

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

[X] Public or [] Non-public

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

Name of Principal Ms. Tahvia Shaw

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

Official School Name Terrace Community Middle School

(As it should appear in the official records)

School Mailing Address 11734 Jefferson Rd

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

City Thonotosassa State FL Zip Code+4 (9 digits total) 33592-2101

County Hillsborough County State School Code Number* 6606

Telephone 813-987-6555 Fax 813-324-8974

Web site/URL http://www.tcmstornadoes.com E-mail Tahvia.Shaw@sdhc.k12.fl.us

Facebook Page

https://www.facebook.com/pages/Terrace-Community-Middle-School/370678172987233

Twitter Handle _____ 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. MaryEllen Elia E-mail: maryellen.elia@sdhc.k12.fl.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hillsborough Tel. 813-272-4000

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 Ms. Carol Kurdell

(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

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

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):
- 167 Elementary schools (includes K-8)
 - 55 Middle/Junior high schools
 - 32 High schools
 - 0 K-12 schools
- 254 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. 2 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	113	106	219
7	94	126	220
8	101	119	220
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	308	351	659

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 21 % Asian
 - 10 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 7 % 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: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	660
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %
10 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Chinese, Arabic
8. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 92

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.

TCMS does not participate in the free and reduced-priced school meals program; however, TCMS does provide free and reduced-price lunches to students who are eligible (based on data provided by the school district). Parents of students who are eligible are asked to apply for this program through the school's cafeteria manager.

9. Students receiving special education services: 36 %
24 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 | 2 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 12 Specific Learning Disability |
| 0 Emotional Disturbance | 8 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:

	Number of Staff
Administrators	4
Classroom teachers	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	96%	96%	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

Post-Secondary Status	
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

If yes, select the year in which your school received the award. 2007

PART III – SUMMARY

The vision of Terrace Community Middle School (TCMS) is to be a technologically advanced “Back to Basics” public charter school that offers a spectrum of academic programs fulfilling the learning demands of a diverse student population.

This philosophy encompasses inclusive instruction and high standards for all students which has manifested into high academic achievement as measured by standardized tests of state and national objectives for all subgroups. Similarly, the mission of TCMS is to provide a strong foundation of knowledge allowing students to have successful academic careers. Therefore, TCMS is committed to offering engaging and challenging work and to giving students the tools needed to become lifelong learners. TCMS believes that all children can learn and will rise to meet the expectations of their parents and teachers. Furthermore, we recognize that self-esteem comes from meeting and overcoming challenges and from the confidence gained through the acquisition and mastery of skills.

When our students leave TCMS for high school, they are well prepared and highly competitive in advanced level high school courses. In addition to the advanced curriculum taught at TCMS, all students are provided with character education and social and emotional support to ensure success in an academically rigorous environment. We help guide each child in developing his or her character in a program that builds community and stresses respect. Our motto is “Respect, Responsibility and Results” and our goal is to always provide a safe and secure school environment that ensures each member of our school is treated with dignity and respect.

The curriculum at Terrace Community Middle School is based on higher standards, and academic support is critical to meeting the needs of our diverse learners. All students have the opportunity to receive extra support from their classroom teachers and/or peer tutors. Select students identified by TCMS personnel or by parental request have the opportunity to take an after-school course conducted by our guidance counselor on study skills. This course assists students in developing effective study habits, time management, organization skills and note-taking. In addition, students who have not demonstrated proficiency on state-wide assessments receive prescriptive one-on-one and small group instruction by an academic resource teacher. Lastly, our instructional faculty provides small group tutoring for students in need of remediation through an added seventh period that occurs one day per week for each academic subject. In seventh period, teachers review essential skills and complex concepts, as well as state assessed standards.

TCMS also recognizes that parental and community involvement is crucial to the success of the students and school as a whole. Student achievement is a shared responsibility and we expect our parents to complete 10 hours of service to our school. We provide many opportunities for our parents and community members to volunteer and serve our students. Communication is very important to us and we make every effort to be accessible. All teachers maintain a webpage with frequent postings through our grade book system, Edsby. Parents have, at their fingertips, information on expectations, current grades, important documents and academic support resources. Each week TCMS publishes a newsletter highlighting our classrooms and teachers in addition to important announcements and celebrations. We believe that this constant source of communication, available 24-hours a day, is also a key part of our success as a high performing school.

TCMS has become a highly sought after choice for middle school education in Hillsborough County and surrounding areas. This is largely due to our history of academic excellence and the safe and secure learning environment we provide for the students, faculty and staff.

Students are selected each year through a random lottery. Parents may apply using an on-line application available on our website. Our total enrollment is 660 (220 per grade level). Siblings of enrolled students, children of board members and employees do not have to participate in the lottery, and are asked to complete a registration form so that seats can be reserved for them. Typically, anywhere from 60-90 seats in grade 6 are reserved for this category.

We do not have any personal information about the applicants at the time of the lottery. TCMS does not base admission on grades, test scores, or exceptional student education status. The application simply requests the child's name and the parent's name, e-mail address, and phone number. A software program called Lotterease randomly sorts all applicants - if there are 150 openings, it will contact the first 150 and the remaining applicants create the waiting list. Each parent is notified by e-mail with the child's waiting list position.

Our strong commitment to higher standards for all students relating to behavior and academic excellence and parental and community involvement makes Terrace Community Middle School once again worthy of National Blue Ribbon status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In the State of Florida the Florida Comprehensive Assessment Test (FCAT) is used to measure student achievement. This assessment is given annually in the spring. The FCAT is a criterion-reference exam which is designed to measure student knowledge of Reading, Mathematics, Writing and Science as outlined in the Florida Next Generation Sunshine State Standards (NGSSS). Presently students in grades 3 – 10 take FCAT NGSSS in Reading and Mathematics. Students in grades 4, 8 and 10 take FCAT writing and additionally students in grades 5, 8 and 11 take FCAT NGSSS in Science. The FCAT NGSSS provides two scores: (1) the Scale Score which varies from grade to grade and (2) the Developmental Scale Score, which determines a student's annual progress from one grade to the next grade. These scores correspond to five achievement levels: Level 1 and 2 (at risk), Level 3 (meets state standards), and Levels 4 and 5 (exceeds state standards)

B. Over the last five years, Terrace Community Middle School (TCMS) students, including those students that traditionally produce disparate standardized test scores, have consistently averaged 30 percentage points higher on FCAT 2.0 Reading and Mathematics. This is due to our commitment to high standards and our belief that all students can learn and reach the high expectations of their teachers. In the classroom we do not teach to a test; we extend the learning of all of our students through higher level questioning and problem solving. In all classes, students learn how to read, write, and think critically allowing them to shine on standardized assessments.

To illustrate, our economically disadvantaged population generally outscored the state reading and mathematics averages by almost 40 percentage points. In 2013, the standardized mathematics score for this population was over 50 percentage points higher than the state average. Our African American and Hispanic populations boast a competitive scoring history as well, exceeding the state's reading and math averages by nearly 40 percentage points. In 2013, our African American students outscored the state by nearly 50 percentage points in mathematics. This is due to our teachers' high expectations in all classes. A high level of rigor is infused in our math classes, and abundant support is provided for students who struggle with concepts. In addition, all teachers are required to take part in reading professional development yearly. This training includes teaching reading strategies, understanding complex text, assistance with teaching academic vocabulary, using rubrics effectively, and writing training. All curriculum areas teach reading and writing in their classrooms through the use of textbooks, high interest magazines, online resources, and research projects. Students are taught reading strategies in all disciplines to help with the understanding of informational and literary text.

With that being said, TCMS continues to focus on areas of growth for all of our students. Our African American students' scores in reading and math were more than 10 percentage points behind our student average in 2013. As a result, our reading teachers will continue to look for ways to engage these students through high interest nonfiction and fiction reading, as well as encourage parent involvement at school and at home. In math classes, teachers will continue to offer support through peer tutoring, encouraging parental involvement, and differentiation in the classroom.

From year to year, we evaluate our FCAT scores in curriculum and grade level groups. Having noticed our reading scores dropping in 2011, we emphasized teaching reading strategies in all core and elective classes. As we provide more professional development for reading across the curriculum, all core and elective teachers are able to teach skills and strategies for reading in their discipline. Through introducing additional informational text in all disciplines, including text dependent questioning, and increasing the use of complex text, our students have shown growth in reading on statewide assessments.

Based on this data, TCMS continuously meets and exceeds both district and state standards for excellence. TCMS has earned a school grade of "A" for 13 consecutive years. In addition, based on the 2012-2013 school year FCAT 2.0 results, we were ranked 5th out of 521 middle schools in the state of Florida and 1st in the School District of Hillsborough County. We believe that this history of success is a direct result of our

commitment to high expectations for all students, abundant academic support, continuous improvement, research-based and data-driven instruction, and strong parental and community involvement.

FCAT 2.0 Reading: Percentage of Student Scoring at an FCAT Level 3 and above

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	91	52	57
2012	90	52	57
2011	83	53	56

FCAT 2.0 Mathematics: Percentage of Student Scoring at an FCAT Level 3 and above

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	92	53	53
2012	92	53	55
2011	90	55	55

FCAT 2.0 Reading: Percentage of Student Scoring at an FCAT Level 3 and above

HISTORICALLY DISPARATE SUBGROUPS
ECONOMICALLY DISADVANTAGED*

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	88	39	46
2012	84	37	45
2011	82	48	44

*state establishes “economically disadvantaged students based on those meeting the requirements for free and reduced lunch.

FCAT 2.0 Mathematics: Percentage of Student Scoring at an FCAT Level 3 and above

HISTORICALLY DISPARATE SUBGROUPS
ECONOMICALLY DISADVANTAGED*

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	93	39	42
2012	83	39	44
2011	80	41	44

*state establishes “economically disadvantaged students based on those meeting the requirements for free and reduced lunch.

FCAT 2.0 Reading: Percentage of Student Scoring at an FCAT Level 3 and above

HISTORICALLY DISPARATE SUBGROUPS
HISPANIC

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	90	45	54
2012	86	44	52
2011	75	45	52

FCAT 2.0 Mathematics: Percentage of Student Scoring at an FCAT Level 3 and above
 HISTORICALLY DISPARATE SUBGROUPS
 Hispanic

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	89	46	48
2012	86	46	52
2011	89	49	51

FCAT 2.0 Reading: Percentage of Student Scoring at an FCAT Level 3 and above
 HISTORICALLY DISPARATE SUBGROUPS
 African American

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	79	34	39
2012	84	32	37
2011	75	32	36

FCAT 2.0 Mathematics: Percentage of Student Scoring at an FCAT Level 3 and above
 HISTORICALLY DISPARATE SUBGROUPS
 African American

Year	TCMS Avg. 6-8	DISTRICT Avg. 6-8	STATE Avg. 6-8
2013	81	32	33
2012	89	33	36
2011	73	34	36

***In 2011, the FCAT test was changed to FCAT 2.0, a more rigorous test**

2. Using Assessment Results:

The faculty at Terrace Community Middle School (TCMS) is very data driven. In order to provide a high quality instructional program, TCMS analyzes assessment data and uses it to inform instructional priorities and to monitor our program for optimal student achievement. TCMS has a data team made up of the principal, grade level administrators, subject area leaders and the guidance counselor. This team meets frequently to review assessment data to identify strengths, weaknesses, trends and opportunities for enrichment. This team proposes instructional goals and professional development, and develops a plan of action to meet school goals.

During pre-planning, teachers are assigned subgroups by grade level to review data on a micro-level to further identify areas of strength and weakness within the cohort of students they are assigned. From there, teachers collaborate to create goals and strategies aimed at improving learning gains. Particular focus is aimed at students who performed in the lower quartile in each grade level. We recognize that these students are in need of specialized instruction to help them become proficient and make learning gains. To individualize instruction, teachers and members of the community tutor students before and after school offering help and remediation of specific concepts as well as current learning goals. It has been our experience that as we narrow instruction to the needs of the individual student, we attain growth in areas of prior weakness. Communication is a high priority for Terrace Community Middle School. We communicate student performance to all stakeholders in a variety of ways. As with most schools across Florida, FCAT results along with the letter of explanation are sent home as soon as they become available. In addition to state assessment results, TCMS provides report cards that are sent home quarterly. During the mid-point of each quarter, students receive a written mid-quarter progress report with his or her current grade in all courses, as well as commentary from teachers.

Students and parents also have access to our online grade book called Edsby. This system serves as a grade book and a social platform for communication from teacher to parent and teacher to student, as well as student to student. Teachers post updated grades, announcements and assignments to Edsby. Furthermore, we communicate student performance and behavior in person through phone calls and face-to-face conferences. Teachers are expected to contact parents by phone if there are any important issues that need to be discussed, or to share positive news. TCMS encourages the use of “Good News Cards,” which are mailed to parents letting them know good news about their child. We believe that it is important to share the good things going on with our students as well as the concerns. Finally, communication is shared between teachers and administrators. Teacher teams meet frequently to discuss progress monitoring for students who need extra support for academics or behavior. The teachers and grade level administrators generate strategic plans so that parents, teachers and students can work together to ensure student success.

3. Sharing Lessons Learned:

As a high performing public school of choice, Terrace Community Middle School (TCMS) is often called upon to share specific strategies, techniques, curriculum and general information on how to operate a highly successful charter school. TCMS serves as a model from which other charter schools draw guidance and inspiration.

Through our participation with Charter School Leaders – Florida (CSL-FL), TCMS faculty and our principal, have given presentations and hosted meetings to assist fellow charter schools in the Tampa Bay area. TCMS, because of its best practices, has been approached by many newly formed charter schools and the school district’s charter office to provide support in using the Lawson system to report to FLDOE and FTE, advice on handbooks, policies and procedures as well as daily school operations.

Our principal currently serves as the vice-president of the CSL-FL Executive Board and is in a unique position to support and guide other charter school leaders. She meets monthly with the principals of our school district charter schools where they share successes and challenges. As a Professional Learning Community (PLC), this group of principals has established goals and objectives to meeting the diverse needs of the students they serve. Each quarter the CSL-FL Executive Board meets with the Superintendent’s Charter Advisory Committee on topics concerning charter schools and their students.

In addition, members of the TCMS leadership team attend many conferences, state sponsored training and meetings, which often give them the opportunity to share their experiences as a school community and strategies used to produce high student achievement. Our audiences are largely the charter school community, but we occasionally interact and share with colleagues at state-sponsored trainings. Most recently, our math department partnered with their colleagues at other charter middle schools to create a Math League for charter schools. TCMS math teachers sponsored a workshop for interested schools. This workshop trained Math League coaches in effective teaching and competition strategies to help high performing students quickly and accurately solve complex problems. As a result, CSL-FL sponsored a charter school Math League competition where many high achieving math students competed for individual, team and school trophies.

Finally, TCMS continues to share successes and results through community magazines, newsletters and blogs. Additionally, our successes are shared word of mouth – our reputation for success and excellence is shared by TCMS parents throughout the community at large.

4. Engaging Families and Community:

Terrace Community Middle School (TCMS) believes that student success is a shared responsibility that involves parents and the community. Our parents sign a family agreement at the start of each year committing to a partnership with the school and guaranteeing that they will play an active role in their child’s education. Furthermore, TCMS provides grade level meetings and workshops that outline the academic and behavior expectations of our students. During these meetings, teachers and administrators

communicate the requirements for all courses, strategies that have been proven successful to student achievement and offer resources parents can use to support their child.

Our Parent Resource Association (PRA) conducts monthly meetings and workshops that provide valuable information regarding topics of high interest to middle school parents. We stress the importance of communication and will take every opportunity to share with the community our school and student's achievements. Each week TCMS publishes a newsletter with announcements, reminders and information about what is happening in the classrooms. In addition, TCMS uses community newspapers, blogs and social media to showcase the best of TCMS. Lastly, TCMS maintains a highly comprehensive website that offers a wide variety of information regarding school operations and student performance and achievements. We have found these tools and strategies highly successful in keeping our parents and community informed and engaged with the school.

TCMS also participates in and hosts many community events, such as TCMS Fall Festival, Temple Terrace Reads, Barnes and Noble's School Showcase, Relay for Life and Temple Terrace Community Garden. Our Fall Festival provides us with an opportunity to open our doors to the community. It is a fun-filled event with carnival games, great food, a pumpkin patch and many other attractions. This festival is largely put on by our student body and is always well attended. During the spring semester, prior to our enrollment lottery, TCMS hosts an Applicant Open House. This Applicant Open House allows the Tampa Bay community the opportunity to visit our school and learn about the programs that have proven successful for our students. Interested families are then able to make a more informed decision regarding applying to attend our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum used by Terrace Community Middle School (TCMS) is based on high standards within the classic core academic subjects of language arts, mathematics, science and social studies. The curriculum focuses on the mastery of reading, writing and mathematics skills and includes adjustments for differentiated instruction, instructional modifications and interventions to meet individual student needs.

Students are continually monitored and assessed to ensure data-driven instruction is provided and students have abundant opportunities to practice the skills and concepts taught in class. TCMS follows the new Florida Career and College Readiness Standards (FCCRS), Next Generation Sunshine State Standards (NGSSS) and a modified Department of Defense Education Activity (DoDEA) Curriculum. Reading and writing strategies are integrated across all core subjects and elective courses. Upon graduation our students possess the knowledge, habits and skills that come from a curriculum that is rich in information, well – rounded and rigorous.

TCMS offers a comprehensive advanced language arts courses. Language arts teachers approach instruction with the goal that TCMS students will be prepared to enter high school honors, AP and college-level English study. Teachers guide students to become self-directed learners, critical thinkers, and creative, effective communicators. Each course utilizes materials that allow students to maximize their interaction with complex text, higher level vocabulary, and strategies that strengthen their understanding of grammar skills.

Writing instruction is based on the FCCRS. Students are taught to read text, search for evidence, and use text support in their writing to develop and support arguments. Furthermore, we teach each student the process of research, note taking, outlining, and citing references for a culminating research paper project which is embedded in the language arts coursework. Students learn to synthesize their research into an effective paper which will prepare them for higher levels of learning.

The TCMS math curriculum is a series of advanced courses that are challenging and rigorous guaranteeing that students are career and college ready. Math teachers help students to extend their thinking from concepts and skills to real world application. Students are taught to think logically and to problem-solve using a variety of mathematical processes. While traditional district schools offer multiple levels of mathematics at each grade level, TCMS offers all students the middle school honors track. All grade 8 students are eligible for Algebra 1 Honors high school credit upon successful completion of the course. The TCMS math program provides a foundation that ensures that TCMS students are prepared for advance coursework in high school and beyond.

The science curriculum is designed to promote critical thinking. Students have opportunities to develop skills, construct scientific knowledge through student led, inquiry-based assignments, planning and conducting labs, scientific research, and field excursions. While most public schools offer a comprehensive, spiraling science curriculum at the middle school level, TCMS dedicates each grade to a specific science discipline allowing students to go much deeper into their study of each discipline.

The social studies curriculum offers an engaging historical approach where students learn civic awareness and gain knowledge of world history, cultures, geography and U.S. history. Students must use their critical thinking skills to analyze questions and quandaries endemic to the human experience. Hands-on experiences are provided at each grade level, and students in grade 8 are provided with a unique learning experience in Washington, D.C.

The elective department utilizes cross-curricular instruction and literacy strategies to compliment the core academic classes. Our elective programs include Spanish, physical education, art, music, computer technology and STEM. These courses help provide a rich and well-rounded curriculum that enhances student creativity, appreciation of different cultures and art as well as develop and refine various skills.

The Exceptional Student Education (ESE) program provides appropriate ESE and gifted services, including maximizing student participation in the general education classroom's advanced and honors courses. All TCMS ESE students are mainstreamed, allowing students to remain in the least restrictive environment to the greatest extent possible, while providing classroom and testing accommodations. The ESE specialist meets regularly with teachers track individual student progress. Academically gifted students, also part of the ESE program, are challenged through the rigorous advanced and honors curriculum.

2. Reading/English:

The English language arts (ELA) curriculum is based on the implementation of the new Common Core State Standards (CCSS), Next Generation Sunshine State Standards (NGSSS) and a modified Department of Defense Education Activity (DoDEA) curriculum. Terrace Community Middle School (TCMS) does not track students; all coursework offered is at the advanced honors level across all grades.

The TCMS reading program is novel-based and includes content guidelines, process guidelines and response strategies for both literary and informational text. A variety of materials allows students to maximize their interaction with the written word, develop higher vocabulary through complex text and strengthen grammar skills. A combination of fiction, non-fiction, and informational text or feature articles encourages students at all grade levels to use active reading strategies. Students are taught and encouraged to predict, make inferences, annotate and make connections. In addition, analyzing literature and citing supporting evidence in order to draw conclusions about the meaning of the text or author's purpose is central in each class. Writing in ELA focuses on process and organization for each individual task. The process of research, note taking, outlining and citing sources is embedded throughout the ELA coursework. Students learn to synthesize their research preparing them for higher levels of learning.

For students who are currently reading below grade level, TCMS provides differentiated instruction and small group, or one-on-one tutoring. Typically, this involves an individual screening assessment, small group tutoring and activities, as well as student teacher conferences from the Reading Resource teacher and classroom teacher.

All of the teachers in the Language Arts Department value student learning, skill mastery and creativity. Through a novel based approach, teachers are able to choose novels for cross-curricular study and vary choices based on student interest and reading level. In addition, classical and modern literature is introduced at each grade level to highlight similarities and differences in writing styles, character development and traits, and themes. Teachers are also able to supplement novels with short stories, non-fiction articles, and other sources to allow students to make comparisons across multiple texts, argue and support a claim with textual evidence, and refine and extend ideas. This approach to language arts gives the teachers flexibility in delivering the curriculum based on the students in their classroom. Our students continue to celebrate literacy through producing work demonstrating success in reading, writing, listening, and speaking.

3. Mathematics:

The math curriculum at Terrace Community Middle School (TCMS) is an active, dynamic, and challenging series of courses. We offer only one track of advanced honors courses at each grade level. Over three years, all TCMS students cover the ten rigorous Department of Defense Education Activity (DoDEA) strands, as well as the Next Generation Sunshine State Standards (NGSSS) strands and the Common Core State Standards (CCSS), which will be in full implementation in 2014-2015. After successful completion of advanced grade 6 and 7 math coursework, each student entering grade 8 is enrolled in the rigorous high school Algebra 1 Honors curriculum. In comparison to students in our district and state, TCMS students score significantly higher on the FCAT Mathematics in each grade level. The Grade 6 course covers topics at an accelerated pace and reading and writing are incorporated in daily classroom activities, assessments and various research projects and reports. All students in grade 7 are enrolled in Advanced Pre-Algebra, where they continue to develop reading and writing skills and are expected to work diligently to develop independent learning skills and make connections to real world problem solving. The grade 8 math program is taught at the high school level; all students are enrolled in the Algebra 1 Honors course. This rigorous course requires students to express their knowledge and problem-solving abilities through writing, multi-

step problems and real world applications. Students must successfully pass the semester exam and End of Course (EOC) Assessment in order to qualify for high school credit.

Students who perform below grade level are provided with various levels of support. Students may take part in small group or one-on-one tutoring with the Math Resource teacher and teachers differentiate within the classroom setting. Moreover, students who do not earn high school credit in math in the first quarter will have an adjustment on their transcript to a lower level math course. A grade adjustment will be made to their scores to reflect the grade the student would have earned in a lower level course. Since all students remain in the Algebra I Honors classroom, all students must still complete the Algebra I Honors curriculum for the remainder of the school year. The TCMS math program is recognized state and county-wide. Our students compete in top level math contests and tournaments within the county, region and state. Our school and individual students have earned recognition for their achievements.

4. Additional Curriculum Area:

The goal of the social studies department at Terrace Community Middle School (TCMS) is to prepare students for success in their advanced high school history courses. Students are exposed to content rich, non-fiction, informational text and academic vocabulary to deepen their critical thinking skills. Students are taught to write concisely when defending their positions on related arguments.

Grade 6 students study ancient civilizations and the Six Essential Elements of Geography. Students learn how religion is spread and how social, economic and political structures have influenced human history. Hands-on experiences such as mummification ceremonies, and writing and performing their own folktales are a favorite among the students.

In grade 7 Civics, students learn about the laws, institutions and Americana that form the backbone of our nation. The main focus of this course is citizenship and civic concepts. Students have an opportunity to study primary documents like the Declaration of Independence and the Constitution while exploring the ideas and passion our founding fathers had when fighting for our freedom. Civics extends beyond the constitution; students are encouraged to watch the nightly news, familiarize themselves with current events, formulate ideas, and defend their opinions with textual support and evidence. Civics requires more student-led inquiry and for students to take an active role in their learning. The civics course is a perfect segue to prepare students for the grade 8 social studies course which focuses on what it means to be an American.

Students in grade 8 study U.S. History, which introduces them to the geographic, political, and socioeconomic forces that have shaped our country. Students participate in engaging debates and lectures, and perform historical reenactments based on historical events. Document-based questioning requires students to read and comprehend primary and secondary sources to derive historical meaning from their assigned reading. In addition to the in-class curriculum, students have the opportunity to take part in an academically enriching trip to Washington, D.C. or St. Augustine. Students take part in a culminating project which allows them to synthesize and showcase the research they completed on a fallen soldier or the role of the first permanent European settlement in our history.

5. Instructional Methods:

The instructional methods used by Terrace Community Middle School (TCMS) directly support the mission and guiding principles of the school. Coursework is engaging and challenging, and students are given tools for academic success.

Each academic department, across grade levels, collaborates to map out the vertical progression of the curriculum based on data and research, curricular goals, and assessment expectations. A variety of research-based instructional models, such as direct instruction, cooperative learning, scaffolding, and differentiated instruction, are used to present instruction that enables all students to acquire and utilize learning strategies that will enhance their personal learning goals within the educational setting. Learning strategies are interwoven into the reading, math, and writing curriculum.

Faculty members tutor students who did not show proficiency on the FCAT 2.0 assessments, as well as other students who need assistance with more specific concepts. Students who demonstrate the need for additional support based on their reading or math diagnostic are also placed in a tutoring program with the Reading or Math Resource teacher. These students are monitored by their classroom teacher, resource teacher, and grade level administrator through the Multi-Tiered System of Support (MTSS). In response to the fact that 41 percent of our student population is academically gifted, many of our teachers have earned their gifted teaching certification and all teachers implement strategies to engage learners in higher order and critical thinking skills.

TCMS holds high academic standards for its students; they are challenged to rise to meet these standards and receive support for success and improved performance. Technology is infused within classroom instruction. Teachers and students use SMART Boards, SMART Response clickers, online tutorials, podcasts, and webquests, as well as computer-based test preparation programs such as FCAT Explorer and EasyCBM.

Teachers continually collaborate and research innovative instructional methods to enhance, support, and enrich classroom instruction to support learning.

6. Professional Development:

The staff development mission at Terrace Community Middle School (TCMS) is to assist all employees and departments in providing quality in-service activities that enrich the classroom and provide support for continuous improvement and high achievement. TCMS encourages a “menu plan” where teachers can identify their own instructional and professional needs and create a plan by choosing from a menu of professional development options. Teachers record their activities and progress throughout the year, receive guidance, and reflect on their application and growth. This growth is part of the year end administrative evaluation which provides continual guidance from year to year.

At the beginning and end of each year we conduct a survey to determine the success of this program and to determine how improvements can meet the needs of our teachers and staff, thus improving the overall academic environment for our students.

Professional development components are aligned with SMART Goals (specific, measurable, attainable, relevant, and time-based). These components can be related to instruction, curriculum, and assessment, and involve some kind of change from current knowledge to new learning. All curriculum and instruction professional development are aligned with state and national standards for student improvement and best practices.

Our professional development system also includes the Teacher Induction Program for new teachers, as well as teachers new to our county. These services include, but are not limited to, content training, accomplished practices, ACP guidelines training and Code of Ethics training.

TCMS’s professional development evaluation system protocols meet the Florida state standards and are approved at the district level. The purpose of Florida’s Professional Development System Evaluation Protocol is “to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.” Our school follows these protocols to ensure each educator can access essential elements of high-quality professional development which are incorporated into planning, learning, implementing and evaluating.

7. School Leadership

The leadership philosophy of Terrace Community Middle School (TCMS) is to improve student achievement through data-driven decisions, professional guidance, support and visionary leadership. Additionally, we feel that the role of a school leader is to provide motivation and support to our students, teachers, and staff; to cultivate a learning environment that is safe, secure and promotes academic success;

and to continuously strive for improvement and positive growth. TCMS has a very unique leadership structure, organized to offer equal guidance and support to all of our stakeholders. Parents and students often comment that they enjoy the personal attention they receive from our school administration.

TCMS leadership includes the school principal, three assistant principals (or grade level administrators), subject area leaders and front office staff. Each grade level has its own assistant principal who is responsible for the needs of the grade level they are assigned. They provide support, guidance and leadership to their team of teachers and students. Parents have a direct line of communication to their grade level administrator for any questions or concerns.

The principal and grade level administrators work together to ensure sustained improvement of individuals and the organization as a whole.

The principal is responsible for oversight of the school as the instructional and organizational leader. The principal leads the grade level administrators and subject area leaders in data team meetings and monthly curriculum meetings to discuss, recommend and change policies and procedures that affect student achievement. The leadership team also oversees professional development, sets and monitors goals and communicates results. The principal further ensures that teachers and students have the tools and resources needed to effectively run our exceptional instructional program.

The grade level administrators are primarily responsible for the day-to-day operations of their respective grade levels. They conduct walk-through and informal observations, monitor student behavior and performance, and provide support and assistance to the teachers, as well as to their students and parents. Grade level administrators are also assigned other duties that include scheduling, testing, progress monitoring and coordinating special services.

The subject area leaders closely monitor the horizontal and vertical alignment of the curriculum. The subject area leaders provide guidance and serve as a resource to teachers for the effective instruction for the subject for which they are responsible. In addition, the subject area leaders recommend professional development, analyze data and suggest curriculum recommendations to the principal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: FCAT 2.0 (2011-2013)/FCAT (2009-2010)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	91	91	90	88	89
Exceeds standards (Levels 4 and 5)	68	68	67	60	62
Number of students tested	218	218	211	215	177
Percent of total students tested	100	100	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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	89	81	86	68	69
Exceeds standards (Levels 4 and 5)	48	51	49	40	44
Number of students tested	37	27	35	31	32
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	8	8	7	3	6
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	7	7	8	3	2
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	87	84	87	79	71
Exceeds standards (Levels 4 and 5)	74	50	57	54	42
Number of students tested	38	38	30	24	17

5. African- American Students					
Meets standards (Levels 3, 4 and 5)	80	93	79	66	75
Exceeds standards (Levels 4 and 5)	30	54	37	35	50
Number of students tested	20	28	24	29	16
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	94	97	100	97	96
Exceeds standards (Levels 4 and 5)	84	86	88	84	83
Number of students tested	48	36	33	38	23
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
9. White Students					
Meets standards (Levels 3, 4 and 5)	94	91	89	92	92
Exceeds standards (Levels 4 and 5)	65	71	68	60	62
Number of students tested	93	104	113	110	114
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	94	92	90	93	
Exceeds standards (Levels 4 and 5)	76	84	80	57	
Number of students tested	17	12	10	14	7
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	95	93	90	88	89
Exceeds standards (Levels 4 and 5)	71	72	65	62	60
Number of students tested	98	107	106	102	94
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	88	90	90	88	89
Exceeds standards (Levels 4 and 5)	66	65	69	59	64
Number of students tested	120	111	105	113	83

13. Other 3: Gifted					
Meets standards (Levels 3, 4 and 5)	98	97	97	100	98
Exceeds standards (Levels 4 and 5)	91	90	87	88	88
Number of students tested	86	90	78	69	61

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Math was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: FCAT 2.0 (2011-2013)/FCAT (2009-2010)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	92	94	87	91	86
Exceeds standards (Levels 4 and 5)	73	76	65	57	54
Number of students tested	218	217	215	213	176
Percent of total students tested	100	100	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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	93	88	74	76	
Exceeds standards (Levels 4 and 5)	64	62	44	35	
Number of students tested	28	34	27	34	9
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)				64	
Exceeds standards (Levels 4 and 5)				28	
Number of students tested	7	9	3	11	3
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	4	6	1	1	1
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	90	88	89	86	79
Exceeds standards (Levels 4 and 5)	61	67	59	43	54
Number of students tested	41	33	27	21	28
5. African- American Students					

Meets standards (Levels 3, 4 and 5)	81	92	60	70	73
Exceeds standards (Levels 4 and 5)	40	67	32	31	50
Number of students tested	27	24	25	23	26
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	97	95	98	100	100
Exceeds standards (Levels 4 and 5)	86	79	88	77	78
Number of students tested	37	37	40	26	18
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested				1	
9. White Students					
Meets standards (Levels 3, 4 and 5)	94	96	87	93	89
Exceeds standards (Levels 4 and 5)	81	77	63	58	50
Number of students tested	100	109	108	132	93
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	92	92	100	90	82
Exceeds standards (Levels 4 and 5)	77	92	80	70	55
Number of students tested	13	13	15	10	11
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	96	96	84	90	91
Exceeds standards (Levels 4 and 5)	80	79	66	60	53
Number of students tested	103	115	103	111	90
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	89	92	89	91	80
Exceeds standards (Levels 4 and 5)	66	72	63	53	54
Number of students tested	115	102	112	102	86
13. Other 3: Gifted					
Meets standards (Levels 3, 4 and 5)	99	100	100	98	100

and 5)					
Exceeds standards (Levels 4 and 5)	92	94	89	91	80
Number of students tested	90	77	72	60	45

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Math was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: FCAT 2.0 (2011-2013)/FCAT (2009-2010)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	92	90	92	92	93
Exceeds standards (Levels 4 and 5)	61	65	66	56	54
Number of students tested	218	217	211	202	173
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	96	79	79	88	
Exceeds standards (Levels 4 and 5)	37	34	44	29	
Number of students tested	27	29	34	17	5
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)			60		
Exceeds standards (Levels 4 and 5)			40		
Number of students tested	9	4	10	2	7
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	2	3	3	2	
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	91	85	90	92	95
Exceeds standards (Levels 4 and 5)	53	61	67	46	50
Number of students tested	34	33	31	37	22
5. African- American Students					

Meets standards (Levels 3, 4 and 5)	83	83	81	83	86
Exceeds standards (Levels 4 and 5)	40	33	37	38	7
Number of students tested	23	24	27	29	14
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	97	97	100	100	95
Exceeds standards (Levels 4 and 5)	86	94	96	95	76
Number of students tested	36	39	23	19	21
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					1
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
9. White Students					
Meets standards (Levels 3, 4 and 5)	93	90	92	92	92
Exceeds standards (Levels 4 and 5)	59	60	65	58	55
Number of students tested	111	107	117	104	106
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	100	100	100	92	
Exceeds standards (Levels 4 and 5)	77	93	91	54	
Number of students tested	13	14	11	13	9
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	65	64	65	96	95
Exceeds standards (Levels 4 and 5)	93	89	90	62	60
Number of students tested	114	108	114	84	104
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	91	92	94	87	91
Exceeds standards (Levels 4 and 5)	56	67	67	50	48
Number of students tested	104	109	97	98	89
13. Other 3: Other 3					
Meets standards (Levels 3, 4					

and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Math was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

There is no gifted data for 8th grade.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: FLDOE

Test: Algebra End of Course Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Jan	Jan
SCHOOL SCORES*					
Meets standards	98	97	89		
Exceeds standards	65	62	50		
Number of students tested	191	199	204		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards		100	78		
Exceeds standards		43	20		
Number of students tested	20	21	31		
2. Students receiving Special Education					
Meets standards			40		
Exceeds standards			10		
Number of students tested	6	4	10		
3. English Language Learner Students					
Meets standards					
Exceeds standards					
Number of students tested	1	3	3		
4. Hispanic or Latino Students					
Meets standards	94	93	80		
Exceeds standards	54	49	45		
Number of students tested	30	27	31		
5. African- American Students					
Meets standards	94	95	75		
Exceeds standards	44	53	21		
Number of students tested	18	19	24		
6. Asian Students					
Meets standards		98	96		
Exceeds standards		85	82		
Number of students tested	33	39	22		
7. American Indian or Alaska Native Students					
Meets standards					
Exceeds standards					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets standards					
Exceeds standards					
Number of students tested					
9. White Students					
Meets standards	98	98	90		
Exceeds standards	63	56	50		
Number of students tested	97	100	114		
10. Two or More Races identified Students					
Meets standards		93	100		
Exceeds standards		72	45		
Number of students tested	12	14	11		
11. Other 1: Male					
Meets standards	96	96	85		
Exceeds standards	68	65	48		
Number of students tested	95	95	112		
12. Other 2: Female					
Meets standards	99	97	92		
Exceeds standards	61	58	50		
Number of students tested	96	104	92		
13. Other 3: Other 3					
Meets standards					
Exceeds standards					
Number of students tested					

NOTES: Please note: fields were left blank because the Algebra I EOC exam was first administered in Spring, 2011.

Please note: to provide meaningful results and to protect the privacy of students, data is not reported when the total number of students in a group is fewer than 10 or when all students in the group are in the same category (i.e., all are in the same achievement level).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: FCAT 2.0 (2011-2013)/FCAT (2009-2010)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	93	91	87	94	93
Exceed standards (Levels 4 and 5)	69	65	64	72	68
Number of students tested	218	218	210	215	177
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	86	81	80	84	78
Exceed standards (Levels 4 and 5)	62	44	46	54	31
Number of students tested	37	27	35	31	32
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)					
Exceed standards (Levels 4 and 5)					
Number of students tested	8	8	7	3	6
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceed standards (Levels 4 and 5)					
Number of students tested	7	7	8	3	2
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	92	82	73	96	76
Exceed standards (Levels 4 and 5)	68	53	36	59	47
Number of students tested	38	38	30	24	17
5. African- American Students					

Meets standards (Levels 3, 4 and 5)	80	86	83	79	81
Exceed standards (Levels 4 and 5)	40	47	58	55	31
Number of students tested	20	28	24	29	16
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	96	94	94	100	96
Exceed standards (Levels 4 and 5)	73	77	82	84	87
Number of students tested	48	36	33	38	23
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceed standards (Levels 4 and 5)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceed standards (Levels 4 and 5)					
Number of students tested					
9. White Students					
Meets standards (Levels 3, 4 and 5)	92	94	88	95	96
Exceed standards (Levels 4 and 5)	69	69	65	73	71
Number of students tested	93	104	112	110	114
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	100	100	100	100	
Exceed standards (Levels 4 and 5)	76	83	80	79	
Number of students tested	17	12	10	14	7
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	92	93	87	96	89
Exceed standards (Levels 4 and 5)	68	71	61	71	65
Number of students tested	98	107	106	102	94
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	93	89	88	93	96
Exceed standards (Levels 4 and 5)	69	60	68	72	71
Number of students tested	120	111	104	113	83
13. Other 3: Gifted					
Meets standards (Levels 3, 4 and 5)	100	100	99	100	100

and 5)					
Exceed standards (Levels 4 and 5)	91	86	82	93	89
Number of students tested	86	90	78	69	61

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Reading was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: FCAT 2.0 (2011-2013)/FCAT (2009-2010)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	92	90	83	90	89
Exceeds standards (Levels 4 and 5)	68	67	53	62	60
Number of students tested	218	217	215	213	176
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	93	88	81	76	
Exceeds standards (Levels 4 and 5)	57	53	40	38	
Number of students tested	28	34	27	34	9
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)				64	
Exceeds standards (Levels 4 and 5)				45	
Number of students tested	7	9	3	11	3
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	4	6	1	1	1
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	90	91	70	86	89
Exceeds standards (Levels 4 and 5)	54	52	48	47	64
Number of students tested	41	33	27	21	28
5. African- American Students					

Meets standards (Levels 3, 4 and 5)	78	92	60	83	77
Exceeds standards (Levels 4 and 5)	56	63	20	39	35
Number of students tested	27	24	25	23	26
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	97	92	93	96	94
Exceeds standards (Levels 4 and 5)	78	76	65	92	83
Number of students tested	37	37	40	26	18
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested				1	
9. White Students					
Meets standards (Levels 3, 4 and 5)	94	88	88	91	91
Exceeds standards (Levels 4 and 5)	66	69	56	64	59
Number of students tested	100	109	108	132	93
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	100	100	87	90	82
Exceeds standards (Levels 4 and 5)	92	77	74	60	73
Number of students tested	13	13	15	10	11
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	92	87	80	87	88
Exceeds standards (Levels 4 and 5)	68	65	52	60	66
Number of students tested	103	115	103	111	90
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	92	94	87	92	90
Exceeds standards (Levels 4 and 5)	69	69	56	64	54
Number of students tested	115	102	112	102	86
13. Other 3: Gifted					
Meets standards (Levels 3, 4 and 5)	99	97	97	97	100

and 5)					
Exceeds standards (Levels 4 and 5)	88	87	78	87	91
Number of students tested	90	77	72	60	45

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Reading was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: FCAT 2.0 (2011-2013)/FCAT 2009-2010

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: FLDOE

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets standards (Levels 3, 4 and 5)	87	88	86	81	86
Exceeds standards (Levels 4 and 5)	62	57	63	41	45
Number of students tested	218	217	211	203	173
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets standards (Levels 3, 4 and 5)	85	83	76	47	
Exceeds standards (Levels 4 and 5)	44	42	35	12	
Number of students tested	27	2	34	17	5
2. Students receiving Special Education					
Meets standards (Levels 3, 4 and 5)			40		
Exceeds standards (Levels 4 and 5)			20		
Number of students tested	9	4	10	2	7
3. English Language Learner Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested	2	3	3	2	
4. Hispanic or Latino Students					
Meets standards (Levels 3, 4 and 5)	88	85	77	84	86
Exceeds standards (Levels 4 and 5)	44	65	67	24	30
Number of students tested	34	33	31	37	22
5. African- American Students					

Meets standards (Levels 3, 4 and 5)	78	75	81	69	57
Exceeds standards (Levels 4 and 5)	56	17	40	34	7
Number of students tested	23	24	27	29	14
6. Asian Students					
Meets standards (Levels 3, 4 and 5)	97	92	96	89	95
Exceeds standards (Levels 4 and 5)	83	77	74	73	67
Number of students tested	36	39	23	19	21
7. American Indian or Alaska Native Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					1
8. Native Hawaiian or other Pacific Islander Students					
Meets standards (Levels 3, 4 and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					
9. White Students					
Meets standards (Levels 3, 4 and 5)	84	90	88	82	88
Exceeds standards (Levels 4 and 5)	59	58	66	43	44
Number of students tested	111	107	117	105	106
10. Two or More Races identified Students					
Meets standards (Levels 3, 4 and 5)	100	93	82	77	
Exceeds standards (Levels 4 and 5)	85	72	55	38	
Number of students tested	13	14	11	13	9
11. Other 1: Male					
Meets standards (Levels 3, 4 and 5)	82	85	78	86	88
Exceeds standards (Levels 4 and 5)	54	54	54	41	48
Number of students tested	114	108	114	104	84
12. Other 2: Female					
Meets standards (Levels 3, 4 and 5)	92	91	95	76	84
Exceeds standards (Levels 4 and 5)	70	61	72	41	41
Number of students tested	104	109	97	99	89
13. Other 3: Other 3					
Meets standards (Levels 3, 4					

and 5)					
Exceeds standards (Levels 4 and 5)					
Number of students tested					

NOTES: Please note: Categories were left blank when there was insufficient data to report scores. This includes fewer than 10 students or when all members are in the same achievement level.

FCAT 2.0 Reading was first administered in Spring, 2011.

FCAT 2.0 incorporates more rigorous grade level expectations as well as computer-based testing.

There is no gifted data for 8th grade.