

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

Official School Name: The Sanibel School
(As it should appear in the official records)

School Mailing Address: 3840 Sanibel-Captiva Road
(If address is P.O. Box, also include street address.)

Sanibel FL 33957-3098
City State Zip Code+4 (9 digits total)

County: Lee State School Code Number* 0361

Telephone (239) 472-1617 Fax (239) 472-6544

Web site/URL http://www.leeschools.net/schools/sbl E-mail BarbaraVO@LeeSchools.net

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

District Name Lee County Schools Tel. (239) 334-1102

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. Jeanne Dozier
(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 _____

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.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>90</u> | % White |
| <u>2</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 8 %

[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	20
	Number of students who transferred <i>from</i> the school after October 1** until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1**	400
(5)	Total transferred students in row (3) divided by total students in row (4)	.083
(6)	Amount in row (5) multiplied by 100	8.3

** Closest date data is available for is September 7, one month after the start of school

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

Number of languages represented: 3
Specify languages: Kazak, Spanish, Russian

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 30

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: 9 %
33 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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>42</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	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	94 %	93 %	95 %	95 %
Teacher turnover rate	7 %	** 29 %	4 %	17 %	12 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

** A lack of affordable housing on a barrier island requires most staff to commute from long distances from the mainland though heavy seasonal traffic to get to The Sanibel K-8 School. Despite this, The Sanibel School has experienced a significantly lower teacher turnover rate than the District or State for four of the past five years. We did however; experience a high teacher turnover at the conclusion of the '04 – '05 school year when our District opened 7 new schools, including one new school located just off the island significantly closer to the homes of most of our teachers. To put our school in perspective, the City of Sanibel has experienced a 31% turnover of full time staff and a 74% turnover of part time staff since January 2004 due to commuting distance, traffic congestion and the lack of affordable housing on this barrier island. The School is working with the City to develop a Below Market Rate Housing Program which would provide affordable housing for teachers, police officers, and other essential personnel who provide services to the island.

PART III - SUMMARY

The Sanibel School provides a kindergarten through eighth grade program for students who live on, or whose parents work on, the barrier islands of Sanibel and Captiva off the southwest coast of Florida. In existence as an elementary school since 1962, The Sanibel School expanded through parent initiative to include middle grade students beginning in 2000 and became a K-8 school in 2002. The Sanibel School K-8 staff collaboratively developed a mission for the school which is “All students will thrive in our nurturing learning community.” The Sanibel School is dedicated to meeting the needs of all students with a relevant and rigorous curriculum. Students are supported by teachers who continue to be life-long learners dedicated to the implementation and integration of effective research-based strategies to maximize student success. Administrators and teachers continually analyze student performance data and monitor learning gains made by all of their students.

Sanibel students are encouraged and supported not only by the school staff, but also by involved parents and the community. The Sanibel School has a highly active School Advisory Council made up of eighteen members which includes staff members, parents, community, and business partners. This group contributes to the well-being and success of the school by making decisions related to policy, safety, curriculum, and planning. The Parent Teacher Association is exceptionally active with 273 families representing 384 students. Many businesses and agencies on the island support the school through fund raisers, displaying student work, serving as judges, and providing guest speakers and field trip opportunities. Further, the school encourages and welcomes volunteers, logging over 3,400 hours yearly.

The Sanibel School maximizes parent, teacher, and community communication through the use of a school-based website, an extensive weekly school newsletter emailed to all parents, and participation in the *ParentLink* program which provides information regarding students’ grades and attendance. In addition, students have a community connection with a local newspaper, *The Island Reporter*, and write a monthly two-page insert for the residents of the island, reporting school news and teacher/student involvement in community activities. Finally, all middle school students are required to perform at least thirty hours of community service per year through a variety of opportunities.

This high achieving school provides a challenging academic curriculum with an emphasis on environmental education and community connections. Education transcends the walls of the classroom through student participation in learning opportunities related to J.N. “Ding” Darling National Wildlife Refuge, Bailey Matthews Shell Museum, Sanibel Captiva Conservation Foundation, and the Pick Preserve, all located in close proximity to the school. Students become knowledgeable about fragile ecosystems of this area and reach an awareness of their role in the protection and preservation of the environment. Annually students assume roles as city council members during Sanibel Student Government Day and participate in Community and Future Problem Solving and International Robotics competitions.

Technology plays an important role in the school’s curriculum. Faculty and administrators are aware of the need for students to meet the challenges of the twenty-first century and provide technology training in the use of computers for productivity, communications, research, and problem-solving/ decision-making. A computer lab is dedicated to kindergarten through third grade, and wireless laptops are utilized daily by fourth through eighth grade students. Faculty members have demonstrated proficiency on the *National Education Technology Standards for Teachers*; all teachers are dedicated to providing a rich and diverse technology environment for students to meet and exceed the national student standards.

The Sanibel School provides an enriching arts and extracurricular program with all kindergarten through fifth grade students participating in art, music, P.E., and Spanish classes. Elective and extracurricular programs include guitar, keyboard, steel drum band, music composition, clay art, T.V. production, performing arts, home economics, and ten intramural athletic teams. All students in seventh and eighth grade have instruction in Spanish daily. Students may also join student government, Future Educators of America, Students against Destructive Decisions, and/or National Junior Honor Society.

The Sanibel School is a place where each person is valued, whether that individual is a staff or faculty member, student, parent, or volunteer, and challenged to become the best he or she can be. In fact, it is more than a place; it is a way of thinking, learning, interacting, contributing, and caring unique unto itself.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Looking at test scores for The Sanibel School, it is important to understand the state mandated testing format. All third through eighth graders take both the reading and math *Sunshine State Standards Florida Comprehensive Assessment Test, FCAT SSS*, which are criterion-referenced tests related to the standards developed by the state. All third through eighth graders also take the reading and math *Norm-Referenced Florida Comprehensive Assessment Tests, FCAT NRT*, which are actually the *Stanford 9* or *10*, depending on the year of administration. Students read and answer questions on the reading test related to literary, informational, and functional texts; questions are classified as initial understanding, interpretation, critical analysis, or strategies. Students taking the math tests answer questions using logical reasoning and non-routine problem solving for questions focusing on number sense and operations; patterns, relationships, and algebra; data, statistics, and probability; and geometry and measurement. Although the state places heavy emphasis on the *Sunshine State Standards Florida Comprehensive Assessment Test*, it is the *Norm-Referenced Florida Comprehensive Assessment Test* that provides information on how our students are performing at the national level. There are no disparities among subgroups, and The Sanibel School has been recognized by the state of Florida as an A school for the past nine years. Data for all state testing is found at <http://firn.edu/doe/sas/fcat.htm>.

Analysis of tables nineteen through thirty reveals Sanibel School students are consistently high-performing related to other students at the national level. By averaging each grade level, three through eight, and looking at the results for reading, five year average scores ranged from a low of 81 for fifth grade to a high of 89 for eighth grade; by averaging those scores, we reach a school average reading NPR of 85. This means that The Sanibel School's average performance in reading is equal to or higher than 85% of other students in the nation over a five year period. Math results are slightly higher. By taking the five year average for each grade level and computing those to find a school average, The Sanibel School scored 87% over a five year period. Therefore Sanibel students scored equal to or higher than 87% of the students in the national sample. Both reading and math scores indicate our students consistently exceed high standards of performance on standardized testing.

In addition, the district has mandated that all kindergarten through second grade students take the *Stanford 9*, more recently the *Stanford 10*. By analyzing tables thirteen through eighteen, it is clear that the lower grades reflect the same high level of performance. The district has indicated that an NPR of 80-99 exceeds standards and 45-79 meets standards. The average score for the last five years for kindergarten through second grade are 84% for both reading and math, both within the "exceeds standards" category.

Further, it is important to look at the results of third through eighth grade students on the state criterion-referenced *SSS FCAT* in reading and math. This test is documented as having "challenging content" testing higher order thinking skills and problem solving. The reading test features multiple choice questions, and short and extended response performance tasks. Math tests include multiple choice, gridded-response, and performance tasks. Those scores are reported related to five levels of achievement: 1-significantly below standards, 2-minimally below standards, 3-meets standards, 4-minimally exceeds standards, and 5-significantly exceeds standards. Tables one through twelve indicate the percentage of Sanibel students meeting and exceeding state standards and also the percentage exceeding standards. Using the same averaging of scores across the five year period, 87% of Sanibel students met and exceeded state standards in reading with 54% of those exceeding standards; 84% met or exceeded standards in math with 58% exceeding standards. Those figures become more notable when comparing the state figures showing 57% of all students in the state for grades three through eight during the same period of time met and exceeded standards in reading with only 26% of those exceeding; in math 55% met and exceeded state math standards with only 26 % of those exceeding.

The Sanibel School demonstrated the highest reading learning gains of the lowest 25% of the students within the district and is listed by the Florida Department of Education as the top high performing standard curriculum combination school in the state. During 2005-2006 the majority of grade levels 3-8 scored in the top 1% of Florida schools on both the NRT and SSS. In addition the scores were the highest in the state for seventh and eighth grade reading and eighth grade writing. The writing scores, including

ESE students, were higher than the full time gifted school located in Sarasota County.

2. Using Assessment Results: The Sanibel School uses testing data to drive decision-making at every level. Each year the School Advisory Council, SAC, sets specific goals to target student growth in reading, math, writing, learning gains, and science, as well as non-academic goals. It is the responsibility of the faculty, administration, the SAC Chairperson, and the voting members of SAC to review national, state, and district testing results to develop these goals at the beginning of each academic year. Any areas of testing data that indicate a lack of sufficient learning gains and/or below expectation performance are carefully reviewed to determine what goals should be written to facilitate the implementation of effective, research-based strategies to address the area(s) of concern. These written goals and measurable objectives become the School Improvement Plan, SIP, and are used to design professional development for the staff throughout the year. The SIP is carefully monitored by SAC; therefore, The Sanibel School has always met or exceeded adequate progress on the goals and objectives it has set.

The same data used to determine school/grade level goals is presented to the faculty for teacher team decision-making related to the instruction of students for the impending school year. Plans are made by each grade level related to specific needs and concerns. Decisions are reached regarding class assignments, screening, in-depth testing for gifted students or other exceptionalities, and placement in specialized school-based programs such as Reading Round-Up and Math Round-up for students performing below grade level. Individual teachers review the strengths and challenges of each student to make instructional decisions related to groupings, pacing, material selection, and even units of study.

Further, individual teachers are required to review and analyze the results of the previous year's testing to personally assess their strengths and challenges as well as instructional delivery and decision-making. Additionally, teachers review the scores of incoming students to determine specific class needs. Based on this analysis, they develop an action plan which includes the strategies they intend to implement for the upcoming school year in the areas of reading, writing, and math. Each teacher is expected to reflect on her teaching philosophies, strategies, and effectiveness with students in the preparation of her annual Individual Professional Development Plan, IPDP. This plan outlines professional goals related to student learning gains that will improve the teacher's knowledge, skills, and/or efficacy. Training and professional development opportunities must be a part of the IPDP with the goal being ongoing growth.

3. Communicating Assessment Results: The Sanibel School collects data and maintains data tables showing trends in standardized testing over five years. It also compares the school's scores to other schools across the district and state to determine ranking at each grade level. The school feels strongly that determining its ranking in the district and state and communicating this information to its stakeholders is an important component of communicating success.

At the end of the year, the school distributes standardized testing reports to parents. These reports include longitudinal scores, subtest scores, scores over the years, and comparison to other students in Florida and the nation. Newspaper articles are also written in the *Island Reporter* and *Island Sun*, two local papers, to inform the community of The Sanibel School's performance. The community values the high achievements of the school and takes pride in its contributions to the school's success. This year due to the school's phenomenal writing scores, top in the state, an article was also written in the *The News-Press*, a regional paper, touting the achievements of The Sanibel School. Finally, the administrator presents test data from the previous year to parents and students at the various open houses held for all grade levels during the year as well as parent visitation nights and PTA meetings.

In addition to reporting standardized testing data, The Sanibel School informs parents and students of performance through the distribution of quarterly interims and report cards and other various periodic progress reports. Dates are set aside for parent conferences, and teachers regularly initiate parent contact regarding student performance. Teachers record daily and weekly homework assignments on SchoolNotes.com. and report student academic progress using computer programs via the web. In fact, The Sanibel School was the first middle school in Lee County to implement a program, *Grades at a Glance*, where students and parents could look up student grades on individual assignments as well as class averages.

Further, teachers are able to access student testing data via an internet site and use this information to help students understand and interpret testing results. This process is used to help students set realistic academic goals.

4. Sharing Success: The administrators and teachers of The Sanibel School are committed to sharing the school's success with other schools, administrators, and teachers within our district, state, and beyond.

Approximately 40% of our faculty members have served as presenters at school, district, or state staff development workshops and conferences, presenting on topics including reading, writing, math, science, and various teaching strategies. The principal has recently provided several curriculum workshops to several groups of administrators on the school's writing success. Many other schools have adopted Sanibel's strategies. The assistant principal regularly mentors new assistant principals on various curriculum and scheduling topics and serves as a district trainer for substitute teachers. Both administrators and teacher leaders are invited to serve on district committees where the school's successes are shared. The middle school language arts teacher has also provided workshops and mentored teachers in other schools in the district. She has provided site visits, demonstration lessons, and on-going support to schools that have adopted Sanibel's successful strategies.

Several teachers have presented at state conferences such as the Florida Technology Conference for Educators and the Florida State Reading Conference. Further, the five National Board Certified teachers on staff serve as advisers to new teachers at The Sanibel School and other district schools, as well as mentor National Board candidates throughout the district and state as they seek national certification.

The school has also hosted several teams of administrators and teachers as they visited the school to view use of educational technology to support students at all levels of academic development. One such team recently traveled from as far away as East Grand Rapids, Michigan. The team included an assistant superintendent, district director of technology, English department head, and a language arts teacher. They were developing a strategic plan for technology use and implementation and wanted to gather information about the curriculum applications of state of the art technology as it relates to student success. They chose to visit The Sanibel School due to its status as a high performing kindergarten through eight combination school, and its reputation for integrating technology across the curriculum.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Sanibel School provides a rigorous curriculum and engages students in significant content based on high standards for all students. It is the curriculum that is the driving force behind the school's continual ranking as a top performing school in the state of Florida. In addition to high performance, the school has a remarkable record of achieving high learning gains for all students, including those in the lowest quartile, across all curriculum areas. Collegial conversations among teachers enable students to progress through the curriculum with clear and consistent instruction.

The core components of reading and language arts instruction are based on Florida's standards: reading, writing, listening/speaking/viewing, language, and literature. Those are integrated into a cohesive, balanced whole to benefit all students in kindergarten through eighth grade. Beginning in kindergarten, students are read to daily and are encouraged to communicate ideas and information effectively. At the elementary level the focus on reading is on the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Writing across the content areas for all students recognizes the reading-writing connection and gives students the means to express their learning and refine their thinking.

A standards-based math curriculum focused on core components including: number sense, measurement, geometry, algebraic thinking, and data analysis, is provided to all students at all levels of learning culminating in Algebra I instruction for eighth graders. Whole group and small group instruction is provided in each classroom. In addition to classroom instruction, weekly tutoring sessions are offered to any student needing additional support. Students who do not attain proficiency on district and state assessments are also enrolled in an additional intensive remediation class which focuses on instructional support in specific content as determined through data analysis.

Science instruction at each grade level focuses on the core components of the nature of matter, energy, force and motion, processes that shape the earth, Earth and space, the processes of life, how living things interact with the environment, and the nature of science. In addition to daily classroom instruction, each elementary class participates in weekly hands-on science lab activities under the direction of a degreed scientist who prepares laboratory investigations in conjunction with the classroom teacher, offering both students and teachers the opportunity to observe and develop scientific processes. At the middle school level, weekly laboratory activities are demonstrated by the teacher and are then conducted by small teams of students, further reinforcing the scientific concepts being taught.

Within the social studies curriculum four continuing strands are developed at all grade levels: time, continuity and change; people, places, and environments; government and the citizen; and production, distribution and consumption. At the elementary level, the students work cooperatively in two or three member teams to extend their learning beyond the textbook through projects and simulations. At the middle school level the students conduct independent research on selected topics and present reenactments of various historic events.

The arts curriculum is a rich experience for all Sanibel School students. Art instruction at the elementary level focuses on the development of skills and techniques, creation and communication, cultural and historical connections, aesthetic and critical analysis, and applications to life. Students attend art classes weekly and also participate in several annual art exhibits within the community. At the middle school level, students may further advance their artistic talents by enrolling in various art electives. Music education gives students opportunities to perform in choral and instrumental productions which are invaluable to the developing of self-confidence.

Spanish instruction is an integral part of the core curriculum, and instruction has been provided for all students since the 2001 school year. Comprehensive foreign language curriculum helps students develop the knowledge and skills to communicate effectively in another language, to connect with other disciplines, and to compare their cultures to others in order to better understand the communities of the world. All students receive Spanish instruction from one to three times per week in kindergarten through sixth grade and five days per week in grades seven and eight. Upon successful completion of instruction at the eighth grade, students receive a high school credit for their accomplishment.

2. (Elementary Schools) Reading: The reading curriculum for The Sanibel School at the elementary level focuses on the integration of elements of reading instruction with an additional emphasis on integrating writing: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The Sanibel School strives to meet each student's needs by using a variety of resources such as an effective basal series, leveled readers to aid in differentiating instruction, trade books, poetry, drama, and science and social studies texts embedded with effective reading strategies. Formal and informal assessments are used to determine student needs for remediation or acceleration. Our strongest resource is our well-prepared and committed staff which continually implements new research-based strategies to insure student success.

Students receive direct skill instruction individually, in small groups, and as a whole class as well as guided practice and independent reading opportunities. All lessons and activities are based on student needs and individual abilities and are provided during an uninterrupted 90 minute block of time. The basal reading program is supplemented with participation in a research-based computerized program providing leveled books and online comprehension testing. The many students who are above level readers are challenged to make connections and think deeply and critically across the variety of reading genres. Students who are struggling are also given additional support in individually and in small groups using a variety of research-based programs. These students are able to make notable learning gains in reading during the year.

Primary teachers use a consistent, systematic phonics program to provide students with a common language to learn phonemic awareness and phonics as their basis for encoding and decoding. All teachers provide a variety of instructional strategies to develop vocabulary, fluency and comprehension skills. A reading specialist provides additional curriculum and instructional support for both teachers and students, and chairs the school's active and effective Reading Leadership Team. Parent and family workshops are provided to develop and maintain a strong home-school curriculum connection.

The school chose this integrated approach to reading in order to provide a comprehensive reading curriculum to insure the success of all students, leaving no students behind. Decisions were made through teacher consensus after a comprehensive review of materials and research findings reflecting best practices in reading instruction.

(Secondary Schools) Reading

The Sanibel School's English language curriculum is designed to meet the standards established by the state of Florida for grades six through eight. It targets five strands, or components: reading, writing, listening/speaking/viewing, language, and literature. The curriculum focuses on the development and enhancement of student communication skills. Students are given opportunities to read, write, and speak daily during a ninety minute block schedule. In addition, vocabulary is addressed through both a vocabulary series and the selection of specific vocabulary from reading and/or listening activities. Journaling and oral *Read Alouds* are an integral part of each class as are reciprocal teaching techniques for discussion on selected literary materials. Students explore the literary elements of fictional works, drama, and poetry, classical as well as contemporary, and create their own examples of each. Nonfiction writings are explored including biographies, autobiographies and essays. Additionally, students are taught to identify and utilize the power of language and the techniques of persuasion. Grammar and the conventions of the language are addressed through teacher-designed units.

Computers play an integral part in the reading-writing program through the use of an online writing program designed to give students almost immediate feedback on submitted pieces requiring student-written responses to prompts. This program individualizes writing instruction for each student based on his/her ability and yet provides a comprehensive assessment key helpful for both the teacher and the student. Computers also serve as portfolios for student note-taking, writing, production, and research.

The Sanibel School extends the spotlight on reading instruction through an additional reading course for all students in grades six through eight, and just as in the primary and intermediate grades, students are required to participate in a research-based computerized program providing leveled books and online comprehension testing for independent reading. The struggling reader also has opportunity for improvement during a class utilizing a comprehensive remedial reading program which provides direct

instruction of reading skills. These readers are tested quarterly using a fluency test, and their progress is maintained on a state supported website.

3. Additional Curriculum Area: The Sanibel School's fortunate geography inspires an emphasis on environmental education. As the school's mission states, "All students will thrive in our nurturing learning community", the school continually explores the surrounding natural and community resources to support the teaching of essential curriculum standards, as well as the development of interpersonal skills. Students in kindergarten through eighth grade regularly participate in local field trips exploring a variety of ecosystems. The school enjoys a symbiotic relationship with several local entities including J.N. "Ding" Darling Federal Wildlife Refuge, the Pick Preserve, the Bailey Matthews Shell Museum, the Sanibel Captiva Conservation Foundation (SCCF) and the Tarpon Bay Estuary. The faculty regularly attends environmental education workshops at both the local and regional levels. Walking, bike and boating field trips provide both teachers and students opportunities to investigate beaches, marshes, and other wildlife habitats. An environmental specialist provided by the SCCF regularly serves as a classroom instructor and provides hands-on learning opportunities, ranging from planting mangrove seedlings to analyzing marine life through the seining of local waters, and exploring archeological Indian sites.

Through the dedication of teachers, local environmentalists, and students, the school has formed an environmental club appropriately named, "The Green Team". Their projects have included a scientific study and research on water quality in our estuaries, the orchestration of a school-wide recycling movement, and the set up of a community collection bin for used printer cartridges, cell phones and batteries. As residents of a barrier island the school developed a "learn to swim program" in conjunction with the adjoining Sanibel Recreation Center. The program provides basic water safety skills for all students in kindergarten through eighth grade.

Each year local experts provide an in depth education on shell studies for all sixth grade students, culminating in the students serving as marine biology docents at the nationally renowned annual Sanibel Shell Fair. These students also receive boat safety training under the direction of the Sanibel Captiva Power Squadron and at the conclusion of the nine week course are able to earn a license to operate a boat. Their studies conclude with a three day adventure to Big Pine Key for further investigation of marine life within a natural Florida environment.

Research has shown that the integration of environmental concepts across subject areas results in significant improvements in teaching and learning especially in the areas of reading, language arts, math, social studies, and, most notably, science. The environment serves as a living laboratory for learning subject area concepts and skills, thinking critically, and solving real world, relevant problems.

4. Instructional Methods: The teachers at The Sanibel School realize that there is no one "magic" bullet that will insure the academic success of all students. For that reason, teachers are life-long learners of research-based instructional best practices. Teachers participate in regular and meaningful staff development offerings related to how children learn.

Teachers utilize a variety of instructional configurations related to the educational, social, and emotional needs of the students. Direct instruction for whole class or whole group is an important component, but not the only component of the instructional repertoire. Teachers also facilitate peer teaching and cooperative learning to encourage students to connect with one another and share their perspectives, observations, and experiences. Teachers also utilize peer tutoring using student tutors both within the same grade level, as well as cross-grade level tutors. Instructors also design experiential learning opportunities; these activities may be used in conjunction with peer teaching and cooperative learning or independently using manipulatives as a learning tool. This method empowers the student to "discover" the concept(s) while supported by teacher scaffolding and development of appropriate experiential/discovery activities.

Students in kindergarten through fifth grade participate in computer labs using an integrated learning software program designed to meet the needs of individual learners in reading, math, and science.

Students are able to work at their own pace and on their own level whether they are below or above grade level. This program provides instruction on basic skills as well as higher level thinking skills. In addition, individuals explore other computer programs at their own level for a variety of purposes including remediation and enrichment.

Finally, students are also provided opportunities for independent study to refine reading skills, develop and apply research and reference skills, and hone production proficiency.

In order to keep the curriculum and instruction rigorous and relevant for our students, teachers employ a variety of assessment methods to determine students' strengths and progress. Depending on the grade level, discipline, and the needs of the students, teachers also implement authentic assessments including, but not limited to, role playing and simulations.

5. Professional Development: Professional development is an ongoing conversation introduced according to the needs of the staff and students. The status quo has no place in The Sanibel School's curriculum. Excitement is generated through productive staff development activities and extends through the students' learning. The professional development program is dictated by data-driven decision-making. It also acknowledges the philosophy of this school's administration that each teacher is a model of life-long learning. Since each teacher on staff is considered "highly qualified" in his or her field and the majority have a master's degree or higher, subject content is rarely the focus of the school's professional development.

Every year the administration elicits feedback from the teachers related to specific needs through surveys, discussions, and interviews. Based on teacher responses and data analysis, a school focus is determined. Last year the school-based professional development targeted Marzano's tools for student success, phonics training, reading strategies, and instructional technology. Teachers from within the school frequently lend their expertise for school-wide trainings and district level trainers are brought in when faculty members are not qualified to present a particular component.

Aside from the formal trainings presented at the school during district-wide professional development days, teachers also register for district/state-level trainings throughout the year to accomplish personal professional goals in addition to school focused activities. In the past such trainings have included phonics and other reading strategies, music composition, technology, limited English proficiency trainings and foreign language acquisition strategies, educational goal setting, and data analysis.

Finally, using an informal definition of "professional development," teachers at The Sanibel School regularly mentor each other through professional sharing, teacher modeling, study groups, teacher visitations to other classrooms and grade levels within the school, and cross grade level meetings and discussions focused on providing a structure of support for students moving from one grade to another .

In spite of the diversity of the activities, each and every professional development opportunity is based on the learning needs of our students and the strategies necessary to help each teacher provide the best educational experience possible.

PART VII - ASSESSMENT RESULTS

Table 1

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 3rd **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 2004-2005 / Spring 2005 2003-2004 / Spring 2004 2002-2003 / Spring 2003 2001-2002 / Spring 2002	Publisher: CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc.
--	---

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	96	95	89	100	91
% "Exceeding" State Standards	80	71	70	76	66
Number of students tested	50	41	47	49	53
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included

Table 2

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 3rd **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 **Publisher:** CBT McGraw Hill, Inc.
 2004-2005 / Spring 2005 CBT McGraw Hill, Inc.
 2003-2004 / Spring 2004 CBT McGraw Hill, Inc.
 2002-2003 / Spring 2003 CBT McGraw Hill, Inc.
 2001-2002 / Spring 2002 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	100	93	94	94	91
% “Exceeding” State Standards	74	71	85	63	66
Number of students tested	50	41	47	49	53
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 3

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 4th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006
 2004-2005 / Spring 2005
 2003-2004 / Spring 2004
 2002-2003 / Spring 2003
 2001-2002 / Spring 2002

Publisher: CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	84	96	96	94	92
% "Exceeding" State Standards	62	84	73	64	53
Number of students tested	45	50	52	50	61
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 4

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 4th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 **Publisher:** CBT McGraw Hill, Inc.
2004-2005 / Spring 2005 CBT McGraw Hill, Inc.
2003-2004 / Spring 2004 CBT McGraw Hill, Inc.
2002-2003 / Spring 2003 CBT McGraw Hill, Inc.
2001-2002 / Spring 2002 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	93	98	92	88	82
% "Exceeding" State Standards	49	72	52	64	29
Number of students tested	45	50	52	50	62
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 5

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 5th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 **Publisher:** CBT McGraw Hill, Inc.
 2004-2005 / Spring 2005 CBT McGraw Hill, Inc.
 2003-2004 / Spring 2004 CBT McGraw Hill, Inc.
 2002-2003 / Spring 2003 CBT McGraw Hill, Inc.
 2001-2002 / Spring 2002 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	89	90	88	86	80
% “Exceeding” State Standards	63	55	52	56	44
Number of students tested	47	51	56	50	50
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 6

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 5th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 **Publisher:** CBT McGraw Hill, Inc.
 2004-2005 / Spring 2005 CBT McGraw Hill, Inc.
 2003-2004 / Spring 2004 CBT McGraw Hill, Inc.
 2002-2003 / Spring 2003 CBT McGraw Hill, Inc.
 2001-2002 / Spring 2002 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	87	76	87	92	78
% “Exceeding” State Standards	64	47	74	70	34
Number of students tested	47	51	56	51	50
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 7

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 6th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 2004-2005 / Spring 2005 2003-2004 / Spring 2004 2002-2003 / Spring 2003 2001-2002 / Spring 2002	Publisher: CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc.
--	---

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	94	87	95	76	90
% "Exceeding" State Standards	70	23	70	50	59
Number of students tested	49	52	52	50	52
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 8

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 6th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 2004-2005 / Spring 2005 2003-2004 / Spring 2004 2002-2003 / Spring 2003 2001-2002 / Spring 2002	Publisher: CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc.
--	---

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	84	75	87	76	87
% “Exceeding” State Standards	47	40	49	34	43
Number of students tested	49	52	52	50	52
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 9

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 7th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006
 2004-2005 / Spring 2005
 2003-2004 / Spring 2004
 2002-2003 / Spring 2003
 2001-2002 / Spring 2002

Publisher: CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.
 CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	95	95	93	90	90
% "Exceeding" State Standards	72	71	51	56	56
Number of students tested	43	55	45	41	58
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 10

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 7th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006	Publisher: CBT McGraw Hill, Inc.
2004-2005 / Spring 2005	CBT McGraw Hill, Inc.
2003-2004 / Spring 2004	CBT McGraw Hill, Inc.
2002-2003 / Spring 2003	CBT McGraw Hill, Inc.
2001-2002 / Spring 2002	CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	91	93	85	81	79
% "Exceeding" State Standards	51	51	45	54	45
Number of students tested	43	55	45	41	58
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 11

STATE CRITERION-REFERENCED TESTS

Subject: Reading **Grade:** 8th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006	Publisher: CBT McGraw Hill, Inc.
2004-2005 / Spring 2005	CBT McGraw Hill, Inc.
2003-2004 / Spring 2004	CBT McGraw Hill, Inc.
2002-2003 / Spring 2003	CBT McGraw Hill, Inc.
2001-2002 / Spring 2002	CBT McGraw Hill, Inc.

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	93	84	78	95	86
% "Exceeding" State Standards	59	36	58	72	46
Number of students tested	41	42	41	56	42
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 12

STATE CRITERION-REFERENCED TESTS

Subject: Math **Grade:** 8th **Test:** Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year: 2005-2006 / Spring 2006 2004-2005 / Spring 2005 2003-2004 / Spring 2004 2002-2003 / Spring 2003 2001-2002 / Spring 2002	Publisher: CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc. CBT McGraw Hill, Inc.
--	---

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	95	98	91	97	93
% “Exceeding” State Standards	68	50	59	70	50
Number of students tested	41	42	41	56	42
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 *					

* Other subgroups contained fewer than 10 students and are therefore not included.

Table 13

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** Kindergarten **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
 2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
 2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
 2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
 2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	92	89	88	97	90
Number of students tested	41**	46***	38 #	58	40##
Percent of total students tested	100	98	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

- * There are no subgroups with 10 or more students.
- ** 37 with Total Battery
- *** 44 with Total Battery
- # 37 with Total Battery
- ## 38 with Total Battery

Table 14

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** Kindergarten **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003	Publisher: Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003	Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996	Pearson Educational Measurement
2002-2003 SAT- 9 / 1996	Pearson Educational Measurement
2001-2002 SAT- 9 / 1996	Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	76	81	91	91	83
Number of students tested	40	46	38	58	40
Percent of total students tested	98	98	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* There are no subgroups with 10 or more students.

Table 15

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 1st **Test:** Stanford Achievement Test

Edition/Publication Year:	2005-2006 SAT-10 / 2003	Publisher:	Harcourt Assessment, Inc.
	2004-2005 SAT-10 / 2003		Harcourt Assessment, Inc.
	2003-2004 SAT- 9 / 1996		Pearson Educational Measurement
	2002-2003 SAT- 9 / 1996		Pearson Educational Measurement
	2001-2002 SAT- 9 / 1996		Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	93	85	96	96	98
Number of students tested	47	40	54	36	46
Percent of total students tested	100	98	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 *					

* There are no subgroups with 10 or more students.

Table 16

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 1st **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
 2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
 2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
 2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
 2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	90	94	92	92	96
Number of students tested	47	40	54	36	46
Percent of total students tested	100	98	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 *					

* There are no subgroups with 10 or more students.

Table 17

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 2nd **Test:** Stanford Achievement Test

Edition/Publication Year:	2005-2006 SAT-10 / 2003	Publisher:	Harcourt Assessment, Inc.
	2004-2005 SAT-10 / 2003		Harcourt Assessment, Inc.
	2003-2004 SAT- 9 / 1996		Pearson Educational Measurement
	2002-2003 SAT- 9 / 1996		Pearson Educational Measurement
	2001-2002 SAT- 9 / 1996		Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	80	86	82	86	82
Number of students tested	42	49	39	47	57
Percent of total students tested	100	100	100	98	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* There are no subgroups with 10 or more students.

Table 18

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 2nd **Test:** Stanford Achievement Test

Edition/Publication Year:	2005-2006 SAT-10 / 2003	Publisher:	Harcourt Assessment, Inc.
	2004-2005 SAT-10 / 2003		Harcourt Assessment, Inc.
	2003-2004 SAT- 9 / 1996		Pearson Educational Measurement
	2002-2003 SAT- 9 / 1996		Pearson Educational Measurement
	2001-2002 SAT- 9 / 1996		Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	87	90	83	92	90
Number of students tested	42	49	39	47	57
Percent of total students tested	100	100	100	98	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* There are no subgroups with 10 or more students.

Table 19

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 3rd **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 2004-2005 SAT-10 / 2003 2003-2004 SAT- 9 / 1996 2002-2003 SAT- 9 / 1996 2001-2002 SAT- 9 / 1996	Publisher: Harcourt Assessment, Inc. Harcourt Assessment, Inc. Pearson Educational Measurement Pearson Educational Measurement Pearson Educational Measurement
--	---

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X__

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	86	75	90	89	90
Number of students tested	50	41	47	49	53
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 *					

* There are no subgroups with 10 or more students.

Table 20

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 3rd **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	92	87	90	89	90
Number of students tested	50	41	47	49	53
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 *					

* There are no subgroups with 10 or more students.

Table 21

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 4th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	91	83	86	85	82
Number of students tested	44	50	52	50	61
Percent of total students tested	98	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 *					

* There are no subgroups with 10 or more students.

Table 22

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 4th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	87	92	85	85	86
Number of students tested	44	49	52	50	61
Percent of total students tested	98	98	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 *					

* There are no subgroups with 10 or more students.

Table 23

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 5th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	86	79	79	79	76
Number of students tested	44	51	56	50	50
Percent of total students tested	94**	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* There are no subgroups with 10 or more students.

** Three students in the same class were absent during the testing due to illness.

Table 24

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 5th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
 2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
 2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
 2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
 2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	90	80	81	83	81
Number of students tested	44	51	56	50	50
Percent of total students tested	94**	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES *					

* There are no subgroups with 10 or more students.

** Three students in the same class were absent during the testing due to illness.

Table 25

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 6th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003	Publisher: Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003	Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996	Pearson Educational Measurement
2002-2003 SAT- 9 / 1996	Pearson Educational Measurement
2001-2002 SAT- 9 / 1996	Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	87	83	84	79	83
Number of students tested	49	44	52	50	52
Percent of total students tested	100	90**	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 *					

* There are no subgroups with 10 or more students.

** Hurricane Charlie devastated Sanibel Island during this school year closing school for an extended period of time. Administration of FCAT testing was therefore delayed, which resulted in unintended student absences during testing weeks.

Table 26

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 6th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
 2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
 2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
 2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
 2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X__

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	84	84	88	83	84
Number of students tested	49	44	52	50	52
Percent of total students tested	100	90**	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 *					

* There are no subgroups with 10 or more students.

** Hurricane Charlie devastated Sanibel Island during this school year closing school for an extended period of time. Administration of FCAT testing was therefore delayed, which resulted in unintended student absences during testing weeks.

Table 27

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 7th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	91	82	83	87	83
Number of students tested	43	55	45	41	58
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 *					

* There are no subgroups with 10 or more students.

Table 28

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 7th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
 2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
 2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
 2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
 2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	90	84	87	91	90
Number of students tested	43	55	45	41	57
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 *					

* There are no subgroups with 10 or more students.

Table 29

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading **Grade:** 8th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	91	92	85	92	87
Number of students tested	41	42	41	56	42
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 *					

* There are no subgroups with 10 or more students.

Table 30

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject: Math **Grade:** 8th **Test:** Stanford Achievement Test

Edition/Publication Year: 2005-2006 SAT-10 / 2003 **Publisher:** Harcourt Assessment, Inc.
2004-2005 SAT-10 / 2003 Harcourt Assessment, Inc.
2003-2004 SAT- 9 / 1996 Pearson Educational Measurement
2002-2003 SAT- 9 / 1996 Pearson Educational Measurement
2001-2002 SAT- 9 / 1996 Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	93	87	86	93	90
Number of students tested	41	42	41	56	42
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 *					

* There are no subgroups with 10 or more students.