

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

Charter

Name of Principal: Mr. Marcus D. Chambers

Official School Name: Longwood Elementary School

School Mailing Address: 50 Holly Avenue

City: Shalimar State: Florida Zip Code+4 (9 digits total): 32579-1173

County: Okaloosa State School Code Number*: 0681

Telephone (850)833-4329 Fax (850)833-4336

Web site/URL: http://www.okaloosa.k12.fl.us/longwood/ E-mail: chambersm@mail.okaloosa.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Dr. Alexis Tibbetts

District Name: Okaloosa Tel.: (850)833-3100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Ms Cathy Thigpen

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

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district:

<u>21</u>	Elementary schools
<u>8</u>	Middle schools
<u>0</u>	Junior high schools
<u>4</u>	High schools
<u>11</u>	Other
<u>44</u>	TOTAL

2. District Per Pupil Expenditure: \$6,361
 Average State Per Pupil Expenditure: \$6,396

SCHOOL

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 1 Number of years the principal has been in her/his position at this school.
3 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	15	11	26		7			
K	37	24	61		8			
1	42	28	70		9			
2	29	19	48		10			
3	30	26	56		11			
4	41	28	69		12			
5	26	27	53		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								383

6. Racial/ethnic composition of the school: 68% White
15% Black or African American
10% Hispanic or Latino
5% Asian/Pacific Islander
2% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 41%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	81
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	72
(3)	Total of all transferred students [sum of rows (1) and (2)]	153
(4)	Total number of students in the school as of October 1	377
(5)	Total transferred students in row (3) divided by total students in row (4)	.405
(6)	Amount in row (5) multiplied by 100	41

8. Limited English Proficient students in the school: 6%
24 Total Number Limited English Proficient
Number of languages represented: 5
Specify languages: Tagalog, Spanish, Italian, Korean, and English

9. Students eligible for free/reduced-priced meals: 43%
Total number students who qualify: 164

10. Students receiving special education services: 27%
103 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>48</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>34</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>27</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u> </u>
Support staff	<u>15</u>	<u> </u>
Total number	<u>64</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13:1
13. Show the attendance patterns of teachers and students as a percentage. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	92%	93%	95%	97%
Teacher turnover rate	23%	18%	31%	3%	0%

At times the teacher turnover rate increases due to fluctuation in the number of classroom sections, military transfers, and teacher retirements.

PART III -- SUMMARY

Longwood Elementary has a clear and focused vision which is to be a place where children think, dream, believe, and achieve. We believe that this vision is the driving force for our school's mission, which is to provide a quality academic environment for students to become responsible, self-directed, life-long learners. At Longwood, this philosophy has become more than words on a sheet of paper; rather, to the staff, students, and parents who live and breathe Longwood each day, it has become a way of life.

Longwood is a school that does everything in its power not only to serve the students as a whole, but also to serve the students individually. Seeing the child as both part of the family of Longwood and as an individual with specific strengths and needs is what Longwood prides itself on, and it's what sets us apart. We believe that both the vision and mission for our school is lived out each day in the lives of all who enter our doors.

Longwood, home of the Leopards, is a public, suburban elementary school located at 50 Holly Avenue in Shalimar, FL on 15 acres resting in the heart of Poquito Bayou next door to Bob Hope Village, a military retirement housing area. The school was built in 1972 as an "open concept" school and remains that way today, with the exception of the pre-kindergarten and kindergarten disabilities classes. During the 2005-2006 school year, six classrooms were renovated providing all ESE classes with enclosed rooms. The students assigned to Longwood live in very diverse and somewhat distant areas of our community. Many students can walk to school, while some students have as much as a thirty minute bus ride to reach school each day. Longwood's zoned area includes students from neighborhoods with waterfront homes, students who live in trailer parks, students residing in military housing communities in Shalimar, FL, and students who live in the unincorporated area of Okaloosa County called Wright.

Longwood serves pre-kindergarten through fifth grade students. Within those grade levels are Exceptional Student classes serving students identified with Specific Learning Disabilities, Varying Exceptionalities, Speech, Language Impaired, Gifted, and PreK-Disabilities. Students qualified for these programs are served through a variety of techniques. These programs provide for students to be included full or part time in general education classrooms depending upon individual needs.

Students from all walks of life attend Longwood and help to make Longwood one of the best elementary schools in the State of Florida. Longwood is extremely proud that a large portion of our population is military employed on local Air Force and Army bases. The relationship that Longwood shares with the military community is near and dear to our hearts. Special attention is paid to our students whose parent(s) is deployed and all efforts are exhausted to make the transition as easy as possible for both the student and the family. In times such as these, the family of Longwood attempts to make a difference in any way we can.

The faculty and staff at Longwood believe that:

- Student learning is our chief priority
- A positive vision of the future creates a powerful learner.
- Students' learning needs are the focus for all decisions.
- Longwood has high expectations for all students.
- All children can become self-directed learners.
- All children need to connect learning to real-life applications.

All children should be provided a challenging and safe academic and social environment. Each child should be given opportunities to succeed in the cognitive, affective, and psychomotor domains through tasks equal to the child's age, abilities, and talents. We believe that the respect for self and others are essential for students to develop into responsible citizens who lead honorable and productive lives.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Longwood participates in the Florida Comprehensive Assessment Test (FCAT). This is a series of tests given during February and March to every public school student in Florida in grades 3 through 11. Five categories describe the success students have with the content tested on the FCAT. In order to be considered on grade level, students must achieve Level 3 or higher. Level 5 indicates success with the content on the FCAT by answering most questions correctly. Level 4 indicates success with the content on the FCAT by answering most questions correctly except for the most challenging. Level 3 indicates partial success with the content on the FCAT. Level 2 indicates limited success with the content on the FCAT. Level 1 indicates little success with the content on the FCAT. The score ranges for these Achievement Levels are different for each grade level. Complete information about FCAT can be found at <http://www.firn.edu/doe/sas/fcat.htm> .

Longwood has been designated an "A+" school for academic excellence by the State of Florida for the past five years. Having the distinction of being an A+ school is something we take pride in and maintaining that distinction continues to be our focus. By serving the students both collaboratively and individually, we feel we are reaching our children. In reading 86% of our 3rd grade, 78% of 4th grade, and 85% of 5th grade students scored as proficient on the 2006 FCAT. The percent of proficient students has increased each year with the exception of 4th grade this last year. Longwood's percent of proficient students in reading was 85% in 2002, dropped to 73% in 2003 and improved to 83% in 2005. In 2006, the students proficient in reading rose to 88%.

Although 84% of Longwood's White population scored in the proficient range on the 2006 reading section of the FCAT, only 75% of the Black population, and 75% of the Hispanic population scored on that level. Likewise, only 75% of the Free and Reduced Lunch population scored proficient. The greatest fluctuation in scores is seen in our ESE population ranging from 50% in 2003 to 92% proficient in 2006.

In math, 83% of 3rd grade, 83% of 4th grade, and 81% of 5th grade students scored as proficient on the 2006 FCAT. The percent of proficient students increased last year with the exception of third grade. The percent of proficient students in math has improved from 77% in 2002 to 88% in 2006. Although 84% of Longwood's White population scored in the proficient range on the 2006 math section of the FCAT, only 75% of the Black and 66% of the Hispanic population scored on that level. Likewise, only 72% of the Free and Reduced Lunch population scored proficient. The greatest fluctuation in scores is seen in our ESE population ranging from 40% in 2004 to 80% proficient in 2006.

2. **Using Assessment Results:** Longwood uses systematic and reliable assessments to monitor the growth of critical skills on both a school-wide and student level. Based on the results of the FCAT, SAT10, Gates MacGinitie, and Slosson Math Assessment which are part of our District Pupil Progression Plan, Longwood's School Improvement Team sets academic goals for the up-coming school year. The goals and specific strategies to achieve these goals are included in Longwood's School Performance Plan. The Longwood School Performance Plan drives all that we do in terms of instruction, finances, professional development, and communication with parents. Well trained teachers who understand how to identify children lagging behind in development are essential to the use of the assessment results; therefore, a Professional Development Site plan is also written to support teachers in achieving our goals.

Assessment drives instruction for Longwood students. Based on individual results on the assessments listed in the District Pupil Progression Plan, teachers will differentiate instruction for all students. Students identified with specific needs will be monitored using a Progress Monitoring Plan, Limited English Proficiency Plan, Individual Educational Plan or an Educational Plan. These plans include

specific strategies and goals for students' progress. If at any time adjustments to the plan are needed based on the individual needs of the student, they are made in collaboration with the parents.

Members of the Guidance committee will address individual student needs and recommend student placement:

- ◆ in Longwood's gifted program
- ◆ in Longwood's accelerated program
- ◆ in a different instructional setting through a transition plan (see Instructional Methods)
- ◆ in an inclusion model for ESE students needing additional support

3. **Communicating Assessment Results:** Longwood takes great pride in having clear and concise communication with our parents and community. Longwood's website <http://www.okaloosa.k12.fl.us/longwood/> includes information for parents and community members regarding student performance and assessment data. In addition, parents can find information on individual student's progress including current grades and the status of individualized strategies on Progress Monitoring Plans through the following online resource <http://www.okaloosaschools.com/OkaloosaSchools>. In addition, teachers communicate with parents regularly through conferences and phone calls and school-wide parent activities. During conferences, parents are provided with a school-wide Title 1 Compact. Individualized progress portfolios are also developed and shared with parents.

Each nine-week grading period report cards are sent to parents along with a letter clarifying the District Pupil Progression Plan expectations for each grade level. The results of important assessments such as Gates MacGinitie reading and Slosson math scores are communicated to parents through phone calls, letters, and the Progress Monitoring Plan available online. Standardized test results and explanations are sent to parents yearly. In addition, Progress Reports are sent home at mid quarter.

Parents are involved in Longwood's School Advisory Council. This committee reviews assessment results for the school and provides input to the School Performance Plan, Professional Development Plan, and the Title 1 program and Parent Involvement Plan. Parent workshops are provided on a variety of topics including information on the FCAT writing and reading and how to help their children to be successful learners.

4. **Sharing Success:** Since 2002, the Okaloosa County School District has been ranked number one out of the 67 School Districts in the State of Florida. What has helped our school district rise to the "top of the class" in larger part is due to our willingness to work together as a collective group; rather than as a group of individual schools. In Okaloosa, we pay special attention to what matters most-- the academic achievement of our students. At Longwood, we are no different and being able to share what we do well is an honor and a privilege. One way we are able to share what we do well is through our observation classroom program. Three fourth grade teachers and one first grade teacher work hard each day to deliver research based instruction that meets both the needs of the classroom as a whole and the needs of the individual student. As teachers from other schools visit the 90 minute reading block, they may see small group instruction, guided reading and writing groups, one on one instruction, peer to peer instruction and so forth. Our teachers will be quick to explain to visiting teachers that by differentiating their instruction, they are more able to reach their students and their individual and collective academic needs. Our teachers will also share and demonstrate during the 90 minute reading block how to effectively incorporate science and social studies into the curriculum. During the 60 minute writing block, visiting teachers will see the writer's workshop in action. Our teachers demonstrate how to effectively teach the skills and different forms of writing while at the same time bringing writing pieces to the publishing phase of the writing process. Visiting teachers will see a guided writing group in one corner of the

classroom, students working on conventions in another, and student groups working on editing a piece of writing in another. Whether a visiting teacher visits the reading block, the writing block, or even science or math instruction, visiting teachers will see our teachers differentiating instruction to the needs of the students. At the conclusion of the teacher's visit, they have an opportunity to discuss what they saw, ask questions, and exchange email addresses for further collaboration. In addition, as principals, we meet regularly with our Superintendent and/or Deputy Superintendent to discuss issues that help our schools thrive. At Longwood, we do a great job not only with academic achievement across the board, but we also do a great job marketing our school, generating parental participation, and developing and maintaining strong volunteers. In principal meetings, I am able to share specifically how we have marketed our school and how we have generated excitement to the point where parents, families, volunteers, and mentors want to be at our school. I share with other principals how we have created CD's and brochures to highlight our school. Every new student and their family receives a CD, a brochure, a Longwood pencil and wrist band for the student, and a Longwood pen for the parent. I share with principals how we create opportunities for our students to experience various events to help make them a truly well-rounded student. For example, during our Holiday Café, you will see students singing and dancing, creating crafts, and reading with parents and teachers. Learning can be fun and as I like to say, "as the accountability measures continue to soar, we must consider how it affects what matters most-- our students."

PART V -- CURRICULUM AND INSTRUCTION

1. **Curriculum:** The curriculum at Longwood is defined by the Sunshine State Standards. They state what students should know and be able to do at each grade level and in each subject area. Classroom instruction is based on these standards.

Our language arts standards include reading, writing, speaking and listening and viewing. Students are expected to use the reading process effectively as evidenced by behaviors, such as: using features of text; selecting from a variety of simple strategies including self-questioning, making and confirming predictions and clarifying information. In addition, they are expected to construct meaning from a wide range of texts, identify author's purpose, and organize information for a variety of purposes. Students are also expected to use the writing process effectively while producing final documents that have been edited for conventions, as well as, effective communication of ideas and information. They write for a variety of occasions, audiences, and purposes.

Mathematics instruction includes number sense concepts and operations; measurement; geometry and spatial sense, as well as, algebraic thinking; data analysis and probability. Students are expected to demonstrate understanding of mathematical concepts through observable behaviors in real world applications. Teachers are implementing a District Balanced Mathematics Model derived from the NCTM standards. This model parallels the Balanced Literacy Model already in place and includes opportunities for whole group and small group instruction as well as guided practice.

Our science strands include the nature of matter; energy; force and motion; processes that shape the earth; space, life, and environmental sciences, as well as the application of the scientific process and problem solving. Observable behaviors include demonstration of understanding that all matter has observable, measurable properties. The student recognizes that energy can be changed; understands that types of motion and forces may be described, measured and predicted. The student also recognizes the need for protection of the natural systems on earth. Students describe the patterns of structure and function in living things including the human body and interdependence of living things in the environment. They demonstrate the consequences of using limited natural resources. As part of Longwood's CHOICE study, second grade students study environmental issues and participate in many recycling projects during the year.

Longwood's social studies strands include History, Geography, Government, Civics and Economics. Students demonstrate their understanding of historical chronology and perspectives using a variety of methods and sources. They understand the world in spatial terms using maps, globes, charts, and graphs to gather and interpret data. They can identify the structure and function of local, state and federal governments under the framework of the Constitutions of Florida and the United States. Students demonstrate an understanding of the role of the citizen in American democracy and the importance of participation in school and community activities. Students learn personal responsibility for good citizenship through the CHAMPS plan which provides all students with common expectations and definitions for behavior that are school-wide. Longwood has also instituted a citizenship program that focuses on a different character trait demonstrating good citizenship each quarter.

Longwood's music program addresses the Art Standards. In music students dance, sing alone and with others, and perform with instruments in both general and band. The visual arts are addressed through a volunteer art program correlated with the Visual Arts Standards.

Longwood's health and physical education curriculum includes health and physical education literacy

and corresponding responsible behaviors. In Longwood's third grade CHOICE study, students focus on promoting good health habits. They have formed a partnership with the Okaloosa County Health Department that has involved the entire faculty. As a school, we have recently been designated a Bronze Star Well Workplace through the Wellness Councils of America.

2. **(Elementary Schools) Reading:** In order to ensure a systematic and consistent approach to literacy, Okaloosa has adopted a Balanced Literacy Model (K12 Comprehensive Literacy Approach) providing a context for literacy instruction in our schools through which students are provided with a balanced amount of whole group, small group and individual learning experiences. The essential areas addressed include explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and the writing process within the framework of: Read Alouds, Shared Reading, Guided Reading/Literature Circles, Independent/Familiar Reading, Spelling/Word Study, Literacy Stations and Writing Workshop. This balanced literacy approach guides all our instruction ensuring that the students of Longwood are provided with a variety of instructional opportunities to interact with multiple levels and types of text gradually releasing responsibility for learning from the teacher to the child.

Classroom materials include the reading basal text and a variety of leveled books. Leveled books in science and social studies relating to the grade level basal are provided in each classroom. A book room has been designed to provide a central location for leveled materials. This allows teachers to have access to a wide range of appropriately leveled texts during the school year as student skills change. ...

3. **Additional Curriculum Area:** We are a proud partner of the Okaloosa County C.H.O.I.C.E. program—Community High Okaloosa Institute for Career Education. Developed by Okaloosa Schools, C.H.O.I.C.E. is a method of career education that allows high school students the unique opportunity to achieve nationally recognized industry certifications in aerospace, information technology, construction technology, engineering, and digital design. Jeb Bush has touted C.H.O.I.C.E. as a model for the State of Florida! Longwood is proud to be the Okaloosa County Career Institute's Elementary Model for the CHOICE program- the only elementary school in Okaloosa County to hold this distinction. Longwood's mission for CHOICE is to provide a quality academic environment for students to become responsible self-directed, life-long learners. Through the CHOICE model students are provided with authentic learning experiences providing each grade level a focus for students to connect the subjects studied at school to the working world. One example is our aviation program in fifth grade. This grade has formed a partnership with the CHOICE program at Choctawhatchee High School. Through the Sunshine State Standards for fifth grade, aviation competencies are taught including the history of flight, the general characteristics of the atmosphere, and the medical aspects of flight related to physiological factors. Aviation is integrated into all areas of the curriculum, through topics such as the scientific method, mathematic skills and strategies and literacy in the content areas. In addition, through the aviation program, Longwood has formed several relationships within the community. One example is our relationship with Eglin Air Force Base's 53rd Test Wing. Fighter pilots from Eglin visit our school and discuss their experiences in flying and information pertaining to flight with our students. This allows our students to see the connection between real world situations and the information taught in the classroom. Through the 53rd Test Wing our students are able to visit Eglin and see first hand the F-15 and F-16 as well tour the facilities and flight simulators. In addition, we have received an invitation to apply as a Civil Air Patrol School (to be one of two in the country) and are pursuing that designation.

4. **Instructional Methods:** A variety of instructional methods are used to improve student learning at Longwood. To meet specific needs teachers differentiate instruction through small groups. Based on assessment results and learning styles, students are presented with a variety of strategies to become self-

directed learners in all curriculum areas. Content is provided through multiple text levels and types of texts. Learning stations for students to practice appropriately leveled strategies are used for all curriculum areas. Authentic learning activities connecting curriculum to the working world are provided through Longwood's CHOICE program. Instruction to meet the needs of exceptional students is provided in small group settings outside of the general classroom. We also provide opportunities for exceptional students within the general education classrooms through mainstreaming in all grades and the co-teaching model for math in both 4th and 5th grades. The co-teaching model is a collaborative model through which the general education and special education teacher plan and teach together in the same classroom. This is beneficial for both the special education student and the regular education student. Accelerated reading, math, and science instruction is provided for identified students and some students are transitioned to the grade level above or below in a core subject area as needed.

Uninterrupted curriculum blocks of sixty minutes for math and ninety minutes for reading are provided for focused content instruction at each grade level. Schoolwide programs such as a daily math review, DEAR, Writers Workshop, and a vocabulary Word of the Week have been implemented. Multiple formats such as open-ended, multiple-choice, and short response assessments are used in all curriculum areas. To further individualize instruction, Longwood uses a variety of technology programs. A number of these are web based such as FCAT Explorer, Brain POP, Harcourt Math, Scott Foresman Science, Atomic Learning, and Starfall. In addition, Read180, Waterford, Accelerated Math, Math in a Flash, Accelerated Reading and Microsoft Office are used.

5. Professional Development: The principal is an active participant in all staff development at Longwood. As the educational leader of the school he collaborates with faculty teams to facilitate the development of a needs assessment, set goals and provide appropriate staff development which will directly impact student achievement. Longwood's Professional Development School Plan includes workshops and book studies with follow-up activities. Teachers are also encouraged to observe model lessons provided by the Literacy Coach and peer teachers. Cross grade level teams in core curriculum areas meet regularly to coordinate expectations and align instruction. Longwood's staff development plan for the past two years has provided workshops on the components of a balanced literacy classroom followed by a year long instruction on writing and the Florida Writing Rubric. Teachers were involved in extensive practice using the rubric to develop schoolwide competency in writing assessment in addition to participating in timed writing practice. Longwood's scores on the FCAT Writing Combined score improved from a 3.5 in 2004 to a 3.8 in 2006. The expository writing score improved from 3.5 in 2004 to 4.1 in 2006. Measured by the FCAT reading an additional 3% of the students in grades 3-5 scored proficient in 2006 compared to 2004. After a careful review of data, it was decided that a writing workshop approach in the classroom was needed to expand student writing experiences beyond the timed writing first draft approach of the FCAT Writing assessment. Therefore, the current Language Arts staff development focus is on writing workshop and vocabulary development. In the area of math, Longwood staff development has focused on providing support for teachers with the adoption of the of the Harcourt Math text. Special emphasis was placed on using the technology support materials of the program including a computer based individualized skills practice program and a web based support program. Longwood's math scores on the FCAT math assessment indicates that the percent of students proficient in math in grades 3-5 increased by 11% from 2004 to 2006. In response to Longwood's free and reduced lunch population, the Title I team has attended training with Ruby Payne to increase awareness of students living in poverty.

PART VII - ASSESSMENT RESULTS

Longwood Elementary, Shalimar, FL STATE CRITERION-REFERENCED TESTS

Subject: READING Grade: 3 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education.

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	86%	83%	79%	73%	85%
% "Exceeding" State Standards	43%	47%	46%	44%	52%
Number of students tested	66	59	76	85	72
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	3**	0	0	0
Percent of students alternatively assessed	0	5%	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	80%	79%	71%	51%	78%
% "Exceeding" State Standards	12%	46%	41%	17%	47%
Number of students tested	25	28	34	29	32
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	8	7	9	8	8
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	6	7	5	6	6

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

**Identified students were assessed using the following alternative assessments: Slosson Math, WRAT, Slosson Oral Reading Test, and Key Math.

Longwood Elementary, Shalimar, FL
STATE CRITERION-REFERENCED TESTS

Subject: READING Grade: 4 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education.

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	83%	84%	84%	75%	63%
% "Exceeding" State Standards	52%	49%	57%	48%	36%
Number of students tested	41	81	74	74	86
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1**	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	76%	71%	68%	62%	55%
% "Exceeding" State Standards	51%	32%	40%	31%	32%
Number of students tested	16	31	25	29	31
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	N	N	N	59%	40%
% "Exceeding" State Standards	N	N	N	42%	30%
Number of students tested	6	8	7	12	10
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	4	8	4	3	7

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

**Identified students were assessed using the following alternative assessments: Slosson Math, WRAT, Slosson Oral Reading Test, and Key Math.

Longwood Elementary, Shalimar, FL
STATE CRITERION-REFERENCED TESTS

Subject: READING Grade: 5 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education.

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	85%	78%	81%	78%	63%
% "Exceeding" State Standards	49%	49%	47%	40%	37%
Number of students tested	67	73	73	85	96
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1**	0	0	0	0
Percent of students alternatively assessed	1%	0	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	74%	56%	78%	69%	53%
% "Exceeding" State Standards	32%	28%	34%	26%	16%
Number of students tested	19	25	32	23	38
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	N	N	90%	N	33%
% "Exceeding" State Standards	N	N	40%	N	8%
Number of students tested	5	7	10	9	12
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	4	5	4	7	4

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

**Identified students were assessed using the following alternative assessments: Slosson Math, WRAT, Slosson Oral Reading Test, and Key Math.

Longwood Elementary, Shalimar, FL
STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 3 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	83%	90%	74%	78%	77%
% "Exceeding" State Standards	68%	59%	48%	43%	46%
Number of students tested	66	59	76	85	72
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	3**	0	0	0
Percent of students alternatively assessed	0	5%	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	64%	82%	71%	62%	69%
% "Exceeding" State Standards	52%	50%	44%	21%	44%
Number of students tested	25	28	34	29	32
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	80%	N	N	N	N
% "Exceeding" State Standards	60%	N	N	N	N
Number of students tested	10	7	9	8	8
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	4	7	5	6	6

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

Longwood Elementary, Shalimar, FL
STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 4 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	83%	75%	74%	74%	65%
% "Exceeding" State Standards	52%	51%	44%	39%	23%
Number of students tested	41	81	74	74	86
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1**	0	0	0	0
Percent of students alternatively assessed	2%	0	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	81%	68%	56%	59%	60%
% "Exceeding" State Standards	51%	45%	12%	31%	13%
Number of students tested	16	31	25	29	30
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	N	N	N	58%	50%
% "Exceeding" State Standards	N	N	N	25%	0%
Number of students tested	6	8	7	12	10
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	4	8	4	3	7

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

**Identified students were assessed using the following alternative assessments: Slosson Math, WRAT, Slosson Oral Reading Test, and Key Math.

Longwood Elementary, Shalimar, FL
STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 5 Test: Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____

Publisher: Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	81%	67%	64%	75%	61%
% "Exceeding" State Standards	46%	37%	37%	34%	36%
Number of students tested	67	73	73	85	96
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1**	0	0	0	0
Percent of students alternatively assessed	1%	0	0	0	0
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	74%	40%	50%	56%	43%
% "Exceeding" State Standards	32%	8%	31%	26%	19%
Number of students tested	19	25	32	23	38
2. BLACK					
% "Meeting" plus "Exceeding" State Standards	N	N	50%	N	25%
% "Exceeding" State Standards	N	N	20%	N	8%
Number of students tested	5	7	10	9	12
3. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	N	N	N	N	N
% "Exceeding" State Standards	N	N	N	N	N
Number of students tested	4	5	4	7	4

*% "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

N number of students tested less than 10

NA not available

**Identified students were assessed using the following alternative assessments: Slosson Math, WRAT, Slosson Oral Reading Test, and Key Math.