

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 [X] Middle [] High [] K-12 [] Charter

Name of Principal : Mrs. Cathy Brubaker

Official School Name Seaside Neighborhood School

School Mailing Address 10 Smolian Circle, Santa Rosa Beach, Florida 32459-4610

County Walton State School Code Number: 1110

Telephone (850)231-0396

Fax (850)231-4725

Web site/URL: http://www.seasideschool.net E-mail brubaker@seasideschool.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* Mrs. Carlene Anderson

District Name: Walton County Tel. (850) 892-1100

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 _____
(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:
- (5) Elementary schools
 - (4) Middle schools
 - (0) Junior high schools
 - (3) High schools
 - (1) Other (k-12)

13 TOTAL

2. District Per Pupil Expenditure: \$6,618.00

Average State Per Pupil Expenditure: \$6,499.00

Per Pupil Expenditure amounts are for 2004-2005

SCHOOL

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. 1 Number of years the principal has been in her/his position at this school.

7 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	22	17	39
K				8	14	22	36
1				9			
2				10			
3				11			
4				12			
5				Other			
6	13	25	38				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							113

6. Racial/ethnic composition of the school:
- | | |
|-------------|--------------------------------|
| <u>92%</u> | White |
| <u>4%</u> | Black or African American |
| <u>2%</u> | Hispanic or Latino |
| <u>1%</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: 4%

[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	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	113
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Korean, German, Swedish

9. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 3

10. Students receiving special education services: 3%
3 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </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> 1</u>	<u> </u>
Classroom teachers	<u> 7</u>	<u> 1</u>
Special resource teachers/specialists	<u> </u>	<u> 1</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 1</u>	<u> 1</u>
Total number	<u> 9</u>	<u> 3</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 14:1
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	95%	89%	92%	96%	90%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	22%	12%	12%	1%	1%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Seaside Neighborhood School, one of Florida's first and most successful charter schools, is in its Eleventh year of operation and boasts a unique educational experience. Established in 1996, the middle school (grades 6, 7, 8) opened with 36 students in two portable buildings in the town of Seaside. Since its inception, the school has expanded from 36 students and 2 full time teachers to 113 students served by 7 full time teachers. Seaside has earned an A school status since 2000 and the highest FCAT scores in the county. In 2005-2006 Seaside was ranked 4th in the state among middle schools and scored 2nd highest in the state for Science.

Seaside Neighborhood School was established by a group of concerned parents and other community members. The goal of this group was to create and maintain a small neighborhood middle school with faculty knowledgeable about each student's abilities and challenges. This increased support to each student helps them to meet challenges and increase skills to perform successfully in all academic areas. The mission of the school seeks to sustain an educational community where an emphasis on academic excellence is complemented by concern for each learner's personal growth and intellectual, aesthetic, and psychological development.

The curriculum is developmentally responsive - actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, multiple intelligences, learning styles, and ways they can make contributions to society. The curriculum is also performance based and aligned with the Sunshine State Standards; interdisciplinary linking subject matter thematically or through projects to allow students to see the connectedness of learning; and non graded grouping.

Seaside's core classes include Math, Language Arts, Science, Social Studies, Physical Education, and Spanish. Elective classes are Art or Band. Exceptional Education students are taught in the regular classroom through the inclusion model. Grade levels are merged in all classes except for Language Arts. Math classes are constructed according to ability and skill level for each student. Older students are seen as mentors to younger students in each class. The adage "you remember more when you teach applies to the older students." The younger are able to see the older students as role models and are challenged by a higher standard of excellence in academics, maturity, and organizational skills.

Students are also taught by community faculty members through the mentoring program. Students meet six times each nine weeks with their mentors. Seaside believes "If we want them to achieve, we must link them with achievers....One plus one--Pass it on." (H. Weinberg, The Public Television Outreach Alliance). The goals of the community/mentoring program are to give students the opportunity to explore career possibilities and to build relationships with professionals in their community. Too often students are not aware of career choices until they have to declare a major in college or choose training in a technical field. Here at Seaside, students discover career choices at an early age so that when it comes time for them to make a decision; they will have a broader base of choices from which to choose. Classes in the mentoring program have included: architecture, video editing, performing and visual arts, culinary arts, business and finance, leadership training, dentistry, optometry, fire fighting, environmental studies, and community service.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Seaside Neighborhood School conducts a variety of assessment throughout the year for individual student growth and overall school achievement. Careful attention is made to insure that students who are low performing are increasing in skills that have been identified as needing remediation. Testing is also conducted to monitor academic areas that are lower school wide. Seaside does not have enough students in any category to be in a subgroup. Skill areas are reviewed in depth for students who score in the lowest 25% school wide. This includes some level three students.

Seaside Neighborhood School has received an A since 2000 and has shown adequate yearly progress consistently since it has been measured. Adequate Yearly Progress (AYP) is determined each year by the percentage of students scoring at a level 3 or higher in reading, math and writing. The required percentage for 2005-2006 school year to show AYP for reading was 44% and math 50%. Last year Reading, Math, Writing, and Science scores for the school surpassed all schools in the county and exceeded the state average. These outstanding results have been consistent each year since the school began testing in 1998.

The test results from the school year 2005-2006 revealed 88% of the students met high standards in reading and 82% made high standards in math. 100% of our students for the past three years have made high standards in writing. The district scores in reading are 62%, Math 63%, and writing 92% and state scores in reading 57%, Math 56%, and writing 90%. A student is considered achieving high standards when they score a level 3 or above on the FCAT for Reading and Math.

The following excerpt was taken from the Florida Department of Education website, http://fcats.fldoe.org/pdf/mediapdf/FCAT_06_charts1.pdf:

The Florida Comprehensive Assessment Test® (FCAT) measures student performance on selected benchmarks in reading, mathematics, writing, and science that are defined by the Florida Sunshine State Standards (SSS).

When a student takes FCAT reading and mathematics, the student receives a developmental scale score that ranges from 0 to about 3000. Because students are tested in reading and mathematics at each grade level, developmental scale scores are used to help parents and others understand students' year-to-year progress. Based on a student's developmental scale score, the student is assigned one of five Achievement Level Classifications ranging from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. The Achievement Level Classifications provide a method of comparing progress over time and allow schools, districts, and the state to monitor changes in the percentages of students in each achievement level.

Students scoring at level 1 and 2 are low performing and in need of remediation. These students are placed in remedial reading and math classes for intensive small group instruction. 77% of the students in the lowest 25% made AYP in reading.

Detail information of Seaside Neighborhood School's school grade can be viewed at: <http://schoolgrades.fldoe.org/pdf/2006SchoolGradesTAP.pdf>

2. Use of Assessment Results: Each year FCAT test results are disaggregated using the DART model (Disaggregate Data, Assess, Review, Target) and compiled with results of reading and math assessment testing conducted each nine weeks. School-wide data and individual student data is assessed to determine areas of strengths and then prioritized according to greatest areas of concern. The compiled data is then reviewed in light of the Sunshine State Standards and FCAT testing resources to pinpoint

deficiencies. The Target step is accomplished in aligning the curriculum with classroom instruction to meet each student's need and confirmed with assessment testing. The data received from the testing is then used to determine teacher needs for professional development and individual student needs for individual and school growth. Students identified in need of remediation are placed in small classes to receive intensive remediation. These students are monitored on a weekly and monthly basis to ensure growth in math and reading.

3. Communicating Assessment Results: Teachers are assigned a group of students in their Community Circle to monitor for the three years they are attending Seaside Neighborhood School. Teachers meet with each student and their parents to create a Personal Education Plan (PEP). The PEP addresses the student's academic and personal strengths and weaknesses and helps them set goals for the year. If a student already has a PEP, the previous years goals are evaluated and new ones are set. During parent/teacher meetings, the teacher reviews testing conducted throughout the previous year and reviews FCAT results with the parents. The teacher explains to parents in detail the different strands the students are tested and where their strengths and weaknesses lie. They jointly develop a plan to ensure the child can improve in each area or explore areas where the student exhibits strengths. In addition to meeting with parents on an individual basis, the individual test results are mailed to the students' home. Test results summaries are communicated to the community through television, newspaper, and the school's website. School personnel also meet with local government officials, business, and community members to share student performance.

4. Sharing Success: In the school year 2000-2001, Seaside Neighborhood School received a dissemination grant that provided monetary assistance to share information with other schools. Our dissemination project goals were to provide technical assistance to charter school applicants and new charter schools in the form of contact by telephone, site visit, or web based assistance site on the Internet.

We have assisted schools from across the Florida Panhandle. The visitors ranged from administrators, teachers, district personnel, and interested parents. Much of the shared information dealt with basic start up questions and concerns for charter schools, curriculum, scheduling, counseling, graduation ceremonies and discipline issues. Information has also been shared with the Florida Inclusion Network on best practices for the Exceptional Student Education program. Seaside Neighborhood School was a featured school at their annual Florida Inclusion Program Specialist conference that highlighted successful inclusion practices.

This year we are assisting the Seaside Institute with a seminar on Smart Growth & Schools. The Seaside Institute is cosponsoring this event with Faulkner University in Montgomery, Alabama. The seminar is a gathering of local, state, and national experts in a unique format designed to encourage the exchange of ideas on community development and school design.

Seaside Neighborhood School continues to share with charter, private and traditional schools on their best practices as we seek out schools of excellence from which to learn.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The curriculum at Seaside Neighborhood School is: challenging—actively engaging each student in learning skills in context rather than just “covering material,” integrative—helping students connect school experiences to their daily lives, exploratory—enabling students to discover their particular abilities, interest, etc., and ways they can make contributions to society.

Spanish is part of the core curriculum, not an elective. Students take Spanish five times a week for three years. Spanish is taught using the TPR (Total Physical Response) Storytelling method developed by Blaine Ray. TPR begins with storytelling in Spanish which mimics a child’s first language acquisition.

The Science curriculum rotates each year through Earth and Environmental, Life, and Physical Science. Classrooms are mixed grade levels of 6, 7, and 8 grades. Seaside Neighborhood School does not have a science lab, but this does not stop students from experimenting. The classroom is transformed into a lab as needed or students are taken to the “outside lab” of local beaches, lakes, and parks. Many of the lessons are integrated with other subject areas. For example: This year students studied Ancient Egypt in Social Studies. The math, art and science teachers team-taught a lesson on mummification by combining classes and mummifying apple slices. This lesson improved skills in lab, measuring, and art skills.

Social Studies rotates each year through World History, World Geography, and American History. The Curriculum used is History Alive. History Alive is a rigorous curriculum with many hands-on activities that incorporate different learning styles and the multiple intelligences. Students create their own textbook as they study parts of history or geographical areas. Many of the lessons incorporate other subject areas through integration of the curriculum.

Students are placed in the Math program according to their abilities. Students who are well rounded in math are encouraged to take more advanced math classes. The math curriculum includes measurement, data analysis, algebraic thinking, geometry, and number sense according to the Sunshine State Standards. Students in eighth grade are able to take Algebra for high school credit. Occasionally students have been able to complete both Algebra and Geometry for high school credit before graduating from Seaside. Level 1 or 2 on the FCAT are in intensive math classes where an emphasis is placed on building math skills in weak areas.

Language Arts classes are grouped according to grade level. Students are taught the writing process and incorporate writing into their reading assignments. The students are challenged at the beginning of the year to read one million words. This is approximately 25 books in one year. Students regularly participate in literature circles. Novels are self-selected from a variety of books according to their developmental reading level. Teaching strategies include reading, read aloud, and choral reading to enhance instruction of new strategies, work on fluency, and intonation.

Art and Band and art classes provide students with a variety of experiences in the arts. Both aim to interest students and help them to develop an appreciation of the arts.

Physical education classes place an emphasis on being fit for life. Students not only create their own physical fitness plan, they also must learn the names of muscles and bones and understand how choices in life affect the entire body.

2. (Secondary Schools) English: Language Arts is taught using a workshop approach to teaching reading and writing. Reading and writing are taught on alternating days. The basic day format is a mini lesson followed by a worktime and a culminating activity (ie. Daniels, Fauntas and Pinnell). Students read

selections and books that are on their grade level. The lessons taught in mini-lessons are strategies that can be applied to all reading, regardless of the level. This enables a whole class lesson to be applied across a variety of reading levels. Students know their reading levels and are taught to select “just right” books to help insure they are meeting success in their reading. Reading conferences is where the teacher is able to “check” the struggling students’ progress. Some examples of closing activities for reader’s workshop are: how the lesson was applied in either reading, discussing what the students are reading, or simply sharing a great passage or opinion. Students participate in independent reading time regularly each week with days solely dedicated to independent reading. During independent reading, the teacher meets with each student conducting fluency probes, running records, comprehension conferences, or specific one-on-one intervention with students. Conferences provide an opportunity to check the progress of all students. Students, parents, and teachers can monitor on a monthly basis reading results through STAR (Students Standardized Testing and Reporting), fluency and MAZE test along reading records.

The writing workshop revolves around genre studies. Students work on narrative, expository (personal expository similar to FCAT prompts), persuasive, report writing/research, and poetry. Mini-lessons include lessons on the writing process as well as specific grammar lessons. Students conference with the teacher and peers to apply specific mini-lessons. Closure of writing days include an Author’s Chair where students give specific feedback to each other on ways their work excelled or could be improved. Each student regularly participates in Author’s Chair. A feedback form is completed by another student during Author’s Chair and is given to the student as a record of the comments discussed.

3. Additional Curriculum Area: Ladies of Character in Training (LOCIT) and Boys of Character in Training (BOCIT) are not actually classes taught, but are an integral part of the success of SNS. These two programs were created and implemented at Seaside Neighborhood School during the 2005-2006 school year. The goals of the program are to create leaders among the girls and boys by teaching and building character traits (trustworthiness, respect, responsibility, fairness caring, citizenship, and loyalty) that mold students into productive citizens. Along with discussing character traits, students learn how to communicate effectively with one another and resolve conflicts in a productive and positive way. Since the program began, students have begun initiating problem solving when they cannot come up with a solution to a conflict by seeking a mediator to help resolve any conflicts. During this time students learn how to share concerns and then listen to and accept points of views that are different from their own. Girls and boys meet separately in grade level groups one day per week during lunch. Several times during the year they have outings away from school to build relationships. This year a community service component has been added. Students determine in each group what type of community service they would like to perform. Out of the initial LOCIT AND BOCIT program an eighth grade leadership group has formed. Students are learning about their unique qualities and how they can become a good leader. They are also exploring professions that interest them by either having a person in their chosen profession come to the school or the students shadowing a mentor for the day.

4. Instructional Methods: Teachers teach through a variety of instructional methods from directed instruction to inquiry based teaching. The remedial classes in reading and math are taught through direct instruction. The teacher models the lesson and students practice until mastery. At the beginning of each year students take a multiple intelligence test to determine their dominate intelligence. Teachers incorporate the multiple intelligences throughout the year in a variety of lessons. Since many of our lesson are project based and interdisciplinary, students learn through inquiry based learning by conducting research and creating a product to demonstrate learning. Most projects are completed in heterogeneous co-operative learning groups where students role play, brainstorm, develop study groups, and participate in peer teaching and learning. Seaside believes that our community is our classroom. Seaside provides a variety of field trips, mentors, community faculty, and guest speaks throughout the year that demonstrates real-world applications to what is taught in the classroom. This helps students recognize that learning does not just take place in the classroom; knowledge can be attained through many sources and experiences.

When students grasp this understanding, they become life-long learners.

5. Professional Development: The Professional development needs at Seaside Neighborhood School are determined by FCAT and other test results along with student, teacher, and parent surveys. Teachers are engaged in professional development on site every fourth Monday of the month. This year teachers are completing a whole school professional development program focusing on an interdisciplinary curriculum approach to learning. Teachers also have individual professional goals that correspond to their Individual Professional Development Plan. This plan is developed with the administrator of the school after the teacher has examined test results of their students. These results reveal areas of strengths and weaknesses in teaching methods. Teachers also have the opportunity to participate in training through the Panhandle Area Educational Consortium. PAEC is a consortium of districts in the panhandle of Florida. Depending on the need of the individual teacher, they may participate in training held at other schools, online, or at the various universities in north Florida. The main focus of all our professional development is on student achievement.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade Sixth Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

6 th Grade Reading	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	95	65	91	88%	78%
% At Exceeds State Standards	53	38	61	54%	43%
Number of students tested	38	34	34	41	37
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					
White					
% At or Above Meets State Standards	94	63	91	88	78
% At Exceeds State Standards	52	34	61	55	42
Number of students tested	35	32	34	40	36
Female					
% At or Above Meets State Standards	100	76	93	88	77
% At Exceeds State Standards	53	43	54	50	32
Number of students tested	17	21	15	26	22
Male					
% At or Above Meets State Standards	90	46	89	87	80
% At Exceeds State Standards	53	31	69	60	60
Number of students tested	21	13	19	15	15
STATE SCORES					
% At or Above Meets State Standards	64	56	54	61	51
% At Exceeds State Standards	31	24	24	61	23
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				

Subject Math Grade Sixth Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

6 th Grade Math	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	79	50	82	70	52
% At Exceeds State Standards	37	24	33	29	22
Number of students tested	38	34	34	41	37
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					
White					
% At or Above Meets State Standards	77	47	82	70	50
% At Exceeds State Standards	40	22	33	30	22
Number of students tested	35	32	34	40	36
Female					
% At or Above Meets State Standards	82	52	80	73	45
% At Exceeds State Standards	41	34	40	15	9
Number of students tested	17	21	15	26	22
Male					
% At or Above Meets State Standards	76	46	84	66	60
% At Exceeds State Standards	33	8	26	53	40
Number of students tested	21	13	19	15	15
STATE SCORES					
% At or Above Meets State Standards	53	47	46	47	43
% At Exceeds State Standards	25	21	19	41	18
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade Seventh Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

7 th Grade Reading	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	82	97	90	76	90
% At Exceeds State Standards	57	44	51	52	56
Number of students tested	38	39	41	41	29
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					
White					
% At or Above Meets State Standards	79	97	90	76	93
% At Exceeds State Standards	56	45	51	51	60
Number of students tested	34	38	41	40	27
Female					
% At or Above Meets State Standards	82	100	93	73	100
% At Exceeds State Standards	59	53	52	50	64
Number of students tested	22	15	27	26	11
Male					
% At or Above Meets State Standards	81	96	86	80	83
% At Exceeds State Standards	57	37	50	53	50
Number of students tested	16	24	14	15	18
STATE SCORES					
% At or Above Meets State Standards	61	53	23	52	50
% At Exceeds State Standards	27	22	53	23	21
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				

Subject Math Grade Seventh Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

7 th Grade Math	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	76	77	73	61	83
% At Exceeds State Standards	34	46	22	29	31
Number of students tested	38	39	41	41	29
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					
White					
% At or Above Meets State Standards	74	76	73	61	85
% At Exceeds State Standards	30	44	22	28	33
Number of students tested	34	38	41	40	27
Female					
% At or Above Meets State Standards	86	67	78	61	100
% At Exceeds State Standards	37	40	19	23	36
Number of students tested	22	15	27	26	11
Male					
% At or Above Meets State Standards	63	83	*	60	72
% At Exceeds State Standards	31	51	*	40	28
Number of students tested	16	24	*	15	18
STATE SCORES					
% At or Above Meets State Standards	55	53	50	47	47
% At Exceeds State Standards	25	25	23	21	21
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade Eighth Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

8 th Grade Reading	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	81	75	74	93	65
% At Exceeds State Standards	43	33	37	59	41
Number of students tested	37	40	38	29	29
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					
White					
% At or Above Meets State Standards	81	75	73	97	62
% At Exceeds State Standards	42	33	35	62	39
Number of students tested	36	40	37	26	26
Female					
% At or Above Meets State Standards	80	78	70	*	77
% At Exceeds State Standards	47	30	31	*	54
Number of students tested	15	27	23	9	13
Male					
% At or Above Meets State Standards	82	69	80	95	56
% At Exceeds State Standards	41	38	47	50	31
Number of students tested	22	13	15	20	16
STATE SCORES					
% At or Above Meets State Standards	46	49	44	55	45
% At Exceeds State Standards	15	22	14	19	17
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				

Subject Math Grade Eighth Test Florida Comprehensive Assessment Test

Edition/Publication Ninth, The New Stanford Achievement Test Year 2004 Publisher Florida Department of Education and Harcourt Assessment, Inc.

Edition/Publication Tenth, The New Stanford Achievement Test Year 2005 Publisher Florida Department of Education and Harcourt Assessment, Inc.

8 th Grade Math	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES					
% At or Above Meets State Standards	89	75	76	86	80
% At Exceeds State Standards	68	33	35	17	42
Number of students tested	37	40	38	29	29
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					
White					
% At or Above Meets State Standards	89	75	76	84	76
% At Exceeds State Standards	67	33	33	15	34
Number of students tested	36	40	37	26	26
Female					
% At or Above Meets State Standards	80	70	78	*	84
% At Exceeds State Standards	47	23	30	*	38
Number of students tested	15	27	23	9	13
Male					
% At or Above Meets State Standards	82	85	73	80	75
% At Exceeds State Standards	41	54	40	15	44
Number of students tested	22	13	15	20	16
STATE SCORES					
% At or Above Meets State Standards	89	59	56	56	53
% At Exceeds State Standards	68	26	26	24	22
SUBGROUP SCORES	Seaside does not have enough students to represent subgroups.				