

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Dorine Zimmerman

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

Official School Name Freedom 7 Elementary School of International Studies

(As it should appear in the official records)

School Mailing Address 400 4th St South

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

City Cocoa Beach State FL Zip Code+4 (9 digits total) 32931-2734

County Brevard County State School Code Number* 05 5021

Telephone 321-868-6610 Fax 321-868-6615

Web site/URL http://www.edline.net/pages/Freedom7/ E-mail Zimmerman.Dorine@Brevardschools.org

Facebook Page _____
Twitter Handle _____ http://www.facebook.com/freedom7APT Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Brian Binggeli E-mail: binggeli.brian@brevardschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard Tel. 321-633-1000

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 Ms. Karen Henderson
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 57 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 16 High schools
 - 0 K-12 schools
- 85 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. 14 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	25	29	54
1	28	26	54
2	22	32	54
3	25	29	54
4	34	31	65
5	34	32	66
6	32	34	66
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	200	213	413

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 2 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 6 % 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 2012 - 2013 year: 6%

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, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	413
(5) Total transferred students in row (3) divided by total students in row (4)	0.063
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 0%
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Gujarati
8. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 31

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %
17 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 1 Specific Learning Disability |
| 0 Emotional Disturbance | 14 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 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	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	0
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	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 2013

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. 2008

PART III – SUMMARY

Freedom 7 Elementary School of International Studies is a Brevard County, Florida choice public school located at 400 Fourth Street South, Cocoa Beach. We serve kindergarten through sixth grade students throughout the district who apply and go through the lottery selection process, conducted in February each year, to be admitted. Siblings of enrolled students receive preference and are admitted if space is available, if not, they are at the top of a waiting list for their grade. All applications received prior to February are treated equally with no selection criteria. Those received after the lottery are added to the waiting list in the order they are received. If a space becomes available, we call students into the school from our waiting list. The hardship appeal process is available for those with extenuating circumstances. Students maintaining continuous enrollment at the Freedom 7 Elementary School of International Studies need not reapply at the end of the school year.

At the heart of the school's philosophy and instructional organization is the International Baccalaureate (IB) Primary Years Programme (PYP). An authorized IB World School since 2005, Freedom 7's mission is to provide students with a quality public education and a challenging and creative integrated curriculum. Students are encouraged to become critical and compassionate thinkers, lifelong learners, and responsible world citizens who respect cultural diversity. Through the implementation of our curriculum we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

At each grade level, six transdisciplinary themes assist teachers and students to explore knowledge. Teachers and students use questions that are concept based to structure units of inquiry and develop challenging programs of international education and rigorous assessment. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the school. As an IB World School, Freedom 7 is a student-centric community sharing core values as well as the privileges and opportunities of belonging to a worldwide network of schools. Our program is academically aggressive and we strive for excellence for our students and their learning. We define and share "best practices" and always seek to improve through reflection.

Essential to the success of our students is the integration of the arts into the basic structure and the meticulous building of extracurricular events to enhance the school/student connection. Students are introduced to the Spanish language beginning in kindergarten and continuing through fifth grade. In sixth grade, students switch to learning the French language. Another key process in the success of the school is a strong parental involvement component. Parents support the academic process both at home and at school. Parents volunteered an excess of 11,000 hours during the 2012-2013 school year, assisting in the classroom, fundraising efforts and special events. We know our students by name; their families and friends; their interests and strengths; their goals and aspirations. We work collaboratively to help our students to appreciate the beauty and wisdom of the world, learn to communicate effectively with others, love the quest for knowledge, and show our concern and empathy for others through acts of kindness and service. We prepare our students to embrace a strong sense of personal responsibility, to set goals and achieve them, to recognize and accept leadership opportunities and to become responsible citizens of the world. Service learning is an essential component of the action cycle which is the outcome of student learning at Freedom 7.

Since receiving our first Blue Ribbon Award in 2008, our school continues to be ranked in the top five elementary schools in the state. In September 2012, Parenting Magazine highlighted Freedom 7 in the article "Best Schools in America." Freedom 7 continues to meet the standards of the IB PYP through the self-study and program evaluations in 2005, 2008 and again in 2013.

Our instructional model is based on the theory that "learning is one step past what you already know." As a result, classroom instruction is differentiated to meet the needs of individual students, while accelerated reading and mathematics programs are widely implemented.

Our vision for our future is to develop proficiency in reading, mathematics, writing, and science for every student; support and build families and the home environment, build stronger students; increase the instructional opportunities for students to excel in above grade level work; and continue to develop one of Florida's best elementary schools.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) is the foundation of the statewide educational assessment and accountability program. The FCAT 2.0 measures student achievement of the Next Generation Sunshine State Standards (NGSSS), which replaced the Sunshine State Standards, in reading, mathematics, science, and writing. FCAT 2.0 assessment items are classified using a model with origins in the works of Dr. Norman Webb on depth of knowledge and the cognitive classification system used for the National Assessment of Educational Progress (NAEP). With this system, items are classified on the cognitive demand inherent in the test item, not on assumptions about the student's approach to the item. The FCAT 2.0 is comprised of multiple choice questions and gridded response questions and is administered annually, in the spring, to all Florida public school students in Grades 3–11.

FCAT 2.0 Reading, Mathematics, and Science results use three measures, Scale Scores, Content Area Scores and Achievement Levels. The FCAT 2.0 Reading and Mathematics score scales established in 2012, which are also referred to as developmental score scales, range from 140 to 302 for FCAT 2.0 Reading across grades 3 through 10 and from 140 to 298 for FCAT 2.0 Mathematics across grades 3 through 8. The FCAT 2.0 Science score scales range from 140 to 260 for both grades 5 and 8.

Content area scores are reported as the actual number of raw score points earned out of the number of points possible for each reporting category. Reporting categories represent groups of similar skills, or benchmarks, which are assessed within each grade and subject. The success a student has achieved with the NGSSS assessed by the FCAT 2.0 is described by Achievement Levels that range from 1 (lowest) to 5 (highest). A score of Level 3 indicates a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards. A score of level 1 indicates an inadequate level of success. Third graders scoring a Level 1 in reading are retained per state mandate.

(B) The FCAT began in 1998 as part of Florida's overall plan to increase student achievement by implementing higher standards. When in full implementation, the FCAT was administered to students in grades 3-11 and consisted of criterion-referenced assessments in mathematics, reading, science, and writing, which measured student progress toward meeting the Sunshine State Standards (SSS) benchmarks. During the 2010-11 school year, Florida began the transition from the FCAT to the FCAT 2.0. It should be noted that in 2011, The Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) for Reading and Mathematics were revised along with the cut scores for each level. In 2012 the Achievement Levels for FCAT 2.0 Science were changed. A five year comparison, for the purpose of this application, would not be a valid comparison as the assessment and scoring criteria for each level changed for the years 2011-2013.

For the past five years, Freedom 7 Elementary has earned an A grade, the highest possible rating based on the FCAT scores. Analysis of FCAT performance in reading and math from 2008 to 2013 shows continuous improvement in meeting grade level standards, which is defined by achieving Level III-V in all subgroups reported.

In 2008 all of the subgroups in our school met the proficiency targets for Adequate Yearly Progress in reading and mathematics. In 2008, 99% of the students tested were at or above grade level in reading and 100% in mathematics. For all students, 79% made learning gains in reading. Of the lowest 25%, 79% made learning gains in reading and 89% in mathematics. Freedom 7 was the seventh highest scoring school in the State of Florida in both reading and mathematics.

Although making a direct comparison of achievement levels of all students tested using the FCAT and the FCAT 2.0, would not be a valid data comparison, the trend for high achievement has remained through the transition of the FCAT 2.0. For the past five years, 94% or higher of the students tested in reading scored at or above grade level. It should be noted that 100% of the sixth graders tested over the same five years, scored at or above grade level. From the years 2008-2013 94% of the students tested in math scored at or above grade level.

Using the revised FCAT 2.0 for the years 2011-2013, in reading, 97% or more of the students in grades 3-6 have consistently performed on grade level or higher. Over the past three years gains in the lowest 25% as indicated in the FCAT 2.0 have remained steady in reading with an average gain of 84%. Analysis of FCAT 2.0 performance in reading from 2008-2013 shows 92% or more of the students in all subgroups reported achieving at or above grade level.

Again, using the revised FCAT 2.0 for the years 2011-2013, in mathematics, 93% or more of the students in grades 3-6 have consistently performed on grade level or higher. Over the past three years, gains in the lowest 25% as indicated on the FCAT 2.0 performance in mathematics ranges from 84% in 2011 to 89% in 2013 making learning gains. Analysis of FCAT 2.0 performance in mathematics from 2008-2013 shows 92% or higher of the students in all subgroups reported achieving at or above grade level.

Freedom 7 has consistently ranked in the top five elementary schools in the state of Florida for the last five years.

2. Using Assessment Results:

A variety of assessment results are analyzed by teachers and administrators in order to make instructional decisions, which positively impact student achievement. The assessments used to make informed decisions for differentiation of instruction are the FCAT in areas of reading, writing, math, and science; the Stanford Achievement Test in reading, math, and science; Standardized Test for Achievement in Reading (STAR), Florida Assessments for Instruction in Reading (FAIR) and Scholastic Reading Inventory (SRI); along with county benchmark tests in reading and math. Data is shared with professionals through electronic platforms such as A3 and a common folder on school network. Parents are informed of assessment results at regular intervals via Edline and printed interim reports and progress reports, quarterly. The analysis of FCAT data consistently involves a process called "By the Numbers" where teachers organize their data using a variety of templates that focus in more detail on competencies tested to determine strengths and weaknesses. Each year, during pre-planning week, all teachers analyze available assessment data compiled for them in advance, for the classes they taught the previous year and for new students entering their grade level. They then use worksheet templates to sort, record, and disaggregate their data for purposes of reflection on practice, along with preparing for the needs of their new students. Improvement goals for students are discussed and decided upon, then included in teachers' professional growth plans. The professional growth plan includes baseline data to set student achievement goals. The students performing in the lowest 25% are targeted and improvement strategies are discussed and developed. Teachers meet with the principal and assistant principal during the first two months of school to review student performance data available at that time and discuss their professional growth plan objective, work strategies, and desired outcome. During the first semester, all teachers compile a portfolio sheet for their classes. This document includes all assessment information described above and is updated at regular intervals. The portfolio sheet is used as a cumulative reference to discuss students' progress at regular, monthly Multi-Tiered Support System (MTSS) meetings. Struggling students are identified early on and monitored by individual Progress Monitoring Plans (PMPs). Intervention strategies for remediation both inside and outside the classroom are discussed and implemented, as needed. Weekly assessments are administered to document progress. Non-classroom teachers assist with academic support outside the classroom on a consistent basis in order to implement individual academic improvement plans. During weekly Professional Learning Community Meetings (PLCs) teachers develop both formative and summative assessments to guide teaching and learning. At the end of each unit of inquiry teachers reflect on the results of these assessments and make adjustments, if there is agreement that change is needed.

3. Sharing Lessons Learned:

As an International Baccalaureate (IB) Primary Years Programme (PYP) School, over the past several years, we have hosted visitors from around the USA. The purpose of these visits was to observe, inquire, and share best practices. The Freedom 7 Elementary faculty and administration are members and regular attendees of the Florida League of IB Schools (FLIBS), which offers professionals an opportunity to participate in collaborative sessions to share best practices and strategies with other professionals from

around Florida, for successfully developing the different IB Programs. Our IB coordinator and assistant principal have both achieved certification as workshop leaders for the IBNA and FLIBS, and work with teachers and schools throughout North America. Ongoing collaboration, both formal and informal, with professionals throughout our district and state have been integral in our continuing professional development. Our principal has presented several sessions on Student Led Conferences to fellow principals during professional development meetings at the district level. Assistant principals from other schools in Brevard have come to observe the Student Led Conferences in action prior to implementing this practice at their own schools. We share our successful programs and practices via our school website. For example, we found Student Led Conferences to be a valuable way to share student progress with parents; therefore, we videotaped several sessions, then created a streaming video and made it available for others to view on our website. We have received excellent feedback about this informational piece, which leads us to believe it has been a valuable reference for parents and teaching professionals, especially teachers new to our school. Freedom 7 Elementary is recognized nationally as an ALLTHINGS PLC school, we believe this practice has contributed significantly to increasing student achievement. Over the past two years, a school team of administrators and teachers attended two training sessions, provided by the state, to assist with the implementation of the Common Core State Standards (CCSS). Our assistant principal was selected by the state to present a training on this topic to administrators. A mentor program was developed in the year 2011-2012 at Freedom 7 Elementary. Each new teacher to the school is assigned a coach/mentor who is a colleague. Each new teacher is also mentored by one administrator. Both administrators participate in collaborative sessions with feeder chain colleagues to share best practices.

4. Engaging Families and Community:

Freedom 7 Elementary, as a Brevard District Choice School, requires that each family complete 20 volunteer hours a year. The school consistently averages 11,000 volunteer hours annually. This far surpasses what is expected by our families. We want to maintain our high level of parent involvement by continuing to involve our parents in our school community. We review our client survey each year with our School Advisory Council to identify needs in this area. A New Parent Liaison is now an active member of our Parent Organization (APT). The role of this liaison is to contact new parents and be available to answer questions about the school and extend initiations for various volunteer opportunities. In addition, our parent organization maintains a website and Facebook page to communicate with the school community, and sends regular mass electronic communications to request assistance with school activities, fundraisers, and other needs. Opportunities for parents and teachers to learn together are planned and include Math and Reading Nights, First Grade Grandparent's Day, Grades 3-6 Science Night, International Festival, Student Led Conferences, and Parent Back to School Night for all grades. Parents are used as mentors for our sixth graders as they move through the different stages of learning for the PYP Exhibition. All parents participate in a required orientation conducted by administration before their child is enrolled in the school. Other events to involve the school community include: Thanksgiving Luncheon, BooHoo Yahoo Breakfast, Father Daughter Dance, Mother/Son Evening, Holiday Gift Drive for Children's Home Society, Thanksgiving Food Drive, Project Hope (to support migrant workers), Jog-a-thon, Field Day, and Veteran's Day Assembly. Parent volunteers facilitate Sunshine Math across the school, an enrichment program that provides students with a weekly math challenge. Parent volunteers assist with extracurricular programs such as: Chess Club, Future Problem Solvers, Odyssey of the Mind, Coding Club, and Book Bash. Science Fair Judges are recruited from local high schools, the business community, and parent population. Business partners are recruited and maintained providing support in a variety of ways. A staff member serves as our business partner liaison to maintain these relationships.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Freedom 7 Elementary is developed by the teachers who incorporate the mapping of both the Common Core State Standards (CCSS) in English language arts and mathematics and Florida's Next Generation Sunshine State Standards (NGSS) in science and social studies. It encompasses the philosophies and principles outlined by the International Baccalaureate Primary Years Programme (IBPYP). Following Understanding by Design, the trans-disciplinary, concept-based curriculum focuses on the whole child using strategies of guided inquiry. Students are immersed in opportunities to develop social, communicative, research, thinking, and self-management skills. Differentiation is essential in students gaining in-depth knowledge and understanding.

Reading: Using various assessment data, students' reading levels are identified. Students are then grouped based on their zone of proximal development and are engaged in explicit reading instruction. The core of the reading instruction includes a district adopted reading program, which is a systematic research-based framework for teaching the five components of literacy. In addition, fundamental to reading instruction is the use of text sets, developed to increase conceptual understandings within the six units of inquiry.

Writing: All students receive writing instruction based on the CCSS. Curriculum resources include district publications and current best practices in writing, such as 6+1 Traits and the Lucy Calkins writing workshop methodologies. Using rubrics, writing is assessed by students and teachers in order to provide quality assessment that guides instruction.

Math: A core state adopted math curriculum is used school wide. The math curriculum meets the needs of students with hands-on learning, and application of real world problem solving. Additional opportunities for enrichment take place during weekly volunteer directed Sunshine Math, and participation in Chess Club and Math Team.

Science: The science standards are integrated into the units of inquiry using a trans-disciplinary approach. FOSS kits, portable lab kits, multiple technologies, and student-centered campus areas, such as the "Field of Dreams Garden" and nearby Cocoa Beach shoreline, provide for hands-on inquiry based instruction, guided by the scientific process. A fully equipped science lab incorporates technology in the form of laptop computers, projection systems, and lab experiences. The extent of students' knowledge is evident through participation in school and district science fairs, where they consistently place in the top three in their division. Students annually visit and participate in the Indian River Lagoon Quest, Kennedy Space Center, the BCC Planetarium, and Rockledge Gardens.

Social Science: In gaining a global perspective, students are engaged in synthesis and analysis of social studies concepts and content. Teachers develop PYP units of inquiry and utilize strategies such as simulations, problem solving, differentiation, and real world experiential learning. Children conduct research using a variety of non-fiction level texts, field experiences, and multiple technologies such as Power Media Plus, online databases, and web quests. All students participate in the volunteer based community program Junior Achievement. Students have enrichment opportunities through Future Problem Solvers and Odyssey of the Mind.

Arts and Physical Education: The arts program enables students to meet standards through an integrated curriculum. Students have opportunities for enrichment in school wide programs such as Chorus, Orff Ensemble, and Strings. The students perform throughout the school year in a variety of school and community events, including opportunities through a partnership with the Brevard Cultural Alliance. Wellness education is evident in classrooms, during physical education classes and integrated throughout the units of inquiry. Enrichment is available to all students through participation in the Freedom 7 Mileage Club and Jog-A-Thon. Through traditional mediums and technology, such as iPads, students gain understanding and appreciation of art concepts. In addition to weekly art classes, students are afforded the

opportunity to express themselves creatively through art in the culminating projects of each unit of inquiry. Participation in community art events provides the occasion for students to display their artwork.

Spanish Language: All students are engaged in weekly integrated foreign language instruction. Students in grades K-5 are immersed in Spanish language and culture. Students in grade six are immersed in French language and culture. Technology affords students the opportunity to listen, speak, write, and interact with others in Spanish. A designated iPad lab facilitates learning in French.

2. Reading/English:

All students are engaged in a rigorous, balanced literacy program that focuses on the five components of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension, based on the Common Core State Standards (CCSS). The curriculum incorporates a variety of scientifically researched resources and student growth is monitored by standardized assessments. Reading instructional strategies include literacy centers, literature circles, guided reading groups, and are delivered in whole group and small group. Since the majority of the students read on or above grade level, the district adopted Houghton Mifflin Harcourt curriculum and the online learning resource of Think Central, which is supplemented with Open Court Classic Literature Series, trade books, and non-fiction leveled readers in social studies and science, as well as the inquiry-based Junior Great Books Program. Teachers plan for reading complex texts with quality questions that ensure students are thinking deeply, and getting a better understanding of concepts by answering open-ended higher order thinking questions. Text sets for each unit of inquiry at every grade level have been organized for this purpose. The schools' bring your own device (BYOD) policy allows students to both access the web for research and reading texts. Teachers use data collected from the Florida Assessment for Instruction in Reading (FAIR), Scholastic Reading Inventory (SRI), unit benchmark tests and the Standardized Test for Achievement in Reading (STAR) to help guide instruction to meet the needs of all students. The curriculum is modified to support the needs of those students performing in the lowest 25%. Ongoing progress monitoring and monthly Multi-Tiered Support System (MTSS) meeting discussions are used by teachers when making instructional decisions. Students receive small group instruction, individualized tutoring, and intensive explicit instruction using curriculum materials such as Science Research Associates Reading Labs (SRA), Florida Center for Reading and Research materials, and Houghton Mifflin Harcourt intervention materials, as well as online programs such as Lexia, Easy CBM, and Zondle. Motivational and enriching programs such as Young Authors, Discovering Quality Literature, Accelerated Reader (AR), Book Bash, and Read Across America help to create lifelong readers for acquisition of knowledge and enjoyment. Over the past three years, the library has undergone a major transformation. Now called the Center for Inquiry (CFI), it is a space through which a collaborative, flexible access model has been implemented. Reading incentive programs supporting the Sunshine State Young Readers books are in place and ongoing student collaboration in learning is recognized and celebrated.

3. Mathematics:

Mathematics is taught using the Common Core State Standards (CCSS) utilizing a variety of resources such as Pearson's EnVision Math, Cognitively Guided Instruction, and Florida Connects. Students develop hands-on conceptual understanding of math concepts with the use of manipulatives, real world problem solving, and technology through both heterogeneous and homogenous groupings. Differentiated learning engagements ensure that students at various levels are being challenged. Assessment of students is ongoing and benchmarks are used to establish intervention and enrichment opportunities. Across grade levels, students are held accountable for explaining their math process both orally and in writing. Teachers have undergone training in concept based teaching and learning. In 2008, teachers in kindergarten through second grade began training with a focus on number sense. Development has been ongoing throughout the implementation of the CCSS. Two teacher leaders consistently attend district training to help maintain depth of mathematical concepts. Teachers' professional growth plan strategies include participation in book studies using Number Talks by Sherry Parrish and Teaching Student-Centered Mathematics by Van de Walle. Parents attend a math night where teachers explain the need for subitizing and number sense. Parents view a collaboratively created video that demonstrates the need for students to be able to explain

their thinking when solving math problems; then, parents are given opportunities to engage in math games with their children. Students in grades two through six utilize IXL, an online math program that allows students to practice skills to mastery, with opportunities for both remediation and enrichment at home and at school. Parent volunteers facilitate the Sunshine Math program, an enrichment program that gives students additional challenging engagements with math skills. Freedom 7 Math Club meets two times a week whereby students are challenged with pre-algebra and algebra concepts. Fifth and sixth grade students participate in the District Math Tournament competing with other schools in our district. Additionally, fifth grade students can participate in after school math remediation. All students in grades four through six participate in the Florida Math League Math Olympiad Contest.

4. Additional Curriculum Area:

The International Baccalaureate Primary Years Programme (PYP) is designed to ensure development of the whole child. Five essential elements comprise the curriculum: concepts, skills, knowledge, attitudes, and action. Concept-based instruction provides the foundation through which guided inquiry lessons occur. The curriculum is designed to give students the opportunity to develop trans-disciplinary skills such as communication, thinking, social, self-management, and research. All students are challenged to develop higher order thinking skills with the use of key concept questioning. The Program of Inquiry (POI), developed by the teachers, is both vertically and horizontally aligned, reflected upon systematically, and consists of six globally themed units of inquiry at each grade level. Using a backward design model, both formative and summative assessments are an integral part of the POI. Every unit of inquiry offers the opportunity for students to synthesize their conceptual understanding. At the core of developing the internationalist student is the Learner Profile, which helps the child develop as an inquirer. This internationalist is also open minded, knowledgeable, caring, reflective, balanced, principled, a risk-taker, a thinker, and a communicator. Vital to the POI is a focus on the development of personal attitudes by the student. Students are taught, supported, and expected to reflect and act on their learning to complete the action component of the curriculum. Additionally, Project H.O.P.E (Helping Other People Everywhere), Freedom 7's school wide initiative for service learning, provides for the needs of our local community and beyond. Student growth is exhibited through individual portfolios. These portfolios serve to help the student reflect on their learning and set goals for growth in all the areas. The portfolios are also a key piece used for Student Led Conferences, which are held twice a year. In sixth grade, students embark on a guided inquiry focusing on a real world issue of their interest; during this time, they are grouped with others who have the same interests. This yearlong study culminates with students demonstrating their knowledge during the multi-faceted Exhibition. The PYP five essential elements extend into all areas of the school which include the gifted student program, the arts, physical education, and world languages. Teachers collaboratively plan and integrate subject area standards with the units of inquiry.

5. Instructional Methods:

The use of inquiry-based instructional strategies is the primary focus in all areas of teaching and learning. Planning for teaching and learning is based upon the research-based model Understanding by Design. Beginning with the end in mind, teachers use the Common Core State Standards (CCSS) to conceptually map the curriculum through six trans-disciplinary themes. Teachers consistently analyze student data through collaborative meetings, examining grade level data, classroom, and individual student data to determine the most appropriate methods to raise student achievement. Teachers have the flexibility to use different forms of instructional strategies based on student needs, learning styles, concepts to be learned, CCSS, and resources. Through differentiation of instruction, varying content, product and process, teachers use pre-assessments and then make use of a number of strategies to address the needs of the student. These instructional strategies include hands-on learning in the areas of math and science using manipulatives and appropriate tools, active learning through simulations, game playing, real life experiences, Visible Thinking strategies, problem solving, and competitions. Technology is integral to instruction in that it not only aids teacher planning but is paramount in student learning. Students are encouraged to research and present in a variety of ways. The use of data notebooks has been essential for students to monitor their own growth. In addition, through careful planning, instruction varies and consists of direct instruction, shared inquiry discussions, cooperative learning groups, writing and reading

workshops, mini-lessons, and discussion. Students engage in teaching methodologies that enable them to become independent learners with the use of mind mapping strategies and research methods using various forms of media and technology, along with discovery based strategies. Modeling and guided practice are used to help the students learn to acquire knowledge and higher order thinking skills. Through the key concepts, an element of the PYP, students are engaged in new learning through an organizational structure of questioning. Purposeful planning of higher order thinking questions guide student experiences throughout the units of inquiry and may include opportunities for learning through field trips, guest speakers, learning partners, and blended learning. Fundamental to all learning is the ability to reflect on what was learned, make choices about learning, and then take action based on this new knowledge. This integral component of the curriculum is modeled and facilitated by the teacher in all disciplines.

6. Professional Development:

The ongoing opportunities for professional development are vast for all faculty of Freedom 7 and are congruent with the implementation of Common Core State Standards (CCSS), School Improvement Plan, and International Baccalaureate (IB) philosophies and requirements. Our district provided training for a team of teacher leaders to unpack the CCSS and, in support of new implementation, return to school to facilitate this process with colleagues. To address the challenge of teaching IB curriculum and meeting requirements of state standards, teachers returned to school two days prior to school start, to work collaboratively mapping standards into the school's PYP curriculum. We believe this has contributed to high student achievement. Weekly faculty meetings are designated for professional development, which includes delivery of new information from the IB Coordinator, teacher leaders, and the district curriculum specialists. Grade level teachers meet weekly with an IB Coordinator and administration in Professional Learning Communities (PLCs), which provides the opportunity to collaborate on instructional strategies and classroom experiences, unpack the new CCSS, and reflect on the effectiveness of these practices. Faculty and administrators regularly attend quarterly Florida League of International Baccalaureate Schools (FLIBS) workshops, as well as regional workshops, and the Annual Regional IB Conference. District sponsored professional development days are dedicated to the needs of staff in providing a high standard of education. First year teachers participate in the New Teacher Induction program sponsored by the district. The school also has a strong mentoring program for all new teachers to the school, facilitating classroom management strategies, communication skills, assessment methods, curriculum, and professional goal setting. Each year, a team of professionals attends the Florida Educational Technology Conference, keeping abreast of the current trends in the digital world. In addition, the district has designated regular early dismissal days for students, in order to dedicate time for professional development. The opportunity to offer onsite professional development is afforded to our leadership team, but also to those teacher leaders interested in this pursuit. Collaborative planning and implementation for professional development sessions involve using a Wiki, such as PB Works, and Google Docs to make the experience more collaborative and interactive, and to provide documentation of the learning taking place. As part of a district initiative, the principal leads Instructional Rounds for a group of administrators throughout the year. This process is to assure an inter-rater reliability standard to be used to revise the teacher evaluation program.

7. School Leadership

The leadership philosophy focuses on the whole child as they develop international mindedness, which is the mission of the International Baccalaureate (IB) Primary Years Programme (PYP). The school has a shared leadership structure that is headed by the school principal, assistant principal, and the PYP coordinator. These leadership team members facilitate weekly 80-minute grade level PLCs where the focus is implementation of best practices for teaching and learning in the classroom. The school has weekly 45-50 minute faculty meetings which are dedicated to the dissemination of information, professional development, and sharing successful classroom strategies.

Early in the school year, teachers meet with the principal or assistant principal to discuss their Professional Growth Plan (PGP) for the current school year. This plan is developed by teachers based on the previous year's assessment data provided for them during preplanning. Teachers submit a formal, written reflection mid-year, then meet with an administrator to discuss their PGP progress. Administrators

conduct regular classroom walkthroughs, informal observations and formal observations, each one followed by feedback to the teacher related to performance, highlighting best practice, and offering suggestions for improvement.

During the 2011-2012 school year, the entire staff was involved in revising four policies: Language Policy; Assessment Policy; Special Educational Needs Policy; and Academic Honesty Policy. Faculty members worked on policy revision based on their interest. Committees were formed with a member from the pedagogical leadership team as the lead in each committee. Meetings were held weekly for the process.

Communication and collaboration are facilitated by the use of electronic access to all documents, schedules, meeting notes, planning guides, and resources, through a common drive at the school and the web based Google docs, including calendar feature.

Administration has scheduled meetings with mentor teachers to discuss needs and challenges faced by new teachers; collaborate to solve problems; and reflect on successful practices. Faculty members are expected to create essential agreements for collaboration and developing their grade level units. Essential agreements are developed and revised collaboratively with the entire staff each year for implementing the curriculum, assessment, and use of portfolios.

PYP 101 is offered to new teachers monthly, by our PYP coordinator, to give them orientation and training for the IB Program. Often this is followed up with an observation and feedback of practices by these teachers in the classroom. With the support of administration, teacher leaders have implemented peer walkthroughs, with a focus on differentiation, across the school to facilitate sharing best practices and increase student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: FCAT

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	100	100	94	100	100
Level 4 and 5	85	72	66	95	95
Number of students tested	53	54	53	54	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5	0	0	92		
Level 4 and 5	0	0	25		
Number of students tested	3	3	12	0	0
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	100	100	92	100	100
Level 4 and 5	86	73	63	95	94
Number of students tested	35	44	38	43	47
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student's approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
:Level 3-5	98	95	93	100	100
Level 4 and 5	79	84	76	95	95
Number of students tested	62	60	61	64	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
:Level 3-5					100
Level 4 and 5					75
Number of students tested	4	6	6	0	12
2. Students receiving Special Education					
:Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
:Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
:Level 3-5	100	98	95	100	100
Level 4 and 5	78	91	82	95	94
Number of students tested	49	44	44	53	28
10. Two or More Races identified Students					
:Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
:Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
:Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
:Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	95	98	97	97	99
Level 4 and 5	78	77	77	92	92
Number of students tested	61	64	64	64	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5			100	100	
Level 4 and 5			80	72	
Number of students tested	5	7	10	11	5
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	98	100	100	100	96
Level 4 and 5	84	76	77	81	82
Number of students tested	45	46	47	52	55
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	100	100	100	100	100
Level 4 and 5	80	93	93	92	97
Number of students tested	64	64	64	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5			100		
Level 4 and 5			92		
Number of students tested	7	8	12	7	4
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	100	100	100	100	100
Level 4 and 5	80	91	96	91	96
Number of students tested	45	44	54	48	52
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	100	98	94	100	96
Level 4 and 5	91	87	81	89	89
Number of students tested	53	54	53	53	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5			92		
Level 4 and 5			58		
Number of students tested	3	3	12	5	8
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	100	98	95	100	96
Level 4 and 5	88	87	84	88	89
Number of students tested	35	44	38	43	47
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	97	97	98	100	100
Level 4 and 5	86	80	77	84	83
Number of students tested	62	60	61	64	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5					100
Level 4 and 5					92
Number of students tested	4	6	6	8	12
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	98	95	98	100	100
Level 4 and 5	84	80	75	86	83
Number of students tested	49	44	44	49	52
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	98	100	97	100	97
Level 4 and 5	76	77	82	78	85
Number of students tested	62	64	64	64	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5			100	100	
Level 4 and 5			80	72	
Number of students tested	5	7	10	11	5
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	98	100	96	100	100
Level 4 and 5	76	76	78	81	82
Number of students tested	46	46	47	52	55
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

NOTES: The FCAT (2008-2010) included two portions, the FCAT Sunshine States Standards (SSS) and the FCAT-Norm Referenced Test (NRT). FCAT-SSS measured student achievement and skill mastery as outlined by benchmarks. The FCAT-NRT was a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT was comprised of multiple choice questions, gridded response questions, short written responses and extended responses.

FCAT 2.0 (2011-2013) items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. Low-complexity items rely heavily on recall and recognition. Moderate-complexity items require more flexible thinking and may require informal reasoning or problem solving. High-complexity items are written to elicit analysis and abstract reasoning.

No data are reported when no fewer than 10 students are tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson

Test: FCAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES*					
Level 3-5	98	100	98	100	100
Level 4 and 5	80	91	82	92	97
Number of students tested	64	64	64	64	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3-5			100		
Level 4 and 5			50		
Number of students tested	7	8	12	7	2
2. Students receiving Special Education					
Level 3-5					
Level 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
4. Hispanic or Latino Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
5. African- American Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
6. Asian Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3-5					
Level 4 and 5					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
9. White Students					
Level 3-5	100	100	98	100	100
Level 4 and 5	80	95	85	91	96
Number of students tested	45	44	54	48	52
10. Two or More Races identified Students					
Level 3-5					
Level 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3-5					
Level 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3-5					
Level 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3-5					
Level 4 and 5					
Number of students tested					

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