

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PEDRO MENENDEZ HIGH SCHOOL

District Name: St. Johns

Principal: Dr. Clay Carmichael

SAC Chair: Margaret O. Mickler

Superintendent: Dr. Joseph Joyner

Date of School Board Approval:

Last Modified on: 09-15-2009

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## VISION and MISSION STATEMENTS

### Vision:

Non scholae, sed vitae discimus.

Not For School, But For Life, We Learn. Seneca;

Pedro Menendez High School in collaboration with parents and community strives to instill in all students, regardless of background, excellence in both academic and character achievement.

### Mission:

1. Together, students, teachers and the community share the responsibility for advancing the school's vision.
2. Each student is a valued individual.
3. Students learn best when they take responsibility for their learning and are actively engaged in the learning process.
4. Students must demonstrate their understanding of essential knowledge and skills in preparation for the work place.
5. Mutual respect among and between students and staff enhances positive relationships.
6. Students must have opportunities to learn problem-solving skills in a supportive and challenging environment.
7. Teachers should implement a variety of instructional practices, and the school shall offer a varied curriculum to accommodate the different ways that students learn.
8. Reading and its many applications are essential tools to achieving success in life.
9. An appreciation for cultural diversity increases students' understanding of different peoples and cultures.
10. Teachers and students must always strive for continuous improvement.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Pedro Menendez High School, PMHS, started as a new high school in August of 2000, built for 1500 students, which it currently holds. Located in the southern area of the county, the community supporting the school is wide-spread – from suburban neighborhoods along the Atlantic coast and Intracoastal waters, through neighborhoods close to the school, and out to farms spreading near and along the St. Johns River. This makes for a very diverse student body.

#### Unique School Strengths for Next Year

PMHS students are of very high character who, with proper guidance, capable of excellence in both character and academics. Our schools Academies, AVID (Achievement Via Individual Determination), preIB, Art, and Athletic programs provide a framework for student motivation and engagement.

#### Unique School Weaknesses for Next Year

Our school received a "D" rating for the 2008-2009 school year. Primarily due to the lowest quartile students not making appropriate gains. The score was further exacerbated due to somewhat lower scores across most academic areas. Another contributing factor for the 2008-2009 school year was poor attendance. Twenty-three percent of our students were absent fifteen or more days for the 180 day school year. Initial studies indicated that as absences increased FCAT scores diminished. For the 2009-2010 school year we will implement both an in school suspension class for those students who are regularly truant and a four week reward program for those students who display proper attendance and punctuality.

#### Student Demographics

Of the student population attending PMHS, sixteen percent are minorities, eighteen percent are economically disadvantaged,

and eleven percent are in exceptional education courses.

#### Student Attendance Rates

Our attendance rate for the 2008-2009 school year was 92.5%.

#### Student Mobility

We began the 2008-2009 school year with 1,596 students enrolled and ended the year with 1,492 students. During the course of the year, 210 students withdrew and 106 were enrolled for a net loss of 104 students. This mobility comes predominantly from the economic distress in the area.

#### Student Suspension Rates

The suspension rate was 45% based on a population of 1,532. Many of these suspensions were caused by non-attendance of Saturday School which resulted in the student going to the next level of consequence. Time of suspension varied between one day and ten days. The average of daily suspensions, not counting April and May, was in the forties and fifties (that is numbers, not percentages).

#### Student Retention Rates

Based on end of year enrollment for the 2008-2009 school year, PMHS had a retention rate of 2.5% which includes students in grades 9-11. This number reflects those students who were retained based on a lack of sufficient credits needed to proceed to the next grade level.

#### Class Size

Academic class size falls well within the state standard of 25:1, student to teacher ratio. In summary, our Social Studies classes averaged 25 students; English classes 24 students; Math classes 23 students; Science classes 24 students. Self-contained Exceptional Student Education classes average 15, self contained EBD classes averaged 6 and co-teach classes averaged 25 students. Additionally, our reading classes averaged 21 students. In regards to the reading classes, for the 2009-2010 school year we will add an additional reading teacher as well as increase our number of sections of reading with existing teachers. In doing so we will be able to offer more individualized instruction and reduce the number of disciplinary incidences in those classes which will increase our achievement of the lowest 25%.

#### Academic Performance of Feeder Pattern

For the 2008-2009 school year all feeder pattern schools displayed strong academic performance. Gamble Rogers Middle School maintained an "A" rating while all elementary schools, Osceola, Otis Mason, and South Woods, improved their letter grade from a "B" to an "A". None of the feeder pattern schools met AYP; however, it is important to note that all schools met 80 plus percent of the criteria.

#### Partnerships and Grants

All of PMHS academies are named in accordance to SJCS policy of \$50,000 per year monetary and/or in-kind contributions: Flagler Hospital Academy of Health Sciences, Vystar Academy of Business, Florida Masonry Association Academy of Architecture and Building Sciences. Additionally, Medical Distributors International, MDI, a Ponte Vedra Beach based company has endowed the AVID program at PMHS with more than \$50,000.00 cash and in kind contributions for the 2009-2010 school year. These funds will be used to stipend tutors, fund collegiate fieldtrips, and to purport the overall college ready atmosphere of the school.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Clay Carmichael	Ed.D/k-12 principal, Science, and Agr Ed.	3	15	As principal of Fruit Cove Middle School all 6 years "A" school rating as well as met AYP all years. PMHS 07-08 "B" school grade and did not meet AYP.
Assis Principal	Kathy Sanchez	BA Degree in Social Studies; Masters Degree in Educational Leadership	3	7	Assistant Principal at Bartram Trail High School for 4 years. BTHS was an A school, but did not meet AYP.
Assis Principal	Cynthia Williams	Educational Leadership K-12, M.Ed Counselor Education K-12	5	10	While assistant Principal of Pedro Menendez High School, the school received ratings of "C" 2006, "B" 2007, "B" 2008 and did not meet AYP.

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Literacy	Beryl Rogers	Reading K-12 ESOL ESE El. Ed	7	4	Prior school grade Bot. 25% learn gains AYP 04/05 C 48 no 05/06 C 49 no 06/07 B 51 no 07/08 B 48 no 08/09 D 40 no

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
To recruit and retain high quality, highly qualified teachers to Pedro Menendez, we utilize referrals, we have added the AVID, pre-IB, and IB programs which should have the affect of attracting high caliber instructional staff.	School Administrators	On-going	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
80	1	11	25	31	32	100	9	5	31

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beryl Rogers	Matt Hodges	Mrs. Rogers is an experienced & accomplished reading teacher and coach	Meeting every 2 weeks as well as classroom assignments within close proximity.
Teresa Miska	Jennifer Persinger	Teresa Miska is an accomplished teacher as well as being National Board Certified	Meetings at least once a month.
Teresa Miska	Earl Brown	Teresa Miska is an accomplished teacher as well as being National Board Certified	Meetings at least once a month.
Ron Masiak	Aileen Wisell	Accomplished math teacher as well as department chair	Meetings at least once a month.
Ron Masiak	Donte Ford	Accomplished math teacher as well as department chair	Meetings at least once a month.

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Sarah Page, Cynthia Williams, Holly Cromwell, Beryl Rogers, Kathy Sanchez, Clay Carmichael  
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.  
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions,

and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas, namely student behavior/attendance, that needed to be addressed; helped set clear expectations for instruction (Essential 9 Morzano et al.); facilitated the development of a systemic approach to teaching (Meaningful lessons bell-to-bell, Costas higher order questions, Nonlinguistic Models, Utilize Cornell notes, Test preparation, Collaborative Study, Vocabulary building, Learning logs/extended response question, 'WICR'); and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN as well as weekly meeting with individual student 'data wall' in which anecdotal data is discussed.  
Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)

Describe the plan to train staff on RtI.

At least once a month, Wednesday mornings will be devoted to faculty professional development with an emphasis on RtI implementation. The learning communities will be designated as follows:

9th and 10th Grade Team Facilitators: Kathy Sanchez and Leslie Bendt  
School Intervention Team Facilitators: Cynthia Williams and Beryl Rogers  
Higher Order Thinking Skills and Questioning Team Facilitators: Clay Carmichael and Wayne Hartley

School Wide Florida's Continuous Improvement Model

Plan

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In all grade levels we had more students absent from school compared to any other year; 320 plus students had more than 15 days unexcused absences. Our observations revealed that our behavior management plan failed to have effective rewards and consequences for truant behavior. These absences had a great impact upon general academic achievement. Academically:

52 % of the 9th grade students scored 3 and above FCAT reading; 71 % students scored 3 and above FCAT math; the average mean DSS growth reading 72 and 53 math. 40% of the lowest quartile made substantial gains FCAT reading. 41 % of the 10th grade students scored 3 and above FCAT reading; 69% students scored 3 and above FCAT math; the average mean DSS growth reading 2 and 38 math; and 75 % students scored 3.5 and above FCAT Writes. 34 % of the 11th and 12th graders scored 3 and above FCAT Science. 13 % of the 11th and 12th graders scored 3 and above FCAT Retakes. AYP 87 % criteria met.: Math proficient for the general population. Not reading proficient for the general or the economic disadvantaged population.

11 students passed AP Biology (41%).  
8 students passed AP Environmental Science (50%).  
21 students passed AP Human Geography (13.8%).  
0 students passed AP Spanish Language.  
9 students passed AP English Literature (19%).  
0 students passed AP US Government and Politics  
0 students passed AP Comparative Government  
23 students passed AP English Language (28%)  
4 students passed AP Art History (21%)  
5 students passed AP Statistics (41%)  
15 students passed AP Calculus AB (68%)  
7 students passed AP Calculus BC (87.8%)

Overall we 250 students enrolled in Dual Enrollment course and 300 students enrolled in AP courses. Many students were enrolled in both and many students often were enrolled in more than one AP course. We gave nearly 500 AP exams in the Spring.

Achievement Via Individual Determination, AVID Comparative FCAT Data:

Cohorts Reading DSS Math DSS  
AVID Mean 103.68 40.80  
Non AVID Mean 55.95 37.78  
Level 2-4 Mean 51.09 33.25  
Math 2-5

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Both formal and informal meetings were held with teachers and the School Advisory Council during the summer of 2009. During those meetings it was the consensus that the following strategies were to be implemented:

- All students are engaged in a meaningful lesson that matches state standards and pacing guide (lesson plans and pacing guide on desk).
- Critical thinking, Costas higher order questions are evident (student generated/ teacher generated)
- Nonlinguistic model present which introduces and/or summarizes lesson at hand.
- Student generated Cornell notes are evident.
- Standardized tests being practiced in a timed environment, test vocabulary being presented.
- Word wall up matching current lesson.
- Effective collaborative group work being implemented.
- Learning logs, quick write, and extended response questions are being implemented.
- Instruction occurring bell to bell.

It is expected that all teachers will implement formal assessments at 3 week increments in order to determine student progress in relation to the Sunshine State Standards. All assessment questions will be consistent with the FCAT format. Periodic formal assessment data and Rti data will be correlated by the student success team biweekly to predict the progress of the lowest quartile. Student specific strengths and weaknesses for the lowest quartile have been provided to each teacher; and the literature coach's office has been set up in such a manner that each of the lowest quartile student's progress can be measured during the biweekly success team meetings. A threshold of 80% of the lowest quartile students is set as the expectation for adequate progress.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Main Idea as well as the ability to access the text for correct responses will be the main focus.  
Writing: Basic 5 paragraph style is our most deficient area and will be the focus of our instruction/student learning goals.  
Math: Algebraic thinking as well as word problems are the 2 major deficits, thus remain the focus of our instruction/student learning goals.  
Science: Scientific thinking and processes are the major deficits, as well as student apathy toward FCAT Science, thus a priority has been given to scientific thought, processes, and motivation.  
We have disaggregated the data by teacher. Based on this data, we have built a master schedule with those students who have FCAT/ Sunshine State Standard deficits coupled with the strongest teachers able to teach to their specific strength and weakness.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The first step in establishing our educational program for the following year is to meet with each student individually. These individual meetings are intended to generate the collective courses needed/requested for the upcoming year. The master schedule is developed from these course requests – in essence an individual learning path is developed for each student. Additionally, once FCAT scores are released and student learning gains are determined, the master schedule is adjusted to provide students with support courses to maximize learning growth.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

PMHS offers students elective/focus courses (Academies) in health sciences, business, architecture, and the arts in addition to academic/college prep courses (i.e. AP, IB, and AVID). All of these courses meld both the academic coursework and the elective courses into one rigorous curriculum. For instance, our health science academy students do comprehensive internships at Flagler Hospital; our business academy students operate a functioning Vystar Credit Union on campus; and our architectural building and construction students initiate major building projects within the community. All academies have a robust sponsorship by local corporations including Flagler Hospital, Vystar Credit Union, and Florida Masonry Association. Additionally, Medical Distributors International (MDI) sponsors our AVID program. We have found that the strong corporate buy in to these programs as well as the practicality of the course work encourages a large number of students to participate in the Academy offerings.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

See response above.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lesson Plans and instructional delivery are aligned across grade levels and subject areas through the structure and use of curriculum pacing guides. Also used are subject state adopted text books which are aligned with state mandated benchmarks.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed through inservice in Professional Learning Communities over a four week period following the WICR model of best practices. The lessons are delivered in the classrooms and results shared in the PLC.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons are monitored through administrative "walk-throughs". Feedback is provided to teachers in order to make lesson plan revisions possible.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Intensive Instruction/intervention: Language! Summative Assessment is used every two weeks, data is entered online and tracked. The FAIR online assessment will be given three times per year; data will be online and tracked. Core class teachers assess students every two weeks using curriculum based tests with questions based on Costa's hierarchy of higher order of thinking. Supplemental classroom teachers assess students every two weeks using Ramp Up, Teenbiz, and vocabulary assessments.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Intensive Instruction: Online program identifies students not reaching mastery, teachers re-teach on Language! differentiation days. Core teachers use 80% mastery in core subjects. Supplemental classroom teachers use small group instruction to re-teach material that students have not reached mastery.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

All intensive reading students grades 9-12 are progress monitored weekly for a mastery of Benchmarks through Teenbiz. The Language! calendar schedules mastery assessments every fifth lesson. Formative assessments and Unit tests in the content classroom follow the lessons with benchmark mastery built into our state adopted textbooks. Science and Math are tested three times per year on benchmarks through Think Link.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The School Intervention Team meets monthly to discuss the progress and facilitation of summative and mini assessments and their effects on student achievement.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Assistant Principal model best practices during faculty meetings and meet with WICR teams monthly to model strategies and share in the learning process as a professional learning community. Ongoing classroom visits and observations help to ensure that appropriate instructional strategies are being implemented.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

For intensive reading Language!, Teenbiz, and/or Ramp Up is the curriculum used. Math utilizes the AI/Geometry method of intervention.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Small group, differentiated instruction. Before, during, and after school tutoring is offered in all core content areas.

How does the school identify staff's professional development needs to improve their instructional strategies?

All newly hired teachers are required to take content area reading professional development. The faculty is being trained in Positive Behavior Systems and Capturing Kids Hearts. Depending on curriculum, teachers are being sent to AVID and IB training.

Which students will be targeted for supplemental and intensive instruction/interventions?

All FCAT Level ones and twos in Math and Reading are targeted for intervention.

How will the effectiveness of the interventions be measured throughout the year?

They will be progress monitored three times per year plus there will be ongoing assessments every two weeks.



## Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

We incorporate the Socratic Method and Cornell Notes into general classroom instruction.  
We offer dual enrollment, AP, Honors, IB, and AVID classes for the accelerated student.

Describe how students are identified for enrichment strategies.

Students are identified through their scores, grades, and teacher recommendation.

## Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
WICR	Clay Carmichael & Wayne Hartley	Twice per month	Wednesdays	Science, PE, Career Ed.
WICR	Cynthia Williams & Bruce Allie	twice per month	Wednesdays	ESE and World Language
WICR	Beryl Rogers & Leslie Bendt	twice per month	Wednesdays	Math & the Arts
WICR	Kathy Sanchez & Ted Banton	twice per month	Wednesdays	English & Social Studies

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification  
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

## Pre-School Transition

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Examination of the Percentage of students completing college prep diploma last year and this year.  
Encouragement for AP, Dual Enrollment, AVID and Academy participation.  
Sharing information about Bright Futures and scholarship opportunities.

Dropout rate as of October 2008 1.31

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Reading on grade level: The percent of students scoring on grade level in Reading is at 52%.			At least 55% of all students will reach a level 3 in Reading in the coming school year.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring.	Reading Coaches and Language Arts Teachers.	Tracking of individual assessment results.	Think Link testing.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Gains made by the lowest 25%: Of the lowest 25%, 40 % are making gains.			43% of the lowest 25% will show gains on the Reading FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring of individual student scores.	Literacy Coach and English Teachers.	Individual tracking of assessment results.	FAIR testing.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase retake success rate: 42% of Retake students passed the Reading Retake.			Increase to 45% of Reading Retake Students Passing.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify, Remediate, Explain retake value and encourage high performance.	Literacy Coach, Counselors.	Progress Monitoring, Test Results.	FAIR Testing.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
55 % students will reach mastery on the 2010 Reading FCAT	FCIM Training	Literacy coach , Department Chair, and School Administration	March2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration
55% students will reach mastery on the 2010 Reading FCAT	AVID Principles to include Using Costas Higher Order Questions, Socratic Seminar, Morzano et al. strategies	Literacy Coach, Department Chair, and School Administration	March 2010	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The plan is that every teacher is a teacher of content reading. Professional Development has been designed to help teachers incorporate reading strategies in their classroom instruction through monthly team meetings.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Document Camera (all classes)	Capital	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Mathematics Scores on grade level: The total population scoring on grade level in Mathematics is at 76%		Increase percent proficient from 76% to 79%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Individual Progress Monitoring.	Mathematics teachers.	Tracking of Assessment results.	Thinklink Testing.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase in low performing student gains: Of the lowest 25%, 60% are making gains.		Increase lowest 25% making learning gains from 60% to 63%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring.	Mathematics Teachers.	Tracking of assessment results.	Thinklink Testing.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase passing rate of Mathematics retake: 39% of Retake students passed the Math Retake.		Increase to 43% Math Retake Students Passing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring.	Mathematics Teachers.	Tracking of Assessment results.	Thinklink Testing.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
79 % students will reach mastery on the 2010 Math FCAT	FCIM Training	Department Chair and School Administration	October 2009 October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration
79 % students will reach mastery on the 2010 Math FCAT	AVID Principles to include Using Costas Higher Order Questions, Socratic Seminar, Morzano et al. strategies	Department Chair and School Administration	October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document Camera (all classes)	Capital	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

*End of Mathematics Goal*

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Proficiency: Percent of students proficient in Science is at 36%.		Increase the percent proficient to 39%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Progress Monitoring, encourage student success	Science Teachers.	Think Ling Results.	Thinklink Testing.

and importance of test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
50% students will reach mastery on the 2010 Science FCAT	FCIM Training	Science Coach, Department Chair and School Administration	October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration
50% students will reach mastery on the 2010 Science FCAT	AVID Principles to include Using Costas Higher Order Questions, Socratic Seminar, Morzano et al. strategies	Science Coach, Department Chair and School Administration	October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document Camera (all classes)	Capital	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2008-2009 results, PMHS students had a mean score of 3.8 on the Florida Writes assessment with 81% being proficient.		The goal is to increase the number of students proficient from 81% to 84%.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Incorporatio of writing across the content areas using Cornell notes and summarizing.	English teachers	evaluation of data from Write Score assessmet	Write Score assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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50% students will reach mastery on the 2010 Writing FCAT	FCIM	Department Chair and School Administration	October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration
50% students will reach mastery on the 2010 Writing FCAT	AVID Principles to include Using Costas Higher Order Questions, Socratic Seminar, Morzano et al. strategies	Department Chair and School Administration	October 2009	Observation Instrument as well as Interim, FCAT Like, Reports	School Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Document Camera (all classes)	Capital	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

*End of Science Goal*

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the high number of volunteer hours and parent participation from the previous year, we hope to increase, even more, our parent involvement.		Increase parent involvement by 5% promoting an academic and character counts environment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Communication with parents via news letters and phone calls.	School Administration	Parent survey and assessment of volunteer hours.	The sign-in process and collection of volunteer hours.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
50% of parents will be involved in school based activities which promotes an academic and character counts environment	Parenting strategies to include "Capturing Kids Hearts" strategies and "Victory With Honor"	Athletic Director, Head Coaches, Club Sponsors, and School Administration	October 2009	Meeting Agendas and Minutes	School Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Various parent assemblies and house hold mailings	Operating monies	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Mathematics	FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Writing	FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Science	FCIM, FCAT, as well as AVID materials	Operating Monies	\$0.00
Parental Involvement	Various parent assemblies and house hold mailings	Operating monies	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Document Camera (all classes)	Capital	\$0.00
Mathematics	Document Camera (all classes)	Capital	\$0.00
Writing	Document Camera (all classes)	Capital	\$0.00
Science	Document Camera (all classes)	Capital	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 9/14/2009 2:10:10 PM\)](#)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

### Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

## SAC Members

### Members

- 1) Dr. Clay Carmichael, Principal
- 2) Kim Dixon, Principal
- 3) Mickey Mickler, SAC Chair
- 4) Jonathan Higgins, Teacher
- 5) Donte Ford, Teacher
- 6) Judy Tillis, Teacher
- 7) Gaye (Alicia) Costeria, Teacher
- 8) Alan Hladik, Parent
- 9) Susan Weidner, Parent
- 10) Patricia Dominguez, Parent
- 11) Tabitha Dotson, Parent
- 12) Todd Thompson, Parent
- 13) Lou Greco, School Support Personnel
- 14) Brian Schoonover, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													St. Johns PEDRO MENENDEZ HIGH SCHOOL 0401													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 753 Math: 751			2008-2009 School Grade <sup>1</sup> : D			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	48	N	71	Y	94	92	Y	71	82	Y	49	52	N	28	29	NA	48	N	73	NA		
WHITE	99	Y	99	Y	53	N	76	Y	94	94	Y	73	85	Y	45	47	N	23	24	NA	53	N	77	NA		
BLACK	97	Y	97	Y		NA		NA			NA	57	63	Y			NA			NA						
HISPANIC	99	Y	99	Y		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	30	N	61	N	92	88	N	51	82	Y	60	70	N	43	39	N	30	N	61	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	68	74	Y	49	57	Y			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													St. Johns PEDRO MENENDEZ HIGH SCHOOL 0401													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 772 Math: 771			2007-2008 School Grade <sup>1</sup> : B			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	99	Y	99	Y	51	N	72	Y	94	94	Y	74	71	N	53	49	NA	30	28	NA	56	NA	83	NA		
WHITE	99	Y	99	Y	55	N	77	Y	94	Y	75	73	N	50	45	NA	26	23	NA	61	NA	87	NA			
BLACK	99	Y	98	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	40	N	57	N	84	92	Y	66	51	N	66	60	NA	46	43	NA	44	NA	77	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	73	68	N	50	49	N			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													St. Johns PEDRO MENENDEZ HIGH SCHOOL 0401													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 780 Math: 777			2006-2007 School Grade <sup>1</sup> : B			Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	99	Y	98	Y	47	N	70	Y	92	94	Y	73	74	Y	55	53	N	29	30	NA	56	Y	76	NA		
WHITE	99	Y	98	Y	50	N	74	Y	93	Y	77	75	N	51	50	N	24	26	NA	60	N	78	NA			
BLACK	99	Y	99	Y		NA		NA	85	76	N	52	56	NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA	69	88	NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA	43	64	NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	34	N	54	N	86	84	N	57	66	Y	67	66	N	46	46	N	49	N	67	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	60	73	Y	41	50	Y			NA			NA						

# SCHOOL GRADE DATA

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	52%	76%	81%	36%	245
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning	52%	74%			126
3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> </ul>					

Gains							<ul style="list-style-type: none"> <li>Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	40% (NO)	60% (YES)				100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	42%	39%				0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						471	
Percent Tested = 97%							Percent of eligible students tested
School Grade						D	Grade based on total points, adequate progress, and % of students tested

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	55%	77%	90%	44%	266		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	80%			138		3 ways to make gains: <ul style="list-style-type: none"> <li>Improve FCAT Levels</li> <li>Maintain Level 3, 4, or 5</li> <li>Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	79% (YES)			127		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	65%	66%			10		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					541		
Percent Tested = 99%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

St. Johns School District PEDRO MENENDEZ HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	51%	75%	84%	45%	255		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	74%			130		3 ways to make gains: <ul style="list-style-type: none"> <li>Improve FCAT Levels</li> <li>Maintain Level 3, 4, or 5</li> <li>Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	67% (YES)			118		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	61%	66%			10		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					513		
Percent Tested = 99%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested