% Above Grade Level					
Number of students tested					

**NOTES:** No data are reported when fewer than 10 student are tested or when all students are in the same score category. The standardized assessment given by the Florida Department of Education (FDOE) has fully transitioned from the FCAT to the FCAT 2.0 to align with the current student academic content standards. The FCAT 2.0 measures student achievement of the NGSSS in reading and mathematics. The test was upgraded to assess students' mastery of more rigorous standards in transition to common core. A different scale score was used. This change resulted in fewer students above grade level, but did not detract from the school's overall grade of 'A'.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 9  
**Publisher:** N/A

**Test:** N/A  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** 2013-14 is the first academic school year Crossroad Academy has enrolled 9th grade students. There is no data to report for our 9th grade student population at this time.