

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Cameron A. Mattingly

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

Official School Name Jacksonville Beach Elementary School

(As it should appear in the official records)

School Mailing Address 315 10th Street South

(If address is P.O. Box, also include street address.)

City Jacksonville Beach State FL Zip Code+4 (9 digits total) 32250-3334

County Duval State School Code Number* 1441

Telephone 904-247-5942 Fax 904-270-1825

Web site/URL http://www.duvalschools.org/jbe E-mail mattinglyc@duvalschools.org

Facebook Page

www.facebook.com/jacksonvillebeachpta:

Twitter Handle N/A www.facebook.com/jbewellness Google+ N/A

Other Social Media Link

YouTube/URL N/A Blog N/A N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Nikolai Vitti

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

E-mail: vittin@duvalschools.org

Other)

District Name Duval County Public Schools Tel. 904-390-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Cheryl Grymes

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 122 Elementary schools (includes K-8)
 - 30 Middle/Junior high schools
 - 30 High schools
 - 1 K-12 schools
- 183 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 17 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	35	72
1	37	41	78
2	48	45	93
3	52	49	101
4	58	74	132
5	66	66	132
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	298	310	608

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 18 % Asian
 - 6 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	614
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Tamil, Telugu
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 42

Information for Public Schools Only - Data Provided by the State

The state has reported that 7 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
55 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>42</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average 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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: At Jacksonville Beach Elementary School, we are committed to meeting the needs of all students by providing an enriching and challenging education; instructing children to seek, explore, discover, and develop their minds to the fullest potential; and teaching them the skills necessary to be responsible citizens and lifelong learners. We believe that we must evaluate students' needs and strengths and provide differentiated instruction to meet the needs of each individual. We believe that every child deserves respect, as well as a nurturing, safe, and positive environment at school in order to fully maximize his/her educational experience.

PART III – SUMMARY

Jacksonville Beach Elementary School (JBE) in Jacksonville, Florida, is a public dedicated magnet school for gifted and academically talented students. The JBE student population consists of students from 21 different zip codes in Jacksonville, with only 29% residing in the surrounding Beaches communities. Currently, the student population is split into 39% gifted/61% basic education (i.e. academically talented) and represents the following racial/ethnicity groups: 56% White, 19% Asian, 9% Mixed, 9% Hispanic, and 7% Black. To be eligible for placement into the gifted program, students must meet the state's eligibility criteria, which involves scoring in the Very Superior range (130+) on a standard IQ test and exhibiting a majority of gifted characteristics on the Renzulli-Hartman checklist. In addition to receiving instruction in the basic academic subjects, gifted students receive a specialized curriculum with emphasis on social processes, critical appreciation, research methods, creative expression, and scientific approach.

JBE was initially established as a school for African American students residing in the Beaches communities from 1939-1970. From 1970-1991, the school was sanctioned as desegregated and transitioned into a 6th grade center. JBE was changed into an elementary school serving kindergarten through 5th grade students from 1991-1993. In 1993, JBE became the only elementary dedicated magnet school with a gifted theme in the city of Jacksonville. The staff and students were transitioned into a newly constructed school building in 2001, where the school is currently located today.

Being a dedicated magnet school in Duval County Public Schools, there is no admissions criterion for students who wish to apply, and acceptance is determined via a computer-based lottery run at the district level. In specific circumstances, the following application priorities are afforded to certain applicants (listed in weighted order from most to least): neighborhood preference given to students residing in the former attendance area, military preference given to dependent students with active duty military parents who have transitioned to the area within the past 12 months, sibling preference given to students with siblings currently enrolled at the school, socioeconomic status preference given to students whose home school is designated as Title I, and principal's signature indicating attendance at a tour of the school. The general entry point into the school with the most vacant seats is kindergarten, however, 1st-5th grade students are accepted as vacant seats become available in accordance with the state's class size amendment restrictions and based on the track for which they are applying (gifted versus academically talented). All kindergarten classrooms are designated as academically talented, but self-contained gifted classrooms become available starting in 1st grade. JBE is proud to have been consistently rated an "A" school since the 1999-2000 school year.

The administrative and instructional staff members actively work to facilitate opportunities that promote cultural understanding and acceptance as well as building relationships between teachers, parents, and students. In collaboration with the school's PTA, cultural arts assemblies are held to expose students to a variety of cultural themes and attributes which reflect the cultures represented in the school population. Diversity is further celebrated through annual activities (i.e. Black History Month, Military Appreciation, food/supply drives for less fortunate students being served by local community centers) designed to assist students with embracing others' cultural norms and learning more about their surrounding school community. Through Social Studies infusion into the literacy block, teachers actively work to celebrate various cultures by exposing students to informational text that provides them with an opportunity to learn about cultural diversity from their grade-level perspective. Relationship building between teachers and students is supported at JBE through offering students the opportunity for leadership roles (i.e. Student Council, TV Production, TOTS, Safety Patrol) aligned with their strengths and interests. Older students (4th/5th graders) have the ability to attend their choice of specialized enrichment labs (i.e. photography, visual arts, American Sign Language) which allows them to have an additional outlet through which to explore their interest areas as well as socialize with teachers and students who they may not typically interact with on a daily basis.

JBE was the recipient of the National Blue Ribbon School Award in 2003. This recognition has played a significant role in the marketing of our magnet program each year since then. We proudly display the Blue Ribbon banner in our front foyer and enthusiastically share our outstanding achievement data with

prospective students and parents, as well as our existing PTA and School Advisory Council (SAC). Since 2003, we have undergone two changes to the district superintendent, adopted new Florida Standards, and have embraced the increased rigor of the Common Core movement. Professional development is ongoing and Jacksonville Beach Elementary teachers actively pursue information and instructional strategies that ensure student engagement, rigor, ownership, and demonstration of understanding by students in all subject areas. We continue to enjoy an active PTA and SAC and have added a parent education program in the form of Parent Coffee Chats on the first Tuesday of every month. Parent involvement has also increased in the area of blended learning, as we have added three important computer programs (i.e. Achieve3000, iReady, and Gizmos) which parents can work on with their children at home. We continue to focus on our school mission of providing an enriched and challenging curriculum for every student through differentiation of instruction. We also strive to infuse gifted curriculum objectives into the core subjects in self-contained gifted classes in grades 1-5.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The administration and faculty/staff members at Jacksonville Beach Elementary ensure that core instructional programs and materials are aligned to Florida's English/language arts (ELA), mathematics, science, & social studies standards by consistently following the aligned instructional scope and sequence trajectories established by the district (i.e. Year-at-a-Glance, Curriculum Lesson Guides). Teachers utilize district-approved curriculum resources to support daily instruction with fidelity and seek out supplemental materials that have either been vetted by the state or involve research-based practices (e.g. cpalms.org, i-Ready intervention materials, Write to Learn, Achieve 3000). Due to the recent shifts in K-5 ELA and mathematics standards and the introduction of a new standardized assessment for 3rd-5th grade students, teachers and administration are actively reviewing the depth of the newly established grade level expectations and ensuring that daily instruction is aligned with them. In addition, teachers and administration are familiarizing themselves with the verbiage and structure of the newly released FLDOE item specifications (K-2nd) and Florida Standards Assessment (FSA) item specifications (3rd-5th) to assist with integration of similarly constructed items into their ongoing assessments in an effort to prepare students for success with showing mastery of grade level content. JBE currently utilizes the Gradual Release of Responsibility Model for ELA, mathematics, and science instruction in concordance with district expectations in order to allow for the fluidity and balance of teacher modeling and student exploration of important content during instructional delivery.

Kindergarten and 1st grade ELA instruction is facilitated through the use of the Houghton Mifflin curriculum and focuses primarily on assisting students with developing foundational literacy skills (i.e. phonics, sight word recognition, structure of writing). ELA instruction for grades 2-5 is based around grade-appropriate novel studies that require students to demonstrate standard mastery through exploration of complex fiction and non-fiction text. All kindergarten-5th grade students are given diagnostic assessments through the iReady Reading program (Curriculum Associates product) three times per year in order to assess students' strengths and weaknesses in the following domains: phonological awareness, phonics, high frequency words, vocabulary, and comprehension. Based on iReady Reading diagnostic results, students are assigned "next steps for instruction" which allows teachers to provide students with applicable activities to remediate or enrich them in certain skill areas below, at, or above grade level. For the past several years, 3rd-5th grade students have been expected to utilize the Achieve3000 program, which provides students with differentiated ELA online instruction. Students' Lexile levels are assessed three times per year, and ability-leveled reading and writing assignments designed to measure comprehension of non-fiction text are assigned to each student according to their instructional and/or independent reading level. This year, 4th grade students are using the Wordly Wise program to support improvement in vocabulary development and reading comprehension and the Write to Learn program to provide students with specific feedback related to their writing abilities. Kindergarten-4th grade students receive at least 150 minutes of ELA instruction per day while 5th grade students receive 100 minutes. Social Studies instruction is infused into the daily ELA instructional block by the establishment of daily reading centers that require students to access historical text and complete activities that reflect application of social studies content. During core reading instruction, teachers often use the social studies textbook as the source of text used to support standards-based instruction (i.e. determining main idea, identifying key details). Using the Achieve 3000 program, teachers consistently assign students with social studies reading lessons in order to facilitate their learning of grade-level content both in the classroom and home settings. In addition, teachers assign social studies projects that are cumulative in nature (i.e. creation of timelines, research projects focused on past wars, compare/contrast activities for past or current world leaders) throughout the school year in order to expose students to the following: choosing historical topics of interest to them, use of research techniques, and working in collaboration with other students.

The provision of kindergarten-5th grade mathematics instruction is facilitated through explicit instruction using the enVision curriculum (Pearson product) and discovery learning using the Math Investigations curriculum (TERC product). Teachers have discretion to use lessons from both of the curricula as deemed appropriate when planning instruction based on student performance on unit pre-tests/baseline testing,

classroom formative assessments, and summative testing results. Math lessons are conducted to encourage students to formulate strategies to complete problem-solving through peer collaboration and minimal intervention from the teacher. All kindergarten-5th grade students are given diagnostic assessments through the iReady Math program (Curriculum Associates product) three times per year in order to assess students' strengths and weaknesses in the following domains: numbers/operations, algebra & algebraic thinking, measurement & data, and geometry. Based on i-Ready Math diagnostic results, students are assigned "next steps for instruction" which allows teachers to provide students with applicable activities to remediate or enrich them in certain skill areas below, at, or above grade level. Kindergarten-4th grade students receive at least 90 minutes of math instruction per day while 5th grade students receive 100 minutes.

Currently, the Florida Interactive Science curriculum is being used to expose students to grade-level scientific content. JBE teachers use a blended model of explicit instruction and hands-on lab activities to promote student engagement with this core subject area. In addition, the Gizmos program (Explore Learning product) serves as an online instructional tool to reinforce scientific concepts learned in the classroom environment. Kindergarten-4th grade students receive 30-60 minutes of science instruction per day while 5th grade students receive 100 minutes.

2. Other Curriculum Areas:

Jacksonville Beach Elementary (JBE) has a full time teacher for physical education, music, and art. Each student in grades K-5 receives instruction from the specialist in these areas for 35-45 minutes per week. Physical Education includes developing skills and habits related to physical activity and safety. In art education, students learn a variety of skills, techniques, and processes for creating artwork. They use different media, learn to interpret and critique their own artwork and that of others, and they are introduced to the history and impact of art in society's culture. In music class, students learn to appreciate and perform simple songs, dances, and musical games from a variety of cultures. They also study key musical terms and concepts such as steady beat, tempo, rhythm, and note value. Health education is provided weekly by each science teacher. Additionally, we have a special committee comprised of students, parents, and teachers who design a variety of other programs to develop student knowledge and good habits in the areas of nutrition, physical fitness, hygiene, prevention, and mental health. Our Wellness Initiative has earned special recognition and awards at the district level for the past three years based on the myriad of opportunities we provide students in the area of health education and wellness. Some examples of these programs include monthly food tastings, a 100 Mile Running Club, and Wellness Parents who provide special lessons each month in the classroom. Technology is another key component of our curriculum and instruction. With three computer labs four to six computers in every classroom, students use computers daily as part of instructional rotations. Computers are used to reinforce basic skills in reading, math, science, and writing. Students are also instructed in the use of technology for communication, presentation, and research. The media specialist and media assistant provide weekly classes that incorporate both the love of books, fiction and non-fiction, and the ever-growing role of technology in our daily lives at home and at school. Media classes are structured to actively support students' development of research and basic technology skills in order to support core instructional lessons being delivered in the classroom.

3. Instructional Methods and Interventions:

At the beginning of the school year, teachers are provided with a data summary sheet for each of their assigned students from the previous year, including results from state, district, and school-based testing (i.e. post-Curriculum Guide Assessments [CGA] data, FCAT 2.0 scale score/achievement level, i-Ready Reading and Math scale score/placement level, DRA results, Achieve 3000 Lexile levels), academic/conduct grades, and summer school information (if applicable). The receipt of these data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. Baseline CGA, DRA, i-Ready Math/Reading diagnostic results, Achieve 3000 Lexile levels), teachers and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form student groupings who will be serviced by primary and intermediate

tutors/interventionists in the area of reading and math. The following data points are used at the start of and during the school year to identify students who need to be targeted for intervention: scoring at or below 40% on CGA baseline assessments (below expectations) or quarterly summative assessments, repeating their current grade, scoring below expected grade level target on i-Ready diagnostic assessments, scoring below grade level expectations on standardized state testing, earning a previous year's scale score on standardized state testing that would fall below grade level expectations for the current year (bubble students), and/or earning a D or F on mid-quarter progress reports in reading or math or as a final grade on their quarterly reports cards. Analysis of multiple data sources is conducted during collaborative planning sessions (e.g. professional learning communities/vertical learning communities) and used as the basis for designing daily lesson plans to meet the needs of students functioning at various levels of skill development (i.e. below level, on level, above level). In addition to summative assessments, teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings. The RtI block and data-based center rotations in reading and math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level content. Tiered intervention (Tier II and III levels of RtI) is conducted during guided instruction with the teacher, and data is collected related to students' performance on specific skills in order to determine whether they should be considered for referral for additional assistance from the ESE teacher and/or subject-area interventionists as deemed necessary by the MTSS Problem-Solving Team. There are a variety of intensive curriculum supports that are available to use with students if academic performance data reflects a specific need, such as the Barton Program, Ready Common Core supplements for i-Ready Reading and Math, and DAR TTS activities. As additional assessments are administered (i.e. quarterly CGAs, end-of-unit tests, quizzes, running records), teachers utilize this data to evaluate the students' response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time. Because Jacksonville Beach Elementary is a dedicated magnet for gifted & academically talented students, teachers are consistently reviewing academic data in conjunction with the school-based team (i.e. school counselor, administration, school psychologist) to identify the need for gifted screening referral and/or available ACCEL options.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The assessment data outlined in the application tables show that the proficiency levels earned over the past five years have been within the following ranges: 3rd grade reading (91-99%), 4th grade reading (97%-99%), 5th grade reading (97-100%), 3rd grade mathematics (93%-100%), 4th grade mathematics (92-100%), and 5th grade mathematics (97-100%). Based on this data, it is apparent that higher levels of reading proficiency are generally found in 4th and 5th while mathematics proficiency is consistently higher in 5th grade. The percentages of students who earned advanced scores on state assessments over the past five years have been within the following ranges: 3rd grade reading (84-89%), 4th grade reading (85-91%), 5th grade reading (81-91%), 3rd grade mathematics (76-91%), 4th grade mathematics (81-94%), and 5th grade mathematics (85-92%). The highest scoring subgroups have consistently been White and Asian students across all subject areas and grade levels.

The most significant gains over the past five years have been observed in 3rd and 4th grade mathematics. In 3rd grade mathematics, advanced proficiency levels dropped 14% from 90% in 2011 to 76% in 2012. Between 2012 and 2014, advanced proficiency levels steadily returned to 90%. Similarly, advanced proficiency levels in 4th grade mathematics have spiked from 81% in 2012 to 94% in 2014. The consistent increase in advanced proficiency levels in 3rd and 4th grade mathematics is due in part to the concerted effort of teachers to provide small-group remediation and enrichment of students during skill-based center rotations based on student performance on unit pre-tests and formative classroom assessments. Mathematics teachers have been striving to master the art of guided math instruction in order to strategically provide differentiated instruction to meet the needs of students performing at all ability levels. This year, the primary focus of the SIP has been to provide professional development related to assisting teachers with understanding the grade-level continuum of the newly revised English/language arts and rubric expectations for the 4th and 5th grade writing assessment (i.e. purpose, focus, & organization; evidence & details, conventions) and to focus on raising reading gains of all learners.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

A variety of formative and summative assessments are given to ensure that students are meeting standards and demonstrating learning gains. The Florida Comprehensive Assessment Test (FCAT) 2.0, replaced this year with the FSA, is given to students in grades 3-5, and measured proficiency in reading, math, science, and writing. Additionally, students take computer based diagnostic tests in reading using the Achieve 300 program (grades 3-5) and in both reading and math using the i-Ready program (grades K-5). The district has also developed quarterly assessments (CGA) to measure the progress of students on learning content that was taught during each nine-week grading period. The results of all of these assessments, as well as daily classroom work and teacher-made assessments, are used to plan instruction, group students for differentiation, and provide additional instruction and support where needed.

Assessment results are also used to identify school improvement goals. The leadership team and SAC carefully analyze the data to determine additional strategies and resources which are needed to improve student achievement. The data is shared with all parents via the school website, as well as during the annual Open House in early September. The state School Report Card grade and the goals of the School Improvement Plan are also carefully explained during Open House and again halfway through the school year, when the Mid-Year Stakeholders Report is published. Individual student test results are provided to parents in writing throughout the year and explained at mid-year parent conferences.

Part VI School Support

1. School Climate/Culture

At Jacksonville Beach Elementary (JBE), school administrators work collaboratively with the Wellness Committee/PTA to identify the social-emotional needs of students and develop activities/projects that address these needs in an effort to positively impact the student culture. In order to assess these needs, the Wellness Committee analytically reviews the results from the previous year's Gallup Student Survey categories (i.e. hope, engagement, well-being) in addition to having students of all ages complete needs-based surveys focused on applicable topics (i.e. personal hygiene, peer interaction, nutrition) throughout the year. Books of the Month that include a central theme related to character education are consistently distributed to all K-5th grade classrooms throughout the school year. Teachers are expected to explore each one with their classes and complete a literacy-based activity that relates to the moral of the book. As part of her annual job responsibilities, the school counselor supports teachers and students by conducting classroom guidance lessons that are specifically structured to address social-emotional issues/difficulties being observed. If guidance lessons are not successful in quelling the conflicts in the classrooms, the school counselor will increase the support being provided to the students by holding mediation sessions, which allow her to gather more specific information about the situation/issue in the classroom and engage in problem-solving with the students. This year, a military family life counselor has been added to the JBE staff, and she is responsible for providing counseling/support services to children who have parents serving in the military. She engages students in a variety of activities to help them work through trying situations (e.g. parent deployed, death of a family member, feelings of anger/depression) and assists them in dealing with their feelings in an appropriate manner within the school setting. The administration, school counselor, and military counselor work together to identify students who may need more intensive services and often refer these students to outside agencies that can better meet their needs through a full service referral process. Throughout the school year, school staff members actively work to hold events that encourage students to help themselves and others to make safe and healthy choices (i.e. anti-bullying assembly, Red Ribbon Week activities).

The school leadership team actively collaborates to ensure that the morale of all instructional and non-instructional staff members is maintained throughout the school year. Because JBE does not currently have any school-based instructional coaches, administrators and teacher leaders consistently provide specific feedback on improving instructional delivery by completing walkthroughs and peer observations and through attending common planning sessions to provide next steps for lesson planning (scope and sequence) based on recent achievement data trends. The structure of the school's Master Schedule provides teachers in each grade level and/or content area with at least two common planning sessions per week and an extended resource time once per month during which collaboration can take place. Throughout the school year, teachers are encouraged to identify the need for additional resources that can better support student learning (e.g. technology, standards intervention/practice workbooks). The JBE PTA and Friends of Jacksonville Beach Foundation diligently work with school administration to show their support of teacher's magnanimous efforts by purchasing requested "wish list" items, offering limited reimbursement for items purchased out-of-pocket, and holding special events (i.e. faculty breakfast/lunch, massage day) that are meant to relieve anxiety/stress and build camaraderie.

2. Engaging Families and Community

The school administration and teachers at Jacksonville Beach Elementary (JBE) consistently seek to build positive relationships with families and the community in order to increase parental involvement in school-based activities/events and keep stakeholders informed of students' progress toward established annual achievement goals. The principal proactively takes the lead in keeping parents informed by sending out a weekly newsletter summarizing important dates and scheduled events that may be of interest to them. Teachers assist with transparency for parents by consistently updating student grades in the Parent Portal and revising their class websites weekly with curriculum content and homework assignments. Following diagnostic and summative assessments, teachers provide students and parents with performance review reports that specifically outline the standards and/or skills that students need additional assistance with in

order to meet grade level expectations. Annually, teachers are provided with leave in order to hold mid-year conferences that are designed to facilitate face-to-face meetings to inform parents of the current status of their child's academic progress and provide them with strategies/resources to assist with their child's education. In conjunction with the PTA, the school hosts monthly social and/or educational events that promote active engagement by students, parents, and families. These events include Science Night, Night of the Arts, Military Appreciation, Family Bingo Night, Career Day, Family Fitness Day, Doughnuts with Dads, Muffins with Moms, and Talent Show. A designated business-partner liaison from the PTA develops school-based opportunities for community organizations to be involved in events throughout the year, including attending an annual breakfast, sponsoring a PTA event, advertisement of school events at local businesses, and inclusion in school publications. The School Advisory Council, comprised of school and non-school representatives, assists with engagement of parents and families by identifying relevant topics of interest or concern (e.g. cultural diversity, transitioning to middle school, Florida Standards Assessments information/resources) and hosting monthly "coffee chats" with guest speakers. In order to actively promote the mission/vision of the school and provide information about the school to an increased portion of the Jacksonville community, JBE administration and faculty members host an informational booth at the annual DCPS School Choice Expo (formally known as Magnet Mania) and conduct a series of magnet tours that allow parents to observe the rigorous JBE learning environment firsthand.

3. Professional Development

The school's professional development approach is based on the premise that all faculty/staff members are responsible for engaging in continuous learning in order to meet the annually established goals for student performance. The leadership team, comprised of administration, lead primary and intermediate teachers, and the school counselor, initiates the school year by leading the faculty in a review of current academic achievement data and develop the School Improvement Plan (SIP) with input from building instructional teams. Once finalized by all stakeholder groups, the SIP becomes the guiding document for the work of the school and is regularly revised and updated by the leadership team as the student needs change throughout the school year evidenced by trends in achievement data. The members of the leadership team attend district-based trainings to receive information about instructional best practices and district initiatives related to preparing students to meet grade level expectations, which they are responsible for sharing with the appropriate grade levels and content area teachers during professional development opportunities (i.e. early release trainings, common planning, grade level meetings).

A Professional Development Committee, comprised of at least one representative from each grade level/content area and administration, was developed this year to build capacity among teachers and administrators and ensure that critical knowledge related to instructional strategies and best practices is consistently disseminated among the faculty. The primary roles of the committee are to plan/implement whole-group training sessions in accordance with the SIP and to ensure that grade level members are integrating job-embedded professional development opportunities into their instructional practice (i.e. use of mentor teachers, walkthroughs/observations of model classrooms, lesson studies). Because the SIP goals for the current school year focus primarily on improvement in reading proficiency/learning gains and writing proficiency, the committee has implemented a book study using *The Common Core Companion: The Standards Decoded* in order to support teachers in all content areas and grade levels with understanding the English/language arts (ELA) standards and identify how they can adjust their instruction to support students' literacy development.

The Literacy Leadership Team meets once per month to develop programs and teacher training to improve student performance in ELA. The members of this group assist faculty members with designing common planning agendas, setting priorities for ELA-related training, developing curriculum maps, monitoring progress of students toward meeting SIP goals in reading and writing, and analyzing the complexity and rigor of the newly revised Florida Standards. The current priorities of this team are to ensure that differentiation strategies (i.e. compacting, tiered assignments, project-based learning) are being effectively implemented in all classrooms, and teachers are "unpacking" their grade level standards to better understand the expectations for students, and focusing on instructional best practices to assist students with

learning appropriate content (i.e. text dependent questions, guided reading, use of the Gradual Release Model, use of complex text).

4. School Leadership

The philosophy of the school principal is clearly defined in the school's vision and mission statements. At Jacksonville Beach Elementary, we are committed to meeting the academic, social, and emotional needs of each child, providing differentiated instruction to meet each individual's needs, and providing every child with a nurturing, safe, and positive school environment. The principal and assistant principal are dedicated to instructional leadership, that is, providing ongoing professional development, evaluating and coaching teachers, assisting with planning, providing necessary resources, and supporting meaningful rituals, routines, and classroom behavior. Classroom walkthroughs, formal and informal observations are all used regularly to focus on student learning and effective teaching practices.

An expanded leadership team, comprised of the principal, assistant principal, school counselor, and lead teachers in reading, math, and primary education, meets weekly to analyze student achievement data, determine next steps in the school improvement process, create additional safety nets for students needing increased support, and to assist in planning professional development.

Leadership is also provided through a number of other committees including the following: Student Life Committee-a group that continually analyzes school safety and discipline; Professional Life Committee- a group that works to promote positive relationships among staff; Gifted Committee- a group whose mission is to develop projects and activities to challenge our brightest learners; Professional Development Committee- a group who plans and delivers bi-monthly workshops during early dismissal Wednesday; and RTI Committee- a problem-solving team that helps teachers find solutions that will lead to success of all students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT) 2.0</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	98	93	96	100	100
Level 4 or above	90	79	76	90	91
Number of students tested	104	103	106	109	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above			82	100	
Level 4 or above			54	83	
Number of students tested	7	4	11	12	4
2. Students receiving Special Education					
Level 3 or above		100	100		100
Level 4 or above		90	91		80
Number of students tested	7	10	11	9	10
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above			80		
Level 4 or above			30		
Number of students tested	8	6	10	7	4
6. Asian Students					
Level 3 or above	100	98	100	100	100
Level 4 or above	100	87	90	100	95

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	18	22	10	15	19
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	97	95	99	100	100
Level 4 or above	85	79	81	92	91
Number of students tested	64	62	76	75	82
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT) 2.0</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	100	98	92	98	99
Level 4 or above	94	87	81	86	88
Number of students tested	131	126	131	127	134
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above		93			100
Level 4 or above		86			80
Number of students tested	4	14	9	7	10
2. Students receiving Special Education					
Level 3 or above	100	91			91
Level 4 or above	84	91			82
Number of students tested	12	11	8	7	11
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above	100	94	100	100	100
Level 4 or above	91	94	100	96	100
Number of students tested	36	18	20	21	12
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	100	99	93	98	99
Level 4 or above	95	89	82	88	85
Number of students tested	72	89	92	90	104
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment (FCAT) 2.0</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	98	97	99	100	97
Level 4 or above	90	85	90	92	88
Number of students tested	129	129	123	136	117
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	100			100	
Level 4 or above	83			93	
Number of students tested	12	7	6	14	5
2. Students receiving Special Education					
Level 3 or above					80
Level 4 or above					40
Number of students tested	9	7	5	8	10
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above				100	
Level 4 or above				100	
Number of students tested	5	4	3	10	3
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above	100	100	100	100	
Level 4 or above	96	95	95	100	
Number of students tested	25	20	23	13	8
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	100	99	99	100	98
Level 4 or above	92	88	90	91	88
Number of students tested	88	93	86	101	96
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT 2.0)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	95	95	91	95	99
Level 4 or above	85	84	84	86	89
Number of students tested	104	103	106	109	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above			82	100	
Level 4 or above			82	67	
Number of students tested	7	4	11	12	4
2. Students receiving Special Education					
Level 3 or above		90	91		100
Level 4 or above		80	82		90
Number of students tested	7	10	11	9	10
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above			70		
Level 4 or above			40		
Number of students tested	8	6	10	7	4
6. Asian Students					
Level 3 or above	100	100	100	100	100
Level 4 or above	100	96	100	100	79
Number of students tested	18	22	10	15	19
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	94	95	93	100	100
Level 4 or above	83	82	90	87	91
Number of students tested	64	62	76	75	82
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT 2.0)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	98	98	97	99	98
Level 4 or above	88	90	85	91	89
Number of students tested	130	126	131	127	134
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above		86			100
Level 4 or above		86			80
Number of students tested	4	14	9	7	10
2. Students receiving Special Education					
Level 3 or above	92	91			91
Level 4 or above	75	90			63
Number of students tested	12	11	8	7	11
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above	97	94	100	100	100
Level 4 or above	87	95	95	81	100
Number of students tested	36	18	20	21	12
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	99	99	99	100	97
Level 4 or above	90	96	95	95	85
Number of students tested	71	89	92	90	104
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test (FCAT 2.0)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	97	98	97	99	100
Level 4 or above	90	81	83	82	91
Number of students tested	129	129	123	136	117
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	100			100	
Level 4 or above	75			86	
Number of students tested	12	7	6	14	5
2. Students receiving Special Education					
Level 3 or above					100
Level 4 or above					90
Number of students tested	9	7	5	8	10
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above				100	
Level 4 or above				80	
Number of students tested	5	4	3	10	3
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above	100	100	91	100	
Level 4 or above	92	85	73	100	
Number of students tested	25	20	23	13	8
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	98	99	98	98	100
Level 4 or above	92	81	85	80	90
Number of students tested	88	93	86	101	96
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: If no data is inserted, then no assessment results were reported for the related subgroup due to the number of students belonging to that subgroup being less than 10.; In 2010-2011, the state assessment was shifted from the original FCAT assessment to a more rigorous version, FCAT 2.0.