

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Fleming Island Elementary School
(As it should appear in the official records)

School Mailing Address 4425 Lakeshore Drive
(If address is P.O. Box, also include street address)

Orange Park Florida 32003-7713
City State Zip Code+4 (9 digits total)

County Clay School Code Number* 0521
Telephone (904) 278-2020 Fax (904) 278-2026

Website/URL www.clay.k12.fl.us/fie/ E-mail lbraxton@mail.clay.k12.fl.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. David L. Owens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clay County Schools Tel. (904) 284-6500

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Carol Studdard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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

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

The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.

The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 19 Elementary schools
 0 Middle schools
 5 Junior high schools
 5 High schools
 1 Other (Alternative School)
- 30 TOTAL
2. District Per Pupil Expenditure: \$3998.12
 Average State Per Pupil Expenditure: \$5712.72

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	32	12	44	7			NA
K	76	72	148	8			NA
1	62	80	142	9			NA
2	83	66	149	10			NA
3	77	65	142	11			NA
4	83	76	159	12			NA
5	85	88	173	Other			NA
6	82	99	181				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1138

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 90.70 % White
 - 4.11 % Black or African American
 - 2.40 % Hispanic or Latino
 - 2.70 % Asian/Pacific Islander
 - .10 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	97
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	75
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	172
(4)	Total number of students in the school as of October 1	1144
(5)	Subtotal in row (3) divided by total in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: .01 %
2 Total Number Limited English Proficient

Number of languages represented: 1.
 Specify languages: Greek

9. Students eligible for free/reduced-priced meals: 5.4 %

Total number students who qualify: 61.

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{28.1\%}{320}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>11</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>57</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>205</u> Speech or Language Impairment
<u>5</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>102</u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>74</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff	<u>25</u>	<u>11</u>
Total number	<u>106</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio: 15:1 .
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.6 %	96.1 %	96.6 %	96.8 %	96.2 %
Daily teacher attendance	96.2 %	96.3 %	96.4 %	96.2 %	95.5 %
Teacher turnover rate	20.9 %	8.3 %	10.3 %	18.6 %	14.8 %
Student dropout rate (middle/high)	NA %				
Student drop-off rate (high school)	NA %				

Part III Summary: Fleming Island Elementary is a K-6 school that opened in the fall of 1996 and currently serves an enrollment of 1138 students. The school lies within the Eagle Harbor Community which consists of middle to high income families. The school is in Orange Park which is in close proximity to Jacksonville, Florida. I would classify it as a suburban, neighborhood school. Our business partnerships and Parent/Faculty Association are active and successful. Another very active and integral part of the school operation is the School Advisory Council. We currently hold the distinction of being a Five Star School because of this support and have received the Golden School Award every year based on the number of volunteer hours logged by our parents. We are one of a select few elementary schools in the state of Florida to receive the grade of 'A' six consecutive years; every year since the grading system was implemented.

The majority of the student body lives within walking distance. Other students are transported by bus for the following programs; three classrooms of developmentally delayed pre-kindergarten students and two classes of physically impaired students. Itinerate services are provided for physical and occupational therapy. We have three varying exceptionality teachers who teach students with learning disabilities in both pull out classes and inclusion classes. In addition we have two teachers of gifted students who provide instruction in math for grades kindergarten through six and in science for grades three through six. The primary goal of our gifted program is to provide continuous and intense mathematics instruction. Our ultimate goal is to integrate the teaching of math and science in this program.

All students can learn and all students can improve their academic performance. It is our task as educators to provide the setting, teaching and curriculum that best enable our students to learn and perform. These two statements are the school's philosophy and mission. Our motto is "Academic Excellence." Because we believe that all students can learn we endeavor to provide the setting necessary to promote consistent and continuous academic growth for each and every student. Our students are leveled for mathematics classes in grades two through six. The leveling, the emphasis on best teaching practices for mathematics and the specific curriculum we selected for instruction contribute to our exceptionally high achievement scores in mathematics. After school mathematics, reading, physical fitness, chess, writing, Spanish and chorus clubs provide enrichment for our students, while after school tutoring in reading provides remediation.

All of our kindergarten, first and second grade students complete Level I and Level II of the SRA Direct Instruction Program. It is a scripted curriculum that includes explicit phonics instruction. Once students complete this program they are instructed using the state adopted literary reading program. A strong emphasis is placed on writing and vocabulary at each grade level. The opportunity to participate in the Reading Counts Program is available to all students.

Our teachers are highly skilled and dedicated. Our teachers in fifth and sixth grade set goals to address the national and state trend of declining reading scores. While conducting data analysis last year, we determined that our fifth and sixth grade reading scores were high but not as high as the fourth grade scores. We know that by making data driven decisions we can have a positive impact on these scores. At every grade level we are continually assessing student performance and identifying additional strategies to allow us to meet our goals.

Part IV Indicators of Academic Success

1. Meaning of School's Assessment Results: We have earned a school grade of 'A' for six consecutive years and we have met federal adequate yearly progress (AYP) under No Child Left Behind each year. We are proud to hold this distinction. Florida's A+ Plan requires that at least 95% of the students be tested; we tested 100%. It means that at least 31% of our students must be reading at or above grade level; we had 95% of our students reading at or above grade level. Seventy-eight percent of our students made a year's worth of progress in reading, and 81% of our struggling students made a year's worth of progress in reading. When the state said to focus on the bottom quartile, we were looking at 39% and below. It was my contention that it was necessary to provide the same assistance to these children. The national trend in declining reading scores validates my contention. The A+ Plan requires at least 38% of our students to be at or above grade level in math; we had 93% while 79% of our students made a year's worth of progress. In writing, 96% of our students are meeting the state standards. Because of our philosophy that all students can improve we look carefully at our demographics and consider it our responsibility to provide the teaching necessary to help each of our 1138 students grow and excel. Ninety-nine percent of our students with disabilities were tested. Sixty-five percent were at or above grade level in reading, and 64% were at or above grade level in math. We believe these scores reflect quality teaching, successful inclusion efforts and supportive parents.

We consistently strive to improve and enrich. The fact that our scores have increased each year attests to the planning and diligence expended each year by the students, parents, teachers and administration. In reading, our percentage of students meeting high standards has increased from 80 in the year 2000 to 88 and then 89, 93 and 95 in 2004. The percentage of students meeting high standards in math has gone from 71 to 84, 89, 91 and 93 during the same five year period. Our percentage of students meeting high standards in writing has been 98, 98, 90, 94 and 96.

The Florida Comprehensive Assessment Test (FCAT) assesses student achievement of the Sunshine State Standards (SSS) benchmarks in reading, mathematics, science and writing. The FCAT SSS is reported in percentage of students scoring at levels 1 – 5 with levels 1 and 2 being at risk, level 3 being at grade level expectation and levels 4 and 5 above grade level expectation. The FCAT includes norm-referenced tests (NRT) in reading comprehension and mathematics problem solving, allowing percentile comparison of Florida students with students across the nation. FCAT SSS and NRT tests are administered in grades 3-10. FCAT writing tests are administered in grades 4, 8 and 10. FCAT science SSS tests are administered in grades 5, 8 and 10 and will be included in the school grade for the first time in 2006.

The format for the NRT portion of the FCAT is multiple-choice. The SSS portion of the FCAT consists of gridded-response questions and performance tasks using short-response and extended-response. An essay format is used for FCAT writing. The writing assessment is administered to students in grades 4, 8 and 10. Fourth grade students write either an expository or narrative essay for an assigned topic. A holistic rubric is the basis for scoring. Two trained readers independently score each essay. The score reported is the average of both readers' scores. The highest score a student can achieve is 6 and the lowest score is 1.

Information on the state assessment system can be found at www.fldoe.org.

2. Using Assessment Data to Improve School and Student Performance: After analyzing the 2002, 2003 and 2004 test data for our school, the district, the state and the nation, we noted that our students' reading comprehension scores in fifth and sixth grade, while still high, declined from these same students' scores in fourth grade. First these two grade levels met with the administration to create a list of reasons we thought might contribute to the decline in scores. In the next meeting we brainstormed strategies we thought might enable us to help students improve their performance. The fifth grade team then looked at

individual student scores and set curriculum and instruction goals for reading in the content area. They selected one or two specific skills for each month and are teaching these skills in each content area throughout the day. These teachers studied the test focus on the Department of Education's FCAT web page to determine the priority for the selection of the goals to work on each month. The sixth grade team requested new curriculum materials emphasizing the identification of author's purpose and main idea and chose to increase the teaching and display of vocabulary words specific to different subject content. The administration added a half time resource teacher to provide class time for participation in the Reading Counts Program and implement motivation strategies for reading. This class is only 30 minutes every six days, but we have seen an increase in program participation and in the number of library books being checked out by these two grade levels and expect that it will make a difference.

A team of teachers, the assistant principal and principal attended four days of training covering the topic of Data Analysis. A culminating project was to create and share school wide a PowerPoint presentation depicting how we use data analysis to foster school improvement.

3. Communicating Student Performance: State assessment results are sent home with the student unless the results are not available until after the students have left for the school year, in which case they are mailed home. Letters from the state and our school counselors accompany the assessment reports that are sent home to help our parents understand the scores. These scores are screened to identify students who will be presented awards and students that will be placed on Academic Improvement Plans. The parents of those students that are placed on an AIP are requested to come in for a conference and participate in drafting the plan for their child. Included in the plan are strategies for the parent to implement at home. The teachers monitor all assessments and the AIP goals to determine the need for modification of the plan. The primary grades are screened using the state adopted DIBELS, DAR and ERDA in lieu of, or in addition to, the standardized testing required by the state.

Parents of Exceptional Education Students (ESE), English Speakers of Other Language (ESOL) students, students on 504 plans and students on Academic Improvement Plans have meetings with their child's teachers to review current level of functioning and academic goals for the year. Homeroom teachers meet with all students' parents at conferences and communicate about performance and individual goals. During Open House and Grade Level Parent Nights school goals and expectations are communicated to the parents. Our school sends home a folder with every child on Tuesdays to promote regular communication.

So far we have been proud to place our school grade on our marquee. The principal addresses the school grade, Adequate Yearly Progress (AYP) and testing schedules for the next year in the school newsletter and with the school advisory council. Local newspapers publish the state testing results.

4. Sharing Successes With Other Schools: Our school is clustered with other schools in the district for training. A team of teachers and administrators has completed the Data Analysis Module and are currently attending training on the School Culture Module. These four day training sessions presented by the Southern Regional Educational Board allow us to do some in depth sharing with seven other schools within the district. We have District Curriculum Council meetings where formal presentations have been made by each school. At District Principals' meetings there is an opportunity for limited sharing. The principals of schools with similar demographic characteristics meet informally to discuss challenges and ideas. There are district level committees for reading, math, science and social studies and each school has a representative who attends. Sharing occurs at these meetings and then is reported back to the school. There are also county wide grade level meetings for the express purpose of sharing. At these meetings teachers present materials and techniques that have been successfully implemented in their classrooms.

Some of our successes are shared through media publications. The state has a publication and a web site for schools to share successes. Academic Leadership Cohort groups consisting of administrators meet regularly and share on specific topics. In April our school will present “Communities That Support Schools, What Can The Principal Do?” These training sessions are moderated by a member of the Florida Crown Region Consortium.

Schools collaborate on sharing expenses for training so we can afford to have presenters who are in high demand. State conferences provide an opportunity for teachers and administrators to share successes on a broader scale. For example, the Florida Educational Technology Conference is well known and draws participants from many states on the east coast. At Fleming Island Elementary we believe collaboration and combined resources lead to continuous student achievement.

Part V Curriculum and Instruction:

1. Curriculum Overview: The Sunshine State Standards provide specific benchmarks for all the core subject areas. Teachers are required to know the benchmarks and document evidence of having taught them. The tests provide data for each child regarding mastery of the benchmark skills.

We provide a print rich environment for our students with the specific intention of promoting literacy. It goes beyond just having books everywhere in the school, including the front office, the administrators’ offices, classrooms and even the teacher’s lounge. Our cafeteria behavior incentive program rewards students for good behavior by having an administrator read to their class. Our students know that we value reading. Reading Counts is our motivational reading program that promotes comprehension skills and vocabulary acquisition. We provide a solid foundation of the beginning skills and make a concerted effort to provide the instruction, enrichment or remediation that each child needs.

FCAT Writing was the first state assessment administered to students in Florida. In the elementary schools this test is given at the fourth grade level. Our teachers have participated in extensive training with excellent presenters. We have taken the best strategies from several curriculum resources. Our teachers provide a workshop for fourth grade parents each year. They conduct after school writing activities for the students and they spend two weeks each year rotating the children through the different teachers’ classes for writing activities. The students love this rotation and get reinforcement from other teachers who are working in their area of writing expertise. Teachers engage students in real life activities, such as writing to soldiers in Afghanistan. It was hard to tell what they liked most, writing the letters or getting letters in return.

Our gifted program is mathematics content based. We take our students as high as they can go in these classes. They have the same teacher from kindergarten through grade six. No other school in our district operates their program in this fashion. The traditional method of teaching mathematics has not been successful and neglected $\frac{3}{4}$ of the components we believe are necessary for effective teaching. The four components and more specifics are described later in this document. Each teacher has a handbook of the math concepts appropriate to the needs of their classes. All students are encouraged to participate in the Sunshine Math Program. They are given a challenging sheet of problems weekly and do these at home. Teachers or parent volunteers review the sheet with the students, and they earn points and receive awards for correct problems. Grades three through six have math clubs after school. We have software to address basic facts and concepts.

We have administered state FCAT tests in science for two years. Test revisions have been made and a baseline established. One of our teachers serves on the district science committee. This person communicates with the other teachers in the school, places orders and inventories materials that are centrally housed and checked out by the teachers. The county and the state have provided excellent workshops on best practices for teaching science. Teachers who attend these workshops provide training

for the school. We also teach social studies based on benchmarks, although at this time social studies content is not tested by the state.

Our students receive 30 minutes of instruction in one of the following curriculum areas each day: art, music, physical education or computer technology. These resource teachers not only cover their required content, but often correlate their lessons to one of the academic content areas.

2. Reading Curriculum: In the primary grades kindergarten through grade two we require that all students complete Reading Mastery Level II. This curriculum is from SRA Direct Instruction and is a scripted teacher format. This format ensures that each student is covering the same material in the same sequence. Our teachers are trained, coached and formally observed using this method of lesson delivery. By the time a student has completed Level II they have mastered all the sound associations needed for a solid phonics foundation and have built a good sight vocabulary. Vocabulary is reinforced through the use of word walls, numerous teacher selected materials and the Reading Counts program. Reading instruction is allocated at least ninety minutes. Teachers also use the state adopted literary reader which integrates grammar and spelling with reading. In grades three, five and six vocabulary is taught as a content while in grade four the vocabulary instruction is integrated into the intense writing and literary instruction. We feel that increased exposure to vocabulary and reading coupled with teachers reading to the students has a positive impact on student comprehension and test performance. We have always implemented explicit phonics instruction at this school in kindergarten through third grade and continue to do so. We have a focus on comprehension and have increased the teachers' skills in the area of questioning and promoting higher level critical thinking. We provide opportunities for the students to apply their reading skills in various media formats, such as animated videos, the school news show and writing contests. One assignment some of our students do each year is to interview the oldest person in their family. Other assignments that challenge our students involve creating menus or designing a theme park. The results of these types of assignments are amazing.

3. Math Curriculum: Our current adopted textbook for mathematics in Kindergarten through grade five is *Math Advantage* published by Harcourt Brace. In sixth grade it is McDougal Littell Middle School Math. We use an additional text for enrichment and independent practice in grades K through six, published by Saxon. In grades two through six the students are ability grouped for mathematics instruction. The lowest group has the least number of students in the class to enable the teacher to provide more individual attention to the students. All grades have a minimum of 60 minutes for math classes. Our concrete approach to mathematics instruction is supported by best teaching practices, training, manipulatives, software and enrichment and reinforcement texts. The Florida Sunshine State Standards serve as our curriculum guide. Our textbooks are used based on the benchmarks. We establish the scope and sequence and the duration of time spent on specific benchmarks that are best suited to our school's needs.

Our gifted program addresses the content of mathematics with all the qualified students. Those qualified students in grades three through six are taught science. We have integrated upper level geometry and algebra textbooks with the fifth and sixth grade gifted students. These same students use the TI-73 graphing calculator. Our gifted math teacher and at least one teacher from grades four through six sponsor a math team that competes in the countywide Math Field Day. Our students have performed very well in these annual competitions, usually winning first and or second place at every level. A team of our gifted students competes annually against approximately twenty-five regional junior high teams. Our elementary students consistently place higher than most junior high teams and usually finish about tenth place overall.

4. Different Instructional Methods: Since the school opened there has been an academic focus on mathematics. Effective concrete conceptual lessons address vocabulary, concept development,

algorithmic process and problem solving. All teachers have received training in each of these four areas and have been observed presenting a lesson to their class. Vocabulary to be modeled and taught is identified for each grade level. Example: (Teacher) “What mathematical operation is used to solve this problem? (Student response) “Take away.” (Teacher) Yes, the correct operation is subtraction. Concept development introduces new concepts with manipulatives, overhead projector materials and other visual materials. If concepts are taught by providing definitions, examples, and non-examples and by identifying specific attributes, then students are more likely to acquire complex concepts than if taught in other ways. The algorithmic process or steps used to calculate and solve mathematical problems is recognized and taught as one of the four factors. This was traditionally the focus and many times the limit of all math instruction. In our hierarchy of four factors it is the least important. Problem solving to many people equates to math word problems. We contend that is not the case. Problem solving consists of placing a wastebasket on a desktop along with materials, some of which are distracters. The students are then challenged to provide the circumference of the top of the wastebasket. First they must determine what circumference is. Once that is accomplished then they must decide which materials will help them solve the problem. In this case the materials they will need are the yardstick and the yarn. For those of you who might be visual learners, the student must wrap the yarn around the top of the wastebasket and then measure the length of yarn necessary for the ends to meet using the yardstick.

5. Staff Development Plan: Our professional development plan is derived from test data analysis and surveys of students, parents, faculty, and staff. We analyze student data throughout the year resulting in the implementation of specific academic improvement plans for individual students. We study the classroom and grade level results on all assessments to identify any gaps or weaknesses in the class or grade level. We articulate between and among grade levels to establish an emphasis for whole school or grade level goals. National trends are also discussed to see if there is any implication for our students. Utilizing talented and highly experienced teachers on our faculty as trainers is a priority.

The staff development plan consists of school based workshops on narrative and expository writing, best teaching practices for mathematics, reading comprehension, building vocabulary and learning classroom strategies for differentiating learning in the classroom. There are monthly small group in-service workshops allowing teachers to read, discuss and implement strategies from professional literature. Staff development is provided at the district level in the form of workshops and at the state level in the form of workshops and conferences. A variety of training opportunities are included in our plan.

We hold the same philosophy for teachers that we do for students and want to provide learning pertinent to each teacher’s level of need and increase their teaching effectiveness at all times. We are constantly seeking ways to improve student performance for all of our students regardless of their ability levels. This study and collegial sharing resulted in making data driven decisions and setting goals specific to our needs. Because we value the importance of staff development, each year we allocate School Improvement and internal accounts funds to augment the staff development budget. This school has used ‘A’ money for three years to fund two reading assistants.

Part VI = Private Schools Only: Not applicable

Florida Norm-Referenced Test

Subject: MATH Grade: 3 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	91	90	88	84	75
Number of Students Tested	152	173	156	114	214
Number of Students Alternatively Assessed	2	0	0	0	0
Percent of Students Alternatively Assessed	0.01	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	70	63	57	NA	NA
Number of Students Tested	26	22	15	NA	NA

Subject: MATH Grade: 4 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	84	87	84	83	80
Number of Students Tested	175	184	125	158	188
Number of Students Alternatively Assessed	3	0	0	0	0
Percent of Students Alternatively Assessed	0.02	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	59	67	60	NA	NA
Number of Students Tested	26	25	11	NA	NA

Florida Norm-Referenced Test

Subject: MATH **Grade: 5** **Test: Florida Comprehensive Assessment Test-NRT**

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	88	86	86	84	81
Number of Students Tested	183	150	172	158	200
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	63	60	51	NA	NA
Number of Students Tested	21	15	32	NA	NA

Subject: MATH **Grade: 6** **Test: Florida Comprehensive Assessment Test-NRT**

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score	90	91	89	85	85
Number of Students Tested	161	197	139	133	195
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	49	70	54	NA	NA
Number of Students Tested	20	36	19	NA	NA

Florida Norm-Referenced Test

Subject: READING Grade: 3 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	90	84	84	81	71
Number of Students Tested	153	172	156	114	215
Number of Students Alternatively Assessed	0	2	0	0	0
Percent of Students Alternatively Assessed	0	0.01	0	0	0
Subgroup Scores					
1. Students with Disabilities	72	47	45	NA	NA
Number of Students Tested	26	22	15	NA	NA

Subject: READING Grade: 4 Test: Florida Comprehensive Assessment Test-NRT

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	83	82	84	80	78
Number of Students Tested	176	184	125	158	187
Number of Students Alternatively Assessed	3	0	0	0	0
Percent of Students Alternatively Assessed	0.02	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	61	54	61	NA	NA
Number of Students Tested	26	25	11	NA	NA

Florida Norm-Referenced Test

Subject: READING **Grade: 5** **Test: Florida Comprehensive Assessment Test-NRT**

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	79	82	75	76	64
Number of Students Tested	184	150	172	136	199
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	47	52	44	NA	NA
Number of Students Tested	22	15	32	NA	NA

Subject: READING **Grade: 6** **Test: Florida Comprehensive Assessment Test-NRT**

Scores Reported here as (check one): NCE's _____ Scaled Scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: March					
School Scores					
Total Score (Mean Percentile)	79	77	78	73	71
Number of Students Tested	161	197	138	133	194
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities	45	51	47	NA	NA
Number of Students Tested	20	36	19	NA	NA

Florida Criterion-Referenced Test

**Subject: READING Grade: 3 Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: February					
School Scores					
% Levels 3 or Above	95	88	86	NA	NA
% Levels 4 & 5	68	61	66	NA	NA
% Level 5	22	16	12	NA	NA
Number of Students Tested	153	174	156	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	2	0	NA	NA
Percent of Students Alternatively Assessed	0	0.01	0	NA	NA
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	46	52	53	NA	NA
% Levels 4 & 5	21	19	13	NA	NA
% Level 5	7	0	0	NA	NA
Number of Students Tested	28	21	15	NA	NA
State Scores					
% Levels 3 or Above	66	63	60	57	NA
% Levels 4 & 5	32	30	28	25	NA
% Level 5	6	5	5	4	NA

**Subject: READING Grade: 4 Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: February					
School Scores					
% Levels 3 or Above	90	89	86	77	NA
% Levels 4 & 5	71	63	57	41	NA
% Level 5	24	22	22	13	NA
Number of Students Tested	176	184	125	158	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	3	0	0	0	0
Percent of Students Alternatively Assessed	0.02	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	63	55	82	NA	NA
% Levels 4 & 5	26	25	27	NA	NA
% Level 5	4	0	0	NA	NA
Number of Students Tested	27	20	11	NA	NA
State Scores					
% Levels 3 or Above	70	60	55	53	52
% Levels 4 & 5	34	29	27	25	23
% Level 5	7	6	6	7	4

Florida Criterion-Referenced Test

Subject: READING Grade: 5 Test: Florida Comprehensive Assessment Test
Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: February					
School Scores					
% Levels 3 or Above	89	88	77	NA	NA
% Levels 4 & 5	59	50	49	NA	NA
% Level 5	17	13	12	NA	NA
Number of Students Tested	184	150	172	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	45	54	38	NA	NA
% Levels 4 & 5	18	8	13	NA	NA
% Level 5	0	0	6	NA	NA
Number of Students Tested	22	13	32	NA	NA
State Scores					
% Levels 3 or Above	59	58	53	52	NA
% Levels 4 & 5	28	25	23	23	NA
% Level 5	6	4	4	5	NA

Subject: READING Grade: 6 Test: Florida Comprehensive Assessment Test
Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: February					
School Scores					
% Levels 3 or Above	84	80	84	NA	NA
% Levels 4 & 5	48	50	55	NA	NA
% Level 5	16	13	14	NA	NA
Number of Students Tested	161	197	138	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	60	34	44	NA	NA
% Levels 4 & 5	21	9	0	NA	NA
% Level 5	4	3	0	NA	NA
Number of Students Tested	23	32	18	NA	NA
State Scores					
% Levels 3 or Above	54	53	51	52	NA
% Levels 4 & 5	24	23	23	23	NA
% Level 5	6	5	5	5	NA

Florida Criterion-Referenced Test

Subject: MATH

Grade: 3

**Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: February					
School Scores					
% Levels 3 or Above	93	89	87	NA	NA
% Levels 4 & 5	70	59	59	NA	NA
% Level 5	30	21	14	NA	NA
Number of Students Tested	153	172	156	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	2	0	0	0
Percent of Students Alternatively Assessed	0	0.01	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	75	71	47	NA	NA
% Levels 4 & 5	43	38	13	NA	NA
% Level 5	14	0	0	NA	NA
Number of Students Tested	28	21	15	NA	NA
State Scores					
% Levels 3 or Above	64	63	59	52	NA
% Levels 4 & 5	30	29	25	19	NA
% Level 5	7	7	5	3	NA

Subject: MATH

Grade: 4

**Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month: February					
School Scores					
% Levels 3 or Above	90	85	82	NA	NA
% Levels 4 & 5	54	53	49	NA	NA
% Level 5	15	13	14	NA	NA
Number of Students Tested	175	184	125	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	3	0	0	0	0
Percent of Students Alternatively Assessed	0.02	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	74	65	55	NA	NA
% Levels 4 & 5	11	5	9	NA	NA
% Level 5	4	5	0	NA	NA
Number of Students Tested	27	20	11	NA	NA
State Scores					
% Levels 3 or Above	64	54	51	45	NA
% Levels 4 & 5	26	20	19	16	NA
% Level 5	6	4	4	3	NA

Florida Criterion-Referenced Test

Subject: MATH

Grade: 5

**Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: February					
School Scores					
% Levels 3 or Above	85	86	81	76	NA
% Levels 4 & 5	62	61	65	58	NA
% Level 5	27	29	26	18	NA
Number of Students Tested	184	150	172	136	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	46	46	44	NA	NA
% Levels 4 & 5	14	8	28	NA	NA
% Level 5	5	0	9	NA	NA
Number of Students Tested	22	13	32	NA	NA
State Scores					
% Levels 3 or Above	52	52	48	48	46
% Levels 4 & 5	28	28	25	26	22
% Level 5	7	7	6	6	5

Subject: MATH

Grade: 6

**Test: Florida Comprehensive Assessment Test
Sunshine State Standards**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: February					
School Scores					
% Levels 3 or Above	81	81	78	NA	NA
% Levels 4 & 5	49	57	56	NA	NA
% Level 5	17	28	21	NA	NA
Number of Students Tested	161	197	139	NA	NA
Percent of Total Students Tested	100	100	100	NA	NA
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0	0
Subgroup Scores					
1. Students with Disabilities					
% Levels 3 or Above	43	63	26	NA	NA
% Levels 4 & 5	13	28	0	NA	NA
% Level 5	0	13	0	NA	NA
Number of Students Tested	23	32	19	NA	NA
State Scores					
% Levels 3 or Above	46	47	43	40	NA
% Levels 4 & 5	19	20	18	16	NA
% Level 5	5	6	5	4	NA

Florida Writing Assessment

Subject: WRITING

Grade: 4

Test: Florida Writes/FCAT Writes

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
School Scores					
Mean Combined	4.2	4.0	4.0	3.8	3.5
Mean Combined Percentile	96	97	94	93	97
State Scores					
Mean Combined	3.7	3.6	3.4	3.4	3.2
Mean Combined Percentile	90	89	81	83	77