

**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 Mrs. Joan A. Holliday

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

Official School Name Gemini Elementary School

(As it should appear in the official records)

School Mailing Address 2100 South Oak Street

Melbourne Beach FL 32951-2854
City State Zip Code+4 (9 digits total)

County Brevard School Code Number 05-6101

Telephone (321) 727-3090 Fax (321) 725-7481

Website/URL www.gemini.brevard.k12.fl.us E-mail hollidayJ@brevard.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.

(live signature on hard copy) Date _____
(Principal's Signature)

Name of Superintendent* Dr. Richard DiPatri (live signature on hard copy)

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard County Schools Tel. (321) 633-1000

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Larry Hughes (live signature on hard copy)

(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.

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

**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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. 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.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----|--|
| 55 | Elementary schools |
| 12 | Middle schools |
| 3 | Junior/Senior high schools |
| 10 | High schools |
| 13 | Other –4 Millennium Schools of Choice and
9 Charter Schools |
| 93 | TOTAL |
2. District Per Pupil Expenditure: \$5,308 (2003-04)
 Average State Per Pupil Expenditure: \$5,454 (2003-04)

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. 2 Number of years the principal has been in her/his position at this school.
14 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	6	3	9		7			
K	41	44	85		8			
1	49	39	88		9			
2	46	45	90		10			
3	42	38	80		11			
4	51	43	94		12			
5	44	41	85		Other			
6	46	60	106					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								636

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 94 | % White |
| 3 | % Black or African American |
| 1 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 0 | % 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: 6 %

(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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1 (same as in #5 above)	636
(5)	Subtotal in row (3) divided by total in row (4)	0.055
(6)	Amount in row (5) multiplied by 100	5.5

8. Limited English Proficient students in the school: .005 %
4 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Arabic, Mandarin, Portuguese

9. Students eligible for free/reduced-priced meals: 11 %
 Total number students who qualify: 67

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.

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in on page (approximately 600 words). Include at least a summary of the school’s mission or vision in the statement.

Gemini Elementary School (GES) serves 636 students in grades K-6. Located in Brevard County, Florida on the Space Coast, GES was built in 1966 and named for the Gemini Space Program. It is the only school within the town of Melbourne Beach (population 3,335). GES also draws students from the 13 miles of unincorporated beach communities as far south as Sebastian Inlet and from a small section of Melbourne. The school campus is an integral part of the community. An open campus, GES hosts many recreational groups including soccer club and baseball/softball leagues, as well as individual play and family outings. GES has a large bank of volunteers, including parents, business partners and civic groups.

GES’s student body is made up of students from a variety of socioeconomic backgrounds although the majority are white middle class families. The vision of the school: *To see that Gemini students are prepared to be successful citizens of the 21st century* is displayed through the teaching practices of its highly professional staff. The mission of the school: *to help each student develop to his fullest potential, always consider, first and foremost, what is best for the child*, is displayed on a daily basis through class participation, student-teacher interaction and the care of each human in the GES community. It is the goal of Gemini Elementary School’s teaching community that each student acquires skills necessary to become independent, cooperative, caring life-long learners.

The professional staff’s experience is displayed by the use of Best Practices in all areas of the curriculum. A behavior management system that corrects inappropriate behaviors as they occur, giving more appropriate choices to the student while allowing said student to move back into the learning environment encourages the importance of the classroom communities as learning communities. Teachers, students and parents work closely to provide the best possible learning environment for all students at GES.

As a school, Gemini Elementary School recognizes that a student’s education is not just made up of academics; the needs of each child are addressed. Music (vocal, strings and keyboard), technology, art and physical education are incorporated into the student schedules. Special events such as Kite Night, Jog-A-Thon, Field Day, Science Fair, Spelling Bee, musical presentations, guest speakers, a community Sweet Art Affair and Founder’s Day are integrated into students’ educations. Students are also encouraged to help others through local food drives, beach clean-ups, donations to the Sharing Center and local Humane Society, Make A Difference Day, Holiday Angels, and Read to Feed. Our supportive PTO, active group of volunteers and business partners provide additional support to make Gemini a special place for children.

Gemini Elementary is a caring, learning community focused on fostering the intellectual, social, emotional, and physical growth of all students. Students are enthusiastic about learning and adults are caring and nurturing while providing the best possible education for all of the school’s students. GES has been awarded an A by the state of Florida for the past 4 years and has also completed all federal requirements to receive Adequate Yearly Progress for 2002-03, and 2003-04. GES has also been recognized as a National School of Excellence, was a Music Demonstration School for the state of Florida and received a keyboarding (music) grant working in connection with the University of California at Berkley to provide keyboarding in grades k-3 to enhance mathematics and science in the classrooms.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrate meeting the stand. Provide the website where information on the state assessment system may be found.**

The Florida Comprehensive Assessment Test (FCAT) was developed to measure achievement of Florida’s students. It is comprised of two parts, the FCAT-NRT (Norm-Referenced Test) and FCAT-SSS (Sunshine State Standards). The FCAT-SSS is designed to measure students’ knowledge of writing, reading, mathematics and science as outlined in the Florida Sunshine State Standards. The FCAT-NRT is a norm-referenced test used to compare student performance in reading, and mathematics with performance of students nationwide. All Florida schools students in grades 3-10 are required to take both the FCAT-NRT and the FCAT-SSS. Both tests are administered in early March of each year. Only one or two students fall into the exemption category and those students are given an approved Alternative Assessment.

Preparation for the assessments is the teaching and learning of the Florida Sunshine State Standards. These tests are one measure of how students learned grade level material and how prepared they are to move on to the next grade. Reports of the results are given to parents with information about achievement and learning gains. The criterion-referenced portion of FCAT-SSS reports each student’s Scale Score, which is then assigned an achievement level forms 1 to 5 (Level 1 – Below Basic, Level 2 – Basic, Level 3 & 4 – Proficient, Level 5-Advanced). The FCAT-NRT portion reports each student’s national percentile. Both types of reporting are used for the school’s data analysis to identify school strengths and needs, and goals for school improvement, as well as, students’ readiness for promotion.

Using the FCAT-SSS data over the past four years, Gemini Elementary School shows continuous improvement. For evaluation purposes data for students enrolled during both of October and February are analyzed.

Gemini Elementary has consistently scored above district and state averages since 1998 in the FCAT-SSS. – See Charts at back of packet. Gemini Elementary results for Standard Matched Curriculum Students (students at the school Site during October and February) in Grade 3-6 FCAT-SSS

Year	Scoring ≥ 3 in Reading	Scoring ≥ 3 in Mathematics	School Grade
2001-02	84%	82%	A
2002-03	89%	81%	A
2003-04	92%	91%	A

Informal and formal classroom assessments, questions, and observations are used regularly by teachers to gather data, which assists them in making instructional adjustments and assignments.

The school wide assessment results in reading and mathematics show a pattern of continuous academic improvement, in both areas. This upward trend in both reading and mathematics

can be directly attributed to the process of data driven decision making., a dedicated, caring faculty and staff, and a supportive parent community.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

Gemini Elementary begins every school year with professional development to assist teachers in examining and comparing test scores across several years of FCAT data. Identifying student achievement strengths and weaknesses are the focus of these staff development workshops. Class rosters containing student FCAT scores for 2+ years are provided to all teachers. Teachers use this information to assess strategies from previous year's instruction as well as diagnose skill areas to emphasize with individual students or classes for the current year.

Grade level teams use the school assessment data to identify gaps in curriculum or areas that may need focus for a particular grade level. An example of this is when the fourth grade team identified the need to refine the writing techniques being taught for FCAT WRITES. A member of the team attended a two-week college class on 6 Traits Writing. Upon returning to school, she shared the 6 Traits philosophy with her team and a vertical team made up of 2, 3, 4, 5, and 6 grade teachers and with her team rewrote the school's writing goals to parallel 6 Traits Writing. Through regular grade level and faculty meetings, teachers share strategies to target improvement in areas of weakness. Teachers also used curriculum mapping and work in vertical teams to develop grade level plans. Research skill development is integrated through grade levels working with our Media Specialist and an instructional focus is identified for each grade level. These research skills target areas identified in the Sunshine State Standards.

Particular emphasis is placed on improving skills of Level I and Level II students across all curriculum areas. Third, fourth, fifth and sixth grade teachers meet as grade levels on a weekly basis with an administrator to monitor progress of individual students as well as to discuss strategies for the lower 25% of students. The Principal and Assistant Principal collaborate with teachers of lower performing students to identify skills that need additional practice in specific benchmark areas. Tools, such as individual student *Academic Improvement Plans*, are used to identify specific strategies and resources to assist students. An *After School Program* tutors students in grades 3, 4, 5, and 6 in reading, writing, mathematics and Science during the activity times of the students. This provides students with the extra instructional assistance but does not require them to stay after school which many times cause transportation problems for our working parents.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, to students and to the community.

Student performance is communicated to parents, students and the community through several media. A weekly newsletter distributed to parents via students, which contains information on individual, and group awards as well as school performance data. Gemini Elementary School's website contains copies of newsletters, test information as well as state website links to compare the local school with others in the state. School state performance data and NCLB school Accountability Report data are also maintained on our school website.

Report cards are issued on a quarterly basis to parents. Test results, such as the Florida Comprehensive Assessment Test (FCAT) scores are also given to students to share with parent. Administrators and the counselor are available to discuss the assessment reports on an individual basis with parents and students. Parents of students who perform below grade level on any portion of the FCAT are invited to individual meetings with the Principal or Assistant Principal to discuss strategies for strengthening individual student performance areas. A month-long summer reading/mathematics program is available for Level I and Level II students as well as students in K - 3 who are working below grade level in reading.

In August, every teacher at Gemini Elementary receives class rosters with two years of FCAT data on their current students. Through staff development, teachers are trained to disaggregate the data to assist with classroom instruction. Teachers also use this data to share with parents throughout the year during parent conferencing. The active parent involvement between Gemini, the students' parents and the local community, provides for a strong positive two-way communication between the home and school.

PTO provides an active forum for parent education during monthly meetings. The principal's report includes information about student performance as well as comparative data with respect to improvement of school performance. During an Open House held in August, school-wide data is shared with all parents and teachers discuss grade level curriculum and expectations in smaller groupings in student classrooms.

The School Advisory Council conducts a yearly needs assessment to evaluate school improvement goals and objectives as well as revise plans for the coming year. The Florida Comprehensive Achievement Test data (FCAT) is reviewed as well as information from the client survey. Together this information is used to assist in writing the plan for the following year. SAC also holds evening informational meeting to share information in areas of reading curriculum, science and writing.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Within Brevard County School District, Gemini Elementary has been sharing best practices with other schools through forums such as the district "Role-Alike" meeting with principals as well as through district staff development opportunities. Gemini participates with all other elementary schools in the district to share curriculum development and special programs that have contributed to the success of students. The Assistant Principal and Elementary Specialists work closely with district personnel to monitor best practices and share information with teachers during meetings at the school. Our professional staff has had representatives on major textbook adoptions, report card committee to work on update of the district's report card as well as on ESE district committees. On both district and state inservice days teachers host workshops on teaching strategies, technology and curriculum development.

Faculty members are comfortable with visitors in their classrooms. Junior and Senior Interns from the local college are on campus on a daily basis. The principal is a mentor to several aspiring Assistant Principals, a member of the Brevard County Southern Association Accreditation team and the county's Ruby Payne- Poverty Education cadre.

The local newspaper, television and radio stations broadcast stories about Gemini Elementary. The true success of GEM is the status that it holds within the Melbourne Beach community and Brevard Public Schools. Sharing it's successes with new families as they move to the area and with community agencies indicates the integration of the school-home community as well as the positive influence of a talented and dedicated staff working collaboratively toward a focused vision.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions.

High expectations are the norm for every student at Gemini Elementary. In order to meet these expectations, individual student needs are determined and appropriate in depth evaluation methods are implemented. For our students who are advanced, we have an above grade level language arts and math program as well as a pull out Gifted Student Program. The students that are performing on grade level are challenged daily through the district curriculum and classroom teacher’s inspiration to go beyond the established grade level expectations. Students below grade level are provided reading instruction at their instructional level and at grade level. Extra after school reading and mathematics programs are provided. All areas of curriculum are aligned with Florida’s Sunshine State Standards (SSS).

Language Arts

Our major goal is to develop independent readers. We also strive for students who are able to articulate through writing and speaking, and to develop listeners and viewers who are perceptive and sensitive. Starting in kindergarten students are immersed in award-winning literature covering many genres. Reading instruction is focused on phonemic awareness, phonic, fluency, vocabulary, and comprehension. We have developed a writing plan for Kindergarten through 6th graded based on Six Traits (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation) which models elements of good writing and uses a common writing vocabulary for all levels.

Mathematics

Student’s ability to understand and apply mathematical concepts and processes in five crucial areas including number sense, measurement, data analysis, geometry, and algebraic thinking is the main goal of Gemini’s math curriculum. Using a math series that emphasizes problem solving and skill practice and is aligned with the Sunshine State Standards, teachers supplement with additional activities such as Hands-on-Equations, Math Team competitions, Florida Math League, and after school FCAT preparation.

Science

Residing on the Space Coast of Florida, naturally our goal is to immerse our students in as many different areas of science as possible. Using a comprehensive program, with a balance of life science, earth/space science and physical science, teachers supplement with a variety of hands on activities and state of the art technology to expose students to scientific concepts and processes.

Social Studies

The Social Studies Curriculum at Gemini Elementary encourages students to be active participants in society while developing knowledge and understanding in the areas of history, economics, and government. Through community service activities like Roto-Kids (Junior Rotarians) and school-wide Make-A-Difference Day projects, students apply history and current events to solving problems of the present and the future.

The Arts

At GES, the Arts are an integral part of all learning with lessons from the classrooms enhanced by the art teacher. Students are exposed to a multitude of visual arts forms through direct art instruction where individual skills and creativity can be encouraged and developed. Student participation in district and state art competitions, as well as the outstanding examples of student work at the annual Sweet Art Affair, attests to the success of artistic expression at Gemini. Musical arts are also a big part of the curriculum with keyboard and Orff instrument instruction starting in Kindergarten and continuing with strings instruction in 5th and 6th grades. We also have a 5th and 6th grade chorus. Gemini has been designated a

Music Demonstration School for the State of Florida. All students participate each year in some form of formal dramatic arts presentation rounding out their creative arts experience at Gemini.

2a. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

At Gemini, we are constantly accessing our reading program to make sure we are going in the direction that is best for all of our students. We currently use the Scott Foresman Reading 2000 series. This program has components that enable us to meet the instruction needs of most of our students. The teachers use whole and small group instruction technology, the Accelerated Reading program, Great Source, Links to Reading, Reading Mastery, Earobics, and literature from all genres to maximize the potential of our students. A significant number of our students need to be challenged beyond what the grade level program provides. In order to meet their needs we have grade level groups that are reading at above grade level. When these students reach sixth grade they receive their reading instruction through long-range projects, which include such areas of study as the Holocaust, Greek Mythology, and the Judicial System. Students at the lower end are instructed at grade level but also at their instructional level. After school reading classes are also provided for students in third through sixth grades who need additional assistance in reading. We discovered a few years ago that by having these classes after school attendance was poor because so many of our students are transported by bus; we now arrange a forty minute block of time three times a week which is set aside for these students to have the extra instruction. Reading is the number one emphasis at Gemini, but we also know that not all children learn to read at the same time or with one approach. Our students are being accessed routinely and no door is ever closed. Through our fluid reading groups the potion is always there to move to the group that best meets their instructional reading needs.

3. Describe in one- half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Gemini Elementary has had a special history that includes everything from space pioneers and rockets to sea turtles and mangroves. Every student at Gemini experiences unique opportunities to explore the different sciences through our science curriculum with its strong emphasis on hands on activities and use of real life events. A rich network of community resources combined with our teachers' dedication to making it "real" has resulted in ongoing programs and projects that stimulate growth and interest in exploring the world around us. Whether it was a 1st graders, immersed in a year long study of the Indian River Lagoon and getting ready for a "Swamp Tromp" field trip or a 6th grader returning from Space Camp at the Kennedy Space Center, the learning was relevant, it was alive, it was real. Supporting the development of essential scientific principles and processes, the GLEE club (Gemini Learning Experiment Experts), Science Research club, and our annual Science Fair all help to encourage application of the scientific method and problem solving. Environmental projects that focus on increasing student awareness of natural resources and surroundings are always ongoing. These have included such projects as xeriscape, landscaping and butterfly gardens, a Shoreline Restoration and Mangrove Planting project, and most recently a school wide partnership in the study of sea turtle nesting with Hubbs Seaworld Institute. Providing information from a variety of sources; technology- classroom links, guest speakers, field experiences, lab experiences and direct instruction, Gemini students can experience science from as many angles as possible. Connections are made and light bulbs go on, making the science curriculum at GES one that reaches all students.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teaching at Gemini Elementary is truly an art. Tremendous time and effort is devoted to professional development to keep our staff up to date with current and best practices. That

level of on-going training combined with the exceptional creativity each teacher brings to his/her classroom, results in lesson plans that include a wide range of instructional strategies to meet all student needs. For example, in the curriculum area of writing, our students benefit from several strategies to enable them to produce a well written piece. Beginning with whole group instruction for modeling quality literature, the teacher would then move to small group for analysis of the six traits of good writing. Cooperative groups, pairs of writers, and eventually individuals then would practice emulating the author's craft with opportunities for peer editing and revision guided by teacher input. The use of targeted critiques where students participate in evaluating their own and other's writing based on the Six Traits criteria, gives young writers specifics on which to focus, presentation circles allow these budding authors to develop their written sentence fluency by hearing their work as they present it to informal circles of listeners. Here they also can identify the presence of style or author's voice as they listen to each other's work. The use of other instructional methods such as games, technology, guest speakers/readers, one-on-one tutoring, CRISS and Nick strategies, parent volunteers, ESOL strategies, and dramatic performances are all employed to develop and strengthen the skills. A Gemini student can expect this same type of quality instruction with varying strategies and approaches in all the curriculum areas.

5. Describe in one-half page the school's professional development program and its impact on improving achievement.

Teachers are provided several opportunities during the school year for professional development at both the district and school level. Our district provides in-services that directly impact what goes on in the classroom. One example of this is the commitment to train all teachers second through sixth grade on CRISS Strategies and kindergarten and first grade teachers on Nick Strategies. Surveys are conducted both by individuals and grade levels to determine the types of in-services teachers need or are interested in. Professional Development Plans are then initiated by each teacher to provide a systematic approach to work on a school goal. They identify the specific area they want to work on and attend staff development to help with strategies to meet this goal. We begin every year using Beyond the Numbers to look at our test scores and what areas we need to work on as a school and individually what areas each teacher needs to work on. A focus this year by the district and at the school level has been to train all teachers on how to use Classworks to reinforce and enhance skills being taught in the classroom. We have also provided training for all our teachers this year in 6 Traits, which is the core component of our writing program. Each year we look at the needs we have as a school and provide opportunities for teachers to focus on our goals. Money is provided to each school by the district and we add to this using money set aside by our School Advisory Committee to afford teachers the opportunity to attend state and national conferences and workshops presented in Central Florida such as 6 Traits that target our goals for the year. We have teachers who present workshops at the local and state level.

PART VI – PRIVATE SCHOOL ADDENDUM

Gemini Elementary is a public school.

PART VII – ASSESSMENT RESULTS

The tables on the following pages outline the percent of students in the school at basic, proficient or advanced standings in reading and mathematics in 2001, 2002, and 2003, for grades 3-6. For the purpose of NCBL AYP, the state of Florida has identified Level 2 as Basic, Levels 3 and 4 as Proficient, and Level 5 as Advanced. Proficiency on the Florida Comprehensive Assessment Test is based on Florida's curriculum frameworks, the Sunshine State Standards.

Tables reflect statistically significant data available to the school by the state subgroups. Indicated on page 17 are a composite school scores for subgroups identified by NCLB2003 Annual Yearly progress Report. The data available for 2004, 2003 and 2002 only, all grades did not have levels identified by the state in 2001.

Third Grade Reading FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	363	354	352	341	
% At or Above Basic	98%	97%	98%	95%	
% At or Above Proficient	95%	91%	90%	87%	
% At or Above Advanced	31%	16%	18%	11%	
Number of students tested	89	77	92	99	
Percent of total students tested	100%	99%	100%	100%	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0%	1%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	99%	100%	96%	
% At or Above Proficient	93%	95%	91%	90%	
% At or Above Advanced	31%	17%	20%	10%	
Number of students tested	75	72	84	89	
STATE SCORES – Mean Scale Score	303	298	293	289	
% At or Above Basic	78%	77%	73%	71%	
% At or Above Proficient	65%	62%	59%	56%	
% At or Above Advanced	6%	5%	5%	4%	

Third Grade Mathematics FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	373	365	364	347	
% At or Above Basic	99%	97%	100%	96%	
% At or Above Proficient	98%	88%	87%	86%	
% At or Above Advanced	30%	30%	29%	15%	
Number of students tested	89	77	92	99	
Percent of total students tested	100%	99%	100%	100%	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0%	1%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	99%	97%	100%	98%	
% At or Above Proficient	92%	90%	84%	90%	
% At or Above Advanced	29%	31%	30%	16%	
Number of students tested	75	72	84	89	
STATE SCORES – Mean Scale Score	310	308	302	291	
% At or Above Basic	83%	81%	79%	76%	
% At or Above Proficient	64%	62%	59%	52%	
% At or Above Advanced	23%	7%	5%	3%	

Fourth Grade Reading FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	365	355	352	341	
% At or Above Basic	99%	98%	94%	95%	
% At or Above Proficient	90%	91%	83%	87%	
% At or Above Advanced	37%	23%	24%	11%	
Number of students tested	81	92	104	99	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100%	99%	95%	96%	
% At or Above Proficient	93%	94%	85%	90%	
% At or Above Advanced	31%	22%	22%	10%	
Number of students tested	75	85	94	89	
STATE SCORES – Mean Scale Score	31	305	299	289	
% At or Above Basic	84%	75%	70%	71%	
% At or Above Proficient	70%	60%	55%	56%	
% At or Above Advanced	7%	6%	6%	4%	

Fourth Grade Mathematics FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	361	343	342	347	
% At or Above Basic	98%	98%	96%	96%	
% At or Above Proficient	88%	87%	87%	86%	
% At or Above Advanced	28%	9%	11%	15%	
Number of students tested	81	93	103	99	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	99%	99%	97%	98%	
% At or Above Proficient	92%	90%	90%	90%	
% At or Above Advanced	29%	8%	9%	16%	
Number of students tested	75	86	94	98	
STATE SCORES – Mean Scale Score	312	298	294	291	
% At or Above Basic	85%	86%	74%	76%	
% At or Above Proficient	64%	75%	50%	52%	
% At or Above Advanced	6%	4%	4%	3%	

Fifth Grade Reading FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	350	347	324	343	
% At or Above Basic	94%	97%	89%	95%	
% At or Above Proficient	86%	87%	76%	83%	
% At or Above Advanced	29%	24%	16%	20%	
Number of students tested	106	105	123	113	
Percent of total students tested	99%	100%	100%	100%	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	96%	97%	91%	95%	
% At or Above Proficient	89%	88%	81%	83%	
% At or Above Advanced	30%	24%	17%	21%	
Number of students tested	99	98	111	108	
STATE SCORES – Mean Scale Score	294	290	285	298	
% At or Above Basic	76%	75%	72%	69%	
% At or Above Proficient	59%	57%	54%	53%	
% At or Above Advanced	6%	4%	6%	7%	

During the 2002-03 testing period for FCAT mathematics a teacher was challenged for indiscretions during the administering of the mathematics portion of the test. 27 students' scores were disqualified and the results were not reported in the total calculation of the school grade. Gemini Elementary still maintained it's A grade.

Fifth Grade Mathematics FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	362	371	350	339	
% At or Above Basic	96%	96%	89%	95%	
% At or Above Proficient	84%	90%	74%	82%	
% At or Above Advanced	21%	33%	15%	12%	
Number of students tested	105	78	123	113	
Percent of total students tested	99%	100%	100%	100%	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	98%	96%	93%	95%	
% At or Above Proficient	87%	89%	78%	84%	
% At or Above Advanced	22%	32%	16%	12%	
Number of students tested	98	73	111	108	
STATE SCORES – Mean Scale Score	322	320	318	286	
% At or Above Basic	79%	77%	75%	69%	
% At or Above Proficient	52%	51%	48%	45%	
% At or Above Advanced	7%	7%	6%	3%	

Sixth Grade Reading FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	369	344	338	338	
% At or Above Basic	99%	92%	95%	92%	
% At or Above Proficient	94%	84%	83%	86%	
% At or Above Advanced	28%	18%	30%	9%	
Number of students tested	110	117	119	132	
Percent of total students tested	99%	100%	100%	99%	
Number of students alternatively assessed	1	0	0	1	
Percent of students alternatively assessed	1%	0%	0%	1%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	99%	93%	95%	93%	
% At or Above Proficient	96%	84%	83%	87%	
% At or Above Advanced	28%	19%	17%	10%	
Number of students tested	108	108	111	123	
STATE SCORES – Mean Scale Score					
% At or Above Basic	74%	72%	70%	70%	
% At or Above Proficient	54%	54%	52%	51%	
% At or Above Advanced	6%	5%	5%	5%	

Sixth Grade Mathematics FCAT – Sunshine State Standards

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES – Mean Scale Score	367	355	354	352	
% At or Above Basic	98%	92%	92%	89%	
% At or Above Proficient	90%	81%	86%	72%	
% At or Above Advanced	28%	30%	27%	29%	
Number of students tested	110	117	119	133	
Percent of total students tested	99%	100%	100%	100%	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	98%	94%	95%	89%	
% At or Above Proficient	91%	84%	84%	74%	
% At or Above Advanced	28%	31%	29%	30%	
Number of students tested	108	108	111	124	
STATE SCORES – Mean Scale Score					
% At or Above Basic	67%	69%	65%	61%	
% At or Above Proficient	45%	47%	43%	40%	
% At or Above Advanced	5%	6%	5%	4%	

