



Magnet Schools Assistance Program Year 3 -Extension Grant Report 2004-2005

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Executive Summary

This report is an evaluation of the extended implementation of the Magnet Schools Assistance Program (MSAP) funded by the United States Department of Education. The Hillsborough County Public School District was awarded MSAP funds for a three-year period, which ranged from 2001 to 2004. Funds were not all expended during the 2003-2004 school year and an extension of the use of the funds was granted by the Department of Education. Continued program implementation is detailed below. The project design for the first year of implementation indicated that two of the seven Magnet Programs would be operational during the 2002-2003 school year. The Hillsborough County Public School District was successful in opening Lomax Elementary School of Mathematics, Science and Technology and Blake High School Accelerated Curriculum Program (program within-a-school). Plans to open Muller and Lockhart were successfully completed for implementation in the 2003-2004 school year. Lockhart began with the theme of Visual, Performing, and Communication Arts. In the 2004-2005 school year, Lockhart added a second magnet theme: Foreign Language and Global Studies. Originally, Clair-Mel Elementary was to convert to a magnet school in August of 2002. However, with approval from the United States Department of Education, Muller Elementary Magnet School opened instead with Environmental Science and Visual and Performing Arts themes. Williams Middle Magnet opened with a middle grades International Baccalaureate focus in the 2003-2004 school year with district funds (the school opened as a grant-funded magnet in 2004-05). In August 2004, MacFarlane Park Elementary opened with a focus on the primary years International Baccalaureate curriculum. Franklin Middle also opened during the 2004-2005 school year as a magnet school with a focus on Law Studies and Public Service. All seven schools remain open as magnet schools or schools with magnet programs. The district's ongoing progress toward achieving MSAP goals and objectives is presented below as of September, 2005.

Highlights of Findings

1. All seven schools have successfully opened as magnet schools or converted to magnet schools, or, in the case of Blake, a magnet program within a school. Williams opened a year early in 2003-04. A second magnet theme was added to attract students to Lockhart.
2. In all new magnet schools, the percentage of minority students remained the same or decreased the year the school opened as a magnet school compared to the prior year. (Muller opened as a new school and new magnet simultaneously.) The largest change was noted at Lomax which dropped from 96% minority to 59% in its opening year.
3. In 2004-05 the percentages of minority students enrolled in these magnet schools were greater than the percentages projected due to the implementation of controlled school choice and issues of growth impacting other district schools. Thirteen new schools were opened in the district in 2004-05 due to anticipated growth and in 2005-2006 six additional schools opened to accommodate growth. Blake, MacFarlane Park, Muller, and Williams were within the expected minority enrollment in 2004-2005(49% +/- 20). In 2005-2006, MacFarlane Park, Muller, and Williams opened within the expected minority enrollment ranges. In 2004-2005 and continuing in 2005-2006, four of the seven schools (Lockhart, Lomax, MacFarlane Park, and Williams) saw decreases in minority isolation compared to the school's pre-magnet status. Muller's minority percentage has ranged from 60 to 69% since its inaugural year. No appreciable change was seen at Blake or Franklin concurrent with the schools' status as magnet schools.
4. All grant-funded schools operated successfully in 2003-2004 and 2004-2005. All have again opened as magnets in 2005-2006. Feeder schools were not negatively impacted with respect to minority group isolation by students choosing to enroll in magnet schools or schools with magnet programs.
5. All seven grant-funded magnet schools earned grades in 2005. Franklin and MacFarlane Park did not have first year achievement data until May 2005. The schools earned 2005 grades of A (Lomax, MacFarlane Park, Muller, and Williams), C (Blake and Lockhart), or D (Franklin). In Writing, all five grant funded magnet schools with Writing scores in 2004 met or exceeded Magnet Schools Assistance Program (MSAP) objectives. In 2004-2005, five of the seven

magnet schools improved their writing scores. Franklin and Lockhart experienced drops in the percentages of students at level 3 or higher by one and four points, respectively. In Reading and Mathematics, however, only Lomax, Muller, and Williams met or exceeded objectives, while Blake and Lockhart fell short of Reading and Mathematics targets. Hispanic students at Lomax, Muller and Williams, and African American students at Williams met or exceeded MSAP academic targets in Reading. In addition, African American students at Williams met the Mathematics targets.

6. The full implementation of the district choice plan combined with local growth and a need to find locations for students in overcrowded schools negatively impacted minority student percentages from zero points (Williams) to six points (Lockhart) in 2003-2004. In 2004-2005, the steadily changing demographics of the district which now has 56% of all students enrolled as minority students impacted the magnet schools, six of which had increased percentages of minority students from the prior year (from three to five percentage points). Only MacFarlane Park succeeded in dropping the percentage of minority students from 66 to 65 percent.

7. Challenges were present that negatively impacted the magnet program at Franklin, one of the largest of which was unanticipated need to remain under construction after termites were found in the main building.

Recommendations

1. Continue recruitment efforts to monitor and increase participation of non-minority students in magnet programs.
2. Monitor classroom enrollment at all magnet schools so that the minority/non-minority percentages are within the +/-10% of the expected percent.
3. Review school improvement plans to ensure strategies reflect the needs of all students enrolled in magnet programs.
4. Monitor the plans for maintaining unitary status in order to study the impact of the strategies on future magnet programs implemented in the district.
5. Continue plans to alleviate overcrowding in district schools in a manner that will enable magnet schools to maintain court-recommended minority/non-minority percentages.
6. Continue the excellent training provided to teachers at magnet programs. Well prepared and highly qualified teachers will no doubt continue to positively impact achievement for all students enrolled.
7. Continue to refresh magnet themes as needed, as was done at Lockhart, to attract non-minority students.
8. Continue to place experienced and effective school leaders in magnet schools.
9. Continue to build and promote excellence in all faculty and staff so students of any ethnic background in any district school will be provided a quality public education.

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INTRODUCTION

This report is an evaluation of the third year of implementation's extension of the Magnet Schools Assistance Program (MSAP) funded by the United States Department of Education. The School District of Hillsborough County (SDHC) was awarded MSAP funds for a three-year period, which ranged from 2001 to 2004 and, because all funds were not expended, was extended into the 2004-2005 school year. The grant proposal details the development and implementation of seven new magnet school programs: Blake High School, Franklin Middle School, Williams Middle School, Muller Elementary, Lockhart Elementary, Lomax Elementary (substituted for Clair-Mel with Department of Education approval), and MacFarlane Park Elementary (substituted with Department of Education approval for West Tampa Elementary). These seven schools are dedicated magnets with the exception of Blake High School, which has a program within a school.

The timeline for project activities based on the funding period overlaps two successive academic years, as the funding period ranges from October to the end of September of the following year. Therefore, this extension report of Hillsborough County School District's progress in goal achievement will describe what has been accomplished from October 2004 to September 2005. Two magnet schools, Lomax and Blake, finished their third year as magnet programs. Clair-Mel Elementary was originally scheduled to open as a magnet in August 2002, however, the site of the magnet program was changed to a newly built school in the district, Muller. Muller has now completed its second year. Planning, pre-opening activities, and recruitment activities were underway for Lockhart and Muller for their August 2003 opening during the second year of the grant. They have now completed their second year. Williams actually operated as a designated magnet one year early, thus achievement and minority reduction statistics are available for Williams. Williams has completed its second year as a magnet program as well. Franklin and MacFarlane Park opened in August, 2004 as scheduled. They have now completed their first full year of operation. Activities for the third year and extension of the grant project include the operation and support of all seven magnet school programs.

The Hillsborough County magnet project was designed to: (a) eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools; (b) promote national, state, and local systemic reforms that are aligned with challenging state content standards and student performance goals; (c) feature innovative educational methods and practices that meet identified student needs and interests; and (d) strengthen students' knowledge of academic subjects and skills needed for successful careers in the future. An infrastructure has been designed to support each magnet program at the district and site-level. District-level support for individual magnet programs is offered through the services of the magnet supervisor, marketing and recruitment specialist, curriculum planning specialist, staff development specialist, and co-teaching specialist for infusing exceptional education services in the general classroom. School-level support is offered through the services of the site administrators, curriculum integration specialist, community partner specialist, and lead teacher in magnet themes.

Goal 1: The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students.

Successful accomplishment of Objectives 1.1 to 1.3 lies in the highly desirable themes and the success of the recruitment efforts. The implementation of the magnet themes that are responsive to the interests of the community, as indicated by a district-wide survey, help to ensure that there will be enough interest to meet the project recruitment and selection goals. Marketing and recruitment activities for the new magnet schools participating in this grant cycle and its extension included the following.

A. Marketing and Recruitment Activities

1. Informational meetings were held for all seven schools beginning in October and November 2004.
2. About 115,000 informational fliers, including applications, regarding the new magnet schools were mailed to all SDHC students in kindergarten through grade 8.
3. Letters and applications regarding magnet schools were mailed to community agencies such as libraries, churches, Chamber of Commerce offices, civic associations, grocery stores, and the University of South Florida.
4. Letters describing the magnet programs were available at schools in the district as well as the district Choice Office.
5. Approximately 500 applications and letters describing the SDHC magnet schools were sent to home associations and private schools.
6. About 13,500 targeted mailings were sent to students who were geographically or grade-level sensitive to magnet openings after the initial lottery was completed.
7. Newspaper ads were run in the *Tampa Tribune*, *Florida Sentinel*, *La Gaceta*, *Osprey*, *Westchase*, etc. for all magnet schools including MacFarlane Park, Williams and Franklin.
8. Magnet program information was provided on the District's website and student applications could be downloaded.
9. Night meetings at Oak Park, Kenly, and Palm River Elementary Schools were held in January, February, and March 2005 to provide information about options to the families of children who would normally go to Franklin.
10. District staff visited feeder schools and provided students with applications and informational flyers.
11. Open houses as well as inclusion in PTA and other meetings were used to market each of the seven schools.
12. School personnel canvassed local neighborhoods in to market the magnet schools.
13. At some schools' Open House meetings, informational flyers were also handed out for neighboring magnet schools..

14. School staff members were specifically trained to market the school.
15. School specific literature designed to help market the school including flyers, brochures, bookmarks, and other informational handouts for parents. Informational material was also developed for students.
16. Information videos for prospective students and families were created.
17. School tours were conducted during school hours for prospective students and their families. Topics discussed during tours included the curriculum and the overall school programs.
18. Presentations were made via assemblies to targeted students at feeder schools.
19. Special invitation letters were sent to targeted students.
20. Community marketing presentations were conducted at local full service schools.

B. Applicant Information

The current enrollment, as of the 20th-day count in September, 2005, for each of the magnet schools in this grant is listed by ethnicity below.

School	Number enrolled	% White	% Black	% Hispanic	% Asian	% American Indian	% Multi-racial
Blake	1,957	27.9	51.0	16.5	1.28	0.26	3.1
Franklin	585	14.7	65.8	15.7	0.17	0.17	3.4
Lockhart	482	14.1	50.8	27.6	0.62	0.41	6.4
Lomax	413	20.1	43.3	22.5	8.5	0.48	5.1
MacFarlane Park	337	35.0	21.4	19.0	16.6	0.59	7.4
Muller	389	30.6	28.8	31.6	0.51	0.51	8.0
Williams	920	35.9	30.2	17.7	10.1	0.54	5.5

C. School Based Staff Recruitment Activities

1. Teaching positions were advertised in the *Administrative Bulletin* and interviews were conducted for all applicants.
2. Teacher interviews of interested applications took place from April to July, 2005 as well as during Teacher Recruitment Days, held in June, 2005.
3. Teacher interviews of interested applicants took place during the Great Florida Recruitment Days, held in June 2005 in Orlando.

Objective 1.1: By September 30, 2004, as a result of the implementation of magnets at Muller, Lockhart, Lomax, MacFarlane Park Elementary, Williams, Franklin, and Blake minority group isolation at these schools will have been eliminated with each school having a minority population that does not exceed 49% as evidenced by official district records sent to the court.

Status of Objective 1.1

On March 16, 2001, the School District of Hillsborough County (SDHC) was determined to be unitary by the appellate courts. As of the fall of 2004, the district had fully implemented the Plan for Maintaining Unitary Status. Included in the plan were a number of options for controlled choice for students and parents, aggressive promotion of majority to minority transfer options, and the increase of magnet options that included magnet schools as well as attractor programs and Academies. Consistent with court standing, schools within SDHC will be allowed to maintain the ethnic balance (+/- 20%) at a level that was the ethnic makeup of the school before the Hillsborough Choice Plan was implemented. The evaluation of the objectives 1.1-1.3 for this year of the grant includes a review of the current desegregation guidelines compared to percentages of minority/non-minority students defined in the MSAP proposal.

Table 1 presents the minority/non-minority percentages as defined by the MSAP proposal. With the inclusion of Hispanics in the current definition of "minority", the minority status at all magnet schools is higher than the anticipated criterion of 49%. As can also be seen in Table 1, the minority percentage of students in the district has steadily increased from 51.8% in 2001-02 to 56.03% in 2005-06. Concurrently, the non-minority percentage has decreased. This clearly illustrates the increasingly diverse population in Hillsborough County. In addition to the district's changing demographics overall, exponential district growth has further impacted minority percentages. To relieve overcrowding, especially in the inner city, the district has increased the capacity of magnet schools over the last two years to more closely align with the Florida Inventory of School Houses (FISH) capacity. This enabled the wait listed students, many of whom were minority students, to enroll in magnet programs as opposed to crowded non-magnet schools.

As can be seen in Table 1, minority student percentages for 2005-2006 ranged from 64% to 85% at the seven magnet schools in question. One of the seven schools' minority enrollment dropped from the prior year: MacFarlane Park. The remaining five schools' minority percentages increased: Blake and Lomax (up 5 points), Lockhart (up 4 points), and Franklin, Muller, and Williams (up 3 points). Despite these increases, three of the seven magnets remain within court-approved limits ($49\% \pm 20$) for minority students: MacFarlane Park (65%), Muller (69%), and Williams (64%).

With events and conditions that drive people to city centers, such as the recent storms along the Gulf Coast, continued growth in the belle weather states in general, and the lure of Tampa Bay's beaches and attractions, the urban core continues to grow in ways similar to that of other urban centers with disproportionate numbers of minority and poor and even disabled students. In fact, the growth patterns so eloquently stated by Jeb Bush in his April 2005 letter to Margaret Spellings in support of changing the state's Adequate Yearly Progress plans to annual increments instead of three-year jumps are reflected in Hillsborough County. These growth patterns are unlikely to suddenly change. In addition to magnet efforts to reduce minority student isolation must come concomitant efforts to increase student achievement at all levels in all district schools.

Table 1. Percent of Minority/Non-minority Students at Magnet Schools Over Three Years of Enrollment Data (2001-2004) Plus the Extended year (2005)

School	Year	Minority	Minority Student PCT	Non-minority	Non-minority student PCT	Total students
District	01-02	87,331	51.8	81,262	48.2	168,593
	02-03	91,480	52.9	81,516	47.1	172,996
	03-04	97,536	54.0	83,119	46.0	180,655
	04-05	102,905	54.7	85,161	45.3	188,066
	05-06	108,461	56.0	85,116	43.8	193,577
Blake	01-02	1,131	65	609	35	1,740
	02-03	1,174	64	660	36	1,834
	03-04	1,094	63	642	37	1,736
	04-05(p)	1,075	63	639	32	1,714
	04-05(a)	1,206	67	587	33	1,793
	05-06	1,411	72	546	28	1,957
Franklin	01-02	565	81	133	19	698
	02-03	539	80	131	20	670
	03-04	583	84	113	16	696
	04-05(p)	465	78	134	22	599
	04-05(a)	475	82	101	18	576
	05-06	495	84	86	16	585
Lockhart	01-02	569	93	43	7.0	612
	02-03	506	94	32	6.0	538
	03-04	258	81	61	19	319
	04-05(p)	277	75	92	25	369
	04-05(a)	328	81	70	18	398
	05-06	414	86	68	14	482
Lomax	01-02	233	96	1	4.0	243
	02-03	142	59	99	41	241
	03-04	166	59	115	41	281
	04-05(p)	241	70	105	30	346
	04-05(a)	282	75	94	25	376
	05-06	330	80	83	20	413
MacFarlane Park	01-02	604	78	174	22	778
	02-03	321	70	139	30	460
	03-04	178	72	69	28	247*
	04-05(p)	183	68	86	32	269
	04-05(a)	222	66	112	34	334
	05-06	219	65	118	35	337
Muller	01-02		.		.	.
	02-03		.		.	.
	03-04	221	60	148	40	369
	04-05(p)	234	63	139	37	373
	04-05(a)	234	64	131	36	365
	05-06	270	69	119	31	389
Williams	01-02	564	75	185	25	749
	02-03	593	76	192	24	785
	03-04	503	62	308	38	811
	04-05(p)	546	61	343	39	889
	04-05(a)	532	61	334	39	866
	05-06	590	64	330	36	920

(p) = Projected 04-05 enrollment as of 6/30/04.

(a) = Actual 04-05 enrollment as of 8/17/04

* = MacFarlane Park was an alternative education school prior to opening as a Magnet school.

Note: Shading indicates first year of Magnet program. Franklin, MacFarlane Park, and Williams opened as grant-funded magnets during the 2004-2005 school year. Williams actually opened as a magnet school in the 2003-2004 school year.

Among design objectives of the Hillsborough County magnet school project was one that was intended to reduce the incidence of minority student isolation in targeted schools. This objective does not conflict with the plan for maintaining unitary status that is now fully implemented as of the 2004-2005

school year because most strategies in the plan support the reduction or the elimination of the incidence of minority student isolation. The court approved plan supports a controlled choice option allowing schools to maintain an ethnic balance within 20% of the schools' ethnic distribution prior to full implementation of the plan. Consequently, schools' minority/non-minority percent may be impacted by student and parent choice making the criteria set in Objective 1 unattainable. Data that describe the ethnic distribution at Blake, Franklin, Lockhart, Lomax, MacFarlane Park, Muller, and Williams are presented in Table 2. These data will be used as baseline for evidence when evaluating the plan for maintaining unitary status.

When viewing Table 2, one can see again the overall changing demographics for the district, which is becoming more diverse. To illustrate this, one can see the overall small but steady drop in the percentage of Black students in the district since 2001-02 (23.3%) to present (22.36%). The White student population also declined from 2001-02 (48.2%) to present (43.97%). These drops are concurrent with increases in percentages of Hispanic students from 2001-02 (22.7%) to present (25.9%), and Multiracial students (3.2% in 2001-02 to 4.8% in 2004-05). What can also be seen in Table 2, is the percent of Black students declined in each of the schools during the initial magnet year compared to the prior year. The drop for Williams was noted in the 2003-04 school year when the district opened the school early as a magnet. These declines were most notable at Lockhart (74.0% to 45.5%), Lomax (79.0% to 26.1%), and MacFarlane Park (35.2% to 27.5%). A similar pattern was noted at Blake. The high school population changed from 46.3% Black to 44.7% Black the initial year of the Accelerated Magnet. It is not possible to view "before and after" statistics for Muller which opened as a completely new magnet school is 2003-04 and MacFarlane Park which opened as a completely new magnet in 2004-2005. Franklin's Black population actually increased by 3 points to 65.8% which is similar to its pre-magnet percentage.

Table 2. Percent of Ethnic Groups at Magnet Schools Over Last Three Years (2001-2004)

School	Year	N	White	Black	Hispanic	Asian	American Indian	Multi-Racial
District	01-02	168,593	48.2	23.3	22.7	2.3	0.3	3.2
	02-03	172,996	47.1	23.0	23.6	2.4	0.3	3.6
	03-04	180,655	46.0	22.7	24.5	2.5	0.3	4.0
	04-05	188,066	45.3	22.4	25.1	2.5	0.3	4.4
	05-06	193,577	44.0	22.4	26.0	2.7	0.3	4.8
Blake	01-02	1740	35.1	46.3	15.6	1.6	0.2	1.2
	02-03	1834	36.0	44.7	16.2	1.1	0.5	1.4
	03-04	1736	37.3	42.6	16.8	1.0	0.3	2.0
	04-05(p)	1714	37.3	41.8	17.0	1.0	0.2	2.7
	04-05(a)	1793	32.7	46.7	16.1	1.2	0.2	2.8
	05-06	1957	27.9	51.0	16.5	1.28	0.26	3.07
Franklin	01-02	698	19.1	66.5	12.6	0.4	0.1	1.3
	02-03	670	19.6	65.2	14.2	0.0	0.1	0.9
	03-04	696	16.2	66.7	15.1	0.0	0.0	2.0
	04-05(p)	599	22.4	56.8	17.5	0.7	0.2	2.5
	04-05(a)	576	17.5	61.8	18.2	0.3	0.1	1.9
	05-06	595	14.7	65.8	15.7	0.2	0.2	3.4
Lockhart	01-02	612	6.7	77.5	13.1	0.2	0.0	2.6
	02-03	538	6.1	74.0	16.4	0.4	0.2	3.0
	03-04	319	18.5	45.5	28.5	1.3	0.0	6.3
	04-05(p)	369	24.9	45.3	25.7	0.5	0.0	3.5
	04-05(a)	398	17.5	53.7	24.6	0.5	0.2	3.2
	05-06	482	14.1	50.8	27.6	0.6	0.4	6.4
Lomax	01-02	243	4.1	79.0	11.9	0.8	0	4.1
	02-03	241	40.7	26.1	20.7	5.0	0.4	7.1
	03-04	281	41.3	23.1	23.5	7.8	0.4	3.9
	04-05(p)	346	30.3	34.7	21.1	9.0	0.9	4.0
	04-05(a)	376	25.0	41.2	19.9	8.5	0.5	4.8
	05-06	413	20.1	43.3	22.5	8.5	0.5	5.1
MacFarlane Park	01-02	778	22.4	57.6	17.4	0.1	0.4	2.2
	02-03	460	30.2	46.5	21.1	0.2	0.2	1.7
	03-04	247	27.9	35.2	31.6	0.4	0.4	4.5
	04-05(p)	269	32.0	27.5	18.6	12.3	1.5	8.2

	04-05(a)	334	33.5	27.5	17.9	11.6	0.8	8.3
	05-06	337	35.0	21.4	19.0	16.6	0.6	7.4
Muller	01-02							
	02-03							
	03-04	369	40.1	25.2	29.0	2.4	0.3	3.0
	04-05(p)	373	37.3	27.1	28.2	1.6	0.5	5.4
	04-05(a)	365	35.8	28.2	28.7	1.1	0.2	5.7
	05-06	389	30.6	28.8	31.6	0.5	0.5	8.0
Williams	01-02	749	24.7	52.8	19.8	1.7	0.3	0.7
	02-03	785	24.5	51.7	20.0	1.9	0.3	1.7
	03-04	811	37.9	30.7	17.5	9.9	0.4	3.5
	04-05(p)	889	38.6	30.0	16.1	10.8	0.3	4.2
	04-05(a)	866	38.5	31.7	15.5	10.1	0.4	3.4
	05-06	920	35.9	30.2	17.7	10.1	0.5	5.5
(p) = Projected 04-05 enrollment (a) = Actual 04-05 enrollment Note: Shading indicates first year of Magnet program. Franklin, MacFarlane Park, and Williams opened as grant-funded magnets during the 2004-2005 school year. Williams opened as a magnet school in 2003-04.								

Objective 1.2: By September 30, 2004, no feeder school will become minority group isolated as a result of sending students to the seven new magnet schools as verified by school and district data reported to the court.

Status of Objective 1.2

The 31 magnet students newly accepted to Blake's Accelerated program were selected from 22 district schools including. No more than 3 students were accepted from each school. The process did not impact the racial/ethnic composition of sending schools.

Franklin's magnet students have been accepted from 74 district schools to date. Typically, one to three students were accepted from each school. From only four schools were more than 10 students selected (n=17, 16, 27, 11). These children represented all major ethnic groups in three of the four sending schools. Once sending school did send 27 Black students, 3 Hispanic, and 2 White students but this did not impact the racial/ethnic composition of this sending school.

Lockhart's new Foreign Language and Global Studies students were accepted from 21 district schools, out of district, out of state, and private school. Typically, one to three students were selected from each school. In no case were more than 10 students selected from a single school. The selection process did not impact the racial/ethnic composition of sending schools. The Visual, Performing, and Communication Arts magnet students at Lockhart were accepted from 47 district schools and out of district and private schools. Typically, one to three students were selected from a single school. In no cases were 10 or more students selected from a single district school. The selection process did not impact the racial/ethnic composition of sending schools.

Lomax School's magnet students were accepted from 55 district elementary schools (including 3 charter schools), out of district, out of state, and private schools. Typically one to three students were accepted from each school. From only one school were more than 10 children selected (n=11). The students selected were of mixed ethnicities. The selection process did not impact the racial/ethnic composition of that school.

MacFarlane Park School's students were selected from 51 district, charter, private, home, and out of country schools. Typically one to three students were selected. Fifteen students selected were selected from private schools (N=15). These children represented multiple major ethnic groups. The selection process did not impact the racial/ethnic composition of sending district schools.

Muller's Visual and Performing Arts and Environmental Science Magnet programs attracted students from 37 district schools. Typically, one to three students were selected from each school. In no case were

more than 10 students selected from a single school. The selection process did not impact the racial/ethnic composition of sending schools.

Williams's magnet students have been accepted from 117 district elementary, charter, and home schools as well as private schools and schools out of county and out of state. Typically, one to three students were selected from each school. From only five district schools were more than 10 students selected (n=11, 14, 12, 26, 12). These students represented all major ethnic groups in most schools, although one middle school sending 11 Black students also did not impact the minority percentage at the sending school. The selection process did not impact the racial/ethnic composition of those schools.

The percent of Black students enrolled at each school for 2005-2006 in the district was compared to the percent of Black students enrolled the previous year. Differences between the two years are presented in Figure 1. Most district schools (166) differed within +/- 3%. As such, students choosing to attend magnet schools did not significantly impact feeder schools.

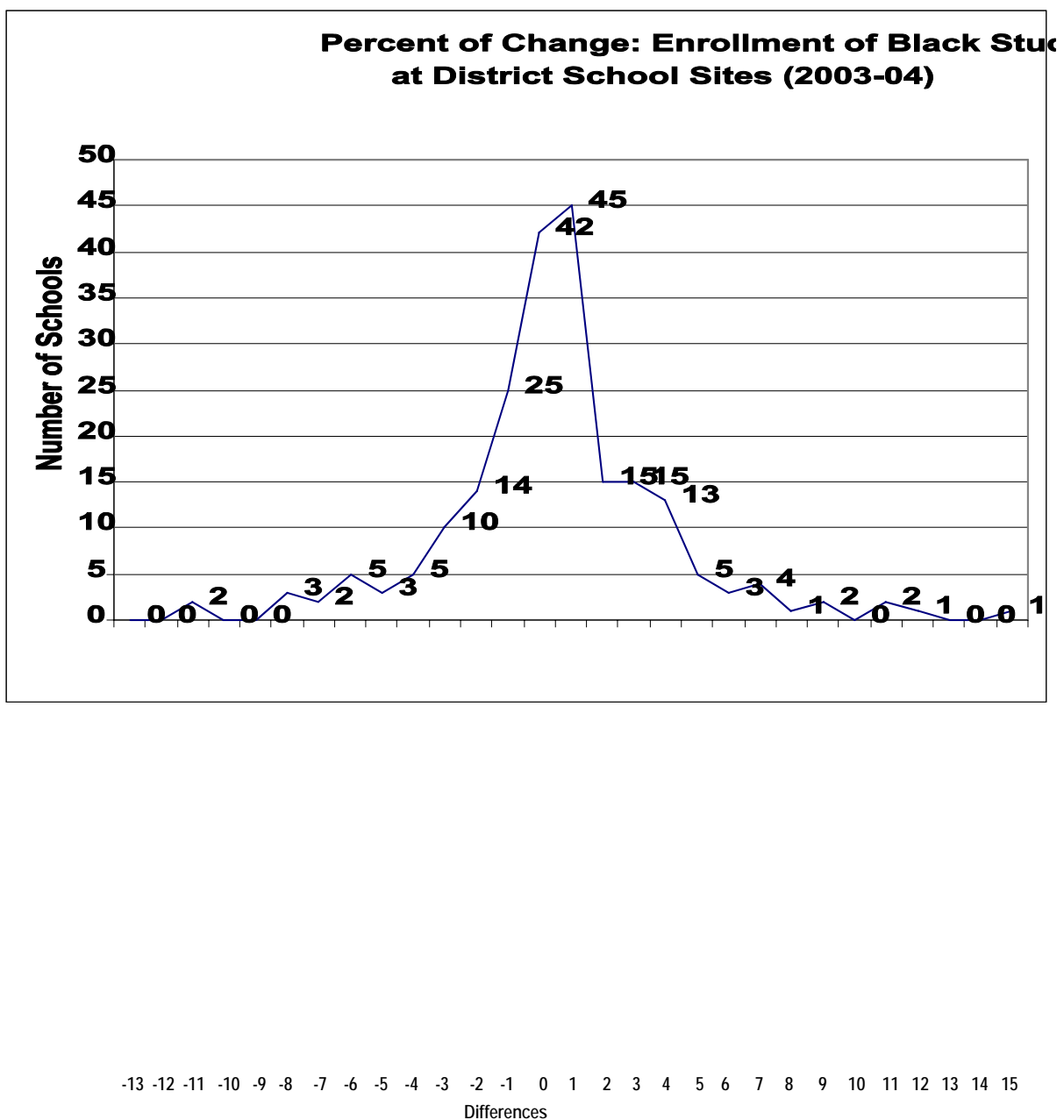


Figure 1. Percent of Change: Enrollment of Black Students at District School Sites

Objective 1.3: By September 30, 2004, students will be placed into magnet classrooms so that the minority/non-minority percentages do not exceed +/-10% of the expected minority/non-minority percentages as validated by class assignment records.

Status of Objective 1.3

The minority rate at magnet schools is not expected to exceed 49%. To meet objective 1.3, classes must be within +/-10% of the expected 49% minority percentage. To judge classes against this benchmark minority student percentages could range from 39% to 59%. The seven magnet schools had between 0% and 40.0% of classes within the expected minority percentages. Schools' percentages of classes meeting this expectation are: Blake 27.9%, Franklin 2.6%, Lockhart 4.5%, Lomax 0%, MacFarlane Park 13.3%. Muller had 40% (8 of 20 classes) meeting this criterion. Williams had 39.5% (15 of 38 classes) meet the criterion. Clearly, Muller and Williams have the most positive reduction of minority isolation from a class-by-class perspective. Of the 221 classes in these seven schools, 45 (20.3%) meet acceptable minority rates.

As mentioned above, minority rates for 2004-2005 have been impacted by this shift in definition of "minority" from "black" to "non-white."; the district has relatively large percentages of Hispanic and multi-racial students. Other contributing factors were implementation of the Controlled Choice Plan and changes due to increased enrollment and overcrowding.

As can be seen in Table 3, at Blake there are 68 classes of students in grades 9 to 12. Of these classes, 18 were within acceptable percentages of minority enrollment (27.9%).

Table 3. Percent of Minority Students for 2004-05 in Classes at Blake

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
9	1	2	33.3	4	66.7	6	No
	2	22	73.3	8	26.7	30	No
	3	38	86.3	6	13.6	44	No
	4	26	81.3	6	18.8	32	No
	5	37	90.2	4	9.8	41	No
	6	34	87.2	5	12.8	39	No
	7	23	76.7	7	23.3	30	No
	8	25	86.2	4	13.8	29	No
	9	29	90.6	3	9.4	32	No
	10	15	50.0	15	50.0	30	Yes
	11	14	40.0	21	60.0	35	Yes
	12	17	54.8	14	45.2	31	Yes
	13	16	48.5	17	51.5	33	Yes
	14	13	43.3	17	56.7	30	Yes
	15	19	61.3	12	38.7	31	No
10	1	4	28.6	10	71.4	14	No
	2	20	95.2	1	4.8	21	No
	3	24	96.0	1	4.0	25	No
	4	23	88.5	3	11.5	26	No
	5	36	90.0	4	10.0	40	No
	6	27	87.1	4	12.9	31	No
	7	30	100.0	0	0.0	30	No
	8	21	75.0	7	25.0	28	No
	9	25	83.3	5	16.7	30	No
	10	14	43.8	18	56.3	32	Yes
	11	16	66.7	8	33.3	24	No
	12	8	28.6	20	71.4	28	No
	13	8	30.8	18	69.2	26	No
	14	11	35.5	20	64.5	31	No
	15	10	37.0	17	63.0	27	No
	16	13	65.0	7	35.0	20	No
	17	21	91.3	2	8.7	23	No
11	1	6	21.4	22	78.6	28	No
	2	26	100.0	0	0.0	26	No
	3	32	94.1	2	5.9	34	No
	4	29	93.5	2	6.5	31	No
	5	30	90.9	3	10.0	33	No
	6	34	94.4	2	5.6	36	No
	7	11	39.3	17	60.7	28	Yes
	8	13	46.4	15	53.6	28	Yes
	9	11	40.7	16	59.3	27	Yes
	10	14	50.0	14	50.0	28	Yes
	11	7	28.0	18	72.0	25	No
	12	12	44.4	15	55.6	27	Yes
	13	6	25.0	18	75.0	24	No
	14	14	87.5	2	12.5	16	No
	15	16	84.2	3	15.8	19	No
	16	15	88.2	2	11.8	17	No
	17	1	16.7	5	83.3	6	No

Table 3. (cont.)

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
12	1	4	23.5	13	76.5	17	No
	2	25	92.6	2	7.4	27	No
	3	23	85.2	4	14.8	27	No
	4	27	96.4	1	3.6	28	No
	5	29	93.5	2	6.5	31	No
	6	26	100.0	0	0.0	26	No
	7	40	90.9	4	9.1	44	No
	8	28	93.3	2	6.7	30	No
	9	11	40.7	16	59.3	27	Yes
	10	11	37.9	18	62.1	29	No
	11	10	41.7	14	58.3	24	Yes
	12	8	33.3	16	66.7	24	No
	13	10	41.7	14	58.3	24	Yes
	14	9	45.0	11	55.0	20	Yes
	15	8	72.7	3	27.3	11	No
TV10	1	1	100.0	0	0.0	1	No
TV11	1	3	42.9	4	57.1	7	Yes
TV12	1	4	50.0	4	50.0	8	Yes
9999	1	11	42.3	15	57.7	26	Yes

In Table 4, the class level data are reported for Franklin. Of the 39 classes in grades 6, 7, and 8, only one met an acceptable percentage of minority enrollment with the remainder between 68.4% and 100% minority enrollment (2.6%).

Table 4. Percent of Minority Students for 2004-05 in Classes at Franklin

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
6	1	17	81.0	4	19.0	21	No
	2	16	80.0	4	20.0	20	No
	3	11	78.6	3	21.4	14	No
	4	12	70.6	5	29.4	17	No
	5	13	76.5	4	23.5	17	No
	6	10	71.4	4	28.6	14	No
	7	15	88.2	2	11.8	17	No
	8	14	87.5	2	12.5	16	No
	9	17	85.0	3	15.0	20	No
	10	12	70.6	5	29.4	17	No
	11	7	58.3	5	41.7	12	Yes
	12	9	100.0	0	0.0	9	No
	13	6	100.0	0	0.0	6	No
7	1	11	73.3	4	26.7	15	No
	2	12	70.6	5	29.4	17	No
	3	13	68.4	6	31.6	19	No
	4	15	78.9	4	21.1	19	No
	5	14	82.4	3	17.6	17	No
	6	17	89.5	2	10.5	19	No
	7	14	82.4	3	17.6	17	No
	8	9	75.0	3	25.0	12	No
	9	15	88.2	2	11.8	17	No
	10	14	82.4	3	17.6	17	No
	11	6	75.0	2	25.0	8	No
	12	9	100.0	0	0.0	9	No
	13	7	87.5	1	12.5	8	No

Table 4. (cont.)

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
8	1	15	88.2	2	11.8	17	No
	2	13	76.5	4	23.5	17	No
	3	12	75.0	4	25.0	16	No
	4	18	100.0	0	0.0	18	No
	5	13	86.7	2	13.3	15	No
	6	14	93.3	1	6.7	15	No
	7	16	94.1	1	5.9	17	No
	8	12	85.7	2	14.3	14	No
	9	14	93.3	1	7.3	15	No
	10	12	85.7	2	14.3	14	No
	11	14	87.5	2	12.5	16	No
	12	5	100.0	0	0.0	5	No
9999	1	2	66.7	1	33.3	3	No

In Table 5, class level data are reported for Lockhart. Of the 22 classes, only one third grade class met an acceptable percentage of minority enrollment (4.5%).

Table 5. Percent of Minority Students for 2004-05 in Classes at Lockhart

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
DEMH	1	11	100.0	0	0.0	11	No
EELP	1	11	100.0	0	0.0	11	No
EMH	1	16	100.0	0	0.0	16	No
H311	1	20	100.0	0	0.0	20	No
H312	2	18	94.7	1	5.3	19	No
K	1	16	100.0	0	0.0	16	No
	2	16	94.1	1	5.9	17	No
LLD	1	14	93.3	1	6.7	15	No
	2	12	100.0	0	0.0	12	No
SED2	1	9	90.0	1	10.0	10	No
1	1	21	80.8	5	19.2	26	No
	2	19	76.0	6	24.0	25	No
2	1	13	76.5	4	23.5	17	No
	2	13	72.2	5	27.8	18	No
	3	15	88.2	2	11.8	17	No
3	1	10	58.8	7	41.2	17	Yes
	2	15	83.3	3	16.7	18	No
	3	11	68.8	5	31.3	16	No
4	1	18	72.0	7	28.0	25	No
	2	19	73.1	7	26.9	26	No
5	1	20	80.0	5	20.0	25	No
	2	17	65.4	9	34.6	26	No

As shown in Table 6, none of Lomax's 19 classes (0.0%) met the criterion.

Table 6. Percent of Minority Students for 2004-05 in Classes at Lomax

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
K	1	17	94.4	1	5.6	18	No
1	1	9	69.2	4	30.8	13	No
	2	10	71.4	4	28.6	14	No
	3	15	93.8	1	6.3	16	No
2	1	17	77.3	5	22.3	22	No
	2	16	80.0	4	20.0	20	No
	3	16	84.2	3	15.8	19	No
3	1	18	75.0	6	25.0	24	No
	2	15	65.2	8	34.8	23	No
	3	15	68.2	7	31.8	22	No
	4	14	70.0	6	30.0	20	No
4	1	15	68.2	7	31.8	22	No
	2	15	68.2	7	31.8	22	No
	3	14	73.7	5	26.3	19	No
	4	15	75.0	5	25.0	20	No
5	1	14	66.7	7	33.3	21	No
	2	16	66.7	8	33.3	24	No
	3	15	83.3	3	16.7	18	No
	4	16	84.2	3	15.8	19	No

In Table 7, two of MacFarlane Park's 15 classes were between 39% and 59% minority.

Table 7. Percent of Minority Students for 2004-05 in Classes at MacFarlane Park

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
K	1	11	61.1	7	38.9	18	No
1	1	14	53.8	12	46.2	26	Yes
	2	15	65.2	8	34.8	23	No
	3	19	73.1	7	26.9	26	No
2	1	16	72.7	6	27.3	22	No
	2	15	75.0	5	25.0	20	No
	3	14	70.0	6	30.0	20	No
3	1	17	77.3	5	22.7	22	No
	2	17	70.8	7	29.2	24	No
	3	14	60.9	9	39.1	23	No
4	1	13	65.0	7	35.0	20	No
	2	14	53.8	12	46.2	26	Yes
	3	11	73.3	4	26.7	15	No
5	1	17	63.0	10	37.0	27	No
	2	15	68.2	7	31.8	22	No

Eight of Muller's 20 classes (43.3%, see Table 8) met acceptable minority percentages.

Table 8. Percent of Minority Students for 2004-05 Classes at Muller

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
K	1	13	92.9	1	7.1	14	No
	2	10	66.7	5	33.3	15	No
	3	14	100.0	0	0.0	14	No
SED	1	7	77.8	2	22.2	9	No
	2	9	100.0	0	0.0	9	No
1	1	10	55.6	8	44.4	18	Yes
	2	12	70.6	5	29.4	17	No
	3	15	88.2	2	11.8	17	No
	4	10	52.6	9	47.4	19	Yes
2	1	9	42.9	12	57.1	21	Yes
	2	12	52.2	11	47.8	23	Yes
	3	16	69.6	7	30.4	23	No
3	1	13	61.9	8	38.1	21	No
	2	12	57.1	9	42.9	21	Yes
	3	12	63.2	7	36.8	19	No
4	1	12	52.2	11	47.8	23	Yes
	2	12	50.0	12	50.0	24	Yes
	3	7	70.0	3	30.0	10	No
5	1	16	66.7	8	33.3	24	No
	2	13	54.2	11	45.8	24	Yes

Fifteen of Williams 38 classes (39.5%) had acceptable minority rates.

Table 9. Percent of Minority Students for 2004-05 Classes at Williams

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
EMH1	1	7	77.8	2	22.2	9	No
EMH2	2	10	100.0	0	0.0	10	No
TMH1	1	7	100.0	0	0.0	7	No
TMH2	2	8	88.9	1	11.1	9	No
6	1	18	66.7	9	33.3	27	No
	2	15	53.6	13	46.4	28	Yes
	3	16	61.5	10	38.5	26	No
	4	15	55.6	12	44.4	27	Yes
	5	13	56.5	10	43.5	23	Yes
	6	19	65.5	10	34.5	29	No
	7	15	57.7	11	42.3	26	Yes
	8	14	53.8	12	46.2	26	Yes
	9	14	53.8	12	46.2	26	Yes
	10	16	61.5	10	38.5	26	No
	11	15	57.7	11	42.3	26	Yes
	12	12	48.0	13	52.0	25	Yes
7	1	16	64.0	9	36.0	25	No
	2	12	57.1	9	42.9	21	Yes
	3	8	40.0	12	60.0	20	Yes
	4	11	44.0	14	56.0	25	Yes
	5	14	70.0	6	30.0	20	No
	6	12	48.0	13	52.0	25	Yes
	7	14	60.9	9	39.1	23	No
	8	15	65.2	8	34.8	23	No
	9	13	56.5	10	43.5	23	Yes
	10	13	65.0	7	35.0	20	No
	11	11	50.0	11	50.0	22	Yes
	12	18	81.2	4	18.2	22	No

Table 9. (cont.)

Grade	Classes	Minority	Minority PCT	Non-Minority	Non-Minority PCT	Total Students	Within +/- 10% - Expected
8	1	16	76.2	5	23.8	21	No
	2	16	64.0	9	36.0	25	No
	3	19	76.0	6	24.0	25	No
	4	17	68.0	8	32.0	25	No
	5	17	65.4	9	34.6	26	No
	6	16	66.7	8	33.3	24	No
	7	18	69.2	8	30.8	26	No
	8	11	45.8	13	54.2	24	Yes
	9	15	62.5	9	37.5	24	No
	10	15	60.0	10	40.0	25	No

The School District of Hillsborough County has a relatively large Hispanic population (24.7%); the inclusion of Hispanics within the definition of minority provided a challenge in meeting the established limits. The population of the magnet schools and classes is, however, becoming more like the demographics of the district.

Goal 2: Federally funded magnet programs promote national, state and local systemic reforms and are aligned with challenging state content standards.

Objective 2.1: By September 30, 2004, Blake, Franklin, Lockhart, Lomax, MacFarlane Park, Muller, and Williams will show evidence of support and enhancement of the district and systemic reform efforts as evidenced by review of each school's School Improvement Plan.

Status of Objective 2.1

All outcomes of the Hillsborough MSAP were written to ensure that performance is measurable. The outcome statements provided discrete and specific numbers and comparative results as they relate to the broad program purposes of elimination of minority group isolation, alignment with state and local systemic reform efforts and implementation of innovative educational methods. School improvement plans that included FCAT achievement data were used to measure the extent of meeting the performance objectives.

Schools opening before the 2004-05 school year clearly defined their academic goals in their School Improvement Plans (SIP). The SIP goals were aligned with the *Florida Comprehensive Assessment Test (FCAT)* measures in reading, math and writing. Other goals, such as climate goals, were also listed with supporting information. A record of professional development is included to document the schools' efforts in implementing innovative and research-based instructional strategies. SIPs for Blake, Lomax, Lockhart, Muller, and Williams are presented below. Franklin and MacFarlane Park's plans are due September 10, 2004.

I. Blake 2003-2004 School Improvement Plan

A. Academic Goals Listed in School Improvement Plan (SIP).

- 1. Ninety-six percent of 10th graders will score three or higher on FCAT Writes.** In 2004, 92% of students in the school (not just the Accelerated Program) scored three or higher in writing. This percent equaled the district average, but did not meet the school goal.
- 2. Seventy percent of students taking the FCAT will score a level 3 or higher in math.** In 2004, 54% of the students scored at level 3 or higher in math. This percent did not meet the district percentage of 59% scoring at level 3 or higher (including alternate assessment data), nor did it meet the school goal of 70% scoring at level 3 or higher in math.
- 3. Sixty-eight percent of students taking FCAT will score 3 or above in reading.** In 2004, 33% of students scored 3 or higher in reading. This percentage did not meet the district average of 52% reading at level 3 or higher, nor did it meet the school's reading goal.
- 4. Improve school communication among faculty, staff, administration, parents, students and community.**
 - a. The majority of professional staff agreed (88%) that they communicate with parents at least once during the grading period.
 - b. A majority of support personnel agreed (57%) that the principal listens to their concerns.
 - c. Half the parents surveyed agreed that they are kept informed about the school's goals and plans for improving student achievement.
 - d. A majority of parents agreed (56%) that they have conferences with their child's teacher(s) during the school year.
 - e. A majority of the students agreed (64%) that their teachers give feedback throughout each nine-week period to let them know how they are progressing through class.

- f. Most students (74%) agreed that they received a syllabus for every class they are taking. Almost all professional staff agreed that the principal communicates in a clear and concise manner.
- g. Most faculty members (75%) agreed they have opportunities to review academic performance data and recommend changes in instructional practices.
- h. Most faculty members agreed (90.3%) they held individual student conferences to give students feedback on their performance.
- i. The majority of parents (64%) agreed the school provides them with schedules and calendar dates of school events.

B. Professional Development

1. The Community Partnership Specialist at the school indicated that much staff development is done in an informal in-house manner. In addition, the Florida Virtual School has done content training three times during the year. Twenty-five (25) individuals averaged 12.0 hours each in professional development in the instructional methodology of content areas that included reading strategies.

II. Franklin 2003-2004 School Improvement Plan

A. Academic Goals Listed in School Improvement Plan (SIP).

Franklin will open as a grant funded new magnet in the 2004-05 school year. Based on the needs of the incoming students, a school improvement plan will be created. A reading goal will be developed. The initial plan will be created by September 10, 2004.

B. Professional Development

Two full weeks of training were provided to Franklin's faculty. The calendar included the following dates and topics:

July 6, Team Building

July 7 & 16, Building a Theme and a Team

July 8 & 9, Kagan's Cooperative Learning

July 12, Differentiated Instruction

July 13, Florida United Students in Education (FUSE) which is designed to teach strategies to enhance co-teaching models

July 14 & 15, Ruby Payne training was conducted by district trainers. The focus was on children and poverty.

July 19 & 20, Two days of basic technology training were delivered which included topics from reading district email to using the FCAT Explorer.

III. Lockhart School

A. Academic Goals Listed in School Improvement Plan (SIP).

Reading, Writing, and Mathematics Goal: Develop a student academic profile which will enable the School Advisory Committee to write a comprehensive plan for 2004-2007 which incorporates the visual, performing, and communication arts in every aspect of the curriculum.

This limited goal was listed because "as a new magnet school, our knowledge of our students' academic and social needs is limited." A new plan based on Lockhart student data will be submitted by September 10.

B. Professional Development

1. List of Training Activities (2003-2004)

- a. Code of Ethics: Teachers learned to adhere to the Hillsborough County Code of Ethics in a manner that will produce satisfactory survey results from parents and students. Thirty (30) teachers completed three inservice hours each.

- b. Cooperative Learning-Kagan: This training teaches elementary magnet school students to experience success through the use of cooperative structures rather than through competition in the classroom. Twenty-nine (29) teachers successfully completed 14 hours of inservice training.
- c. Differentiated Instruction: This is an interactive workshop that provided participants with answers about how to reach and engage diverse learners within their classrooms and help them become self-directed. Thirty-two (32) participants each completed six hours of training.
- d. Growing Young Writers: Teachers learned how to incorporate the writer's workshop techniques (i.e., shared writing, model writing, etc.) into their everyday instruction. The incorporation of these techniques in the classroom will assist in improving students' writing performance. Forty-six teachers (46) received five hours each of training in October 2003 and another 40 participants received training in February 2004.
- e. In January 2004, 29 teachers participated in a six-hour assessment course designed to provide teachers of grade 2 students with the information and practice needed to actually assess student writing with the *Hillsborough Writes!*
- f. In August 2003, 47 participants earned 11 inservice hours by participating in the Language Arts Frameworks training. Classroom observations and future inservice training sessions will serve to monitor proficiency.
- g. Other training included Whole School Effectiveness, Readers' Workshop, and Voyages Math training which were completed in conjunction with Muller School. "Scream the Theme," "Behavior Management," "Curriculum Interaction," and "Readers Theatre" were also topics of study.

IV. Lomax School

A. Academic Goals Listed in School Improvement Plan (SIP).

The School Improvement Plan in place in 2002-03 referred to former school accountability expectations (percentages of students at level 2). This is the baseline year (2003-04) for the new plan.

1. **Writing:** Our school will increase the number of students scoring 3.6 or higher in *FCAT* writing for each year in the plan.
 In 2003 Lomax had 100% of students scoring at level 2 or higher. Ninety-eight percent scored at level 3 or higher. In 2004, 94% of students at Lomax scored level 3 or higher on the *FCAT Writing*. This exceeded the district's performance of 92% at level 3 or higher. Also, 75% scored at level 3.5 or higher. While the percentage at level 3 or higher dropped somewhat from the prior year, it is important to note that both district and state averages dropped as well (93% to 91% in 2004 in the district and 91% to 90% in the state) suggesting some fluctuations in the difficulty of the writing prompt. The school maintained a high level of writing that the state considers "safe" (90% or above) in terms of *No Child Left Behind* legislation.
2. **Math:** Our school will increase the number of students scoring at Level 3 or higher in *FCAT* math for each year of the plan.
 In 2003, 67% of students in grades 3, 4 and 5 scored at level 3 or higher in math. In 2004, 73% of students in grades 3, 4, and 5 scored at level 3 or higher on the *FCAT* or approved alternate assessment. This exceeded the district's 59% scoring at level 3 or higher on *FCAT* or approved alternate assessment. The goal was met.
3. **Reading:** Our school will increase the number of students scoring at level 3 or higher on the *FCAT* reading for each year of the plan.
 Similarly, in 2003, 67% of students in grades 3, 4 and 5 scored at level 3 or higher in reading. In 2004, 73% of students in grades 3, 4 and 5 scored at level 3 or higher on *FCAT* reading or an approved alternate assessment. The district had 52% scoring at level 3 or higher on the *FCAT* or an approved alternate assessment. The goal was met.

4. **Communication:** Our school will increase communication between school and home for each year the plan is implemented.

In 2003, the school targeted positive interactions among students as a school climate goal. In 2003-04, this goal was revised to reflect communication. Base year communication data are listed below.

All 22 faculty members responding the school climate survey agreed they communicate with parents at least once during each grading period.

Similarly, all professionals responding agreed school personnel use multiple/repeated efforts to involve parents in school events and decisions.

The majority of parents (75%) agreed they were kept informed about the school's goals and plans for improving student achievement.

All but one of the 130 parents responding agreed they have conferences with the child's teacher during the school year.

Nearly all parents (89%) agreed teachers communicate with them at least once during each grading period.

Similarly, nearly all parents (85%) agreed they were contacted if a behavior concern regarding a child arose.

Nearly all parents (90%) agreed the school provides newsletters and other forms of communications that are informative and timely.

B. Professional Development

Training Activities: Training activities for 2004-2005 included one week of curriculum planning during the summer as well as a one-day team building retreat at Camp Cristina in Riverview in July 27, 2004.

V. MacFarlane Park

A. Academic Goals Listed in School Improvement Plan (SIP).

The school will develop a School Improvement Plan by September 10, 2004 based on student achievement test data for their incoming students.

A. Professional Development

The principal was interviewed on May 17, 2004 just before the close of the 2003-2004 school year. At the time the school was just in the beginning stages of School Improvement planning. The school was forming and beginning to train the elementary teachers. Two specific trainings had been set for June 17, 2004 at Coleman School and July 16 at Twin Lakes Elementary School.

The school was in the process of developing critical questions for the six unifying themes. All grade levels will work to answer a critical question about which units are developed. The first theme to be presented is: *What makes a good community?*

VI. Muller

A. Academic Goals Listed in School Improvement Plan (SIP)

The school improvement plan developed for Muller for the 2003-2004 school year included the following academic goals: 1) To develop a student academic profile which will enable the School Advisory Council to write a comprehensive plan for 2004-2005. 2) To create a school culture that values achievement, involvement, diversity and pride. A synopsis of the school's action plan for 2003-2004 was "As a new school, our knowledge of our students' academic and social needs is limited. Our purpose will be to develop programs and traditions which will enable students to succeed in life."

All professional staff members believe each child is capable of high quality work. Similarly, nearly all communicated with parents at least once during each grading period. Most parents agreed with this.

Nearly all professional staff (95%) reported being proud to work at this site. They also agreed, for the most part (71%), that there is a strong program of parent support and participation at school.

Professional staff members (87%) believe students demonstrate a sense of pride in their school through participation in various school activities. The majority of students (85.6%) reported being proud of their school.

Most all parents (87%) reported they had the opportunity to be involved in the school through the PTA, SAC, and/or committees.

Muller's first year of spring achievement testing was very positive. Muller tested 100% of their students in the grade levels tested. Seventy percent were reading at level 3 or higher, 68% were at math level 3 or higher, and 89% were writing level 3 or higher essays. The school easily earned a state grade of A with 445 points earned (410 are needed for an A).

B. Professional Development

While no professional development hours showed on a district captured report, the school provided detailed training records for each faculty member for the 2003-2004 school year.

Thirteen teachers averaged 13.2 hours of training about the reading curriculum. Nineteen teachers averaged 12 hours of cooperative learning training. Ten teachers averaged five hours of mathematics training. Ten teachers averaged 10.4 hours each of training in current issues in science.

One teacher took three hours of multicultural training, while 21 teachers averaged 10.1 hours of training in computer topics. Introductory training in multiple intelligences was received by 21 teachers who averaged five hours each of training. Human relations/technology training was attended by 212 teachers who averaged five hours each of training. An average of 17.8 hours of Florida Uniting Students in Education (FUSE) training was provided to 15 teachers.

Eight teachers received five hours each of training regarding teaching integration and problem solving. Twenty-three teachers received, on average, five hours of training on the eight-step process, and finally 14 teachers averaged 5.6 hours of writing training at Muller during the 2003-2004 school year.

VII. Williams

A. Academic Goals Listed in School Improvement Plan (SIP)

Williams has built their school improvement plan as a continuous progress plan in the sense that for each succeeding year, the goal is for greater numbers of students to score at level 3 or higher in reading, writing and mathematics.

In 2004, Williams tested 100% of their students. Seventy-seven percent met high standards (level 3 or higher) in reading, 79% in mathematics, and 99% had level 3 or higher in writing. These are huge improvements over the 2003 results which showed 30% reading at level 3 or higher, 33% doing math at level 3 or higher, and 86% writing level 3 or higher essays.

Another goal held by Williams was written as follows: "We intend to provide a crime and drug free environment which will enable our students to grow and learn. We will show our students how to become their own resource for preventing drug abuse, distribution of drugs, gang violence, crimes, and student dropouts."

During the 2003-04 school year, Williams reported 27 incidences of juvenile crime committed by 26 students over the 18 incidents by 16 students in 2002-03. Incidences of violence increased from 15 to 75 in 2003-04. Disruptive behavior declined significantly from 1302 incidents to 459 in 2003-04.

According to the 2004 school climate survey, the majority of the professional staff agree that the principal builds a safe and orderly school culture conducive to learning. Similarly, a large majority of teachers report they post rules, responsibilities, and consequences in their classes.

Most parents reported they are contacted if a behavior concern regarding their child arises. Nearly all parents reported that their children feel safe at school and that they had received a written copy of the discipline policy.

The majority of students agreed the atmosphere of the school was positive, although many students (30%) of those responding disagreed.

B. Professional Development

Training that occurred during the 2003-04 school year included the following. A seven-day summer institute for faculty and staff was held July 21-29, 2003 and included the following topics: Facility Orientation, Changing Place, Revisiting Mission/Vision, Team Building, Instructional Strategy, Paideia, and Technology. Preplanning training activities included Whole School Effectiveness Training (Instructional Delivery and Assessment and Monitoring) and International Baccalaureate (IB) Middle Years Programme. The IB training was targeted for new faculty.

Weekly meetings were held between the Curriculum Specialist, Lead Teacher, and all teaching staff. Topics included the IB Middle Years Programme, Teaming and Interdisciplinary Units, CRISS Instructional Strategies, Calendar/Curricular Mapping, ESE/LEP Accommodations and Modifications, follow-up Whole School Effectiveness Model training, Florida Comprehensive Assessment Test (FCAT) Preparation, Teaching Strategies for FCAT, Kagan Cooperative Learning Strategies and Technology.

In addition, Level 1 CRISS training and follow-up to all faculty occurred.

The 2004 summer institute for all faculty was dated June 7-10, 2004. Topics included technology training for updated hardware and software, multiple intelligences training, and Kagan Cooperative Learning two-day training.

Objective 2.2: By September 30, 2004, Blake, Muller (substituted for Clair Mel), Lockhart, and Lomax will receive a grade of B or higher, based upon the 2000 accountability criteria of the Governor's A+ Plan.

Status of Objective 2.2

Florida's method of calculating school accountability grades for 2004 differed from the method used in 2000. The new method is considerably more challenging. The points awarded schools this year included the percent of students meeting high standards in reading, math, and writing; the percent of students making gain in reading and math, and the percent of students from the bottom quarter making gains. Six hundred total points are available: 410 are required for an A, 380 for a B, and 320 for a C. School grades were calculated as follows (Table 10) for 2004.

Table 10. Points Allocated in the 2004 State Accountability System

	% 3+ Reading	%3 + Mathematics	% 3% & 3½+ Writing	Gain Reading	Gain Mathematics	Gain Bottom Quarter	Total	Grade
Blake	35	58	92	50	68	51	354	C
Lockhart	67	58	82	58	64	63	392	B
Lomax	78	76	89	74	77	77	471	A
Muller	75	76	79	71	79	65	445	A

Of these four schools, three met the projected target based on the new criteria. It is very possible Blake would have met the B target using the old performance targets at level 2 as opposed to the new targets at level 3. Two of the four exceeded the target and made school grades of A.

Objective 2.3: By September 30, 2004, Williams, Franklin and MacFarlane Park will have baseline data equivalent to a C or better.

Status of Objective 2.3

Williams, which began magnet activities prior to funding, earned a school grade of A for the 2003-2004 school year. (The prior grade had been a C.) Franklin and MacFarlane Park opened as magnets on August 5, 2004 and will have no data with which to be graded until May 2005.

Goal 3: Federally-funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests

Objective 3.1: By September 30, 2004, Blake will continue to feature an innovative Accelerated Curriculum theme aligned with NASSP recommendations and state curriculums standards that meet students' needs as evidenced by the implementation data gathered by an evaluation consultant.

Status of Objective 3.1

Central to the success of the project objectives are the innovative elements within each theme. The schools, their themes and the key innovative components are listed below.

Blake Accelerated Curriculum Magnet Program - Hillsborough County's Online High School

Blake's mission statement states that the school will afford each student a unique opportunity to achieve at a higher level. The School District of Hillsborough County built an online high school to allow students the following options in their educational experience: a choice of educational environment, decreased class size, support for individualized learning modalities, an accelerated graduation, utilization of technology to enhance academics, utilization of existing campus after school hours, and learning applications centered around family and community. Students that are likely to be attracted to the accelerated program are college prep students who want to accelerate their graduation, previously home schooled students, professional athletes, musicians and actors desiring a flexible schedule, students with demands or illnesses that require them to be absent from the classroom, and students who do not thrive due to distractions in a traditional school environment.

Students are invited to apply for admission. A four hour orientation is scheduled for parents and students. A customized schedule that centers around individual learning needs is prepared for the student. A minimum of 25 hours online and four (4) hours with class instruction on campus was shaped. Course work is monitored by a mentor and additional assistance is provided as needed. Students had progressed through courses at their own pace with assessments and activities on campus. The variable pacing was discontinued in 2004-05 because of unanticipated tracking challenges. In-class requirements increased to two evenings (4-8 p.m.) per week. Tutoring and assistance are available in the afternoons from 3 p.m. to 5 p.m. on Monday through Thursday. Saturday tutoring is available from 9 a.m. to noon. Plato and I CAN Learn labs are available 3 p.m. to 9 p.m. any day Monday through Thursday.

The school began as a high school with a grades 9 to 12 curriculum in August 2002. It is open to any student in the county and had 246 enrolled in January 2004, which dropped to 186 on May 24, 2004. About 28 students have graduated and the typical Blake Accelerated student can earn eight credits a year or 24 in three years. All of the students (100%) have passed the 10th grade FCAT writing with an average score of 4.7. Blake Accelerated Magnet is graduating students, decreasing class size, meeting and exceeding all of Florida educational standards and the Governor's goals, and earning FTE. Blake's graduation rate is 82% compared to the district rate of 74%.

Business partnerships have been successfully formed with Conway Jensen, Vice President of Sykes, Inc.; Winsome Gilbert, Vice President at JP Morgan Chase; and Dr. Dick Puglisi, Director of The Gus A. Stavros Center for Free Enterprise and Economic Education. Students are required to do community service. Programs are matched to business partnerships such as mentoring 3rd grade students with JP Morgan Chase and Big Brothers/Big Sisters. In another program, ON-DEC, students from Blake Accelerated are partnered with JP Morgan Chase to help support students and teachers at Sligh School in the integration of technology into teaching and learning. Blake students also mentor Dowdell School students through an environmental studies program that provides technical and graphical support in the publication of a state portfolio.

Given the unique nature of the Blake Accelerated Program, several challenges have arisen which are being solved or are in need of solution. One of the most troublesome challenges begins as an electronic record keeping challenge because of a need for coordinated communication between the district student information database, the two Florida Virtual School services ("Educators" and the "Student Information Management System" [SIMS]), as well as the Hillsborough County E-college server. To further complicate matters, there are three (or have been three) district site numbers (7000, the Florida Virtual Number; 0287 Blake Accelerated; and 0281, Blake). This results in a need for multiple checks to be made for routine queries such as student attendance, coursework, etc. These challenges, coupled with "at your own pace" scheduling, have resulted in students not having the proper credits applied. This then impacts students' credits, transcripts, graduation, and college admission despite good faith effort on the part of those attempting to manage this program.

According to school personnel, a specific issue impacting all of the above, was the lack of a full-time guidance counselor to assist with credit assessment and scheduling. This is of paramount importance since students come to the program from such varied programs as home education programs, block schools, traditional schools, etc.

Other challenges, minor in comparison to the above, but important, included issues with attendance policies, semester exam exemptions, and dress codes.

Objective 3.2: By September 30, 2004, Williams and MacFarlane Park (substituted for West Tampa) will demonstrate an original customized curriculum based on the International Baccalaureate (IB) guidelines, and which is aligned with the state curriculum framework as evidenced by the School Improvement plans and IB requirements.

Status of Objective 3.2

Williams has now completed its first year of operation as a middle school following the International Baccalaureate (IB) model. While not formally authorized, the school is designed to offer a holistic, inquiry-based approach to learning. This is developed through five themes: environment, Homo Faber, community and service, health and social education, and approaches to learning. Eight required subjects are taught through these five themes with an emphasis on global citizenry (math, science, arts, technology, language arts and foreign language, humanities, geography and history, and physical education). Each discipline has specific objectives with a criterion-related assessment (rubric-based assessment). Each teacher is responsible for all five themes within a subject.

The process of adopting such a curriculum began several years ago with a self-study (feasibility study) done in 1999. The curriculum was also devised in 1999. An application was filed with the International Baccalaureate in 2002 and IB made a site visit to the school in March 2002.

The focus of the middle grades program is to develop the total child in grades 6 to 10. This philosophy differs from the current district structure of middle schools (grades 6, 7, 8). The middle grades philosophy and structure of the International Baccalaureate program encompass grades 6 to 10. This has created challenges in terms of respecting the philosophy of preparing all middle grade (6-10) students with the district structure which limits middle grade students to those in grades 6, 7, and 8.

The academic standards at Williams are very high. Advanced classes (high school classes) offered include Algebra I Honors, Geometry I Honors, French and Spanish, as well as Introduction to Physical Science.

MacFarlane Park, opening as a new magnet elementary school this year, is designated as an applicant for the K-5 International Baccalaureate Primary Years Programme. The school principal and those teachers hired prior to the beginning of the 2004-2005 school year have begun curriculum planning and will begin 2004-05 school year with all grades inquiring into "what makes a good community?"

Objective 3.3: By September 30, 2003 and for each succeeding school year, the magnet program at Lomax will be based upon an original curriculum that incorporates mathematics, science and technology, as evaluated and verified by the observations and program implementation evaluation data from the evaluation consultant.

Status of Objective 3.3

The 2003-2004 school year was the second full year of implementation of the magnet program at Lomax. This school year has been loaded with themed activities to support the integration of math, science, and technology not only in the classroom, but also within the school, home, and community. Very active planning and involvement were readily apparent.

In 2003-2004 schoolwide themes were geography, weather, habitats, and energy/inventions. In addition to classroom-based instruction, the following parent meetings were held.

DATE	TRAINING	GRADES
9/09/03	Science Fair	3-5
10/21/03	Geo measures/Voyages	3-5
10/27/03	Brainchild (technology)	3-5
11/03/03	FCAT Writing	3-5
11/18/03	Hands On Equations	3-5
12/03/04	Cuddle Up & Read	K-5
1/20/04	Geo Measure	1-5
1/29/04	Science Fair Preview Night	1-5
2/19/04	For the Love of Reading	1-5
3/11/04	Vegas night (math)	1-5
5/13/04	Summer Reading	1-5

Special school activities, along with many student awards, included the following. Fifth grade, when studying Force and Motion, used rockets, rocket cars, and Knex. In kindergarten to grade five, special activities included Robolab and a butterfly garden. Science projects occurred in all grades. Science projects were done as group projects in kindergarten through grade 2. Nine students from grades 3, 4 and 5 were represented at the district level science fair at the Sun Dome. Seven placed. The school participated in the Math Bowl. The 2nd and 3rd graders placed fourth as did the 4th and 5th graders. Four 4th graders went to finals in Baseball Tivy. The 3rd graders placed first in the district at the Science Olympics at the Museum of Science and Industry. The school participated in Battle of the Books. A Lomax 4th grade student placed third in the district of the students competing in Tropicana Speeches. Kindergarten students went to Lowry Park Zoo to see habitats and to see Bus 3D to kick off life science. Carolina Science Kits (live specimens) and terrariums were used to support the theme. In addition, on April 2, 2004, students participated in a “sleep with the fish” sleep over at the Florida Aquarium to support the ocean theme.

As further achievement-based support of Lomax’s successful integration of math and science with other skills, Lomax had strong math and science *Sunshine State Standards* (SSS) scores in relation both to the district and state and also in relation to how well students performed the prior year. Scaled scores on a 100 to 500 point scale ranged from 4 to 29 points above the district in math and science. Seventy-two percent of Lomax’s third through fifth grade students met high standards in mathematics on the state spring achievement test (FCAT).

Interviews with the principal and assistant principal, review of fliers and informational messages to parents, review of displayed student work, as well as review of district test results and informal operation made it very clear that the school communicated their excitement about their magnet theme to others. During a site visit in May, several teachers were overheard talking about a field trip they had just made to a local business to test the air and water quality.

Objective 3.4: By September 30, 2002 and each school year thereafter, the magnet program at Lockhart will be based upon an original customized curriculum featuring the integration of Studio Peace, photography, pottery, recording studios, music compositions, graphic arts, dance, visual arts, and digital media, which is integrated into all content areas and is aligned with the state and district standards as measured by the consultant evaluator.

Status of Objective 3.4

At Lockhart, the visual and performing arts themes are integrated throughout the curriculum which is based on the *Sunshine State Standards*. Notably, the large population of special education students also participates actively in themes and focus groups. There are two full-time units for severely emotionally disturbed students (SED), language and learning disabled (LLD), educable mentally handicapped (EMH) and one unit of an Early Exceptional Learning Program (pre-K). Florida Uniting Students in Education (FUSE) is a model frequently used at Lockhart where a regular education and special education teacher work together to support/educate the child. In addition, there is one half-time unit of gifted. All students in the school participate in at least one focus group. Focus groups meet twice a week. Their focus is also integrated into the general curriculum. Groups consist of strings (violin, harp, cello, bass), visual arts (sculpture, water and oil paint, and various other media), two and three dimensional art, chorus, dance, character education, newspaper, drama, storytelling, and technology (graphic design). The themed curriculum is embedded within an overall curriculum that is aligned to the *Sunshine State Standards*.

Objective 3.5: By September 30, 2004, all teachers at Muller (substituted with Department of Education approval for Clair-Mel Elementary) will demonstrate the integration of the customized curriculum into all content areas of the curriculum.

Status of Objective 3.5

The themes of Environmental Studies and Visual, Performing, Communication Arts were chosen to enhance the learning for students who will explore the environment through the use of the natural surroundings of Muller while integrating the arts into their learning. Using the Environment as an Integrating Context (EIC) for learning, students at Muller will use the school's natural surroundings and the partnership fostered in the community as a framework within which they will construct their own learning and develop personal expression of that learning guided by teachers using proven educational practices. The curriculum promotes activities in which the child not only becomes aware of the systems, balance and changes occurring in the natural and man-made world, but also works on the three acts of nature: interacting with the environment, being an active learner and acting on real life issues affecting the environment. In addition to subject-based knowledge, these students gain additional educational benefits and fine arts opportunities including a comprehensive understanding of their surroundings, advanced cognitive skills leading to discovery, investigation and exploration, and engagement in real-world problem solving while exploring individual expression through visual, performing and communication arts.

The integrated curriculum gives students the opportunity to share knowledge gained from learning more about the self while cross-grade grouping provides a chance to share and appreciate diverse ways of living and thinking in the varieties of communities represented at the magnet school program. Teachers of exceptional programs use the co-teaching model rather than pull-out that isolates students. Those students in need of a self-contained exceptional class are able to participate in the curriculum themes.

While all schools in Florida are charged with aligning curriculum to the *Sunshine State Standards* (SSS), Muller infuses the two themes throughout all daily activities. From the moment a visitor steps into the school the themes are evident. The inviting front office mural, fliers of upcoming productions, visible student work, review of teacher "Theme Integration Planning Guides," and review of teacher training hours for the year all tell clearly of a faculty fully committed to the school's vision and mission. In part, the vision and mission follow:

Muller Magnet integrates the creative experience of visual, performing and communication arts with the analytical thought processes of environmental sciences. . . Muller Magnet is committed to providing all students with a positive educational environment based on trust, respect, high expectations, and the encouragement to take creative risks. . .

Special program offerings include horns, musical composition, musical instruments ensemble, harp, advanced strings, art gallery, painting, photography, Battle of the Books, storytelling, story gardens, ecology clubs, science investigations, landscaping, theater production, WGTR Morning Show, stand-up comedy, computers, safety patrols, peer mediation, as well as hip hop and jazz dancing.

A challenge during the 2003-2004 school year presented itself because although Muller had opened as a new school, it had not originally been planned as a magnet school. Because of this, the school was still under construction during the year and more land was not available for use until January-February 2004. A dance floor was added, a room was converted to an art gallery, another room was converted to a keyboard lab. In the meantime, the school shared a dance floor and stage with the University Area Community Center. A prefabricated greenhouse was purchased and has arrived, but has yet to be installed because of a need to wait for a building permit.

Goal 4: Courses of instruction within the magnet schools will substantially strengthen the knowledge of academic subjects and grasp of tangible and marketable vocational skills of students attending those magnet schools.

Objective 4.1: By September 30, 2004, 75% of students in grades 3-10 enrolled in the magnet programs at Blake and Lomax will score higher than 3.2 as measured by the Florida Writes!; Lockhart and Muller will have 65%.

Status of Objective 4.1

The *Florida Comprehensive Assessment Test (FCAT) Writing*, also known as the *Florida Writes!* test, is administered in February to students in grades 4, 8, and 10. Score points are whole numbers 1, 2, 3, 4, 5, and 6. A score of 0 is earned if a paper is off-topic, illegible, or written in a language other than English. Two independent scorers rate each paper. If scorers rate papers differently, adjacent score points are averaged; for example, if one scorer rates a paper a 3 and the other a 4, the resulting score is 3.5. In 2004, 94% of students at Blake scored at level 3 or higher and 84% scored at level 3.5 or higher, exceeding this year's goal. Lomax also exceeded the goal with 94% scoring at level 3 or higher and 76% scoring at least 3.5 or higher.

Lockhart appears to have met the original goal statement of 65% at 3.2 or higher. They had 78% at level 3 or higher and 61% at level 3.5 or higher. Similarly, Muller had 89% of their 4th graders scoring at level 3 and higher and 62% scoring at level 3.5 or higher.

Objective 4.2: By September 30, 2004, 67% of the students in grades 3-8 at Williams, Franklin, and MacFarlane Park will have scored higher than a 3.2 as measured by the Florida Writes!.

Status of Objective 4.2

Williams, which began operating as a magnet with district funds in 2003-04, had stellar writing results with 99% of the 8th graders scoring at least 3 or above.

Franklin and MacFarlane Park are opening as magnet schools this year and, therefore, do not yet have first-year scores for the 2004-05 school year. This cannot be assessed at this time.

Objective 4.3: By September 30, 2004, at least 65% of the students in Blake and Lomax will score at level 3 or higher on the reading and mathematics portions of the FCAT.

Status of Objective 4.3

Blake fell short of the goal for the entire high school with only 32% of the 9th and 10th graders scoring at level 3 or higher in reading and 54% scoring at level 3 or higher in mathematics.

Lomax exceeded the target 65% with 72% of its 3rd, 4th, and 5th graders scoring at level 3 or higher in both reading and mathematics.

Objective 4.4: By September 30, 2004, at least 58% of the students at Lockhart and Muller will score at level 3 or higher on the reading and mathematics portions of the FCAT.

Status of Objective 4.4

Lockhart significantly improved over the 2003 school year by increasing the percentage of students scoring level 3 or higher in reading from 32% to 54% and in math from 30% to 46%. These results did not meet the 58% target. However, at Muller, in its opening year, 70% of 3rd, 4th, and 5th graders scored at level 3 or higher in reading and 68% scored at level 3 or higher in mathematics. Muller exceeded the initial objective.

Objective 4.5: By September 30, 2004 at least 75% of the students at Williams, Franklin, and MacFarlane Park will score at level 2 or higher in the reading and mathematics portions of the FCAT.

Status of Objective 4.5

As noted earlier, Williams opened early as magnet in the 2003-2004 school year with district funds. Academic achievement improved dramatically. While the criterion was to have at least 75% at level 2 or higher, Williams exceeded this with 77% of 6th, 7th, and 8th graders scoring at level 3 or higher in reading and 79% scoring at level 3 or higher in mathematics. Franklin and MacFarlane Park will have no achievement data until May 2005.

Objective 4.6: By September 30, 2004, the percentage of African American students and Hispanic students at Blake and Lomax scoring at level 3 or above will equal or exceed the percentage of non-minority students districtwide as measured by the FCAT.

Status of Objective 4.6

Districtwide, the percentage of non-minority students achieving level 3 or higher in reading was 65% and in math, 72%. At Blake, neither African American nor Hispanic students met the criterion in reading or in math. Lomax met the target with 68% of Hispanic students scoring level 3 or higher in reading and nearly meeting the criterion of 72% in math with 71% of the 3rd, 4th, and 5th grade students scoring at level 3 or higher in mathematics. African American students did not meet the district non-minority targets, but African American students at Lomax scored much higher than African American students in the district in reading (55% compared to the district's 34% at level 3 or higher). Similarly, African American students at Lomax scored much higher than African American students in the district in mathematics (56%) compared to the district's 37% at level 3 or higher.

Table 11. Percent of Students at Level 3 or Higher at Blake and Lomax

	DISTRICT		BLAKE		LOMAX	
	Reading	Math	Reading	Math	Reading	Math
Non-minority	65%	72%	59%	81%	82%	79%
African American	34%	37%	11%	30%	55%	56%
Hispanic	42%	51%	24%	51%	68%	71%

Objective 4.7: By September 2004, the percentage of African American and Hispanic students at Lockhart and Muller scoring at level 3 and above will be 90% of the percentage points of non-minority students districtwide.

Status of Objective 4.7

Districtwide, the target percentages in reading and mathematics are 58.5% and 64.8%, respectively.

While neither school met all criteria, Muller’s Hispanic students exceeded the 58.5% target with 63% of scoring at level 3 or higher in reading.

Table 12. Percent of Students at Level 3 or Higher at Lockhart and Muller

	LOCKHART		MULLER	
	Reading	Math	Reading	Math
African American	42%	37%	46%	41%
Hispanic	39%	39%	63%	49%

Objective 4.8: By September 2004, the percentage of African American and Hispanic students at Williams, Franklin, and MacFarlane Park scoring at level 3 or above will be at 75% of the percentage points of non-minority students districtwide as measured by the FCAT.

Status of Objective 4.8

Districtwide, the target percentages in reading and mathematics, respectively, are 48.8% and 54.0%.

At Williams, both targets were met by African American students with 54% scoring at level 3 or higher in both reading and mathematics. Hispanic students exceeded the target of 75% of the district non-minority status. In addition, they would have met criteria set at 90% of the district non-minority percentages at level 3 or higher. Seventy-two percent of Williams’ Hispanic students scored at level 3 or higher in reading and 77% scored at level 3 or higher in mathematics. (See Table 13.)

Table 13. Percent of Students Scoring at Level 3 or Higher at Williams

	Reading		Mathematics	
	African-American	Hispanic	African American	Hispanic
Non-minority district percent	65.0%	65.0%	72.0%	72.0%
90% of non-minority percent	58.5%	58.5%	64.8%	64.8%
75% of non-minority percent	48.8%	48.8%	54.0%	54.0%
Williams	54.0%	72.0%	54.0%	77.0%

Franklin and MacFarlane Park will not have first year achievement data until May 2005.

Objective 4.9: By September 30, 2004, and each year thereafter, each student in Blake, Lomax, Lockhart, Williams, Franklin, and MacFarlane Park will have successfully participated in a service learning project that is related to the theme and demonstrates 90% of the skills defined by the teacher/evaluator designed performance-based assessment.

Status of Objective 4.9

The following outline describes the community service-based activities at each of the schools open for the 2003-04 school year and those planned for the new schools in 2004-05.

Blake Biology Community Science Project: This project was designed in conjunction with ecosystems of rivers and the impact of humanity on the fragile ecosystems. Students each spent eight hours clearing the banks of the Hillsborough River. Students were astonished to find so much trash, which ranged from cigarette butts to a refrigerator, in a small area. This project changed students' perceptions on their responsibilities to the environment.

Blake Accelerated Assisted with Muller's Opening: Blake Accelerated students worked at Muller in Fall 2003. They primarily worked in the media center with shelving books, categorizing, and unpacking books.

Franklin: According to the school's principal, service plans for the 2004-05 school year will include visiting nursing homes, working with the elderly, and, through the Agriculture Program, growing plants and flowers. Given the school's theme of Law and Public Service, the principal envisions a large emphasis throughout the school's integrated curriculum on public service. Courses will include a class, open to all students in grades 6-8, in careers in law and public service.

Lockhart: Lockhart also participated in a large variety of community-based service projects. These included the following:

- < Mural-Tampa Bay Performing Arts Center
- < Mural - Tampa International Airport
- < Mural on campus with parents
- < Students, teachers one-point perspective mural based on Prazzi Del Popolo, Rome
- < Too Good for Drugs Walk
- < Magnet Shore Arts Festival participation
- < Kiwanis Club Christmas Party
- < Holiday Gift Giveaway to families in need
- < Peer mediation
- < Pennies for Pasta
- < Food drive for the Salvation Army.

Lomax : Lomax students had the opportunity to participate in multiple community-based service projects. These ranged from academic projects to canned food drives.

Students participated in the 2003-2004 HCEMC Math Bowl Competition at Seminole Elementary School. At the Museum of Science and Industry (MOSI) students participated in the May 2004 Science Olympics. Also in 2004, students participated in the Baseball Tivy District Finals.

In October 2003 Lomax participated in a Too Good for Drugs Banner contest and a walk.

In April 2004, Lomax participated in a landfill study project. As part of this project, students participated in the 11th Annual Great American Cleanup.

Lomax students participated in Pasta for Pennies in January and February 2004 with a school goal of raising \$1,000. The school exceeded their goal and raised \$1,986.

A Thanksgiving food drive in the form of a contest between primary and secondary classes, took place in November 2003. This drive benefitted the Salvation Army and Metropolitan Ministries.

A toy drive to benefit the migrant farm worker's children assisted 80 children from 24 families. Holiday treat cards and gifts were sent as follows:

- a. Meals on Wheels - 50 Easter treat cards
- b. VA Hospital – 100 Valentines cards and treat bags
- c. Shriner's Hospital for Children - 100 Reindeer treat bags
- c. Moffitt Cancer Center and Research Center - 50 Christmas treat cards
- e. Oak Village Retirement Home - 50 Thanksgiving treat cards
- f. Park Place Retirement Home - 50 Christmas treat cards
- g. Faith Hope Children's Home - Easter treat cards
- h. Homebound Student Program - Easter treat cards
- i. Faculty/Staff Thanksgiving cards

Other community-service projects included: Project Bead Recall - collection of parade throw beads to benefit Camp Good Days and Special Times; Aluminum pull tab collection to benefit Shriner's Hospital - the school collected 6,000 pull tabs.

MacFarlane Park: Two community service projects are planned for the 2004-2005 school year. The first involves a program called Read to Feed and a second involves Freedom Playground.

Muller : Muller participated in a canned food drive to benefit Safe Haven, a community agency adjoining the campus. Over 1,000 cans were donated. Students went to sing at University Village. This was the former home of Barbara Muller, for whom the school was named.

Williams: Williams took part in many community based service projects during the 2003-04 school year. Community-based service projects included:

Mentoring TMH Students: NJHS students spent one hour each week working with the Trainable Mentally Handicapped students at Williams. The purpose was for a mentoring type relationship to help develop social skills in the TMH kids. Students worked primarily through crafts and games. The program will be expanded to include another class.

Club R.O.C.K.S. (Random Occurrences of Cougar Kindness and Service) Food Drive: The students of club ROCKS organized a food drive during the holiday months. Two local families were identified as in need over the winter holidays. Not only did the school community donate a tremendous amount of food, but monetary donations were also made in order to provide gifts for the families. All family members were provided with new clothes and each child was given a toy.

Support for American Soldiers Overseas: The Navigators (all 6th graders) have been writing letters to soldiers overseas. The students were moved to show their patriotism after a classmate's father was shipped out to Iraq. The students have been vigilant in writing their letters on an ongoing basis.

Breast Cancer Awareness: The EMMA girls developed an in-house Breast Cancer Awareness campaign to increase the knowledge of the staff and students. The girls provided pink ribbons, distributed literature, and organized a walk-a-thon to raise money for national Breast Cancer Awareness.

Holiday Cheer for Veterans: Students made Christmas ornaments earlier in the year, and a few students took a field trip to the Veterans Hospital to deliver the gifts and to sing them Christmas carols while visiting.

Books for Kindergarten Students: The sixth grade students wrote How and Why Australian folktales about Australian animals and poetry books focusing on Australian culture. The students wrote them with kindergartners in mind adding pictures and a glossary to each book. Each kindergartner from Oak Park will receive a book. The additional books will be donated to the kindergarten teachers for their classrooms

Toys for Tots: Orchestra students participated in a fundraiser for the Marine Corps Reserve “Toys for Tots” program in conjunction with the National Organization for Purchasing Managers in 2003. Students donated new toys to under-privileged kids at Christmas.

Cell-phone Recycling: The students of Club ROCKS initiated a cell phone recycling campaign, collecting old cell phones from students, faculty, and the community in order to secure proper disposing of the harmful batteries in cell phones. Through the assistance of Eco-phones, Inc., money was generated by the donation of old cell phones. The money raised from the cell phones was then used to purchase farm animals for families in third-world villages.

Assistance for the Elderly: Students in Intro Technology class built three of the backdrops and recovered another to support the Drama Department. Intro to Communications students made posters and signs for the International Festival and made little fact cards to put in the hallway. This class also made posters for our pennies and tab collection for the Ronald McDonald House. The school has collected \$100 and were just shy of 10000 tabs. All classes brought in pennies for the Ronald McDonald House here in Tampa.

Support of the Spring: The EMMA girls organized a student talent/fashion show. Students from all grade levels volunteered to perform at this annual event. While admission was free, donations were accepted to help support the local Spring Organization, which assists battered women and their children as they escape domestic violence.

Bassinets for Babies: Sixth grade math students were visited by a nurse from a local hospital who spoke on infant death and infant injury due to improper sleeping environments. The students then used their math skills of measurement to construct bassinets which were donated to the local hospital for new mothers in need.

MUN at Williams: The Model United Nations chose an organizational goal to promote the international studies theme at Williams. The students felt that the physical environment of the school could be more reflective on the theme. They decided to sell cookie dough as a fundraiser and all of the money would be used to purchase international flags that will be displayed throughout the school.

The Migrant Project: Students in a sixth grade class read a novel written by an author who was a migrant worker as a young child. He outlines the difficult and sometimes hard challenges children face when moving around with their families to find seasonal work. The students were so moved by the author’s plight they became proactive. They decided to adopt a fourth/fifth migrant class at a local elementary school. This past year has been a labor of love for the students. They have written letters, made holiday care boxes, and arts and crafts for this class. Additionally, the students hosted a celebration at Williams in honor of their new friend. The students decorated in the multi-purpose room bright colors and flowers. Their guest left with collected clothing for a cloth chest, personalized bags and they handed out a framed picture of themselves. All of the students benefitted from this worthy cause.

Theatre for the Community: The Drama Department showcased their theatrical talent by presenting evening shows for the community.

School Clothes Closet: Club ROCKS facilitated the collection and organization of gently used school uniforms from 8th grade students and uniforms that the 6th and 7th grade students have outgrown to stock the Williams Clothes Closet. Uniforms in the Clothes Closet are used to supply families of students in need so that all students may be in school uniform if desired.

Conclusions

In conclusion, the district has successfully opened and is now operating seven magnet schools with federal grant assistance. The district is to be complimented for simultaneously managing the opening of these specialized magnets on a time schedule and at locations designed to create as little negative impact to existing students as possible. For example, the district arranged to open Muller instead of Clair-Mel and MacFarlane Park instead of West Tampa to avoid displacing existing students. Williams opened a year early to accommodate district need to further prepare the IB Middle Years Programme focus. Despite some challenges at Blake Accelerated regarding multiple student tracking systems and personnel needs, as well as minor challenges at Muller regarding construction, the district successfully opened and is now operating all seven magnet schools.

The impact of minority isolation was greater in some schools than others. Lomax, Lockhart, and Williams saw significantly less minority isolation as magnets than in years prior. Smaller positive changes were noted at Blake, Franklin and MacFarlane Park. The percentages of minority students within classes were more problematic than when looking at the school as a whole. There were few classes that met expected percentages. Equally noticeable was the fact that some classes were either very much above or very much below hoped for percentages, which reflects either a largely minority class or a largely non-minority class. In other words, desegregation was not fully occurring at the class level.

A notable finding of consistent teacher and administrator enthusiasm cannot be adequately captured when viewing the data. The teachers, administrators, students, and their parents reported being pleased with their schools. The pride displayed in student work and the desires of teachers and administrators to show off their school and accomplishments were unmistakable.

Even as the district met the challenge of extraordinary growth manifested in the opening of 13 district schools at the beginning of the 2004-05 school year, which coincided with the first full implementation of the district controlled school choice plan, magnets maintained their anticipated enrollment with changes of no more than 6 percentage points from projection to actual enrollment. All in all, the magnet schools assistance program has added considerable value to district students.

Recommendations

1. As the district continues to plan strategically for successful maintenance of unitary status, it will be important to continue active recruitment efforts to increase participation of non-minority students in magnet programs. This may be more difficult to gauge/predict as parents have more available educational options resulting in less assurance of parents exercising the initial formal choice of a magnet school.
2. Monitor classroom enrollment at all magnet schools with the goal being to stay within 10 percentage points of a 49% minority enrollment (39% to 59%). Strong efforts will need to be made to ensure vigilant oversight of this at the building administrator level and possibly the area level.
3. Continue to ensure that all schools have an academic focus as the primary component of the School Improvement Plan. The district has already taken broad and focused efforts to ensure this at all district schools.
4. Continue to recognize the enthusiasm magnet schools currently generate from the students, parents, teachers and administrators who support them.
5. Similarly, attend, in a timely and decisive manner, to challenges that occur as these schools or programs open/operate so as to avoid negative impact for students.