

**Modesta Robbins Elementary Partnership School**

**Pinellas County Schools  
Research & Accountability  
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## Background

Modesta Robbins Elementary school is a partnership among the City of Clearwater, Pinellas County Schools, and the Chi Chi Rodriguez Youth Foundation. Students must meet specific dropout-prevention criteria to qualify for one fourth grade or one fifth grade class. The curriculum at Modesta Robbins School is based on real-life experience in a golf course environment.

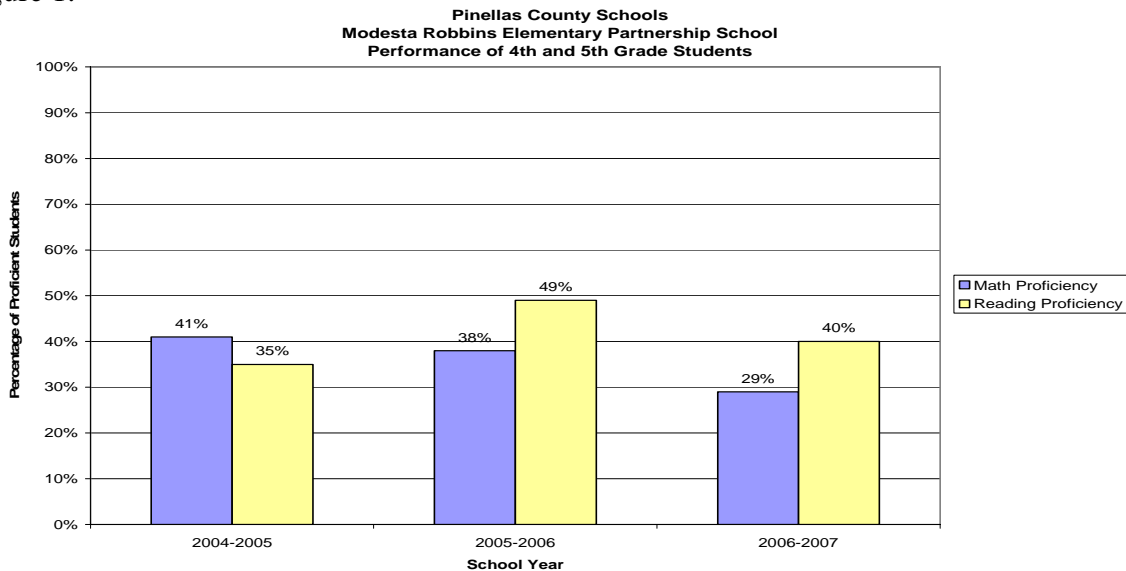
## Data Collection

The purpose of this study was to examine the success of students attending this school. This study is confined with limited data availability; the school has two classes, one fourth grade and one fifth grade class with approximately 20 students enrolled in each class. To investigate the success of students in the school, the students' FCAT scores from the past three years were collected. Reading and Math levels three and above were used as criterion to indicate proficiency.

## Results

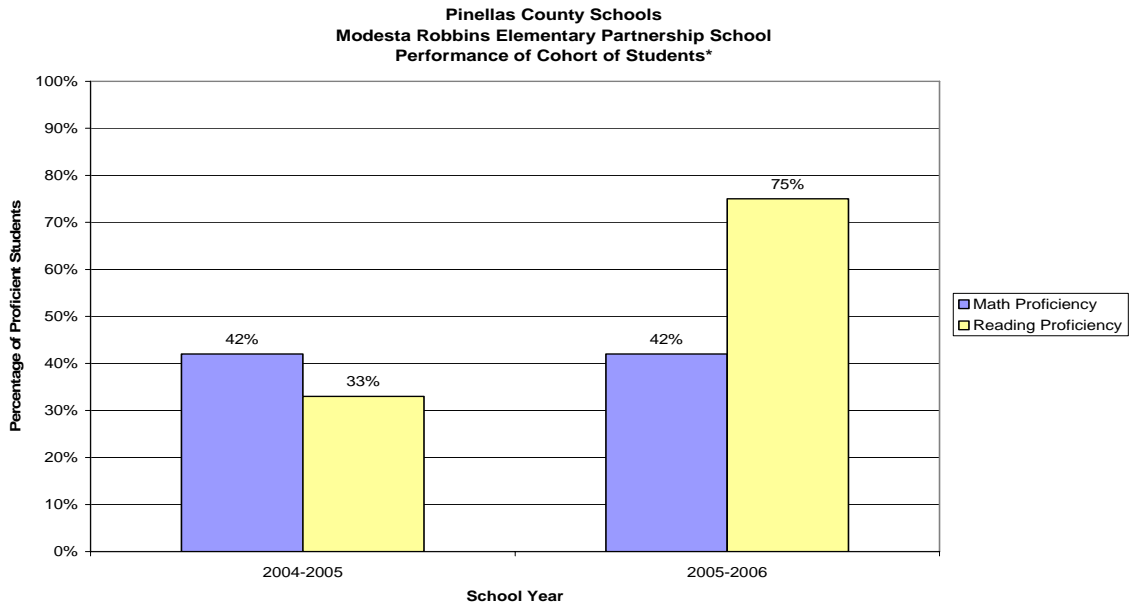
Figure 1 below illustrates the achievement of students attending the Modesta Robbins School for three separate school years. Yearly changes can only be contributed to differences between groups of students attending this school.

Figure 1.



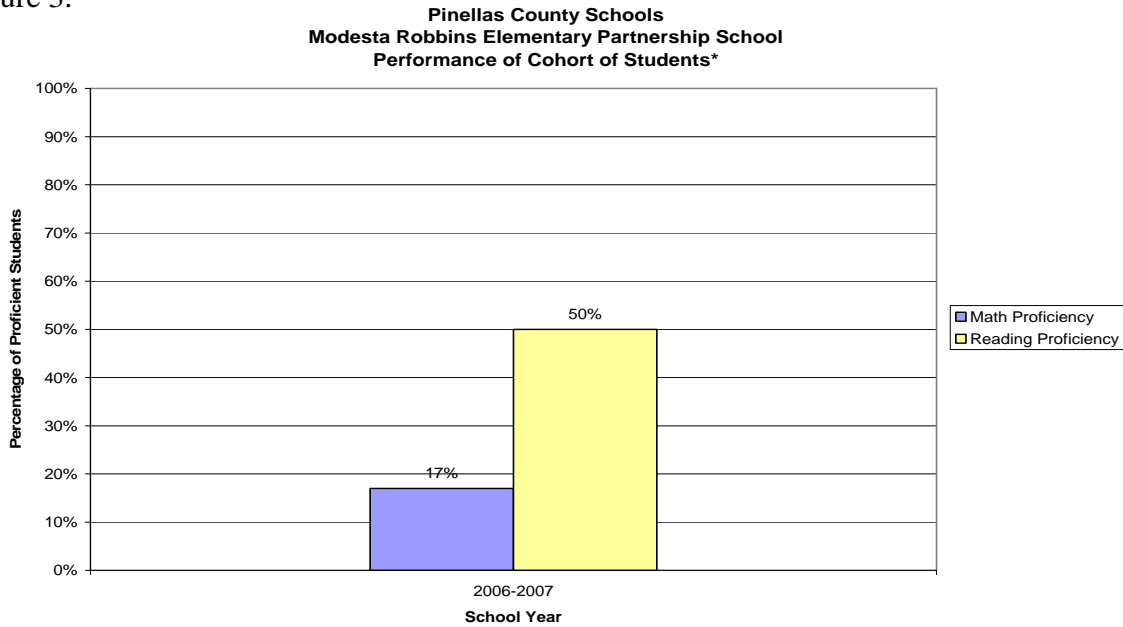
There were twelve students who attended Modesta Robbins for two consecutive years (during 2004-2005 they were in the 4th grade and during 2005-2006 they were in the fifth grade). Figure 2 displays 4th and 5th grade achievement levels of this cohort during their attendance at Modesta Robbins. The graph shows noticeably higher achievement levels in reading for students who were at the school for two years; 75% of students achieving proficiency in reading. These 12 students left Modesta Robbins to attend middle school for the 2006-2007 school year. Figure 3 displays their 6th grade math and reading achievement levels. These students did not retain similar achievement levels once they left Modesta Robbins School.

Figure 2.



\*Cohort of 12 students who attended Modesta Robbins for both the 2004-2005 and 2005-2006 school year.

Figure 3.



\*Cohort of 12 students followed to middle school for the 2006-2007 school year.

### Discussion

The results of the analysis presented in this summary are limited due to the small number of students available for the study. However the results indicated that students, who have been in the program for two years, do show improvement in their reading achievement.