

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

## U.S. Department of Education

Type of School: (Check all that apply) [ ] Elementary [ X ] Middle [ ] High [ ] K-12 [ X ] Charter

Name of Principal Mr. Gary Hocevar  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Terrace Community Middle School  
(As it should appear in the official records)

School Mailing Address 4801 E. Fowler Avenue, Tampa, Florida, Suite 100  
(If address is P.O. Box, also include street address)

Tampa Florida 33617-2012  
City State Zip Code+4 (9 digits total)

County Hillsborough State School Code Number\* 6606

Telephone (813) 987-6555 Fax (813) 987-6565

Website/URL www.tcmstornadoes.com E-mail gary.hocevar@tcmstornadoes.com

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\* Mrs. MaryEllen Elia  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hillsborough County School District Tel. (813) 272-4000

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 Jack Lamb, Ed.D.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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**

**[Include this page in the school's application as page 2.]**

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 the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

151	Elementary schools
52	Middle schools
	Junior high schools
29	High schools
_____	Other
232 TOTAL	
  
2. District Per Pupil Expenditure: \$5,992  
 Average State Per Pupil Expenditure: \$6,499

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

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. 5 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 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					7	79	53	132
K					8	41	48	89
1					9			
2					10			
3					11			
4					12			
5					Other			
6	88	87	175					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>396</b>



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

- |                           |   |
|---------------------------|---|
| ___ Autism                | ___ Orthopedic Impairment                 |
| ___ Deafness              | ___ Other Health Impaired                 |
| ___ Deaf-Blindness        | _12_ Specific Learning Disability         |
| _1_ Emotional Disturbance | _7_ Speech or Language Impairment         |
| ___ Hearing Impairment    | ___ Traumatic Brain Injury                |
| ___ Mental Retardation    | ___ Visual Impairment Including Blindness |
| ___ 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)	2	0
Classroom teachers	24	0
Special resource teachers/specialists	1	1
Paraprofessionals	1	1
Support staff	5	2
Total number	33	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22: 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	98%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	30%	30%	30%	20%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## **PART III: SUMMARY**

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The TCMS Mission consists of four core beliefs. First, we recognize that self-esteem comes from meeting and overcoming challenges and from confidence gained through the acquisition and mastery of skills. Second, we recognize parental and community involvement is crucial to the success of the students and the school as a whole. Third, we believe in helping to guide each child to develop his or her character in a program that builds community and stresses respect. Finally, we offer engaging, challenging work, and give students the tools they need to succeed in school.

The TCMS Vision includes a commitment to providing technologically advanced “back-to-basics” education that includes a spectrum of academic programs; each fulfills the learning demands of a diverse student population. All students are provided an advanced curriculum as well as the necessary emotional, social and academic scaffolding to ensure success at this advanced level.

At TCMS, this philosophy of inclusive instruction and high standards for “all students” translates to high academic achievement as measured by standardized tests of state and national objectives for subgroups that typically reflect disparity on these measures.

In lieu of the traditional ability tracking route, we offer only advanced coursework affording all students the opportunity to be challenged by a rigorous, classic core curriculum of language arts, math, science and social studies taught in a planned progression by teachers who stress abundant practice and careful feedback.

TCMS also believes that student success is a shared responsibility that involves parents and the community. Moreover, each family commits to a minimum of 10 hours per academic year as a part of our community expectation agreement. Even our administrative governance is a community endeavor; the school’s Governing Board includes at least one teacher and one parent representative at all times.

Because the curriculum at Terrace Community Middle School is based on high standards, academic support is the keystone of our curriculum. The TCMS guidance counselor conducts study skills instruction throughout the school year to assist students in developing effective study habits such as time management, note-taking, and preparing for tests. Our instructional faculty provides individual and small group tutoring for any students in need of remediation or enrichment on campus each day through a “seventh period” added to the formal six-period school day. In seventh period, teachers review essential and complex concepts as well as state skill expectations.

All teachers also provide academic support via websites with information on expectations, current grades, necessary documents and academic support resources. TCMS teachers are committed to providing *meaningful and relevant* class work and homework assignments in an effort to offer abundant opportunities to practice these skills and often involve developing higher level and critical thinking skills daily.

## **PART IV: INDICATORS OF SUCCESS**

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**1. Assessment Results.** The Florida Comprehensive Assessment Test (FCAT) is used to measure student achievement in the State of Florida. This annual assessment is comprised of two parts: FCAT-NRT, which is the norm-referenced section designed to compare student performance in reading and mathematics with other students nationwide; and FCAT-SSS, the criterion-reference section which is designed to measure student knowledge of reading, mathematics, writing, and science as outlined in the Florida Sunshine State Standards. Presently, students in grades 4, 8, and 10 take FCAT Writing+, and grades 3-10 take FCAT-NRT and FCAT-SSS in Reading and Mathematics. The State of Florida implemented the FCAT Science Test in grades 5, 8, and 11.

The FCAT-SSS Reading and Mathematics provides two scores: (1) the **developmental scale score** (0-3000), which determines a student's annual progress from one grade to the next grade and (2) the **scale score** (100-500), which is used for comparisons. These scores correspond to five achievement levels: Levels 1 and 2 (at risk), Level 3 (meets state standards), and Levels 4 and 5 (exceeds state standards). Information on the state assessment system, along with FCAT results, can be found at <http://fcats.fldoe.org/> and <http://www.fcatsresults.com/demog/>.

From 2003 to 2006, TCMS has had over 75% of students score at an FCAT Level 3 or above. Most years, that number has been over 80%, resulting in a school average of 83% in 2003 and 2004, 86% in 2005, and 81% in 2006. During the same period of time, the district and state averages on the FCAT reading test ranged from 49-52% from 2003-2005, and rose to 55% (district) and 57% (state) in 2006.

TCMS students have also exceeded district and state averages in FCAT mathematics. During the four year period spanning 2003-2006, the percentage of TCMS students scoring at Level 3 or above never dipped below 79% and went as high as 93%. Our school average for this four year period ranged from 85-89%. In contrast, the district averages ranged from 54-57% and state averages ranged from 50-56% in the same time frame (2003-2006).

The TCMS vision, mission and philosophy mandates high expectations and quality instruction for all students and the results of our efforts are evident in the FCAT reading and mathematics scores for subgroups that traditionally produce disparate standardized test scores. Our economically disadvantaged population generally outscored the state reading average by 20 percentage points. In 2004 (the only year our school enrollment was high enough to generate state data) the standardized mathematics scores for our economically disadvantaged population was a over *50 percentage points higher* than the state average.

Our African American population boasts a competitive scoring history as well, meeting and then exceeding the state's reading average with each progressive year. In math, our students also consistently average 30-35 points higher than the district and state averages.

Our Hispanic population is growing each year. In the past four years, we have had less than 10 students at each grade level resulting in no data for 2003, 2005 and 2006. However, in 2004, we had 75% of students in 6<sup>th</sup> grade, 100% of students 7<sup>th</sup> grade, and 100% of students in 8<sup>th</sup> grade

achieve at level 3 and above. As a result, the school average for students at Level 3 and above was a 92%, while the district average for 2004 was a 42% and the state, 37%.

TCMS has continuously met and exceeded both district and state standards for excellence without leaving any population behind. Based on Florida's A+ Plan, Terrace Community Middle School has earned a school grade of "A" for 5 consecutive years. We believe that this history of success is directly attributable to our unwavering commitment to high expectations for all students, abundant academic support and scaffolding, research-based and data-driven instruction, and community involvement.

**2. Using Assessment Results.** In order to provide the best quality education for all, Terrace Community Middle School analyzes assessment data and uses it to actuate and monitor instruction for optimal student performance. The faculty meet at the beginning of the school year then break into departmental and grade level subgroups to identify areas of strengths and weaknesses in student performance using various comprehensive scoring reports including FCAT results offered by Sagebrush (our district-wide online educational database). From there, teachers collaborate to create goals and strategies aimed at bolstering academic learning gains. These goals and strategies become part of the school improvement plan (SIP), a general framework for all as well as the teacher's individual professional development plan (IPDP). To narrow the scope of the needs of our learners, teachers identify students who scored in the bottom third for Developmental Scale Score (DSS) on FCAT. *We identify the bottom third as opposed to only the bottom quartile* because we recognize that students who score a low level 3 are in need of specialized instruction as well. To individualize instruction, teachers and members of the community tutor before and after school offering help with remediation of specific concepts or with current learning objectives. As we narrow instruction to meet the needs of the individual student, we attain growth in areas of prior weakness.

In addition to using FCAT data, TCMS uses the Gates-MacGinitie Reading Test, FCAT Explorer (online tutorial), formative and summative classroom assessments that are aligned with instructional objectives, our own on-demand writing assessment TCMS Writes!, monitored weekly lesson plans to ensure instructional alignment with goals and objectives, teacher evaluations, parent surveys, frequent parent communication, professional development to continually improve instructional methods, school wide assemblies to celebrate and support a positive environment of academic success, weekly individual student behavior and academic recognition, reading goals and strategies in all subject areas, and appropriate exceptional education and limited English proficiency strategies to improve student performance.

**3. Communicating Assessment Results.** Terrace Community Middle School communicates student performance to students, parents, and the community in a variety of ways. As with most schools, we provide quarterly written report cards that are sent home each nine weeks. At the mid-point in the nine weeks, each student receives a written mid-quarter progress report with his or her current grades in academic subjects and elective courses.

Our faculty is also committed to providing biweekly updates on their school websites so that parents also have access to their children's grades online every two weeks. Further, we communicate student performance in person through phone calls and face-to-face conferences

with parents. Teachers are expected to make contact by telephone with parents if there is an important issue that needs to be discussed or to share positive news. Teams meet frequently to discuss a child's progress and generate strategic plans so that parents, teachers and students can work together to ensure student success.

Finally, TCMS shares standardized assessment results with parents in an effort to gauge student progress using these measures. We mail the Gates-MacGinitie Reading Test results home with a letter of explanation in the fall after it is administered in August to give students and parents information regarding reading performance (vocabulary and comprehension). FCAT results are sent home at the end of the school year as soon as they become available.

**4. Sharing Success.** TCMS' success on state assessments is published through the Hillsborough County School District and the State of Florida as a matter of public record in district and state publications, and on their respective websites. TCMS serves as a model from which other charter schools draw guidance and inspiration through our participation in the Bay Area Charter School Leadership Council. As president of this council, our principal Gary Hocevar mentors the leaderships of other local charter schools.

TCMS also continually disseminates successes to parents and the community through the school website and monthly newsletter. We provide links to state assessment scores on both mediums. Further, our academic successes are consistently reported on local news broadcasts. In addition, TCMS provides press releases and a designated public relations representative to address news media personnel. Finally, TCMS continues to share successes by word of mouth – our reputation for success and excellence is spread from TCMS parents throughout the community at large.

Apparently, news of our effectiveness has spread throughout the community as well; our projected minority enrollment for the 2007-2008 school year will reflect a 48% minority population.

## **PART V: CURRICULUM AND INSTRUCTION**

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**1. Curriculum.** The TCMS Curriculum is based on high standards within the classic, core academic subjects of language arts, reading, mathematics, science, and social studies. The curriculum focuses on the mastery of reading, writing, and mathematic skills including instructional adjustments and scaffolding to meet the educational level of each individual student. We continually monitor the scope and sequence of our curriculum to ensure data-driven instruction. Instructors share knowledge of best practices from workshops, conferences and coursework to enhance the curriculum and instruction at regular team and department meetings. In addition, grade level teams meet on a regular basis to implement cross-curricular learning units. In lieu of a reading specialist unit, our school integrates reading strategies across the curriculum – including all elective courses. As elaborated below, the TCMS curriculum provides a system of learning to fulfill the demands of a diverse student population.

The language arts curriculum approaches instruction at each level with the expectation that our students will leave TCMS prepared to enter high school honors, AP and college-level English study. Therefore, we value student learning, skill mastery and creativity. Our language arts middle school curriculum spirals from basic knowledge and mastery to refining and extending the concepts of word study (to increase reading and writing ability), listening, speaking and viewing skills. Language arts activities include the investigative research paper, media productions in response to literature and collaborative units with the social studies, math, and science departments.

The TCMS math curriculum is an active, dynamic, and challenging series of courses. While district schools place students in multiple levels of mathematics at each grade level, TCMS offers the middle school honors track to *all* students. All 8<sup>th</sup> grade students at TCMS are eligible for Algebra I Honors high school math credit. In the course of three years, students will have extensively covered the ten Department of Defense strands. When compared to the Sunshine State Standards, the TCMS curriculum addresses all five strands and all seventeen standards in each grade level.

The science curriculum features opportunities for students to construct science knowledge by observation, formulating questions, making predictions, and planning and conducting experiments. TCMS fosters science literacy and life-long learning through the following courses: Earth Science (6<sup>th</sup> grade), Life Science (7<sup>th</sup> grade), and Physical Science Honors (8<sup>th</sup> grade). All students in 8<sup>th</sup> grade are eligible for high school credit in Physical Science Honors. To enhance the curriculum students participate in hands-on field trips/excursions each year such as Nature’s Classroom (6<sup>th</sup> grade) and Marine Lab in the Florida Keys (7<sup>th</sup> grade). All eighth graders are required to complete a student designed comprehensive experiment using the scientific method.

The social studies curriculum creates, disseminates, and puts into practice instructional strategies to engage all students. The goal of our curriculum is to foster good citizenship and civic awareness by gaining knowledge of world history and cultures, geography and U.S. history. To enhance the curriculum students conduct an archaeological dig in partnership with the Florida

Public Archaeology Network (6<sup>th</sup> grade), participate in the district Model UN program (7<sup>th</sup> and 8<sup>th</sup> grade), and are provided a hands-on learning experience in Washington D.C. (8<sup>th</sup> grade).

The goal of the foreign language curriculum is to foster proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. The curriculum spirals from basic Spanish in the 6<sup>th</sup> grade to Spanish I Honors for high school credit in the 8<sup>th</sup> grade. All students enrolled in Spanish in the 8<sup>th</sup> grade are eligible for high school credit.

Technology, physical education, art and music combine to create the elective curriculum. In technology, students are introduced to several technological systems and explore one or more of them through study and hands-on activities. In physical education and team sports, students develop, among other competencies, in depth knowledge of physical fitness and body-management skills. The goal of the art program is for students to acquire higher-level understanding of the concepts of composition in drawing and painting. In addition students gain an appreciation of other cultures through art history and the study of various artists and their works. Our music program enables students to develop fundamental skills on wind or percussion instruments through the refinement and performance of middle school band and jazz band literature. Our school is a member of the Florida Bandmasters Association and participates in events such as solo/ensemble, all-county, all-state and concert band assessment. In addition, jazz band students are expected to participate in the FBA District Jazz Festival.

As an extension of all core and elective curriculums, our Exceptional Student Education (ESE) program strives to identify, evaluate, and place exceptional education students in the least restrictive environment. All students are mainstreamed and provided classroom and testing accommodations. The ESE specialist and grade level teams conduct monthly consultations to track individual student progress. Gifted students, also a part of the ESE program, are challenged through the academically rigorous advanced and honors curriculum.

**2. (Secondary Schools) English.** TCMS' English language curriculum is based on the school wide Modified Department of Defense (DOD) curriculum which integrates all of the Florida Sunshine State Standards (SSS) as well as the DOD goals for middle school language arts. Using the five strands outlined by the SSS and extended by DOD standards, we identify goals in categories: reading, writing, listening/speaking/viewing, language and literature. Reading includes content guidelines (balance of literary and informational text), reading process guidelines, comparison/contrast and synthesis skills as well as the DOD focus on self-selected books. Writing focuses on process, the language of the six traits of writing (ideas, organization, word choice, sentence fluency, voice, and conventions/presentation) and less formal writing like journal writing, reflective writing and writing for self-discovery, self-expression and enjoyment. Expectations for the integration of listening, speaking and viewing strategies are also clearly outlined including small/large group discussions, interviews, and speeches. Language goals are focused on understanding the nature and power of the spoken and written word. Lastly, our literary analysis guidelines emphasize identification of cause and effect relationships and written analytical responses.

TCMS does not track students; all courses are offered at the advanced level. The TCMS English language department integrates explicit instruction of active reading strategies for all students

including summarizing, inferring, questioning, predicting, visualizing, connecting, clarifying, evaluating, drawing conclusions, stating opinions, locating main ideas, making judgments, analyzing, identifying cause-and-effect relationships, understanding an author's purpose, and distinguishing fact from opinion. We accomplish this by using a consumable literature workbook that allows students to interact with the text *as they read*, rather than the traditional end-of-selection question format. For students who are currently reading below grade level, we provide differentiated instruction, individualized education plans & small group or one-on-one tutoring. Typically, this involves integrating small group activities, individualized activities (in school and at home) and student-teacher conferences regarding self-monitoring and evaluation. We also use the state interactive, individualized skill builder/practice on [fcatexplorer.com](http://fcatexplorer.com).

**3. Additional Curriculum Area: Science.** At Terrace Community Middle, the science department focuses on one science discipline in each grade level *rather than the integrated science curriculum model that covers a combination of science disciplines every year of middle school*. Our unique mastery approach to middle school science allows for an in-depth study of each science discipline. This allows students to explore each topic, earth, life, and physical science, in depth. Each course is developed to include activities and assessments to challenge students' thinking. Students are required to design, conduct, and communicate results of their research assignments.

The science department works collaboratively within the department and grade-level team to enhance cross-curricular activities and thematic-interdisciplinary learning. For example, during the 7<sup>th</sup> grade life science study on heredity and genetics, students work on probability in math class, write persuasive essays on topics such as cloning in language arts, and report on current events in social studies. Moreover, reading strategies are incorporated into daily lessons. These strategies are used to support the Language Arts department and students as they build an understanding of key concepts and relationships within a text unit.

The Florida Comprehensive Assessment Test is designed to measure student knowledge and performance of the science standards outlined in the Florida Sunshine State Standards. At TCMS the 8<sup>th</sup> grade students take FCAT Science. Over the last four years, our students have consistently earned higher scores on FCAT science, having scored an average of 30 full percentage points higher than the district and state averages.

**4. Instructional Methods.** Our instructional methods support the objectives of both the Sunshine State Standards and a modified Department of Defense Curriculum. Each department maps out the vertical progression based on curricular goals and assessment expectations. We use a variety of research-based instructional models such as direct instruction, differentiated instruction, and cooperative learning.

Our faculty members tutor students who are at a Level 1, 2, or low 3 on FCAT as well as other students who need help with specific concepts. In response to the fact that 29% of our population is gifted, many of our teachers are certified to teach gifted and all faculty members implement strategies to engage learners in higher order thinking skills. By having high academic standards for all, students rise to the challenge and improve performance. We infuse reading strategies across all subject areas, including electives.

Technology is also a critical tool in instruction. Teachers and students use SMART Boards, videos, podcasting, webquests, online tutorials, teacher and student created websites, and computer-based test preparation programs such as FCAT Explorer. Teachers continually search for effective and creative ways to deliver instruction and collaborate to support integration across subject areas. From mummifying chickens for a unit on Egypt to creating a budget analysis for life after college, our teachers find creative and innovative ways to support learning to make it engaging and meaningful.

**5. Professional Development.** Terrace Community Middle School has a professional development coordinator that oversees the Preparing New Educators program for first-year teachers and the transition to TCMS program for veteran teachers that are new to Terrace Community Middle School. In addition, the coordinator ensures that teachers achieve the required state and district endorsements.

Our faculty is committed to pursuing training in diverse instructional methods to include differentiated instruction in response to the school's inclusion model. Teachers in core subject areas who are not already endorsed in gifted education must sign a contract rider indicating their intent to earn certification in response to the high numbers of gifted students in our general population. The State of Florida requires all teachers who teach students for whom English is a second language to obtain an endorsement in teaching English Language Learners (ELL). Again, TCMS exceeds minimum standards by strongly encouraging *all* faculty members to obtain the appropriate ELL endorsement for their subject areas.

TCMS faculty members also attend subject area professional development provided by the Hillsborough County School District as well as other local, state and national development opportunities associated with professional organizations. Further, our faculty members are encouraged to pursue post-graduate study. To this end, the TCMS governing board reimburses tuition and book fees upon successful completion of six credit hours in an educational masters/doctoral program per school year. Faculty members are also encouraged to obtain National Board for Professional Teaching certification. In addition to the State of Florida's incentives, the TCMS school board provides a one-time \$2,000 bonus for teachers who obtain National Board certification.

Each of the preceding examples of professional development impacts student achievement by creating an environment in which teachers are encouraged to diversify their instructional "toolbox," thereby knowing how and when to prescribe the best strategy, skill builders, and activities for any given situation or child. This professionalism positively impacts student achievement as the data indicates in "Part IV – Indicators of Academic Success." The TCMS student three-year-scoring trend continues to be above the state average and in the top 10% of national averages.

## PART VII: ASSESSMENT RESULTS

**Terrace Community Middle School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**Criterion-Referenced Test**

Subject: Reading	Grade: 6	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
 FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	85	85	82	89
% Exceeds State Standards	64	46	44	63
Number of students tested	88	87	65	80
Percent of total students tested	100	99	99	100
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	91	85	92	94
% Exceeds State Standards	74	48	51	64
Number of total students tested	58	55	39	56
2. Black				
% At or Above Meets State Standards	*	*	40	60
% Exceeds State Standards	*	*	20	56
Number of total students tested	6	8	10	10
3. Hispanic				
% At or Above Meets State Standards	80	86	*	*
% Exceeds State Standards	50	36	*	*
Number of total students tested	10	14	6	5
4. Asian/Pacific Islander				
% At or Above Meets State Standards	91	*	*	*
% At Exceeds State Standards	63	*	*	*
Number of students tested	11	6	5	7

\*No data reported when fewer than ten students tested.

Terrace Community Middle School  
*Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)*  
**Criterion-Referenced Test**

Subject: Mathematics	Grade: 6	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	89	92	78	85
% Exceeds State Standards	68	59	52	54
Number of students tested	88	87	65	80
Percent of total students tested	100	100	99	100
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	95	93	79	89
% Exceeds State Standards	73	65	56	57
Number of students tested	58	55	39	56
2. Black				
% At or Above Meets State Standards	*	*	70	60
% Exceeds State Standards	*	*	20	20
Number of students tested	6	8	10	10
3. Hispanic				
% At or Above Meets State Standards	70	86	*	*
% Exceeds State Standards	50	43	*	*
Number of students tested	10	14	6	5
4. Asian/Pacific Islander				
% At or Above Meets State Standards	91	*	*	*
% At Exceeds State Standards	82	*	*	*
Number of students tested	11	6	5	7

\*No data reported when fewer than ten students tested.

**Terrace Community Middle School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**Criterion-Referenced Test**

Subject: Reading	Grade: 7	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	82	84	81	75
% Exceeds State Standards	48	53	68	60
Number of students tested	88	88	89	60
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	83	91	84	82
% Exceeds State Standards	48	63	73	69
Number of total students tested	54	54	55	39
2. Black				
% At or Above Meets State Standards	*	54	63	27
% Exceeds State Standards	*	15	38	36
Number of total students tested	9	13	16	11
3. Hispanic				
% At or Above Meets State Standards	64	*	*	*
% Exceeds State Standards	36	*	*	*
Number of total students tested	14	8	6	6
4. Asian/Pacific Islander				
% At or Above Meets State Standards	*	*	100	*
% At Exceeds State Standards	*	*	100	*
Number of students tested	7	8	10	3

\*No data reported when fewer than ten students tested.

**Terrace Community Middle School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**Criterion-Referenced Test**

Subject: Mathematics	Grade: 7	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	85	83	89	87
% Exceeds State Standards	54	65	69	55
Number of students tested	88	88	88	60
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	83	91	93	95
% Exceeds State Standards	57	73	73	54
Number of students tested	54	54	55	39
2. Black				
% At or Above Meets State Standards	*	54	80	45
% Exceeds State Standards	*	23	47	45
Number of students tested	9	13	15	11
3. Hispanic				
% At or Above Meets State Standards	79	*	*	*
% Exceeds State Standards	43	*	*	*
Number of students tested	14	8	6	6
4. Asian/Pacific Islander				
% At or Above Meets State Standards	*	*	100	*
% Exceeds State Standards	*	*	100	*
Number of students tested	7	8	10	3

\*No data reported when fewer than ten students tested.

**Terrace Community Middle School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**Criterion-Referenced Test**

Subject: Reading	Grade: 8	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	77	89	85	86
% Exceeds State Standards	34	60	50	45
Number of students tested	88	87	66	59
Percent of total students tested	100	99	100	99
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	80	95	90	89
% Exceeds State Standards	40	66	54	43
Number of total students tested	55	57	41	39
2. Black				
% At or Above Meets State Standards	42	77	57	*
% Exceeds State Standards	8	15	29	*
Number of total students tested	12	13	14	5
3. Hispanic				
% At or Above Meets State Standards	*	*	*	*
% Exceeds State Standards	*	*	*	*
Number of total students tested	7	6	5	9
4. Asian/Pacific Islander				
% At or Above Meets State Standards	*	*	*	*
% At Exceeds State Standards	*	*	*	*
Number of students tested	9	9	3	6

\*No data reported when fewer than ten students tested.

**Terrace Community Middle School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**Criterion-Referenced Test**

Subject: Mathematics	Grade: 8	Test: FCAT-SSS
Edition/Publication Year: 2003-2006		Publisher: Florida Department of Education

The Florida Comprehensive Assessment Test (FCAT) reports each student's Scale Score that is then assigned an achievement level from 1 to 5.

FCAT Levels (3-5) = Meets State Standards  
FCAT Levels (4-5) = Exceeds State Standards

Testing month	2006 March	2005 March	2004 March	2003 March
<b>SCHOOL SCORES</b>				
% At or Above Meets State Standards	89	93	88	90
% Exceeds State Standards	65	72	61	58
Number of students tested	88	87	66	59
Percent of total students tested	100	99	100	99
Number of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. White				
% At or Above Meets State Standards	93	96	95	92
% Exceeds State Standards	69	78	61	56
Number of students tested	55	57	41	39
2. Black				
% At or Above Meets State Standards	58	77	57	*
% Exceeds State Standards	25	46	35	*
Number of students tested	12	13	14	5
3. Hispanic				
% At or Above Meets State Standards	*	*	*	*
% Exceeds State Standards	*	*	*	*
Number of students tested	7	6	5	9
4. Asian/Pacific Islander				
% At or Above Meets State Standards	*	*	*	*
% At Exceeds State Standards	*	*	*	*
Number of students tested	9	9	3	6

\*No data reported when fewer than ten students tested.