

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Robert Louis Stevenson School of the Arts
(As it should appear in the official records)

School Mailing Address 1450 Martin Blvd

Merritt Island Florida 32952-5514
City State Zip Code+4 (9 digits total)

County Brevard State School Code Number* 054071

Telephone (321) 454-3550 Fax (321) 454-3553

Web site/URL http://stevenson.cs.brevard.k12.fl.us/ E-mail corneaum@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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Richard DiPatri
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard 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.

(Superintendent's Signature) Date _____

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

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.

(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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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: 57 Elementary schools
 12 Middle schools
 4 Junior high schools
 11 High schools
 14 Other

 98 TOTAL
2. District Per Pupil Expenditure: \$6,336.

 Average State Per Pupil Expenditure: \$6,062.

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. 4 Number of years the principal has been in her/his position at this school.
 _____ 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				7			
K				8			
1				9			
2				10			
3	20	31	51	11			
4	22	43	65	12			
5	24	39	63	Other			
6	36	44	80				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							259

6. Racial/ethnic composition of the school:
- | | |
|----|----------------------------------|
| 87 | % White |
| 5 | % Black or African American |
| 5 | % 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: 14 %

[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	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	259
(5)	Total transferred students in row (3) divided by total students in row (4)	.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages: NA

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 24

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: $\frac{9}{24}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	_____
Classroom teachers	<u>13</u>	_____
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>0</u>	_____
Support staff	<u>0</u>	_____
Total number	<u>18</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	94%
Daily teacher attendance	98%	96%	97%	96%	96%
Teacher turnover rate	16%	5%	6%	16%	17%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

The vision of Robert Louis Stevenson Elementary School of the Arts, a Public School of Choice is to provide an intellectually charged learning environment by combining a specialized curriculum in the arts with an emphasis on academics set in a safe and nurturing environment.

Student applications are accepted based on a lottery system not to include academic history. Stevenson is situated near the Kennedy Space Center and Patrick Air Force Base in Florida. Current student population consists of grades 3 – 6 (262 students) are bussed from within an 86-mile long county. Outside facilities are shared with Parks and Recreation, allowing families to enjoy supervised club sports. Current student population consists of 17% minority, 9% exceptional education students, 9% gifted students, and 1% qualifying for ESOL services. We make Adequate Yearly Progress (AYP) each year in Reading, Mathematics, Writing and Science as characterized by Florida's A+ Accountability plan, and the No Child Left Behind Act of 2001. The median income is \$47,571 with a 6.8% population of families below the poverty line. Many parents work at the Kennedy Space Center or for the military, often requiring relocation. We proactively address staff turnover due to relocation through a teacher-mentoring program that is comprised of clinically trained master teachers who offer immediate and consistent professional support.

To ensure we meet all students' needs, an assortment of strategies and programs are put into practice before, during, and after school hours. All of our teachers meet the criteria for Highly Qualified Teachers under No Child Left Behind, and are on the cutting-edge with teaching strategies which target academic performance, student learning styles, social responsibilities, and generating motivational attitudes. Utilizing researched-based strategies such as differentiated instruction and making data supported decisions, teachers and administrators create learning programs focused on students' learning needs. After-school (Advantage) clubs are created as a prevention program coupled with enrichment and are tailored to our students' performance level. Family Nights and Saturday Schools are scheduled based on grade level needs to provide families with materials, strategies, and interactive learning, thus allowing parents the opportunity to observe their child's learning style and ability to perform. All teachers are trained in technology and base instruction on student's individual needs. Teachers create Individual Professional Development Plans (IPDP) based on student goals gleaned from analysis of performance data and includes in-service training that is specific to the teacher's professional growth. This results in measurable student growth, documented on the FCAT (Florida Comprehensive Assessment Test). Lessons include hands-on activities geared to include various modalities. Students are motivated, challenged, and encouraged to be actively involved in the learning process. The teaching staff has submitted grants, receiving materials and training that impact student learning.

Parent/community volunteer opportunities create an atmosphere that influences the child's self-esteem, motivation, character, sense of responsibility, and respect for others. Last year, volunteer hours totaled 11,105. Businesses often give a portion of their proceeds to our school because of their belief in our mission which is to model commitment to life-long-learning for all.

Modeling good citizenship and charity through example and community involvement, the school's goals include promoting responsible self-directed learners, collaborative workers, problem solvers, and quality producers. Through active participation, children develop a sense of community, and our school uniform creates pride and unity. Each month students are recognized at a ceremony for exhibiting pro-social skills. Annually, students are awarded the CAP (Citizens Acting Positively) for making a significant difference to humanity. Students' talents are showcased as teams, and individually in music, dance, and visual arts. Our goal is for students to successfully master the Sunshine State Standards (SSS) and demonstrate learning gains in the areas of Reading, Writing, Mathematics, and Science, which are annually assessed on the FCAT. All of these activities encompass our school mission: to provide a unique environment giving students forms of enrichment in the arts that extends the breadth and depth of the public school curriculum by intellectually challenging all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: 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 Reading, Mathematics, Writing, 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 the performance of students nationwide. The FCAT Reading and Mathematics tests require students to analyze, synthesize, and evaluate information presented and to apply strategies and procedures they have learned in order to successfully answer task items. These tests require that students demonstrate a higher level of thinking than the recall of facts and literal comprehension that so often comprises standardized tests. Likewise, the FCAT Writing assessment requires students to apply their writing skills by drafting an original expository, narrative, or persuasive piece in response to a written prompt. All Florida public school students in grades 3-10 are required to take both the FCAT-NRT and the FCAT-SSS. Both tests are administered in February/March of each year. Although students with significant disabilities judged unable to take the FCAT are given an approved Alternate Assessment, none of the students at R. L. Stevenson fall into this category.

Test results for the FCAT-SSS are used to determine student proficiency of grade-level standards, and are one measure of how well prepared students are to progress to the next grade. According to earned scale scores on the FCAT-SSS, students are assigned a performance level from one to five: Level 1 (Below Basic), Level 2 (Basic), Level 3 (On Grade Level), Level 4 (Proficient), and Level 5 (Advanced). The FCAT-NRT portion of the test reports students' national percentile rank, and students are expected to perform at or above the 51st percentile in order to demonstrate grade-level proficiency. Florida statistically converts FCAT-SSS scale scores into "developmental scale scores" (DSS), and the difference between student DSS from one year to the next results in the "gains score". Gain scores are considered "adequate" if they equal the state's calculated equivalent of a year's academic growth. All student assessment results are reported to parents in writing by the state in late-Spring/early-Summer. To follow-up, R. L. Stevenson shares the implications regarding this data with parents, and newly established academic goals are then developed together.

FCAT-SSS data shows continuous improvement in student achievement in the areas of Reading and Mathematics. R.L. Stevenson students have met state standards, earning our school an "A Grade" under the A+ Plan (the highest possible rating given in Florida) for the past 6 years. In 2001-02, 81% of our students met state standards in Reading, scoring at or above a Level 3, and in Mathematics 71% scored at or above Level 3. 2002-03 scores reflect an increase in Reading with 92% scoring at or above a Level 3 (which meets state standards), and 80% meeting state standards in Mathematics. In 2003-04, Reading went up with 95% of students scoring at or above a Level 3 in Reading and 89% scored at or above Level 3 in Mathematics. In 2004-05, 96% of students scored at or above Level 3 in reading, and 94% scored at or above Level 3 in Mathematics. In 2005-06, 97% of all students achieved at or above Level 3 in Reading, and 94% achieved at or above Level 3 in Mathematics. R.L. Stevenson ranked second in the state for making adequate yearly progress in 2006. *Reports available at <http://schoolgrades.fldoe.org>

The percentage of our Free and Reduced Lunch subgroup population that meets or exceeds the state's Reading and Mathematics standards at our above grade level far surpasses the percentage at the state level. For example, in 2006, 97% of R.L. Stevenson's Free and Reduced population scored at or above a Level 3 in Reading, while 91% scored at or above a Level 3 in Mathematics. The Florida's Free/Reduced subgroup shows 46% of students scoring at or above in Reading and 48% at or above in Mathematics.

On going data analysis is done on FCAT-SSS scores to identify school strengths and assist teachers in setting professional development goals. Through data-driven decision making, continuous achievement is ensured for students at R.L. Stevenson, allowing us to perform above Florida's mean scale score.

2. Using Assessment Results: When FCAT results are received, R.L. Stevenson analyzes student performance in relation to meeting state standards in Reading and Mathematics. Teachers carefully analyze developmental scale scores and levels of achievement in each of the content area strands (or subtests). After careful review, our focus is to address the lowest 30%, because these students fail to demonstrate adequate learning gains and require more intervention, remediation and prescriptive measures than other students. At R.L. Stevenson, the lowest 30% does include students that score below grade level (Level 1 and 2); however, unlike many other schools in the State of Florida, it also includes students scoring at levels 3, 4 and 5. When a student does not perform to the level expected, especially when it comes to making learning gains, we highlight their name and the strand areas they have not adequately mastered. We serve students by first identifying what kind of support he or she needs. From there, goals are set and specific lessons tailored to meet individual needs. This is based on the data charts found on individual class profile sheets. After the profile sheets are completed, student data is tiered into quartiles with clearly defined academic strengths and weaknesses of the targeted skills (Sunshine State Standards). On these quartile sheets, the students with the highest level of deficiency are listed at the top of the visual graphic in pyramid form showing their FCAT rank by Level 1 through 5 and DSS (Developmental Scale Scores). Further delineation of the strands, from general level to specific subtest/content strand areas, helps teachers identify areas not yet mastered. After identifying the target skills, teachers continuously record information to track student achievement. Information from Metropolitan 8 tests, STAR reading, DIBELS, county benchmark tests, cumulative tests, and unit tests are used to assess how students are progressing throughout the school year. Profile sheets are updated routinely and reviewed at quarterly student progression meetings or as needed. This year, we have been working school-wide to improve the following strand areas: identifying the main idea, making better comparative analysis in reading text, thinking algebraically, and learning measurement skills. While all strand scores are higher than the state average, out of the possible points to achieve, we are within two points of a perfect score within each strand. Non-classroom teachers are involved in this process by teaming with classroom teachers to determine strategies that will address school-wide academic needs, all of which helps to create professional development plans.

3. Communicating Assessment Results: R. L. Stevenson communicates everything related to our school, especially our school-wide student achievement results, school grade, and adequate yearly progress, with all constituencies through a variety of means. Communication continues through weekly newsletters (*The Impressionist*), teacher weekly updates, parent orientations, August Open House, parent conference night, and FCAT Family Informational nights. Parents may view our school web site, with links to the district and DOE web sites, as well as on-line school brochures and newsletters. Additional venues utilized include School Advisory Council meetings, parent meetings, local television, radio and newspaper media, a variety of award assemblies, and special school events.

Our school has a “no surprise philosophy” whereby our mid-term and quarterly report cards have well-written narrative comments that state areas of strength and weakness, along with prescriptive measures to assist students. Teachers, parents, principal and students meet to discuss on-going progress. Through the use of the electronic monitoring program and Stevenson’s own academic improvement plans, all student needs are addressed on a routine basis. Our School Improvement Plan is made public by having copies available in the front office and on-line. Highlighted information is placed in the newsletter and the School Public Accountability Report (SPAR) under the No Child Left Behind Act is posted on our web site. We make use of our local newspaper as much as possible to report R. L. Stevenson’s academic performance. Our school actively participates in the District Choice School Fairs, a venue to talk about our school’s programs and the results they bring. R. L. Stevenson uses technology effectively, such as Accelerated Reading and Math, Math in a Flash, STAR Reading, Brain Pop, Power Media Plus, Teaching Books.Net, Classworks and FCAT Explorer, to support and extend instruction.

4. Sharing Success: R. L. Stevenson believes in sharing and developing relationships with other schools so we may create a learning partnership that will help all students succeed. R. L. Stevenson welcomes college interns attending nearby universities to become familiar with best teaching practices and methodologies that have precipitated much of our success.

Our highly qualified teachers share expertise by collaborating at county, state, national, and international levels serving students by deepening educators' understanding about successful practices. Teachers that are experts in specific curriculum areas serve as "Point of Contact" with district appointed teachers.

Our principal promotes success on a regular basis through an exchange of information at district leadership articulation meetings, Principal Role-Alike meetings, School of Choice meetings, and actively serving on the district's Arts Committee. The principal is committed to continue sharing his expertise and success with other school leaders and key strategies are shared at these meetings. Schools from other districts have sought out R. L. Stevenson's principal and staff to share the strategies we have developed that will improve their school scores. Furthermore, teachers serve as district trainers in the areas of ESOL, writing, cooperative learning, Accelerated Math, Math Test Generator, and Dimensions of Learning. Schools may visit our site to learn more about our visual arts program, which has been honored with an Excellence in the Visual Arts Award. Our music teacher is a published author who has written about how to integrate music in other academic areas. Our National Board Certified teachers regularly mentor National Board candidates through the process by sharing our philosophy of commitment to teaching. One of our teachers assists teachers new to the profession by preparing them for the exam that affords them the opportunity to maintain their certification.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Sunshine State Standards curriculum framework is the focus at R.L. Stevenson. Our school follows the scope and sequence in all content areas prescribed. Through the use of the continuous improvement model, all teachers use data to make decisions that drive instruction. This creates a road map, or systematic approach, that is rigorous and relevant. Assessment of each student's performance and mastery of the Sunshine State Standards are examined carefully in order to gauge and differentiate instruction to ensure that all students learn. Reading, regarded as the most critical area of study, is integrated into all content areas and teachers realize the impact that reading proficiency has in mastery of all content areas.

Everyday, students are provided with 90 minutes of uninterrupted reading instruction. Trained teachers differentiate instruction and teach to the whole group, small groups, and one-on-one. Classrooms are filled with print-rich and display material, and posted Bloom's Taxonomy charts focus on the differences between low, moderate and high complexity questioning and thinking. The five basic elements of reading instruction, the forefront of all instruction include: phonics, phonemic awareness, vocabulary, fluency and comprehension. Taught to write across the curriculum, students learn about expository, narrative and persuasive writing, short and extended narrative responses, and quick technical writes at each grade level. Rubrics have been devised and implemented and students are taught to critique their own work. These processes help track student progress. By taking preventive measures, students showing a need for more work in reading are provided with a mentor, participate in after-school support programs, and work with our on-site reading expert.

Mathematics-

Five components of Mathematics (Number Sense, Measurement, Algebraic Thinking, Geometry, and Data Analysis, and Probability) are taught and derived from the Florida Sunshine State Standards. Critical thinking, problem solving, applying mathematical concepts and writing to explain answers are emphasized. Intensive support is provided to students having difficulty understanding math concepts, while those needing enrichment participate in our Math Superstar program or our Advantage Clubs. Teachers and the principal have received training regarding Robert Marzano's nine research-based high yield strategies for increasing the academic gains of students. Teachers reflect on their teaching as they also model for students the meta-cognition processes which occur when learning takes place. This philosophy about "we are all learners" has become a part of the ethos of R.L. Stevenson.

Science-

Science is offered at Stevenson in all grade levels. Its focus is on Life Science, Earth and Space, and the physical world. Technology is incorporated, along with a heavy emphasis on Reading Comprehension, Writing, and Mathematics, into this subject. Students are taught minds-on/hands-on science so that they may gain a greater understanding of scientific concepts and processes. Students are offered opportunities to participate in after-school programs such as Astronomy, Science Advantage Club, Lego League, Robotics, and Mad Scientists (another offering where students conduct experiments and then apply their knowledge to solving a problem).

Arts-

As an Arts School of Choice, there is a strong emphasis on the Arts, Music, Dance, and Drama, and each discipline is an integral part of our overall program. Every student is involved in performing and visual arts classes. Students learn to read music much in the same way they learn to read literature. Students learn not only to create art, but also to apply mathematics to their work. Aesthetic principles, art history and exploring different genres in music or stylistic art movements are the basis for inquiry. Students are encouraged to explore different media and are asked to demonstrate conceptual understanding through writing, reading and performing/exhibiting their work. Stevenson has been named an Excellence in the

Visual Arts School (EVA) and has earned honorable recognition as a Florida Music Demonstration School.

Social Studies –

R.L. Stevenson students explore major issues, concepts, and themes that support the learning of history, civics, economics, cultural awareness, and geography. Attention is given on the interdependency of communities and nations. Teachers help students understand democratic values, an awareness and appreciation of other cultures, while at the same time fostering civic responsibility and national identity. Our school integrates social science and humanities using literature, visual art, drama, music, dance and technology resources. For example, third graders perform their annual “Celebrate Black History Month” production. Other arts related themes include: Medieval Fair, Ancient Cities and Antiquities, and important figures in history that have influenced contemporary society.

2. Reading: R. L. Stevenson has developed its reading curriculum whereby students relate new vocabulary to concepts expected to be learned. Students are taught to ask questions, make inferences, and perceive relationships in what is read. Teachers determine the benefits of the use of guided practice or reflective discussion to promote better comprehension of what is read. Students explore and identify different text structures through studying a variety of genres.

For a teacher to determine a student’s comprehension level, it always begins with DIBELS fluency assessment and the administration of the county-adopted baseline comprehension assessment. Supplemental assessments include anecdotal records and STAR testing to give teachers an initial overview of each student’s ability, which leads to student’s individualized learning plans.

Adopted from the Reading First program, R. L. Stevenson has incorporated a 90 minute uninterrupted daily reading block. As with Reading First schools, although R. L. Stevenson is not classified as such, there is no time delay in teachers identifying students who need interventions and/or provisional services that will benefit them. Our core reading program is aligned with scientifically-based research. Our reading materials are aligned to the Florida Sunshine State Standards and are viewed as high quality instructional materials focused on the five essential elements of reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension). Our teachers have been trained using the Spaulding reading methods that provide a strong decoding foundation. Isolated phonemic skills are expanded and transferred to the writing process. The balanced reading program also utilizes CReating Independence Through Student owned Strategies (CRISS) strategies, high-level questioning techniques, probing for deeper meaning, technology-integrated programs such as Accelerated Reader (AR) and Classworks, and input from our reading expert.

3. Additional Curriculum Area: R. L. Stevenson has developed a rigorous plan for all students to increase their FCAT Science scores using the Florida Sunshine State Standards in Science curriculum, the National Science Association guidelines, and best practices shared by Brevard County educators. Students apply principles of scientific thinking through eleven essentially scaffold inquiry concepts. Students develop scientific thinking skills and knowledge while collecting and analyzing data during direct instruction and cooperative learning, as well as during guided and full inquiry activities. They must then logically communicate their findings after having scientifically explored their hypotheses.

To achieve our goal, a variety of resources are used, which include: text, curriculum packages, laboratory equipment, electronic database, computer software, videodisk, computer networks, local organizations, and other audio visual materials. Teachers personalize instruction through projects and hands-on activities that develop important scientific concepts and themes. Students are encouraged to explore scientific phenomena using questioning, and exploration of fundamental scientific “Big Ideas”. Students are taught

to use graphic organizers and note taking skills (R-TASK+) to understand and then explain scientific concepts.

R. L. Stevenson's program takes full advantage of county resources to prepare students for making potential career choices in the sciences, such as the aerospace industry, while becoming humanistically aware of the sensitive ecosystem in which we live. We follow the mind-set that students learn best when they construct their own understanding of concepts over time by actively engaging in the learning process. In order to provide hands-on, minds-on authentic experiences, we take full advantage of our local resources: NASA, Space Camp, natural estuaries, Brevard Zoo, Patrick Air Force Base, and others that are integral to Brevard County. Science Fair provides a means for students to demonstrate social, personal, and ethical considerations while understanding the scientific method. R. L. Stevenson has adopted the science philosophy: "When you change the way you look at things, the things you look at change."

4. Instructional Methods: Learning does not stop with inquiry and integrating knowledge. One of our primary goals at R. L. Stevenson is to understand proven research such as the McREL Study which identified instructional strategies that have the highest probability of enhancing student achievement for all students in all subject areas at all grade levels. R. L. Stevenson teachers have familiarized themselves with the nine categories of strategies that research and experience show have a strong influence on student achievement. They are: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, providing homework and practice, modeling linguistic representation, using cooperative learning, setting goals, providing feedback, generating and testing hypotheses, and activating prior knowledge. In addition, teachers use another comprehensive model to define learning processes; they are the five types of thinking - - what we call the "Dimensions of Learning". At the forefront of all instruction, teachers are required to maintain a focus on learning, study the learning process, and plan curriculum instruction, and assessment that takes into the account the five critical aspects: attitude and perceptions, require and integrate knowledge, extend and refine knowledge, use knowledge meaningfully, and productive habits of mind. Students are required to develop powerful habits of mind that enable them to think critically, think creatively, and self-regulate their behavior. Teachers and administrators realize that the five dimensions do not operate in isolation. During pre-planning week at R. L. Stevenson, teachers analyze data that form the basis for on-going researched-based instructional methods. As a school of the arts, ample opportunity is provided for students to demonstrate their newly acquired knowledge through linguistic and nonlinguistic modalities. Through goal specification, process specification, and process monitoring, students learn cognitive skills including meta-cognition.

5. Professional Development: To sustain school improvement and student achievement, professional development is paramount at R. L. Stevenson, and extends far beyond minimum requirements set by the state. During pre-school planning, teachers and administrators work within a cooperative and supportive learning community to set professional development goals based on analysis of student data. Coupled with identified needs and goals from the School Improvement Plan, this data forms the basis of the annual action research-based Professional Development Plan (PDP) written by each teacher. Annual professional development is not only based on individual teacher need, but also on individual grade level teams and subject area cadres. New teachers at R. L. Stevenson attend orientation sessions in support of maintaining high academic standards for students, and National Board Certified Teachers are assigned as mentors to assist them.

To supplement state and district-wide professional development opportunities, the R. L. Stevenson staff consistently works in small Learning Communities, sharing best practices in order to broaden professional understanding and expertise. This learning takes place during weekly faculty and grade-level meetings, as well as during colleague observations within the classroom setting. Expertise is shared cooperatively, and several of the teachers who are district-level trainers in the areas of implementing reading strategies, science inquiry models, cooperative learning, and ESOL regularly facilitate workshops within the school. “Point of Contact” teachers for Reading, Writing, Math, Science, and Social Studies attend district meetings and bring current research and methodology to the staff. The principal completes regular walk throughs of classrooms to check for student engagement and high-order questioning techniques. The results are then reported to teachers in a positive manner, giving more insight into their teaching practices. Working together, the staff at R. L. Stevenson maintains a timely and on-going dissemination of information relevant to curriculum and rigorous instruction in order to continually adjust teaching practice that relates to student needs.

Fourth Grade Reading FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	360	362	343	350	325
% Meeting State Standards	98	96	88	92	70
% Exceeding State Standards	71	77	52	68	41
Number of students tested	59	68	69	79	68
Percent of total students tested	100%	100%	100%	100%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	359	*	*	347	*
% Meeting State Standards	100	*	*	100	*
% Exceeding State Standards	63	*	*	61	*
Number of students tested	11	9	9	13	9
STATE SCORES – Mean Scale Score					
% Meeting State Standards	66	72	69	60	55
% Exceeding State Standards	33	37	34	29	27
Meeting State Standards = levels 3, 4 &5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					

Fourth Grade Math FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	362	353	336	342	315
% Meeting State Standards	95	90	79	85	62
% Exceeding State Standards	63	57	34	51	24
Number of students tested	59	68	65	79	68
Percent of total students tested	100%	100%	94%	100%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	350	*	*	322	*
% Meeting State Standards	100	*	*	76	*
% Exceeding State Standards	54	*	*	38	*
Number of students tested	11	9	8	13	9
STATE SCORES – Mean Scale Score					
% Meeting State Standards	67	64	64	54	51
% Exceeding State Standards	31	27	26	20	19
Meeting State Standards = levels 3, 4 &5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					

Fifth Grade Reading FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	356	359	350	334	329
% Meeting State Standards	97	95	89	88	86
% Exceeding State Standards	73	70	60	58	50
Number of students tested	87	59	84	80	70
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	*	*	343	*	318
% Meeting State Standards	*	*	94	*	74
% Exceeding State Standards	*	*	44	*	41
Number of students tested	8	8	16	8	12
STATE SCORES – Mean Scale Score					
% Meeting State Standards	67	66	59	58	53
% Exceeding State Standards	33	32	28	25	23
Meeting State Standards = levels 3, 4 &5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					

Fifth Grade Math FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	368	362	359	338	341
% Meeting State Standards	89	95	87	69	66
% Exceeding State Standards	67	67	55	34	30
Number of students tested	87	59	84	80	70
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	*	*	345	*	336
% Meeting State Standards	*	*	88	*	58
% Exceeding State Standards	*	*	31	*	33
Number of students tested	8	8	16	8	12
STATE SCORES – Mean Scale Score					
% Meeting State Standards	57	57	52	52	48
% Exceeding State Standards	31	30	28	28	25
Meeting State Standards = levels 3, 4 &5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					

Sixth Grade Reading FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	358	358	362	350	344
% Meeting State Standards	94	92	97	95	82
% Exceeding State Standards	61	58	66	60	58
Number of students tested	54	84	69	62	45
Percent of total students tested	100%	100%	100%	100%	96%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	*	335	*	*	*
% Meeting State Standards	*	93	*	*	*
% Exceeding State Standards	*	40	*	*	*
Number of students tested	8	15	8	8	6
STATE SCORES – Mean Scale Score					
% Meeting State Standards	64	56	54	53	51
% Exceeding State Standards	31	24	24	23	23
Meeting State Standards = levels 3, 4 & 5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					

Sixth Grade Math FCAT – Sunshine State Standards

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES - Mean Scale Scores	385	383	360	356	347
% Meeting State Standards	96	96	96	87	82
% Exceeding State Standards	85	76	57	53	40
Number of students tested	54	84	69	62	45
Percent of total students tested	100%	100%	100%	100%	96%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Mean Scale Score	*	369	*	*	*
% Meeting State Standards	*	93	*	*	*
% Exceeding State Standards	*	73	*	*	*
Number of students tested	8	15	8	8	6
STATE SCORES – Mean Scale Score					
% Meeting State Standards	53	47	46	47	43
% Exceeding State Standards	25	21	19	20	18
Meeting State Standards = levels 3, 4 & 5;			Exceeding State Standards = levels 4 and 5.		
* = Number of students tested less than 10 – No data reported.					