

ANNUAL REPORT OF SCHOOL PROGRESS
FOR

SANFORD GRAMMAR SCHOOL

~~1978-1979~~

77-78

Telephone - 322-1942

Clay C. Carroll, Principal

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School No. 0061

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District Name - Seminole

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INTRODUCTION

This Annual Report of School Progress has been prepared by the faculty and staff of Sanford Grammar School with the help of the School Advisory Committee to inform parents and interested citizens of both the achievements and the areas in need of improvement within ~~the school~~.

Please read this report and should you have any questions contact the School Advisory Committee or the office of the Principal.

Clay C. Carroll
Principal
SANFORD GRAMMAR SCHOOL

I.

POPULATION DATA - (as of April 1, 1978)

A. Students

265

56% white

44% black

B. Teachers

Level K - 20 -- - - - 9

P.E. - - - - - 1

EMH - - - - - 2

SLD - - - - - 1

Speech - - - - - 1/2

Compensatory - - - - - 3

Media - - - - - 1/2

Guidance - - - - - 1/2

C. Aides

Basic - - - - - 1

Compensatory - - - - - 1

EMH (until March) - - 1

D. Pupil/Teacher ratio

Levels K -- 12 - - 28

Levels 13 - 20 - - 27

Exceptional Child - - 10

E. Transported

Basic - - - - - 15%

Special Education - - 85%

F. Free or Reduced Lunch

81%

G. Teaching Experience

	<u>1-3 yrs.</u>	<u>4--9 yrs.</u>	<u>10 or more yrs.</u>
Levels K - 12	1	1	5
Levels 13 -- 20	0	1	1
Exceptional Child			
Education	3	1	0
Other	1	5	0

H. Number of Teachers Leaving

Two teachers will be leaving in 1978-79 as a result of the two EMH classes being transferred to Goldsboro. No vacancies exist.

I. Volunteers

Four Dividends have helped us throughout the year.

II. ASSESSMENT RESULTS

A. <u>Test</u>	<u>Group</u>	<u>Date</u>
California Test of Basic Skills	Grades 2 thru 5	Sept. 1977
Florida Statewide Assessment	Grades 3 and 5	Oct. 1977
Metropolitan Readiness	Grade 1	Sept. 1977

B. CTBS -- September, 1977

	<u>Reading</u>	<u>Language</u>	<u>Mathematics</u>	<u>Total</u>
Grade 2	2.0	1.9	2.2	2.0
Grade 3	3.1	2.8	3.0	2.9
Grade 4	4.2	3.7	3.8	3.9
Grade 5	5.5	6.1	5.1	5.4

C. Metropolitan Readiness - First Grade - September, 1977

	<u>Pre-Reading Skills Composite</u>	<u>Quantitative</u>
High	2 4%	1 2%
Average	7 16%	15 34%
Low	35 80%	28 64%
Total	44 100%	44 100%

D. State Assessment

Results are reported by percentage of students mastering an objective.

Grade 3

MATHEMATICS

Eight standards were tested by the State in Mathematics.

Percent of Students Achieving Each Standard

% in school	93	100	98	85	73	85	90	88
% in district	98	100	99	96	91	94	96	87
Standard	A	B	D	F	G	Q	T	V

Grade 3COMMUNICATIONS

Thirteen standards were tested in communications.

Percent of Students Achieving Each Standard													
% in school	100	93	95	90	88	90	56	90	85	100	98	59	88
% in district	100	96	95	87	90	92	82	98	91	98	91	75	89
Standard	A	C	F	G	H	I	J	K	M	B	G	H	I
(Reading)							(Writing)						

Grade 5MATHEMATICS

Fifteen standards were tested in Mathematics.

% in school	100	100	100	90	100	90	90	80	90	90	80	100	80	70	90
% in district	99	98	89	96	93	94	91	93	84	86	92	99	91	76	95
Standard	A	B	C	D	E	F	G	H	I	J	O	Q	T	V	X

COMMUNICATIONS

Fifteen standards were tested in communications.

% in school	100	100	89	67	100	100	89	100	89	100	100	100	100	78	80
% in district	100	99	87	79	95	91	88	92	86	95	96	98	93	74	89
Standard	A	C	D	E	F	G	H	J	K	M	A	B	G	H	I
	(Reading)							(Writing)							

In grades 2-5 the CTBS is administered. This is an academic timed test from which a grade equivalent is attained. It is not an absolute for teachers, merely a guide. It is based on ability to read and does not test inherent mental ability. The better a child reads, the better he will score in most cases. This plus classwork and observation of the student are all used to determine how well a student is doing according to his/her ability. In addition, this test measures our students against a national norm.

The state of Fla. now tests third and fifth grade students on a Statewide Assessment and results compare our students to other students in the county and the state. The objectives tested on this test are selected from input given by teachers of these grade levels.

From the above tables one can observe that Grammar students compared favorably with the total county.

III. FISCAL AND ACCOUNTING DATA 1977-78

A. Allotment:

Total FTE funds allotted per student - -	\$ 11,045.10
Carryover - - - - -	2,762.08
F.T.E. adjustment - - - - -	<u>214.05</u>
Total - - - - -	\$ 14,021.23

B. Budget Accounts:

5000 Instruction - - - - -	10,982.87
6200 Instructional Media - - - - -	780.90
7300 Office - - - - -	1,249.04
7900 Operation of Plant - - - - -	<u>1,008.42</u>
Total - - - - -	14,021.23

Salaries are not included in these figures.

IV. ATTITUDES TOWARD THE SCHOOL

Two hundred sixty-five questionnaires were sent out. Seventy-two were returned. This is 27%. Because of the anonymity of the responses it is impossible to determine what percentage of families this is. Following are the results of the 1978 Elementary School Parent Attitude Survey:

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Unknown</u>
1. School's reading program	8	21	24	4	7
2. School's math program	7	29	24	3	6
3. Physical education program	8	33	11	12	4
4. School discipline	8	20	20	13	4
5. Safety on school property (including school bus)	9	31	17	10	3
6. Safety of your child while travelling to school	10	22	31	3	3
7. School lunch program	13	27	22	8	0
8. Services provided by the school clinic	11	24	10	5	19
9. Services provided by the Guidance Office	7	31	10	8	3
10. Overall school program	1	17	10	4	9
11. Overall school facilities	3	10	11	7	

PLEASE ANSWER THE FOLLOWING QUESTIONS WITH A YES OR NO. If you have further comments, please use the space below.

	<u>YES</u>	<u>NO</u>
12. Have you discussed your child with his teachers this year?	40	26
13. Does your child generally like school?	63	8
14. Does the report card give you enough information regarding your child's progress?	55	13
15. Do you feel you have had the opportunity for adequate communication with your child's teachers?	57	13
16. Does your school offer adequate and suitable up to date textbooks and materials?	55	10
17. Do you feel your child gets enough individual attention?	52	14
18. Do you feel the school staff is generally friendly and cooperative?	64	6

What do you feel are the strong points of your school?

(We have included only those comments which were made more than once.)

1. Good teachers and staff - interested in students
2. Christmas Sale
3. Physical fitness equipment
4. Close relationship between student and teacher
5. Being able to talk with teacher anytime
6. Special Learning Program is very good
7. Classroom atmosphere good
8. Individual attention
9. Racially balanced and small school
10. Cooperation concerning child's welfare
11. School discipline
12. Good textbooks

What improvements do you feel should be made in your school?

(We have included only those comments which were made more than once.)

1. Kindergarten is over-crowded and under-staffed
2. Need a better Safety Patrol System.
3. Need a clinic and improvements in Physical Education.
4. Need new building, facilities, lunchroom & playground equipment.
5. Need for school projects, plays and programs.
6. Stricter Discipline
7. Need music and art program

V. EFFECTIVENESS IN ACHIEVING GOALS

A. Priority Goals as stated in 1977-78 Comprehensive Plan

1. To improve the reading ability of all students in the basic skills area but place major emphasis on the K-3 program by:
 - a) using diagnostic-prescriptive techniques with all students
 - b) lowering the pupil/adult ratio to accomplish "a" above and to better individualize instruction
 - c) initiating an early identification and remediation program for learning disabilities in grades K-2
2. To improve basic computation skills of all students but place emphasis on the K-3 program by:
 - a) using diagnostic-prescriptive techniques with all students
 - b) lowering the pupil/adult ratio to accomplish "a" above and to better individualize instruction

B. Review of Efforts Made in This Area

1. Basic Academic

Students are taught according to the Seminole County District Criteria and tested at the end of each level of attainment with the county tests which were developed to go with the County Criteria. In addition, unit tests which are related to the textbooks are also given to determine the student's readiness for the next level of instruction. These are also related to the Florida State Accreditation Standards by which the instructional program of Florida Schools is measured. (See Assessment Results, Section II.)

In order to improve reading ability in our K-3 students these procedures were followed:

1. Grouped students by reading ability
2. Continued the program of intensified readiness training in the two first year first grade classrooms.
3. Continued the use of the Santa Clara Inventory of Motor Skills and Fountain Valley and Base Diagnostic Prescriptive Testing.

The Metropolitan Readiness Test Level II (new form) was used to test the children in September and May. In September those first year first graders making average or above and the transition students were grouped by ability and placed in one first grade following the basal program.

Those students achieving below average were placed in the other two first grade classes and given the intensified readiness.

2. Special Academic

In addition to our regular K-5 program Sanford Grammar has:

- a. Two Special Education Classes
- b. Three Compensatory Teachers
- c. One Compensatory Aide
- d. One full time Physical Education Teacher
- e. One SLD Resource Teacher
- f. One part-time Media Specialist
- g. One part-time Guidance Counselor
- h. One part-time Speech Therapist

3. Related Areas

Other programs and services offered at Sanford Grammar include:

- a. School nurse whose services include:
 - 1. Home consultation
 - 2. Follow-up on immunizations
 - 3. Teacher referrals of ill students
 - 4. Classroom talks on health habits as requested by teachers
 - 5. Presentation of "Growing Up Film" for 5th grade girls
- b. Career Education Program
- c. Vagabond Puppets: Hansel & Gretel
- d. FTU presentation of Andrucles and The Lion
- f. Field Trips:
 - 1. Zoo
 - 2. Sea World
 - 3. Silver Springs
 - 4. John Young Museum and Planetarium
 - 5. Loch Haven Art Center
 - 6. Blue Springs
 - 7. Seminole Memorial Hospital
 - 8. Altamonte Mall
 - 9. Holiday House
 - 10. Ft. Mellon Park
 - 11. Environmental Center
 - 12. Orlando Sentinel Star
 - 13. Big Tree Park
 - 14. Sanford Plaza Theatre
- g.. Safety Patrol
- h. Sanford Fire Department demonstration

School Advisory Committee (con't.)

a. Purposes:

1. help implement improvements in school in the area of capital outlay
2. work with administration on annual report
3. work with PTA for Bi-centennial and 75th Anniversary of the school

b. Accomplishments:

1. 75th Anniversary and collection of historical data
2. Playground safety
3. Complete annual report
4. Evaluation of total school program'

2. Parent-Teacher Association

Members:

President	-	Mrs. Helen Adams
Vice President	-	Mrs. Susan Foster
Secretary	-	Miss Mabel Chapman
Treasurer	-	Mrs. Ronald Goodenough

b. Goals and Accomplishments

The PTA has been to maintain a close home-school relationship. In an effort to increase parent participation a student program was planned for each meeting. Following are some of the PTA accomplishments and areas where teachers, parents and students cooperated.

1. Patrol trip to Sea World
2. Jump Rope Sale
3. Christmas Sale
4. Room Mothers - parties, field trips
5. Room visitations
6. Field Trips
7. Dress Code
8. Bi-centennial and 75th Anniversary Open House

VIII. COOPERATIVE SHARING OF FACILITIES - SCHOOL AND COMMUNITY

A. Sanford Grammar School is the oldest school building being utilized in Seminole County. The facilities are still not as adequate as those of the newer schools. For this reason little use is made of the school facilities by lay persons. The basketball courts, softball fields and playground equipment are used by recreation groups on a year round basis.

B. School Use of Community Facilities

As reported in Section V. of this report, the students from Sanford Grammar have made use of many community facilities. (see Section V. 3.f)

Programs and services offered at Sanford Grammar (con't.)

- i. Participation of students in Annual Art Contest
- j. Participation of students in Read-A-Thon
- k. Sanford Middle School band presentation
- l. FTU presentation of Andrucl's and The Lion
- m. Community Resource People:
 - 1. Sgt. Beau Taylor, general safety, bus safety
 - 2. Fire Department
 - 3. Southern Bell Telephone Co. (Teletrainer)
 - 4. Dividends Resource:
 - a/ Circus World Presentation
 - b/ Clowning by Margo Hull
 - c/ Family Relations - Beverly Schwitzer
- n. Ballet Guild
- o. Vision Screening - Henry Ellis
- p. Homebound Teacher - Rita Mann
- q. Hearing Screening - Linda Denison, FTU Screening Van

VI. SCHOOL LEVEL PROFESSIONAL IMPROVEMENT PROGRAMS

A. Total Program

As of June 1, 1978 every member of the Sanford Grammar School Faculty and Staff with the exception of the custodian had participated in workshops under the District Master In-Service Training Plan. A total of 1880 points had been earned.

Some of the workshop areas include: Economic Education, Language Arts, Math, Social Studies, Science, Environmental Studies, Curriculum, Exceptional Child Studies, Data Collection, Career Education, Teacher-made materials, Professional Training, Specific Learning Disabilities, and Diagnostic-Prescriptive planning of materials, Physical Education and First Aid.

B. Method of Determining In-Service Needs

- 1. Study of test results to determine weaknesses in curriculum
- 2. Self-evaluation
- 3. Principal's and Administrative Assistant's recommendations

VII. PARENT PARTICIPATION

A. Formal Groups

Sanford Grammar has both a PTA and the School Advisory Committee:

School Advisory Committee Members:

Chairman - Mrs. Susan Foster
Members: Mr. Clay C. Carroll, Mrs. Elizabeth Neiman,
Mrs. Ronald Goodenough, Miss Mabel Chapman,
Mrs. Susan Foster, Mrs. Agnes Fields

IX. SCHOOL PHYSICAL PLANT IMPROVEMENTS

A. Improvements made during current year:

1. Building painted
2. Continued update of electrical systems
3. New ceiling in downstairs hallway

X. OTHER AREAS OF INTEREST

A. Programs currently in process or completed:

1. Dividends
2. Commissioner of Education Awards of Merit to deserving Fifth Grade Students
3. United Fund participation by teachers
4. March of Dimes participation by students
5. President's Physical Fitness Program
6. Send a Mouse to College (cancer research) participation

B. Degrees held by Teachers and Media

Master's Degree	4
Bachelor's Degree	14

SANFORD GRAMMAR SCHOOL
PERSONNEL DIRECTORY
1977-78

Carroll, Clay C.	Principal
Neiman, Elizabeth B. (Mrs.)	Administrative Assistant
Cook, Mary L. (Mrs.)	FTE Clerk
Warren, Hazel M. (Mrs.)	Clerical-Technical Aide
Becker, Jacqueline (Mrs.)	Compensatory Education
Bose, Linda (Mrs.)	Primary
Caskey, Elsa (Miss)	Primary
Chapman, Mabel (Miss)	Primary
Copeland, Diane (Mrs.)	Compensatory Education
Cramer, Sarah (Miss)	Special Education
Druckenmiller, Janet (Miss)	SLD
Fields, Willie Agnes (Mrs.)	Primary
Fondren, Phyllis (Mrs.)	Primary
Freeman, Nancy (Mrs.)	Intermediate
Kaleel, Frances (Mrs.)	Primary & Kindergarten
Eldredge, Jean (Mrs.)	Compensatory Education
Mayes, Evelyn (Mrs.)	Physical Education
Scott, Carnell (Mrs.)	Kindergarten
Teitch, Sara (Mrs.)	Special Education
Tisdale, Eva (Mrs.)	Intermediate
Goethe, Norma (Mrs.)	Speech
Fox, Robert T.	Media Specialist
Rauth, Karen (Mrs.)	Guidance Counselor
Burnsed, Agnes (Mrs.)	Compensatory Aide
Jeffords, Allean (Mrs.)	Aide
Mikles, Jeanie (Mrs.)	Lunchroom Manager
Smith, Dreathea (Mrs.)	Lunchroom
Martin, Marie (Mrs.)	Custodian
Martin, Derek	Custodian (part-time)
CETA PROGRAM	
Ulysses Ward	
Nathaniel Williams	