

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HALLANDALE ADULT/COMMUNITY CENTER

District Name: Broward

Principal: Dr. Linda Lopez

SAC Chair: Mary Ellen Hambright

Superintendent: Mr. James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-15-2009

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## VISION and MISSION STATEMENTS

School Mission Statement: Hallandale Adult Community Center is dedicated to meeting the educational needs of the district's most at-risk students in a safe and secure learning environment. Innovative programs in conjunction with individualized instruction provide the means through which students will achieve their personal and academic goals.

Vision: We will be an exemplary school that provides the highest quality education to the district's most at-risk students.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Hallandale Adult Community Center is located in the southeastern section of Broward County within a few miles of the Broward/Miami Dade County line. The school was repurposed as a dropout prevention site for at-risk middle and high school age students in 1984. The school serves in excess of 1100 students annually. The demographics include: 60% Black, 12% White, 25% Hispanic, .5% Asian, .2% American Indian and 2.2% Multiracial. The school has 5.3% LEP students, 10% ESE students; 52% of the students are eligible for the Free and Reduced Lunch Program. Historically teacher turnover at this school has been low. A mentoring program has been implemented to provide coaching and assistance to those few teachers who are new to the school.

#### Unique School Strengths for Next Year

As an alternative educational provider for 25 years, HACC understands and is eminently qualified to address the unique needs of at-risk middle and high school students in the district. The expanded use of on line credit recovery software will complement the performance based instructional model which has proven successful over the past two decades.

#### Unique School Weaknesses for Next Year

In order to attract, retain and effectively education the district's most at-risk students, HACC, an alternative high school since its inception 25 years ago, must not only look different from traditional schools, but perhaps more importantly, be different from traditional schools. This includes but is not limited to alternative methodologies and scheduling as referenced in Florida Statute. Although our essential difference from traditional schools is what allows us to make a difference for our students, it also presents unique challenges when attempting to adapt to traditional school expectations and norms.

#### Student Demographics

The student population at Hallandale Adult Community Center is 9.77% White, 62.9% Black, 24.3% Hispanic, .17% Asian, .51% Native and 2.22% Multi. Approximately 43.7% of our students are female while 56.2% are male. Over 58% qualify for free/reduced while 3.6% are ELL and 11.1% are ESE.

#### Student Attendance Rates

One of the entrance criteria into our dropout prevention/alternative high school is habitual truancy. It is important to take this into consideration when reviewing attendance rates for students enrolled in our school. The attendance rate for the 2008-09 school year was 59.70 percent.

#### Student Mobility

HACC is not a boundaried school but rather serves the needs of at risk students in the south portion of the county. Mobility rates for our students are not available.

#### Student Suspension Rates

Although HACC is not a behavior change school, many of the students who are referred to HACC are significantly behaviorally involved. The in school suspension rate was 40.20 percent and the out of school suspension rate was 33.90.

#### Student Retention Rates

HACC serves the needs of the district's most at-risk middle and high school students. Data regarding retention rates for the 2008-09 school year are not available.

#### Class Size

The class size average for students at HACC in grades 4-8 was 17.44 while the class size average for students in grades 9-12 was 17.24.

#### Academic Performance of Feeder Pattern

Data not available.

#### Partnerships and Grants

HACC's partnerships with Novasoutheastern University as well as Memorial Healthcare provide important and valuable academic and health assistance to our students.

### 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	Dr. Linda Lopez	Doctorate/ Educational Leadership	14	25	P
Assis Principal	Kathleen Doody	Masters/ Educational Leadership	23	16	P
Assis Principal	Bardetta Haygood	Masters/Educational Leadership		5	S
Assis Principal	Vincent Schiavo	Masters/ Educational Leadership	4	4	P
Principal	Samuel Mackey	Masters/ Educational Leadership			N/A

\* 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 *
Reading	Mary Ellen Hambricht	Doctorate/Reading	10	10	S

\* 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)
Active participation at district job fairs	Principal	Ongoing	
Promotional materials that effectively convey the uniqueness of our school population and mission	Principal	Ongoing	

### 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
43	0	16	10	17	25	43	7	3	9

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No new teachers have been hired for this school year. Mentors will be assigned on an as needed basis for any teachers who demonstrate a need in this area	Will provided as needed according to area of certification, level and area of assistance identified	New teachers will be paired with teachers in their departments	Behavior modification trainings, discipline strategies modeled, and classroom visits and observations
NA	NA	NA	NA

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Not a Title I School

Title I, Part C- Migrant

Not a Title I School

Title I, Part D

Not a Title I School

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.

The school based RtI Leadership Team is comprised of the principal, Dr. Linda Lopez, the community school administrator, Vincent Schiavo, Assistant Principals Kathleen Doody, Bardetta Haygood, and Samuel Mackey, Department chairpersons Cathy Hoffman, Leo Smart, Carleen Coote, Laura Quinn and Tony Dutra, Reading Coach Mary Ellen Hambright

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

Formal meetings are held bi-weekly. Each department chairperson serves as the conduit for information from and to teachers within their departments and administrators serve as conduits between department chairpersons and the district in communicating important information and data relevant to student learning. Teachers conduct bi-weekly meetings with their department members to communicate information, assess data, identify areas of need and provide feedback.

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

The school-based RtI Leadership Team members are actively involved in the development and implementation of the school improvement plan. They work collaboratively to assure that the unique needs of the at-risk students whom we serve are addressed on an individual basis. Members of the team continuously collaborate on the revision of the school improvement plan as needed.

### RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system primarily utilized is that of Virtual Counselor. It is a valuable source of data on each student available to teachers, counselors, administrators and appropriate personnel.

Describe the plan to train staff on RtI.

Professional Development on RtI will take place in both large group and small group trainings at the beginning of the school year.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths include limited proficiency in math; weaknesses include reading skills particularly in the cluster area of main idea.

## Instructional Calendar Development

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

HACC is an open entry school where, on average, 3-5 students register each day, making each school day the first day of school at HACC for several students. In an effort to insure that all parts of a traditional instructional focus calendar are included in our plan for competency based, individualized instruction students are instructed in the components on a cyclical basis, with an emphasis on individualization.

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

Reading: main idea  
Math: Algebraic concepts  
Writing: writing with focus  
Science: Physical science

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

Each student's transcript, available test scores and other data including the Test of Adult Basic Education will be utilized to develop an individualized schedule for each student. Counselors will "hand schedule" and provide each student with a schedule tailored to best meet each student's needs. Teachers will continue to monitor placement in reading and math classes, conduct further subject area assessments and make recommendations for change of placement as needed. Each student will be provided with an individualized plan for instruction and learning which will be continually modified as needed.

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

The addition of marketing/ OJT classes to our schedule of offerings this year will provide our students with a systemic method of connecting what is learned in the classroom to the real world of work. An increase in critical thinking class offerings as well as current class offerings in Personal, School and Career Development will provide fleaba opportunities for students to see the clear connection between school and career. The efforts of the BRACE Advisor will enhance classroom opportunities for students in clearly seeing the continuum between school and career.

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?

All incoming 9th graders have completed an EPEP to identify areas of career interests. Upon entry into the school, career interests are discussed with students and counselors and this information is placed on the student's individualized schedule so that all teachers and support personnel are aware of individual career plans for students. After the completion of each half credit, each student meets with a guidance counselor and together they select additional course offerings and modify the student's schedule as well as reassess career plans. Teachers in each subject area have students explore a career related to that subject area and assist students in making the connection between what has been learned in the course with what is required in the researched career.

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## Direct the Instructional Focus

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

Teachers construct individualized learning plans for each student by matching Florida Benchmarks to assignments. Assignments are often times matched to State adopted textbooks but with the increasing use of technology are also matched to approved software programs and websites. Students do not fail assignments, but rather remediate until successful. Teachers will provide students with alternative methods of demonstrating competency in each benchmark and each subject area prior to awarding a credit or half credit.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered in small groups and/or on an individualized basis. Pre and post assessments provide valuable information for both student and teacher to reteach and remediate concepts not in which each student is not yet competent.

How will instructional focus lessons be revised and monitored?

Pre and post assessments provide valuable information for both student and teacher to reteach and remediate concepts not

in which each student is not yet competent. Students do not fail any concept or benchmark but rather remediate until successful using a variety of strategies until competency has been demonstrated in each concept area.

## 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.

The DAR, San Diego, Stanford and TABE will be utilized in reading. The TABE and Stanford will be used in math. The district's two BAT's as well as mini assessments found on BEEP will enhance data gathered at the school level.

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

Assessments utilizing a variety of modalities are used to determine which students have reached competency/mastery and those not reaching mastery. These assessments are utilized in conjunction with standardized, formative assessments.

### Maintenance

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

Assessments are conducted on a bi-weekly to monthly basis depending upon student attendance and progress. For the majority of students, assessment is conducted on a daily basis as students complete individualized assignments and assessments.

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.

Individual teachers will monitor data on an ongoing basis. Data chats with teachers and department chairpersons in addition to data chats between and among teachers, department chairpersons and administrators will be conducted bi-weekly.

### 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's and Leadership Team's roles as instructional leaders will be to provide support and allocate resources to teachers and students as needed. The principal and Leadership Team members will also assist with the biweekly monitoring of student data.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

Data from previous FCAT assessments will be disaggregated  
Student schedules will be tailored to meet the individual needs of each student  
Mathematics class offerings will be redesigned for increased scope and sequence  
Accelerated Math will be incorporated into the curriculum  
Nova Southeastern university graduate students will provide weekly tutoring  
Instructional Focus Calendar will be utilized school wide in all subject areas  
Instructional Focus Calendar will be designed to meet the ongoing enrollment of students  
Instructional Focus calendar will be subject specific  
Weekly assessments will be conducted and monitored  
Enrichment and tutorial activities will be part of the follow up activities following each assessment  
Nova Southeastern University graduate students will provide weekly tutoring  
Classroom libraries will be utilized during Silent Sustained Reading activities  
Science teachers will begin daily delivery of appropriate instruction in each student's first week of enrollment and continue throughout the school year.  
Following benchmark instruction an assessment will be done at the end of the first week to determine mastery status  
Classroom walkthroughs conducted by administrative staff as well as trained department chairpersons will provide monitoring and implementation of school improvement plan and strategies  
Re-teaching will take place during the second week for those students who have not mastered the target area and

enrichment activities will be given to students who have mastered the target area.  
A re-assessment will take place at the end of the second week for each benchmark. On-going reviews for each benchmark will occur through the FCAT March testing to provide for maintenance of skills learned.  
Administration and teachers will monitor student progress on a bi-weekly basis to determine the need for modification of instructional strategies.  
Science teachers, the school social worker, the school family counselor, and the attendance clerk will have written and verbal communication with parents of students who have excessive absences.

All students will be scheduled for language arts on a continuous basis  
Data from previous Writing assessments will be disaggregated  
Student schedules will be tailored to meet the individual needs of each student and provided differentiated instruction in Writing  
Language Arts class offerings will be redesigned for increased scope and sequence  
Language Arts classes will be aligned with Reading classes for increased teaming in terms of instructional planning, delivery and assessment  
Classroom walkthroughs conducted by administrative staff as well as trained department chairpersons will provide monitoring and implementation of school improvement plan and strategies  
Assessment of baseline writing skills will be conducted at the beginning of school year  
Bi-weekly assessments will be conducted and monitored  
Enrichment and tutorial activities will be part of the follow up activities following each assessment  
Nova Southeastern University graduate students will provide weekly tutoring  
Classroom libraries will be utilized during Silent Sustained Reading activities

Reading class offerings will be redesigned for increased scope and sequence  
Reading classes will be aligned with language arts classes for increased teaming in terms of instructional planning, delivery and assessment  
WILSON Reading program will continue to be a component of instruction for our lowest level readers  
Classroom walkthroughs conducted by administrative staff as well as trained department chairpersons will provide monitoring and implementation of school improvement plan and strategies  
EDGE Reading program will be incorporated into curriculum  
Instructional Focus Calendar will be utilized school wide in all subject areas  
Instructional Focus Calendar will be designed in a rotational schedule with repeating emphasis of benchmarks throughout the school year to meet the ongoing enrollment of students  
Instructional Focus calendar will be subject specific  
Weekly assessments will be conducted and monitored  
Enrichment and tutorial activities will be part of the follow up activities to provide differentiated reading instruction following each reading needs assessment  
Nova Southeastern University graduate students will provide weekly tutoring  
Classroom libraries will be utilized during Silent Sustained Reading activities  
FCAT Explorer will be an integral part of the curriculum  
The Districts K-12 Comprehensive Reading Plan will be implemented to ensure quality reading instruction.

Instructional Focus Calendar will be utilized across all mathematics classes  
Instructional Focus Calendar will be designed to meet the ongoing enrollment of students  
Weekly assessments will be conducted and monitored  
Enrichment and tutorial activities will be part of the follow up activities following each assessment

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

Supplemental and instinctive instruction/interventions and tutorials are structured on an individual basis. Teachers select materials, methodologies and assessments that are aligned to the benchmark in need of intervention; teachers have been trained in differentiated instruction and in alternative methodologies and can tailor an assignment or assignments to meet individual student needs while maintaining the integrity of the benchmark to be mastered.

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

Classroom walkthroughs are conducted and the data analyzed for trends and patterns. Informal and formal observations by administrators as well as department chairs assist in the identification of staff professional development needs. Technology surveys are utilized to determine professional staff development in this area as well.

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

As the preponderance of our at risk students are in need of supplemental instruction/interventions, the preponderance of students are targeted for supplemental and intensive instruction/interventions. Our competency based, self-paced learning methodologies allow for ease of individualization and allow students to take as long or as short a period of time as needed to demonstrate competency of each and every benchmark.

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

The effectiveness of the interventions will be measured by the number of grades of C or better earned by students indicating

competency of each benchmark, by the number of students who complete credits and by the increase in Stanford scores, TABE scores and FCAT scores.

#### Enrichment

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

Competency based, self paced learning and instruction allows students to take as long or as short a period of time as needed on each and every assignment/benchmark. Teachers and students choose from a variety of ways in which students can demonstrate competency and frequently and normally individualize both instruction and assignments to meet individual student needs and skills.

Describe how students are identified for enrichment strategies.

Students who excel on a particular assignment/benchmark and/or who have demonstrated skills in an area are identified for enrichment strategies. Flexibility in designing assignments/projects as well as the self-paced nature of the program provide challenge and rigor for each student identified for enrichment strategies.

### 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)
Subject Level	Department Chairpersons	Weekly	Varies	Data analysis Incorporation of technology
Reading	Carleen Coote	Weekly	Varies	Data analysis Incorporation of technology Reading and Language Arts Connections
Mathematics	Leo Smart	weekly	Varies	Data Analysis Incorporation of Technology Articulation among and between levels of mathematics classes
Writing	Carleen Coote	Weekly	Varies	Data analysis Incorporation of Paideia Seminars into curriculum
Science	Leo Smart	Weekly	Varies	Data analysis Application and effectiveness of labs Incorporation of Technology
Electives	Laura Quinn	Weekly	Varies	Integration of core subject areas into non-core subject areas
Social Studies	Carleen Coote	Weekly	Varies	Integration of reading/learning strategies into curriculum Incorporation of Technology

### 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

N/A

### Postsecondary Transition

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

The school's principal attends monthly meetings with Technical School Directors to assess postsecondary student needs and to develop plans to address student readiness for postsecondary education. Data is analyzed and shared with members of the school's Leadership Team.

## 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		
Students who are capable readers as identified by DAR scores of 9 or higher, need to improve their ability to transfer their reading skills to FCAT style assessments.		By June 2010, 50% of students who have been in attendance a minimum of 90 days and who have a DAR score of 9 or higher will pass the FCAT reading test needed in order to graduate.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student reading skills will be assessed using the DAR; these students will be enrolled in Intensive Reading classes which will emphasize FCAT preparation skills.	Reading Coach, Mary Ellen Hambricht and AP Bardetta Haygood	A comparison of students with 9 or higher DAR scores will be compared with FCAT results for students who have been in attendance 90 days or more prior to the administration of the FCAT	DAR and Reading FCAT and BAT Assessments
2	Students who have DAR scores of 9 or higher will be enrolled in Intensive Reading classes which will emphasize FCAT preparation skills.	Guidance Director and Counselors	Cross check to make sure that all students have been appropriately scheduled	Data analysis of DAR scores and schedules
3	Students will take BAT 1 and BAT 2	AP, Counselors and Teachers	Promotion of the benefits of taking the BAT 1 and BAT 2 will be communicated to all stakeholders	Attendance records from both BAT's will be compared to eligible students to determine the degree to which students have completed the BAT 1 and BAT 2
4	Students will take mini assessments and teachers will record mini assessments in Virtual Counselor	AP, Department Chairpersons and teachers	An analysis of mini assessment data will assist with plans for tutorial and enrichment activities	Analysis of the mini assessments for Reading

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students who have a DAR less than 9 need to improve reading skills in the area of comprehension, fluency, phonics and decoding.		By June 2010, 50% of students who have attended a minimum of 90 days of instruction will have an increase of 1.5 levels as measured on the DAR.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Students will be assessed on the DAR	Reading Coach	Reading Coach will maintain a database indicating status and scores of all students	DAR
2	Students will be placed in reading classes/levels based on DAR results	Reading Coach Guidance Counselors	Teachers will provide feedback regarding the appropriate placement of students in reading classes	DAR analysis and master schedule alignment
3	Teachers will customize curriculum to address individual ESOL, ELL, and ESE student needs	Reading Teachers with support of Reading Coach, ESE and ESOL Specialists	Individualized student learning plans	Alternate assessments will be utilized as interim assessments to determine effectiveness of

				instructional plan
4	Teachers will utilize BEEP instructional support materials as appropriate	Reading Teachers and Reading Coach	Alternate assessments such as San Diego and TABE will be utilized to assess effectiveness of materials as utilized in the classroom	San Diego TABE
5	Teachers will utilize interim assessments to determine progress on a monthly basis	Reading Teachers and Reading Coach	Alternative reading assessments will identify student progress in areas of phonics, decoding, fluency and comprehension as needed and appropriate	San Diego TABE
6	Students will be assessed on a mid year DAR assessment	Reading Teachers and Reading Coaches	Analysis of DAR results comparing beginning of year scores and mid year scores	DAR
7	Teachers will customize curriculum to address individual ESOL student's needs	Reading Teachers and ESOL Representative	Individualized student learning plans	San Diego TABE

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 50% of students who have attended a minimum of 90 days of instruction will have an increase of 1.5 levels as measured on the DAR.	Reading	Dr. Mary Ellen Hambright	8/2009-6/2010	Observations and Classroom visits	Dr. Mary Ellen Hambright

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

Teachers will continue to attend weekly learning strategies workshops facilitated by school's reading coach for all teachers in all subject areas. These weekly learning workshops focus on a particular strategy, highlight the research associated with the strategy, model the strategy and provides opportunities for teachers and teacher assistants in attendance to experience what the students would experience in the classroom as the strategy is both modeled and applied. Reading Coach and administrators will use classroom walkthroughs to confirm teacher's use of instructional strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Edge Reading Program	N/A	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	N/A	\$0.00
CCC Software	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Weekly in house seminars conducted by Reading Coach	N/A	\$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		
Students who have sufficient math skills as identified on the TABE need to be able to effectively apply those skills to FCAT Math style assessments		by June 2010, 50% of students who are in attendance a minimum of 90 days or more and who have a score of 9.0 or above on the TABE Math will be scheduled into a math class with emphasis on the techniques of successfully applying their math skills to FCAT style assessments.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be assessed using the TABE Math instrument	AP, Samuel Mackey, Department chairpersons and teachers	Follow up will be conducted to make sure that all students have taken the TABE and results have been compiled	Analysis of TABE results
2	Scores of students will be assessed to insure proper placement in math classes	AP, Guidance Director, Counselors and Teachers	Student schedules and test results will be analyzed	Cross check of scores and schedules
3	Communication regarding the benefits of taking the BAT 1 and 2 will promote student participation administration dates	AP, Department Chairpersons and Teachers	Attendance records of students who take both BAT's will be assessed	Analysis of BAT results and the percentage of students who take them will be analyzed
4	Mini Assessments in Math will be administered, scored, entered into Virtual Counselor and analyzed	AP, Department Chairpersons, Guidance Counselors and Teachers	Analysis of Mini Assessments will be conducted	Analysis of mini assessments will assist in determining need for tutorials and enrichment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students who score below a 9.0 on the TABE math assessment need to focus on improving basic math skills		By June 2010, 50% of students who attend 90 days or more will increase their math proficiency by 1.5 as measured by pre and post TABE scores		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students who have not yet passed the FCAT will be assessed on the TABE math	Math Department Chairperson	An database with the initial scores of all students will be developed, maintained and analyzed	TABE database
2	Students will be scheduled into math classes based on results of TABE	Guidance Counselors	Teacher feedback regarding placement of students	Analysis of TABE scores and master schedule
3	Individualized learning plans will be designed for ESE and ELL students to address individual needs	Teachers and Department Chairperson ESE and ESOL Specialists	Interim Assessments will determine effectiveness of individualized learning plans	TABE TOMA
4	Students will be assessed using interim assessments	Teachers and Department Chairperson	Analysis of pre and mid assessments will be conducted to assess effectiveness of individualized learning plans	TABE and Stanford

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

By June 2010, 50% of students who attend 90 days or more will increase their math proficiency by 1.5 as measured by pre and post TABE scores to effectively individualize instruction	Algebraic concepts	AP Mackey	8/2009-6/1010	Classroom walkthroughs	Principal and AP and Department Chairpersons
By June 2010, 50% of students who attend 90 days or more will increase their math proficiency by 1.5 as measured by pre and post TABE scores to effectively model mathematical concepts	Number Sense	Department Chairperson	08/2009-6/2010	Classroom walkthroughs and professional learning communities	Principal, AP and Department Chairpersons

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Textbooks	N/A	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	N/A	\$0.00
Promethean Boards	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District and in house trainings		\$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		
Students with DAR scores of 9.0 or higher need to be able to apply their science skills on the FCAT Science		By June 2010, 40% of students who have a DAR or 9.0 or higher and who have been in attendance 90 days or more will score Level 3 on the Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Weekly Assessments will be conducted and monitored	Mr. Mackey, (AP), Mr. Smart (Department Chairperson)	Analysis of BAT and district science assessments will be analyzed to align the Science instructional focus calendar to meet student academic needs students	FCAT, BAT and Weekly Assessments entered into database

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

By June 2010, 40% of students who have a DAR or 9.0 or higher and who have been in attendance 90 days or more will score Level 3 on the Science FCAT	Earth Space Science	Mr. Smart	8/09-6/2010	Classroom Walthroughs	Mr. Mackey (AP) Mr. Smart (Department Chairperson) and Teachers
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
State adopted texts		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Powerpoint Tutorials	N/A	\$0.00
Utilization of Promethean Boards	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
On line seminars; District and in house workshops	N/A	\$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		
A greater percentage of students needs to be proficient in the area of writing as evidenced by a score of 3.0 or higher on the FCAT Writes!		By June 2010, 50% of 8th and 10th graders will score 3.0 or higher on the FCAT Writes!		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in grades 8 and 10 will be assessed at upon entry with a writing prompt	AP, Department Chairperson and Teachers	All scores of students will be entered into database for follow up	Analysis of all essay results
2	Students will respond to monthly writing prompts	AP, Department Chairpersons and Teachers	Monthly scores of writing prompts will be entered into database for further analysis	Continued analysis of essay results
3	Analysis of writing prompts will be conducted to determine students needing tutorials and enrichment activities	AP, Department Chairpersons, ESE and ESOL Specialists and Teachers	Scores of student writing prompts will be matched to tutorial and enrichment activities related to proficient writing	Continued analysis of essay results and remedial/enrichment activities

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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Writing with Focus	Writing	Department Chairperson	Ongoing	Classroom walkthroughs	Principal, AP's and Department Chairpersons
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District materials	N/A	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Boards	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District and in house trainings	N/A	\$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		
Parent involvement on the high school level generally tends to be lower than parent involvement at the elementary level. Parental involvement in the past has been limited to phone calls, parent teacher conferences, mailings, parent link announcements and Open House.		By June 2010, 5% of parents will participate in their child's education through phone calls and parent teacher conferences		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Phone calls will be made daily to inform parents of student absences	School Social Worker	Analysis of parent call out log	Logs
2	Progress reports will be mailed home quarterly indicating both academic progress and attitude	AP and Teachers	Response of parents to progress reports	Logs
3	Progress reports will be mailed home quarterly indicating both academic progress and attitude	AP and Teachers	Response of parents to progress reports	Logs
4	Conduct parent timely phone calls and parent conferences regarding areas of student progress	AP, Guidance Counselors, School Social Worker, Behavior Specialists and Teachers	Logs documenting parental intervention/participation will be analyzed quarterly	Logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Not a Title I School	Not a Title I School	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Not a Title 1 School	N/A	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Not a Title I School	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Not a Title I School	N/A	\$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	Edge Reading Program	N/A	\$0.00
Mathematics	Textbooks	N/A	\$0.00
Writing	District materials	N/A	\$0.00
Science	State adopted texts		\$0.00
Parental Involvement	Not a Title 1 School	N/A	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer	N/A	\$0.00
Reading	CCC Software	N/A	\$0.00
Mathematics	FCAT Explorer	N/A	\$0.00
Mathematics	Promethean Boards	N/A	\$0.00
Writing	Promethean Boards	N/A	\$0.00
Science	Powerpoint Tutorials	N/A	\$0.00
Science	Utilization of Promethean Boards	N/A	\$0.00
Parental Involvement	Not a Title I School	N/A	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Weekly in house seminars conducted by Reading Coach	N/A	\$0.00
Mathematics	District and in house trainings		\$0.00
Writing	District and in house trainings	N/A	\$0.00
Science	On line seminars; District and in house workshops	N/A	\$0.00
Parental Involvement	Not a Title I School	N/A	\$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

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/14/2009 3:34:39 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

The School Advisory Council is responsible to writing, implementing and evaluating the School Improvement Plan (SIP). Monthly meetings serve to communicate information to and among all stakeholders as it relates to the implementation and revision of the School Improvement Plan.

## SAC Members

### Members

- 1) Dr. Linda Lopez, Principal
- 2) Mary Ellen Hambright, SAC Chair
- 3) Katherine Arbelaez, Student
- 4) Louis Dozier, Student
- 5) Melissa Osbourne, Student
- 6) Kasey Solis, Student
- 7) Carleen Coote, Teacher
- 8) Izette Scott, Business Member
- 9) Lizeth Saenth, Parent
- 10) Katie Adderly, Parent
- 11) Charles Ortega, Community Member
- 12) Steve Hurst, Community Member
- 13) Verlin Silencieux, Community Member
- 14) Zuly Fernandez, Community Member
- 15) Dr. Diane Bryant, Community Member
- 16) Rev. Joe Johnson, Community Member
- 17) Omar Mitchell, Community Member
- 18) Dericka Williams, Community Member
- 19) Monique Molave, Community Member
- 20) Charles Davis, School Support Personnel
- 21) Judith Filsaime, School Support Personnel
- 22) Laura Quinn, Union Steward
- 23) Vincent Schiavo, Assistant Principal

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ADULT/COMMUNITY CENTER 0592																
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 342 Math: 333		2008-2009 School Grade <sup>1</sup> :		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	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	76	N	71	N	15	N	22	N	80	85	Y	7	7	N	90	85	NA	81	78	NA	14	NA	25	NA						
WHITE	79	N	74	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA						
BLACK	74	N	70	N	11	N	19	N	70	81	Y	6	6	N	92	89	NA	87	81	NA	14	NA	23	NA						
HISPANIC	77	N	72	N	20	N	22	N	87	88	Y	NA	NA	NA	NA	80	NA	82	78	NA	19	NA	30	NA						
ASIAN		NA		NA		NA		NA		NA			NA			NA			NA											
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA			NA			NA											
ECONOMICALLY DISADVANTAGED	81	N	75	N	15	N	21	N	79	85	Y	NA	NA	NA	92	85	NA	82	79	NA	15	NA	25	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA			NA			NA			NA											
STUDENTS WITH DISABILITIES	78	N	74	N		NA		NA		NA			NA			NA			NA											

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ADULT/COMMUNITY CENTER 0592																
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 371 Math: 364		2007-2008 School Grade <sup>1</sup> :		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	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	62	N	60	N	10	N	19	N	73	80	Y	13	7	N	90	NA	90	81	NA	10	NA	31	NA							
WHITE	69	N	72	N	NA	NA	37	N	NA	NA	NA	NA	NA	NA	NA	NA	63	NA												
BLACK	64	N	61	N	8	N	13	N	68	70	Y	6	6	N	92	NA	93	87	NA	9	NA	23	NA							
HISPANIC	58	N	57	N		N	18	N		NA	14	10	N		NA		82	NA	13	NA		NA								
ASIAN		NA		NA		NA		NA		NA			NA		NA			NA												
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA		NA			NA												
ECONOMICALLY DISADVANTAGED	65	N	62	N	8	N	18	N	75	79	Y	7	7	N	92	NA	90	82	NA	15	NA	32	NA							
ENGLISH LANGUAGE LEARNERS	67	N		NA		NA		NA		NA			NA		NA			NA												
STUDENTS WITH DISABILITIES	71	N	71	N		NA		NA		NA			NA		NA			NA												

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward HALLANDALE ADULT/COMMUNITY CENTER 0592																
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 307 Math: 288		2006-2007 School Grade <sup>1</sup> :		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	72	N	69	N		N	10	N	59	73	Y	13	13	Y			NA	76	90	NA	24	NA	35	NA						
WHITE		NA		NA		NA		NA		NA	10	24	NA			NA			NA											
BLACK	75	N	72	N		N	7	N	62	68	Y	16	6	N			NA	80	93	NA	21	NA	35	NA						
HISPANIC	74	N	73	N		NA		NA		NA	7	14	Y			NA			NA											
ASIAN		NA		NA		NA		NA		NA	33	33	NA			NA			NA											
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA			NA			NA											
ECONOMICALLY DISADVANTAGED	73	N	71	N		N	10	N		NA	12	7	N			NA	85	90	NA	25	NA	27	NA							
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA	12	8	NA			NA			NA											
STUDENTS WITH DISABILITIES		NA		NA		NA		NA		NA			NA			NA			NA											

## SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

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

Broward School District						
HALLANDALE ADULT/COMMUNITY CENTER						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	5%	11%	48%	39%	103	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	25%	30%			55	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?	27% (NO)	37% (NO)			64	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	6%	12%			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					222	
Percent Tested = 52%						Percent of eligible students tested
School Grade					P	Grade based on total points, adequate progress, and % of students tested